Student Programming

Brentwood High School

Dual Enrollment: Algebra, Trig before Advanced Placement Calculus (college credit for College Algebra and College Trig before Advanced Placement Calculus)

Spanish (Elementary) Foreign Language (Middle School) – Mandarin and Russian Pre-First

Magnet Options Pre K-12

Assistant in all kindergarten classes

Increase fine arts – possible gifted art after school

Consistency in art programs K-8

Consistency with class offerings/activities

Consistency in minimum grade requirements for Honors courses (set standards)

Option to attend another school if Advanced Placement courses (or others) are not offered at zoned school

Critical thinking skills stressed in curriculum rather than writing

Technology in science/math (Advanced Placement Calculus)

Consistency with teachers in classes from school to school

Richer writing curriculum

More offerings for children that need services, but do not qualify (funding)

Re-evaluation of resources and how they can enhance other services

No honors portfolios

Make funding available for start-up sports programs (equity)

Equipment provided to be used for students

Foreign language in elementary

Specialist cut due to budget cuts (math)

Differentiated instruction across the county in elementary schools

Reading micromanagement (90 minutes of no instruction)

Too much emphasis on bell to bell

Use of building after hours for further instruction

Late buses for after school activities

More emphasis on economics and statistics

Overboard trying to make things uniform

Continuity of education across county (rezoning wouldn’t be a problem)

Why high schools don’t all have the same number of Advanced Placement classes

Foreign language in elementary

Keyboarding in elementary

Business/finance (personal finance) in high school

Intramural academic fairs

Contemporary music

Athletic participation opened to middle schools

Athletic facility lighting

Quality of athletic facilities equal

Sanctioned club activities
Student Programming

Brentwood High, p.2

Keyboarding should be offered in elementary and continued in middle schools
Band students don't get computer skills opportunities
Switch start times, so younger students start earlier, high school later
Integration of writing in elementary; reading needs a 90 minute block
No parent coaches in middle school
County provided manipulative for math in every classroom (where they are relevant)
Make cursive handwriting required
Science and social studies – full period in elementary schools
Consistency of curriculum and facilities across the district
Non-traditional teaching approaches and resources (practical applications)
Coordination between schools and public resources
Earlier focus on ACT
Structured academic enrichment program
Work-based learning program
District provided transportation to athletic events for middle school
Transportation home from after-school activities
Switch starting times for elementary and secondary schools
Laptops/online textbooks
Technology literate students prepared for college
Workbook waste (not being used)
Arts and sciences to teach creative problem solving
Reading music
No fundraiser programs for special activities for students
Paperless – communication two-way; child profile; registration; parent update; way to protect data; choice to which teacher needs to know
Clean bathrooms and environment
Longer lunch times
All curriculum/standards online (home and school) - books; web links; presentation; print out option; support multi-learners; (community wide) – wireless access; hardware; software; libraries; community partnerships; extra staffing in labs
Keyboarding skills
Age appropriate technology
Support fine arts – music; drama; financial; scheduling; across district; K-12
Problem solving skills
Foreign language – K-12, International Baccalaureate; comprehension; literacy in depth
Global studies
International Baccalaureate
Nutrition – better tasting food; healthy menu; Jamie Oliver; longer lunch
Expand physical education and wellness
Student Programming

Centennial High School

Music and arts K-12 centralized
Foreign language K-12 centralized
Athletics K-12 centralized
Reading block extended K-8
Wellness initiative K-12 with measurement
Strings program and expanded arts opportunity
High school arts honors program
Reconfigure entire honors program
Focus on athletic practice/prep
Sport-shared quality facility
Activity bus program
Intramurals
Career Technical Education expanded programs
Same offerings (course) to all
Focused courses by bid – open to all
Separate Career Technical Education facility for all
Alternative schedules including block
Magnet schools, i.e. fine arts
Educational field trips
Stronger arts/music in elementary
High achiever with gifted program
Tutoring K-12 options
Eliminate elective focus in high school – allow them to sample various courses/areas
Widen athletic programs to include club sports
Evaluate directed studies value to students
Create budget for fine arts/athletics – a line item from Central Office
Start study skills classes in middle school – don’t wait until high school. Maybe have standard note taking procedures.
Eliminate focus – restrictions too inflexible
Too much wasted time in homeroom study hall, lunch (eliminate home room 20 minutes), especially middle school and high school
Driver’s education
Consistency with AR 4-H clubs
More sports opportunity – JV teams
Better special education programs at high school level
Keyboarding (typing)
Offer more personal finance
Consistent program offering (same courses offered everywhere)
All high schools need to be nationally ranked
More middle school foreign language needed
Honors courses needed as freshman, i.e., Algebra I, Spanish I
Need more specials/electives offered at middle school and high school
No loss of opportunities for being in band
Foreign language in elementary
Technology
White board/smart board clickers, etc.
Laptops/I-pads/Kindle
Digital textbooks
Research for all schools to bring equality to facilities/programs across all schools in county (sports, too)
Lower student to teacher ratio for all content areas (academics, separate calculus from arts)
More PE – 5 days a week K-12
Better nutrition/food better, more desirable, possibly outsource, “Mom” panel/parent advisory committee for food/nutrition
Vocational education
IB program
Foreign Language in elementary
More foreign language – consistent
Financial planning
Equity in athletics
Equity in all academic programs (Computer Aided Drafting, culinary, etc.)
Auto mechanics after school
Drivers’ education
Special attention for special needs (gifted), enrichment, special education
Consistency with counselor throughout school
Music and arts, strings appreciation
Sports co-ops (consistent)
Vocational off campus (Columbia State), within the community (culinary, cosmetology)
Science competitions
Tutoring (professional)
More parents in classrooms (observing)
JR ROTC
After school programs (middle school)
Athletics prior to middle/high school
College prep
ACT prep – during directed studies
Etiquette class
More PE – Yoga
Community service projects (middle school and high school)
Media broadcasting
Student Programming

Lifelong athletics/wellness
Less expensive alternative yearbook in high school
Student – cost/benefit analysis
Challenge day at every high school
Quality student trips
Top 100 high schools/US News
Strings program
Fine arts
Non-fiction emphasis/curriculum
Finance 101
4 state champions/athletics
Raise percent of Advanced Placement classes
Online/virtual courses– 1 per student
Effective tools for technology awareness/how to utilize
Foreign language at younger age
Entrepreneur opportunities
Conducive schedule for dual enrollment
Investing/money management
Public speaking opportunities to gain experience
Workplace skill courses
8th grade personalized educational plan for high school
Curriculum standards match international ones
Online learning
Best in class ratio/administrative ratio
More elective choice of courses
Shadowing in real environment
Orientation class for trades (vocational)
Special focus in more than one school - vocational and IB (academic)
Community service/volunteer service opportunities
More foreign language opportunities
Elementary keyboarding and computer staff
More levels of competition at the middle schools and high schools
Advanced Placement and honors at all high schools
Strings and band in elementary schools
More music teachers
Foreign language (Spanish and Chinese) in elementary
High school disabled and non-disabled student-job skill technical training
Elementary specialized gifted training (creative strategy)
Theater, rent instruments
Student Programming

Centennial p. 4

Advanced math curriculum – gifted math – Singapore program
More Advanced Placement and IB in high school
Magnet schools in county (art academy, arts, math)
Elementary arts – allow for field trips in addition
Writing process – critical thinking
Keep career and technical classes/opportunities
Middle school class options – specials
Real life training (ex., personal finance)
Business culture – global economy – China
Utilize resources in Nolensville, Frist, etc.
Integrate technology – class/curriculum sharing; online classes/webinars
High standard – WCS #1/entire country comparison
Integrate new topics/programs
Pre-K for all students
Mentoring – student to student and teacher to student
Foreign language in elementary
Orchestra
Music/art
Differentiated math/K-2 science curriculum
Daily PE in K-12
“O” period in high school
Diverse special education program in high school
Career academy program
Reading/math specialists in elementary
Life skills in high school (i.e., changing a tire)
Financial responsibility
IB Program
Drivers’ education mandated
Computer sciences (K-12)
Every child with a laptop
Alternative classroom to meet student needs
Magnet schools
Mentor programs for students (i.e., business, service oriented)
Distance learning
Public level Montessori/Padia
Student Programming

Fairview High School

Integrating technology into fine arts
After school transportation opportunities so students can participate in after school programs
Adequate facilities for sports, music
Scheduling technology to make better use of facilities
Extending school day; expanding use of facilities (library, computer labs), morning school/evening school
Fine arts to include strings
Foreign language elementary through high school
Expand foreign language offerings to include other languages (Japanese)
Capacity for electronic portfolio
Move to paperless; incorporate more technology
Expanded intervention technologies
More opportunities for enrichment, acceleration
More flexibility in high school course offerings
Student Programming

Page High School

String instruments added to our program
Museum educator from Frist connected to all levels
Applied math and science (outside classroom)
Second language: Spanish (different options at earlier age)
“Lifestyle” curriculum (social experience/related arts)
3R’s as most important/brain breaks to prevent overload
Sports (all levels) important
Additional facilities (i.e., gym for practices)
Activities and club pull out opportunities
Balancing class sizes with school size for spaces
Combine business management/skills
Real world applications/life skills
Lost art of public speaking (needs to be taken young)
Parental involvement increase (homework program for parents)
Use parents’ backgrounds as resources
After school mentorship and additional language opportunities
“Smart” uses of the internet for jobs
Academic clubs for new schools from start
High school level courses in middle school
Equality of programs in all schools (academic)
Teachers trained
Physical activity/recreational balance in day with effective use of time (for all grades throughout day at least through middle school)
More flexibility in exploring options in courses – focus
All students on university/college prep – high expectations
Offer more advanced classes that meet the needs of high achieving students
School within a school that students have to test into or according to interest or ability
Magnet school
Foreign language in lower grades
Emersion school
Music with strings/strong fine arts programs K-12
Multi-age learning program (looping, parent choice)
Character education K-12 (social curriculum), anti-bullying
Same gender classes
Block scheduling
More programs so that all students can feel a part (i.e., extra-curricular, club sports)
Consistent programs from school to school
Service learning within the school for “school improvements” using related programs
Student Programming

Spring Station Middle School

Pre-K in all elementary schools
Keyboarding skills
Alternate scheduling for gifted to avoid pull out
International Exchange programs
Expansion of IB to more high schools and elementary schools
Touch point math
No social promotion; student accountability for achievement
Options for middle school for advanced classes
Restructuring of elementary, middle, secondary schools; more options
Require mastery before proceeding
More and earlier access to special courses (ex., Advanced Placement)
Performing arts (band, choir) – schedule to make available
Expand foreign language offerings for all students (K-12) and expand languages offered (Latin, Chinese)
PE and wellness more than 9 weeks
Laptops for all students
Incorporate community service
Continue offerings in Career Technical Education (ex., CAD)
Expand K-5 extracurricular/after school offerings
Easier Individual Education Plan process
Require drivers’ education
More emphasis on writing (K-8)
Study skills/organization
Incorporate critical thinking skills
Emphasize communication skills
Strong foundation in core academic skills (reading, writing – include cursive, arithmetic)
IEPs more sensitive to individual student needs
Personal finance (balance checkbook)
Teacher Quality

Brentwood High School

Teachers evaluate each other
Teacher retribution to students
Parent evaluation of teachers - 360 degree evaluation (parent, superintendent, student)
Salary restructuring
More frequent evaluation
Continuing education requirements
Don’t cap education salaries
Tenure re-evaluated (not for life) – unprofessional behavior, texting, etc.
Maternity leave (rotation of substitutes)
Ability to complete surveys with feedback to assure quality
Look at requirements for substitutes – more site-based decision making
Site-based decision making by principal for release of teachers
Fewer movies
Create curriculum “outside box”, less workbooks
Homework policy recommendation for time limits (2-3 hours in elementary too much)
Consistency in high school course work for transition to university
Providing resources to assure teachers are able to be successful in 90 minute literacy block
More attention at district level given to arts
Teacher pay evaluated (possibly performance pay)
Extra pay for after school
Protection/protocol in place to support teachers in classroom for swift discipline
Renewable tenure for teachers
Communication to parents about how teachers are being evaluated
Principals trained in recreation and hiring
Pay should be based on quantitative measures for administrators/teachers
A formal way for parents to give feedback on teacher performance
Teacher evaluated on performance more frequently
Make tenure more difficult
Principals need to have more responsibility in teacher evaluation/rehire
More teacher review and collaboration linked to staff development
Teacher documentation in files for longer period
Teacher should be able to teach all levels
More training for differentiation
Streaming videos for parent access
Ongoing training for teachers
Give teacher freedom to teach
Give performance incentives
Eliminate Tenure or have more strict requirements for it
Differentiation Skills
Give teachers the ability to discipline students
Smaller Class sizes
Teacher Quality

Brentwood p.2

Hire/assign teachers who have passion for subject matter
Compensation for extra-curricular activities
Addressing parental concerns
Consistency of continued training for teachers across the district
Provide teacher collaboration across district
Curriculum materials provided for all materials
Transition collaboration at each level (elementary to middle, middle to high school)
Provide a parent input mechanism for teacher evaluation
Require all elementary teachers to have reading specialist degree
Teacher Quality

Page High School

Commitment to reinvent education to teach to the way students learn
Teachers who are passionate about the very best
Teachers willing to put in the extra time for sustained excellence with a way to measure the expectation
More communication – not “afraid of parents” and can team with parents to support child
Allows students to experience the learning engaging instruction
CEU - continuing education program that keep teachers performing at their best
Evaluation system
Eliminate tenure
Recognize those students who are already doing the right thing
Visit/observe other successful schools
Teacher Quality

Centennial High School

More professional development opportunity for content
District help pay for Masters +, etc.
Disconnect between board/county/teachers
Teachers tested for quality (parent communication; attention to detail; review to insure)
Re-evaluate tenure
Student/parent positive feedback
360 degree performance process (parents and students) – transparency around process;
   published to parents
Quality teachers mentor new hires (classroom management and more direct time together)
Financial incentives based on parent feedback
Multi-year tracking of teachers’ scores/results
Get best teachers; pay more; more in line with state
Equip teachers with what they need – basic goods
Examine student/teacher ratio – what is the number for effective learning?
Teachers share best practices
Elementary ratio/staffing issues resolved (4th-5th grade)
Learn from each other/examples/models
More workshops on special needs
Teacher training
More disability training
Easier exemption for certification
Performance bonus
Coaches cannot automatically teach – provide teacher mentors
Administrator quality – differentiation and sensitivity
Student/parent evaluation of performance
Abolish tenure
360 degree evaluations
Tenure teachers - accountability for quality
Language teachers that speak the language
Motivated teachers who want to be there
Required teacher communication with parents
Required principal communication follow up
Chain of command
Teacher content training
Teach problem-solving skills
Well defined metrics for teacher evaluations
Parent council review board
Published teacher report cards
No pre-testing prior to exams for test integrity
More lecturing – less packets
Teacher Quality

Centennial p.2

More directed instruction
Eliminate the “Gallup”
Technology savvy
Professional development incentives
“Looping” opportunities
Extend tenure time
Stop the “Dance of the Lemons”
Parent involvement in tenure
Parent involvement in hiring/interview
Parent involvement in evaluation
Other teacher evaluation basis that standard tests
Stop TCAP domination of conversation
Student/teacher ratio for all classes
Quality pay
Increase percent with advanced degrees
Bridge with transitional teachers
Individual education plan for all students
Adept at using data to drive instruction
Annual teacher retreat – mentoring high performers with performers with low performers
More parent involvement at school
Improved communication skills with parents
Team teaching in one class; i.e., new teacher with experienced one, like model teaching
Non-traditional entry positions for teachers
More flexibility for teacher creativity in teaching subject
Teacher evaluation from multi-perspective
  Student/peers/parents/administrative
  Anonymous feedback to teachers
  Look on-line for software
  Begin in 4th grade and up
Monitoring curriculum pace according to student achievement; everyone or high percentage should not be failing
Effective differentiation for students / allow rotation/grouping of students by subject each quarter (K-8)
Adequate teacher materials
Funding for teacher supplies
Seek out other counties’ best practices
More mentoring for teachers
Program to evaluate tenured teachers
  Should they still be there?
  Do this every two or three years, or if there is a certain # of complaints
Take away tenure
More paid continuing education
Teacher Quality

Centennial p.3

Rewards for teachers who put in time for tutoring
Increase teacher pay
Better planning for maternity leave, so children don’t have 3 teachers in one class year
More curriculum/team planning across same subject, across all same level schools in county
More looping
Teacher tenure – rethink; determine by student performance
Annual teacher review
Evaluation of teachers by students and parents
Stipends for classroom supplies and course work
Grant coordinator for teachers
Our salaries should be the best in Tennessee
2-3 year mentoring program for new teachers
Multiple evaluations “360” for growth
Other evaluation methods should be considered
Better selection
Opportunity to “peer review”
Regular progressive discipline to identify low performing teachers
Teacher Quality
Actively recruit non-traditional teachers, especially for science and math
Performance contracts for administration, for ensuring teacher quality
Parent involvement to support teachers
Understanding and communicating administrative evaluation process for teachers
Better and more communication from teachers
Study the time for planning and correlation with state achievement, especially in elementary grades
Continuous improvement for teachers
Encourage high school teachers to take graduate classes in their content area
Criteria for tenure as opposed to just years of service
Skilled teachers using technology integrated with subject matter
Tap into retired community to assist
Proactive at start of year; add teacher when you are close, not after start of year
Be more aggressive about hiring best teachers
Evolve student teacher program as path for new hires, to strengthen new hires
Test different recruiting tools (out of state, new innovative methods)
Teacher mentoring for new technology
Bi-lingual education
More diversity among teachers
Ensure certification and logical career path
Hire for specific needs; math teachers for math, etc.
Keep joy of teaching
View teachers’ teaching; how are they evaluated in broad terms
Teacher Quality

Help students achieve goals; all staff should be involved, beyond classroom teachers
Student survey re: selection/feedback seen by administrators
When a student is falling through the cracks, who is accountable?
Assign the right teacher for the course
Intentional teacher placement
Mentoring for new teachers
Enrollment vs. teacher placement; need to make changes early in year
“Time off” system for veteran teachers to avoid/address burnout
Meet teacher’s professional needs
Parent feedback concerning teacher accountability
Don’t micro-manage teachers
How to deal with the 5% of tenured teachers who should be out of the system
Need more teacher looping (on case by case basis, with sound research under it)
School administration needs flexibility regarding teachers/programs to meet unique needs of its students
Be more responsive to parent’s questions
Teacher Quality
Find a way to get rid of bad teachers
Parental and student review of teachers at year end, with objective standards
Consistent testing standards
Continuing Education for teachers:
  Computer technology
  Interact better with students
  Learn to teach differently to different learning styles
Reward system for excellence
Better Special Education training
Consistent hiring standards, meeting world class expectations
Mentor program for new teachers needed for the first year, as well as better pay (40th?)
Maintain and improve benefits
Better sub training
Sub folders needed in every classroom in every school
Teacher Quality

Spring Station Middle

Allow parents to evaluate teachers (every class every year)
Eliminate or extend time required to achieve tenure
Tuition reimbursement for teachers pursuing advanced degrees
Adjust compensation structure to attract good candidates
Tap community resources (business) for specialized areas
Eliminate Gallup; seek other screening programs
Mentoring programs - expand and make available to struggling teachers
Teacher exchange to allow learning, sharing ideas
Allow more flexibility, creativity among teachers
Student loan forgiveness for multi-year contract in hard to staff schools
Allow teachers who live out of county to bring their children to school without tuition
Computer professional development for teachers
Structures to support teachers and quality planning, instruction
More opportunities for continuing education (summers, after school)
Greater consistency between grade level classes, teacher teams
Differentiation skills so all students’ needs are met
Match teacher strengths to student needs
Teaching assistants in all kindergarten and 1 classes - expand to departments in middle school
(pull from college resources)
11-month contract for teachers to allow for professional development which does not take them out of the classroom
Improved school-home communication (parent academies)
Creative incentive programs based on teacher, student feedback
Upgrade teacher assistant qualifications
Upgrade administrator qualifications and skills
Aiming for teacher longevity
  Retain quality teacher
  Ones you want to keep, pay them more
  Use researched methods to pay for performance for individual teachers, not by school
Offer day care for teachers at school or close by
Older/newer school equity of resources; need replacement and maintenance plan (buildings and equipment)
Provide continual professional development for veteran teachers/staff
Balanced calendar/ year round school
Time for teachers to allow for updating and meeting requirements for planning
More involvement with universities
Competitive pay
Teacher Quality

Spring Station p.2

Climate:
  Top down
  Hear positive affirmation
  Leadership
  Professionalism

Professional development:
  Streamline
  Focused
  Continuing Education Incentives

Provide resources needed:
  Classroom Decorations
  Replace broken items
  Books in library and classroom to keep literacy alive

Encourage creative teaching and support it

Ideal classroom size should be 15:1
Teacher Quality

Page

Teachers receive quality training
Review process of teachers
  Abolish tenure
College level training for college level courses
Instruction should match the rigor of the course
Mentoring of experienced teachers with new teachers
Reward teachers-teacher incentives via principal
Pay incentive based on performance
Job retention based on performance/evaluations
Follow up of graduates; use data to review and improve instruction
Define “what is a quality teacher”?
  Good relations with others
  Loves job
  Has input into curriculum
  Motivates students
  Teaches to higher order; critical thinking and problem solving
  Passion for teaching
  Expects all from all students
  Identifies needs of students and works to meet them
Must recognize difference and must teach to needs
Competitive pay scale for teachers, with incentives
On summer basis, continue program options
Pay supplements for additional after-school work
Parent evaluations of teachers (360)
Bonus pay for higher performers
Teachers are getting less time to plan
Every teacher could use a full time assistant
Mentorship/professional development/tech training for all new teachers
Qualities of an effective teacher
Teacher follows scope and sequence
Quality substitutes
Flexibility in teacher choice based on students’ needs
More relevant instruction
Enthusiasm for teaching
Insure that 21st century skills are incorporated into instruction
Set and maintain high expectations for all; teachers and students alike
No child held back
Semester evaluation of teachers
Bonus program to reward good teachers
Teachers should have respect for all children
Teacher Quality

Fairview

Quarterly teacher evaluations
Greater opportunities/financial support for national certification
Consider student success as part of evaluation
Incorporate student feedback in teacher evaluation (anonymous)
360 student/supervisor/parent evaluation
After (post) tenure incentives
Balance of teacher empowerment/parent support
Greater discipline so that learning can take place
Programs/incentives to attract & retain quality teachers
Separate extracurricular/teaching responsibilities
Hire more local teachers (people who have a vested interest in the system)
Technology

Centennial High School

Teachers in the “cloud”, for web classes, so we can leverage our best teachers
Eliminate all paper books
Cyber security insured; take a proactive approach
Allow parents to see/access more technology to see lesson targets
All teachers using technology – have teacher assistant to load/input; have high schoolers assist with this

IT person at every school
Teach high schoolers to fix technology
Elementary teachers use web pages
Web meetings for parents/community communication
Be cutting edge leaders (whatever that means)
Insure every child has opportunity to benefit from technology
Start tech instruction much younger
Digital testing/electronic feedback (is faster)
Also limit time in front of a screen; seek balance
Get Macs; say goodbye to Dell.....

Laptops
Interactive classes with other cultures
Web conferencing
Sister Schools – grow world wide
Design schools to be able to handle/take advantage of technology
Smart boards in all classes and teacher trained
Life skills – not tech based
English NOT textese
Keyboarding
2-3 minute video entry to classes/summarizing refresh
Tech expert assigned to school (alleviate social strife/jump ahead of face book)
Document camera in every classroom
Non verbal students – tech assisted machines as needed
Take burden off PTO to provide tech/and have level playing field
Course selection on-line (students)
Tech workshops in summer for teachers
More than one set of tech/different programs
Avoid acquiring technology that’s not being used – “everyone has one” need a plan for use
Technology coaches (K-12) each school
Partnerships with companies - Jr. Achievement type/share
“Trade” for technology (i.e. Robotics) possible Jr. College
District funds technology – not through PTO driven by long term planning – investigate and district wide
Student survey
“Stem” academy – grant opportunity / partnerships across all content areas
Technology

Centennial P.2

Literacy teacher expectations baseline of skills
Computer enrichment class
Use technology appropriately for students
Student access – how to help these students have access/parent use as well
Use of public library regardless of where you live in WCS & zoned in that school
All technology – not just computers
Broadcast TV station
Each student – laptop
Multimedia skills production equity
Long range technology plan
Professional technology training for teachers
Integrate technology
Downloadable books
Webcams in all classrooms
Skype Internationally
Tech to assist special needs
Top 5 county in state of TN on-line learning opportunities / Web learning
Require every teacher to have a web page that is updated daily – weekly
Mobile friendly web applications
Security testing
Respect for intellectual property
Turn in assignments via e-mail
Social Media Policy
Student info – Privacy guarantees
Parent access – Parent Support Services
Parent Technology Training Classes
Additional buses
Req. Student Training (Tech)
Every student has “device”
All text books access electronically in and out of classroom
Sufficient technology teacher training
Testing all on line
Real time testing results
Video conferencing within and between schools
Distance learning/virtual classroom
Virtual school
Electronic forms
Better data base K-12
Reach kids through their virtual language
Extend “web assign”
Review policies on prohibiting personal tech devices
Preserve writing communication outside of tech devices
Partnering with community tech industry
Equitable distribution of instructional tech
Skill trade opportunities
Laptop in every high school student hands
Consistent policies around social networks for adults and students/audio visuals/federal guidelines/copyright electronic textbooks – Kindles
Video archive of courses required for graduation
Smart Boards
Capture teacher’s classes electronically
Exposure to global technology
Digital library for Williamson County
Online courses
Expand student programs through technology
Active videotaping of student parking lots and grounds – more cameras
Personal computers for all
Efficient use of existing technology, i.e. computers
Assess use of technology in elementary
Computer training appropriate to grade level
Laptops for every teacher
Maintain WCS communications
Have teachers learn and use web pages for lesson plans and assignments
Double number of computer teachers
Teacher technology training needed
Consistent technology in all schools, i.e. video, smart boards, computers, iPads
Use of on-line college courses
Appropriate mix of electronic and traditional media
All texts online
Internet safety
Students involved in studio production
On-line/virtual tutoring accessible from home
Technology ready to go 1st day of school
Record teacher classes each day put on line
Use technology to share information and technology that works across schools – how to share ideas with other teachers in other schools
Equitable minimum funding for certain technologies
Interface teacher tracking of grades into software that updates program like parent connect automatically
Classroom Skype in other countries to experience other cultural teaching
Explore computer programs such as compass for student to lean at own pace
Computer lab – needs actual staff – students to be able to go once a week
On-line teaching classes across district
Teaching more technology curriculum
Easier access to on-line textbooks
Digital textbooks
  Use to shift funding to actual technology teacher
  Local level teacher input
More classes on technology careers / vocations / programming
On-line registration/administration for family/student info like PTO manager
Technology

Brentwood High School

Don’t measure school by seat time
Doesn’t have to be in a “brick” building
Virtual schools
Same tools as “real” world
Balanced with “critical thinking skills”
  Concepts
  Depth of knowledge
Communication virtual between classes/teacher/academics/state lines/world wide
Get away from screen
  Face to face time
  Anger management
Conflict resolution
Fine arts
Update current websites
  Schools
  District
  User friendly
  Redesign
  Teacher use pages
Integration of all planning/resources
Age appropriate tech
  Taught as its own clock/special/extra classes
  More tech electives in high school
System-wide media supervisor
Centralized library system
Electronic books
Understanding basis of tech
Use of webinars
Equal access to tech across schools/teachers – students
E-mail to communicate with students in elementary
Not too reliant on technology
Learn software skills relevant to business
Focus on STEM
Keeping current
On-line tutoring
Accelerated Career Technology Education
Connect academics to the real world
Tech partnerships with companies
Technology ancillary to problem solving
Embedded technology
Equity between old and new schools
Technology
Brentwood High School p.2

Allow PTO’s to raise money for tech and keep what they purchase
Bring technology to the student desktop in the classroom
Quality technicians
Remote log-in streaming video for classes across the district
Using technology to solve problems
Computer lab teachers in elementary – need more that one for early elementary
Keyboarding software offered to parents for student support to work on at home to support
skills at school
Laptop program – curriculum integrated provided at certain grade level
More on-line check point assessment throughout the year
More training for teachers in technology to assure consistency in skills being taught in the
classroom
Use technology in all classrooms
Survey parent feedback expand questions to include technology
Technology Camp – offer more opportunities so more students can be involved
Integrate technology in classroom – Skype, etc –
Less administrative red tape to be able to use
Increased use of social networking in schools (protocols)
Do not let technology take over
Technology district to advocate and provide consistent standards
Schedule to allow both fine arts and technology
Smart boards, etc – continue – Have protocols in place for evaluating resources to sell refurbish
as needed
Art and technology – Graphic arts, etc.
Online textbooks as option not best for all kids
Classroom opportunities to have virtual classroom instructor
Consistent technology standards
Require basic fundamentals in elementary
Technology

Page High School

More access to technology/computer labs
E-books
Smart boards for all classrooms
Classes on social media
Ways to integrate technology that students already have – I-pod
More use of share point and web pages
In depth curriculum on technology
Don’t allow technology to replace human interaction
I-pads or whatever current trend in 2017
Technology excited kids keeps them interested
On-line textbooks/cd
Provide kids with computers to tools to use software
Generation training experts – bridge the gap
Interactive tech (i.e. e-clicks) feedback immediate
Caution abandonment of pen/pencil
Balance technology
If not access at home how do you provide time to use while at school?
Technology for pickup – security
Tech basics, i.e. keyboarding
Don’t forget the three R’s
Information storage/electronic records
Tap into the talents of student to solve IT related problems or be part of the solution
Access to on-line courses K-12
Access to most current technology for all students
Connectivity of resources
Distance learning
Jumbotron for stadiums
Recording studios
E-books/texts reduce money needed for hard copies
Each student has a laptop 1 to 1 technology
Online/video classes/distance learning within school district
R + D component of district – community input
District instruction of mandated technology goals
Seamless
Teacher qualified to use/teach with technology
Technology

Spring Station

Free Wi-Fi throughout county
Less disparity between new, older schools
Laptops/i-pads
E-books
Training to support teachers
Online library access
Digital student registration and scheduling
Start keyboarding earlier
More consistency in availability of technology
Web-based courses (foreign language, others of interest but not available)
Up to date technology, especially in technical path courses
Regular updates of teachers web pages and parent connection grades
Computer labs/classes in earlier grades focused on academic use – ex. Research
Tech programming Excel, Word, Outlook, current business world applications
Consistent offerings, choices in all high schools Career Technical Education
Internship opportunities
Go paperless
Online assessments – immediate results
Linking technology between teachers at same grade level, content area
Community access to school data
Use social networking to communicate with community, parents
Offer more online/web based courses; share really good teachers between schools (across state, country, world)
A good teacher on video is better than a bad teacher in person
Post lectures/lessons on line
Classroom – cams (all classrooms)
Technology

Fairview High

Laptops for students and teachers
Distance Learning
Skipping
More strategically placed cameras (security)
Record lessons for student, parent viewing
Offering technology instruction to parents
Starting in K, more classroom computers needed, (use at same time)
Professional development to help teachers know how and when to use technology
Electronic versions of textbooks
Balance computer use with use of other instructional interpersonal strategies
Use available technology to communicate with parents more effectively (message, forms to complete, paperless)
Utilize technology for homework purposes
An “app” for WCS technology
All inclusive, grades, lunch everything
“I phone” technology of future; investigate all mobile technology options for future
Smart Boards to facilitate interactivity
Train personnel to use technology for maximum impact on learning
Remain current with best technology and train teachers adequately
Utilize PD days for technology coaching, training
Partner with business community to use most current technology
Inexpensive way to transfer information, school- student- home
Connect schools across county to facilitate sharing between classes, increase collaboration
Growth Planning

Centennial High School

Get a plan and publicize it/proactive plan – subdivision requirements
Hire a consultant
Link planning commissions to school board
Send students to schools that make sense (distance – distance matters)
Grandfather in siblings
Limit on number of rezoning for students for subdivision
No open schools – when planning is figured out
Be proactive about capacity of schools – insure it will work for community – look at ideal class size
Look at traffic plans
More neighborhood schools – can walk to schools (plug into developments, keep neighborhoods together)
High school – if new school – pull from kindergarten schools (rezone staff)
Think about/insure size of cafeteria, science lat, etc. so they stay
Communicate better to the community/neighborhoods – open communication – allow parents to express
Use “best practices” for school design
Include space for pre-k in design
All classes at least one window
All new schools equipped equal to established schools (ex. library)
Have neighborhood school closer to home for access to activities, etc and stay with same group
Be flexible with school grades served to fulfill needs
Have more community schools, i.e. Spring Hill, Franklin, etc.
Tax builders to build schools/impact fees
Creative look at how to use buildings through the years
Keep in mind needs of special needs, insure adequate teachers/resources
Synchronize quality of education in county regardless of school, quality is maintained
County “brand” better
Rethink apartment complexes zoning
Same curriculum for all of county (save money/better price – buy in bulk)
School Board pressures county for raise in property taxes
Parent involvement with county commissioners (insure money allocated is what we need)
Power/control of money to school board
Contactors, pay impact fee
78th in state but richest in county
Educate tax payers on necessities of tax increase
Get people/parents to vote (awareness of needs, demand these ideas)
Rethink/examine transportation expenses
Countywide “invest-in-your-child”
Send letters/get attention of state finance
Growth planning

Centennial – p.2

Need a plan to use the money wisely
Year round schooling
Pay teachers more
“Clubs” to cover class needs (i.e. Spanish)
Priority of funds for classroom money – student “touched” - need someone here in WCS to facilitate this
What are the budgets of the PTO’s? (evaluate to know what is needed, assess shortfall)
Consistent annual revisit based on scientific facts (per cap)
Create marketing campaign “school is about education no property taxes”
Consistent feeder patterns
Consistent opportunities for each school
Sharing of info about overcrowding potential
Plan zoning into future plan ahead
Examine use of open zone magnet schools
Alternative scheduling when overcrowding exists
More shared resources – equity
More shared fundraisers – equity
Plan growth ahead of time–cooperation between all agencies–part of land use plan for county
More combined activities between schools (reduce rivalry)
Parent group for all schools to work together
Active audit of enrollment status
Better use of architectural designs to allow expansion
10/25 Year comprehensive plan
Look at like communities with like growth – benchmark them
Look at grandfathering (expansion); finish with friends (vouchers)
Look at as last resort – plan better
No negatives about other schools during rezoning
Money transparency
Checks and balance – back to the CC parity = among schools
Hold accountable school board at every meeting (county planning) for development - form committee to actively stay on top of
Discretionary funds each school
Eliminate fees/full funding
Sponsorships/grants/expand opportunities
Don’t raise taxes or tax cap
No new taxes
Appropriate balance of classroom/administrative expenditures
Loss of homestead exemptions
More visibility of new school land purchases publicized
More community involvement in land purchasing
Growth Planning

Centennial – p.3

Prioritize funding for school activities as opposed to same act funded by county afterschool programs
Rent out school buildings
Share resources between schools – human resources – leverage investments between schools
Fixed feeder
Keep subdivision/neighborhood together
Balance diversity & poverty into zoning
No spot rezoning
Long term planning – more communication with builders, commissions, transportation issues
Transportation – length of time on bus
Study # schools vs. quality of education– are we watering down our resources having so many schools
Consider expanding school size and/or change type of school from say high school to middle school or middle school to elementary
Do not rezone 9th graders – grandfather
Consider add 9th to middle and 6th to elementary
Sibling policy with a time limit only while feeder systems changing
Verification standards enforcement
Make schools equal among county to keep incentive of going to another school down
Transport to another school to take program of choice rather than go to that school full-time
Magnet schools
Financial responsibility on builders who create subdivision that creates need for schools
Schools which are new should be “turn-key” for facilities at opening. Don’t leave to PTO to come up with money to create fields, playground, band, technology
Don’t rezone same area multiple times
More parent community authority for input to zoning decisions
Ongoing follow-up for parents to review and give input on strategic planning
Smaller schools
Specific middle schools feed high school (no more than 2)
True community schools
More middle schools
Proof of residency – more than utility bill
Parity funding w/FSSD – One school district for WCS
Land acquisition ample for elementary and middle
Info from Franklin Planning Dept. for school population when forecasting impact fees
No sacred cows in zoning
No splitting neighborhoods
Fill stagnant, existing schools first
Lower teacher/pupil ratio
Balanced calendar district wide
More days of school
Extended school year services for special needs
Later start for high school
Earlier start for elementary
K-6; 7, 8 & 9; 10, 11, & 12

Term limits/frequency on rezoning
Grandfathering siblings
Choose to stay at school that will be rezoned – no option – could there be choice: include siblings (do not live in fear)
Changing schools affect student learning/social – keeping stability/fear of change
Predictions – constant changes
Planned communities/neighborhood schools
Don’t forget “the product” is our children - working with their lives
Zoning needs to make sense/location/population
Build Oak View Middle/Nolensville High
Feeder systems designed to keep students in the feeder pattern – benefits system
Help students understand transition if zoning needs to take place – don’t project your fears on your children
Look at developments being approved and impact on system ahead of time
Ownership in your district/taxes taking care of where you live
New growth vs. stable, established, long term neighborhoods
Middle school feeds into 3 high schools, need established feeder patterns
Need to feel like all schools are equal – One School District
WCS & FSSD combine
Dedicated feeder systems
Look at configuration of grade level/school
Consider proximity to schools in feeder pattern
School board work with city & county in planning and approving developments – proactive
If 5 minutes or less from school, should not be forced to move to a school two times distance
Review of “grandfather” policy in reference to rezoning
Parent bulletin board for transportation
Limit # of times you can rezone neighborhoods
Create more walking to/from school programs
Keep neighborhoods together (subdivisions)
Consider road improvements
Better transition program when rezoned
Up # of buses available
Look at start times
If start at school, stay at school
Student appeals board
Educate on process of land site selection
Growth Planning

Centennial  p. 5

Involving parent/business input in site selection (i.e. schools built with planned communities)
Build schools in right locations
Grandfather in all siblings
Stop rezoning same neighborhoods
Keep my child at school they are attending K-12
Allow open choice on all schools
Consistent feeder schools
Consider impact on students when rezoning
Publish reasoning for zone decisions
GROWTH PLANNING

Brentwood High

Do not rezone same neighborhoods over and over
Zoning software should include tax base, ethnicity, feeder systems
Grandfathering issues all levels
Collaboration between county/city
More stringent policies on feeder systems greater than 25% must move
Different configurations for elem/middle/high schools ex. K-6/7-9
Zoning sticks for 5 to 7 years
Growth Study
Prefer “learning cottages” over rezoned
Students attend schools in the city where the home is located
Plan so students aren’t impacted multiple times
Logical & practical geographic zone lines
Keep neighborhoods together
Do not eliminate grandfather clause w/transportation
Home feeder pattern for families
Zoned x city
Research affects of rezoning on students
Keep existing grandfather clause for families
Only add new classes at end of semester
Continuing feeder pattern
Hire bus for grandfathered students
10-12 year plan for zoning
Pupil/teacher ratio set at beginning of the year
Countywide zoning plan – parental input on parameters, make 2010 not 2017
Size of schools should be left small (reasonable)
Look at feeder patterns
Split feeders
Zoning based on proximity for all 3 schools (elem/middle/high)
Zoned by street address
Community schools
Look ahead at developments and ask for land/assistance provided
Decisions made based on what is determined globally, not on parent uprising
Consideration for 6th in elementary schools if there is room at elementary school
Improvement in consistencies of quality instruction (courses offered) so everyone is
comfortable with all schools
Keep grandfathering clauses
Size of high schools – less opportunities for students to participate – no mega high schools
Class size should be evaluated
Buses – number of students served & amount of time on buses should be evaluated
Growth Planning

Brentwood p. 2

Cleaning feeder patterns – reduce the number of schools in each feeder pattern
Eliminate “open” zoning, increase community involvement
Adjust as needed – assessments
Stagger school schedules – start date, A (morning)/B (evening)
Use what we have instead of continuing
Start older students later – research based
Work with city, state, local governments – plan for schools with developers
Personal Attention to “re-zoning” – proximity to new school; about community; community involvement
Improve external maintenance/landscape
Year round K-12 – families on same schedule
Growth Planning

Fairview High

Explosion of growth in western part of county; unprepared in terms of facilities (840 to be finished in 3 years)
Completion of 840 will provide opportunities for growth in business, industry
Student choice in schools (esp. Hillsboro)
Teacher/student ratio consistent with or below state standard
Partnerships to provide more opportunities (CSCC considering campus in Fairview; would allow dual enrollment
Continue to utilize community schools maintain history & integrity of communities will help with financial support, parent support
Plan for growth, be proactive
Plan for more preschool programs open to all or partner with private preschools for consistency within curriculum
Participate in city, county planning
Maintain high quality of schools across county throughout growth
Share resources between public, school library (security, access?)
Access to all Williamson County public libraries
Growth Planning

Who decides?
Developers support (financially) new schools budget
How are projections made? Answer - quantative data
Put schools in logical areas (look at infrastructure)
Where do we go to find out about rezoning?
What parameters (physical address)
How to account for investments parents put into old school – then move!
Excessive moving/rezoning need good planning
Consider community culture and respect that in rezoning (rural – suburban)
Actually plan - forward thinking; long-range using professional planners
Municipality planning for school needs
Start with a “clean slate” and think outside the box for facility use
Plan for smaller schools
Grandfathering options – carefully considered
Start from scratch with rezoning
Consider each unique situation
Remove school board and director from under the county commission
Zone according to proximity
Clear Boundaries
Clear feeder patterns
Schools on the outskirts of county
Why do we still have FSSD?
Disjointed (i.e. in one neighborhood opting to 3 different high schools
Eliminate grandfathering so kids go where they are zoned
Feeder patterns/keep neighborhoods together
School size capacity (expansion)
Communication on growth areas to correspond with building new schools
Parent involvement/volunteering needed so proximity to school is important
Busing costs, time involved with travel is an issue and time for families to spend together
What is update on middle school near Oak View?
Parent input/community involvement in zoning
Communicate strategy on zoning to community
Reactive vs. proactive planning
Examine growth projections
Building for expected growth
Growth planning

Spring Station Middle

Try to not do it every year
Start over
True feeder plans
Communication/collaboration between city, county planners and school board
One county school system
Magnet schools for special interests
Open zone
No grandfathering
Examine idea of clusters
After school transportation to allow for participation in sports, extra-curricular
Build bigger to allow for growth; bigger parking lots
Smaller community schools
Superintendents for smaller groups of schools
Fewer layers of administration to increase funding to schools
Term limits on school board, county commission
More alternative school options (elem. as well as middle & high)
Access to results of community meetings
Sidewalks – walk/ride to school
Access to county school budgets
Option for modified school calendars
Consistency between academic year calendars year to year
Consistency in scheduled breaks
Week off at Thanksgiving
Adequate staffing/planning to open new schools
If you’ve been rezoned, you will not rezoned for a certain number of years (3 ?)
Build “plain” schools to reduce costs; cut where possible; consider upkeep
Consider distance and transportation needs when grandfathering during transition especially (more than one child in family; they’re at different schools)
Install web cams in new classrooms
Middle school & high school routes should be separated
Rezoning transition conversations with students and parents
Parking/traffic should be evaluated when determining zoning lines
Lunch and normal time
More middle schools (Jr. high’s)
Nolensville High
Reconfiguring (5th & 6th intermediate)
Try not to break up neighborhoods (breaks up communities)
Grandfather/opting out on new high schools
Finance

Centennial

Make sure all schools receive equal amounts of funding and equity of resources
Raise per student expenditure
Educate county commissioners
Find creative ways for funding
Teacher Assistant per grade
Use balanced score card of cost to share with County commission
Clarify student fees
District provides needed resources for class instruction
Should not have fees in public education
Raise taxes if it goes to education
Change state law so school board sets tax rate for education
Raise property tax
Raise impact fees
Explore other financing sources
Raise spending per student
Form committee to look for “fat” in budget
Evaluate dollars spent on teachers vs. administrative staff
Investigate green practices to save money
Advertising on buses
Look for cost saving alternatives to current practices; many workbooks do not get used or used much
Use of buildings for other purposes could be income raiser
Extending hours of use; have multiple schedules to save money and need fewer buildings
Evaluate capital expansion to current buildings
Re-look at start-up funding of schools
Ensure equity flowing amongst schools (district funding)
Continue to allow PTO’s to fund above minimum
Continue site based funds with oversight
Raise taxes
Should be #1 in dollars spent per student in TN
Reduce or eliminate class fees, athletic fees and fundraising
Each student should have their own laptop
Equality of funding for instruction in programs (e.g., football vs. band)
Equity in facilities
No ridiculous fees for P.E.
Entrepreneurial opportunities for student run activities i.e., a restaurant
Funding higher quality food service
Transparency in budget process
Board of education should have taxing authority
Post all outside contracts at the schools (on site)
Financial

Centennial p.2

Academic achievement
Per student expenditure = GOAL

Require equity in city funding; Franklin and Brentwood
Send the dollars to the need
Raise our rank from 68th in state, to equal our state rank with regard to wealth per capita in state, for per student expenditure and teacher pay
Increase salaries for teachers and support staff
Scrutinize spending from county budget; where does money actually go?
Revamp bid process to keep legitimate bidding
Work to fund, getting all schools to be the same in facilities and programming
No ½ days of school; only full days
Evaluate if all students are legal citizens
Ask for increase in property tax allotment to education
Increase relations with big business
Investigate grants
Educate public on county finances
How much does one student cost? Then, work backwards to determine budget
Corporate sponsorships for buses/schools
School tax in place of fees
Assess/evaluate workbook usage
School board policy to not penalize schools/PTO’s for parent participation
Buy online textbooks and buy them on time
Put portables instead of building until growth has stabilized
Balance funding for every school
Charge fees to meet the gap
Finance

Brentwood

Milling Capabilities
Should have taxing authority; but, does that cause a conflict of interest?
Financial transparency
Inform families of budget process
Capital review
Increase classroom supply money
Remove class fees from parents
Align taxation to school goals
Fund schools through taxation
Provide classroom discretionary funds
Reduce waste
  Provide standard materials and funds to meet standard needs for each grade level or subject with school input
Consolidate WCS with FSSD
Eliminate Fundraising; encourage donations
Support teacher’s salaries with incentives and bonuses for teachers
More money
Impact fees for residential developers in growth areas
Accountability for spending
Analysis of administrative structure
Race to the top funds allocated to WCS
Coordination between County Commission and school board
Indentify all sources of funds
Thorough budget analysis
Funding for text books
Budget calendar accelerated
Property tax increase
Wheel tax
Higher pay for teachers (steps for degrees)
Provide more educational opportunities to further develop continuing education
Performance pay
Business community support for funding sports
Less fees; raise taxes
Educate parents/community on finances (we could hire ________ if we had a few more pennies)
School tax
It taxes raised, ensure it is spent on schools
School Board say in tax money spent
Unravel current system of funding schools
Pay students to leave; voucher system
Parent provided equipment should not be done away with without consent
County funds should be equitable
More money allocated to better tasting and more nutritious food
Utilize grant money on county level
Provide classes to educate parents and teachers how to write grants and search for them
More collaboration between PTO’s in order to provide services
Fundraising at county level with community partners
Outsourcing services
Provide vouchers for parents if students’ needs are not able to be met in classroom
More effective ways to meet needs of Special Ed and ESL population that might be more cost effective
ESL mainstreamed in the classroom as Advanced Placement
Extreme special students; need to be sensitive to their placement
Land acquisition now!
Finance

Spring Station

Vouchers for school choice, money goes to schools that work
More information on cutting energy costs
Advertising space on buses
Citizen input in budgeting process
Use volunteer coaches; include club level sports to increase participation
Use consultants to audit different budget areas (facilities, academics, etc.)
Examine ways to make better use of textbook funds (eBooks); have textbooks ready for
beginning of school
Consider timing expenditures
Stand alone on budget, like FSSD
More transparency in budget and expenditure process; more efficient in spending
State income tax
Increase property tax rate
Offer cash incentives for good grades
Explore grant writing opportunities; give teachers incentives to write grants
Partner with area colleges and universities for tutoring, field trip and enrichment opportunities
Partner with local industry and businesses
Target math, science and technology to meet world standards
Consider impact of rezoning on school money and volunteers
Finance

Page

School board needs to control its tax authority
Higher pay for school board members to attract qualified members
Higher pay for teachers
Purchase property ahead of time
Allow parents to pay to go into a school zone (for in-county residents)
Utilize better business partnerships for financial gain and teacher training
Utilize e-commerce for fundraising
Grant writing position for the district
Promoting our school to the entire community, not just parents
Mentoring using county residence’ expertise
Push for a tax increase
Merit pay and entry level pay to attract candidates
Developers need to pay their share
Use facilities year round and for evening schools, to generate income
Educate the community about the long term impact of education
Think about the hard times when making decisions
Fundraisers that allow for 100% profit
Tax increase OK, if it goes to schools in our county
How do we fight to get a tax increase?
Accountable budget
Separate line item tax for education
Marketing the benefits of increased taxes
Hit the developers (tax them) for a direct fund to support schools now
Tax incentives to mentor schools
Hire a grant writer
Caution on PTO’s funding, which causes a “haves and have not’s” mentality)
Funding schools for capacity vs. enrollment on first year
All school equal funding
Corporations to sponsor schools (require them to)
School bus advertising for funding (must be content and age appropriate)
Special funding (endowment to help kids)
Equity among schools
Community supports more funding of schools
Willing to pay more taxes; parents fight for more funding for schools
The people, not PTO’s, take responsibility for adequate education
Finance

Fairview

Solicit financial support from City or Fairview
Equity in Funding across county
Increase parent participation in school-based fund raising
Make spending practices more transparent (PTO funding)
Make county funding/spending more transparent
Maintain smaller size schools
County funded extracurricular activities
Community awareness of benefit of federal funds based on free/reduced lunch eligibility
Make free/reduced forms available to agencies which support families, so it is easier to apply
Explore availability of corporate or community grants; need more grant writers