<div align="center">

Notes
Orange County Schools
Visioning and Community Engagement Initiative
Stakeholder Group Meeting
September 24, 2014
11:00 a.m. to 1:30 p.m.

</div>

The purpose of the third stakeholder meeting was to explore and better understand (1) the public values of the public good that frame the issues and choices in public schools, (2) how these values shape our vision of public education and (3) implications for the work of the stakeholder group in building community and creating a vision.

Exploring the *Public* in Public Schools → Values… Whose Values?
We began the meeting with an exercise called "Where do we stand?" in which participants were asked to make choices regarding a variety of issues that exist in public education by moving around the room based on their value preference/choice. This exercise gave participants the opportunity to see and to hear some of the different choices we make with regards to these issues. What all of these issues and choices have in common is that they involved the public values of Liberty, Equality, Community and Prosperity.

Public leaders cannot avoid making "normative" or "value-based" choices. The model we are using to explore these public values suggests that our normative policy choices represent combinations of these values and that our policy decisions reflect the relative priority we place on these values in a given situation. The public good we are trying to achieve is our goal. But every public good we pursue potentially puts another public good at risk. Therefore, great public leaders must be aware of not only the goals they want to achieve, but the potential consequences of pursuing those goals. When making policy choices, it is important to explore the public values underpinning those choices and to consider the public values not or less well represented.

Exploring the *Public* in Public Schools → Visions…What Visions?
To further our understanding of the four public values, the stakeholders were divided into four small groups to "create" a public school based on one of the four public values assigned to their group. To do so, each group was asked to:

        1. Pick a name for their school
        2. Choose a slogan, logo and mascot for their school
        3. Describe their school in 25 words or less

Liberty Based School:
1. "I Be Me Elementary"
2. Slogan: "Free to be and become," Logo/Mascot: Unicorn with wings,
3. We believe in a child centered education approach. Children move independently and self-paced to achieve educational goals and competencies.

Equality Based School:
1. "Tapestry Academy" K-3 magnet school
2. Slogan: "E Pluribus Unum" (Out of many – one), Mascot: Platypus, Logo: Flying Carpet
3. Tapestry Academy embraces children of diverse backgrounds and learning styles to become active, lifetime learners. Teachers and administrators will be devoted to principles of equality.

Community Based School:
1. "Orange Community School"
2. Slogan: "Remembering our past, living today to create our future," Logo: picture of "all hands in," mascot: Eagle holding olive branch/laurels
3. We strive to provide our students with a safe and secure environment to explore our history in an effort to build a responsible social and moral order, for a high quality of life.

Prosperity Based School:
1. "The Google Academy"
2. Slogan: "Academic $uccess though financial incentives" #PayMeNow, Mascot: $
3. Our Code of Ethics: "Win at all costs." Pay for grades, paid athletes, teacher pay incentives, pay students for recognitions – final grade based on +/- in market; entrance exams, finance/investment course, biggest gains for investment are rewarded.

Homework Assignment:

- To read Preserving the Public in Public Schools ;
- With the public values framework in mind, collect community input regarding public education by interviewing ten people in your community using the question (one of five) assigned to you; and
- To come to the **next meeting on October 8th** with the ten responses to that question on the note cards provided.

What Worked Well/What Can We Improve

- + Good to hear from different people
- + I'm a "visual person" so moving around based on our choices
- + Including female students
- + Participants brave in expressing their beliefs; no "yes" club
- + Diversity of "answers" of people in education/the range of answers
- + Four Values Framework
- + Temperature in the room better
- + Lunch was good; BBQ sandwich and apple pear
- + Value of book gives us a vocabulary
- + Create your own school; harder than you might think
- + Involvement of students very valuable
- ∆ More time to hear answers from people in the group when we were participating in the "Where we stand" exercise
- ∆ Spend more time on a session for discussion

Compiled by Scottie Seawell, Leading and Governing Associates, Inc.
October 1, 2014

Issues Log:
ACEs (Adverse Childhood Experiences)
Arts in Education (Arts defined as Art, Music, Foreign Language)
Block Scheduling
Brick and Mortar
Bullying
Charter Schools
Civics
Dance/Movement
Data and Statistics on OCS; Trend Data from Department of Public Instruction
Diversity and changing demographics in our schools
Elementary School Curriculum
Early Childhood Education
Educational Equality
Exceptional Children
Extra Curricular Activities
Funding
Impact of Change
Income
Music
Mental Health
Needs of Business
Non-Traditional Educational Experiences
On-line Learning
Poverty
Role of Community in Schools
Role of Parents in Public Education
Schools as Community Centers
STEM
STEM to → STE_A_M
Student Health
System Competitiveness
Teacher Quality
Teaching History
Theatre and Acting
Theater
Vocational/Technical/Trades Education