PURPOSE AND DESIGN

FACILITIES

TRANSPORTATION

EDUCATIONAL PROGRAMMING

SAFETY AND WELLBEING

WEST CLERMONT

WEST CLERMONT SCHOOL DISTRICT

ROADMAP REPORT

Our Destination, The Journey So Far, The Road Ahead

SPRING 2023

VOLUME NO. 3

FOCUS OF THIS VOLUME:

West Clermont takes a closer look at the results and key issues of school **Purpose & Design**, **Facilities,** and **Transportation**.

WEST CLERMONT SCHOOL DISTRICT
4350 Aicholtz Road
Cincinnati, Ohio 45245

P: 513.943.5000
F: 513.752.6158
info@westcler.org
https://www.westcler.org

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WEST CLERMONT ROADMAP REPORT

Our Destination, The Journey So Far, The Road Ahead

Volume No. 3
Spring 2023

Published by West Clermont School District on a periodic basis to provide district stakeholders (parents, staff, students, administrators, community members, and the Board of Education) with information about the district's community engagement activities, current challenges, and the path forward.

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Feedback is welcome. Comments on this report or related questions can be submitted to the district at info@westcler.org.

SPEED STACKS

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01

WELCOME TO THE ROADMAP REPORT

VOLUME 3

> **If I had an hour to solve a problem, I'd spend 55 minutes thinking about the problem and five minutes thinking about the solutions.**
>
> Albert Einstein

SHARE YOUR FEEDBACK

As you read this Roadmap Report, we welcome your comments and feedback. Please use the QR code below.

https://www.surveymonkey.com/r/PSHP73B

Natasha Adams joins with parents at Town Hall meetings to discuss the district's most pressing issues.

For the last 18 months, we have spent a lot of time engaging our staff, families and students in conversations, town halls, focus groups, and surveys. The process has been methodical, transparent, and inclusive. Every stakeholder in our district has had an opportunity to participate in conversations and events designed to gather their perspective on the challenges we collectively face as a district.

Through this process we have discovered that some of the challenges are more important and personally relevant to some stakeholders than to others. A few examples:

- Students, staff, and parents at Holly Hill and Merwin, for example, are making do with aging facilities that fall noticeably short of the other elementary schools in our district. Understandably, stakeholders at these two schools have a different perspective when it comes to the quality and utility of their school facilities.

- Overall, 76% of WC students report feeling ***Very safe*** or ***Safe most of the time*** while at school. As a school community, we can take comfort in knowing that West Clermont is a very safe school district when compared to other schools—a conclusion our Citizen Advisory Commission reported to the Board of Education. However, parents of children experiencing some degree of "feeling unsafe" at school have a different perspective.

- 80% of 5th - 12th grade students have a trusted connection to at least one adult at their school, something many of us want to celebrate. For the 20% of students indicating they did not have a trusted connection, the teachers and parents of those students face a different challenge. (Studies show having at least one "trusted" adult at school correlates to greater student success and fewer behavior incidents.)

- Our parent focus groups have shown that WC teachers are appreciated and valued; however, teachers themselves are dealing with higher levels of classroom behavior issues, increased student absenteeism, and post pandemic academic challenges. This puts more stress on teachers to deliver high quality learning experiences for students.

Every stakeholder experiences our school district from a very personal perspective. We can see patterns and degrees of consensus in the data, but we cannot forget that every stakeholder has a lived experience that becomes the lens through which they see our schools. The feedback and data points we have collected, and the process itself, may seem a bit extreme to some stakeholders. (As I've said, it has been a methodical process.) However, the diversity of perspectives has been a critical factor in our process. Even though some stakeholders have been unable to participate in our process—or chosen not to participate—everyone has an equal opportunity to be involved, and we will continue this process. Community engagement is becoming part of our school culture.

This summer, the **District Leadership Team (DLT)** will use all the data from our community engagement process as we begin planning the path forward—the road ahead. The data will help the DLT immensely, but none of us will forget that behind each survey response, town hall comment, or focus group insight, there is the lived experience of a real person living, learning, or working within our district. As we make changes and move forward as a district, we must keep all stakeholder voices in mind and seek solutions that are both effective and equitable.

Some of our challenges are not complicated. A tweak here or an adjustment there can bring about an effective, needed change. Other challenges are complicated, and our community engagement process has helped us be able to accurately assess the scope and dimension of our problems and challenges. Without this comprehensive engagement process we would run the risk of erroneously applying a band-aid to a problem that requires surgery. Some of our challenges, typical of the world we inhabit, are extremely complex and without a known solution or a solution that everyone will agree is ideal.

In a world that seems to demand quick fixes and easy solutions, we must recognize that charting a path forward is hard work that benefits from collaborative, respectful conversations where every stakeholder that wants to be involved has a voice that matters. We are so grateful for your interest and patience in helping build a plan for our future together—our kids' future.

In previous issues of the WC Roadmap Report, we addressed student and staff safety and wellbeing and educational programming. In this issue (Volume 3) we are taking a closer look at the **Purpose and Design** of modern schools and its multiple components:

- Modern Student-Centered Learning
- Modern Educator Workforce
- Modern Learning Environments
- Modern Family and Community Partnerships.

This volume of the WC Roadmap report also will help you understand our current conditions as they relate to the traditional design and purpose of schools, facilities and transportation. I hope this information will challenge your thinking of the status quo and deepen your understanding of our North Star—West Clermont's Portrait of a Graduate—our vision for transformation.

WHAT IS A STAKEHOLDER?

The most common definition of **stakeholder** is "an individual or group that has an interest in any decision or activity of an organization."

By that definition, the stakeholders in our district include students, parents, teachers, staff, community, businesses, social service agencies, our faith-based community, etc.. All these individuals and groups have a significant interest in our decisions, activities, and future plans.

The simplest definition of a stakeholder, however, is this: It is YOU. You are a WC stakeholder, and I appreciate your willingness to embrace that role as together we learn, lead, and succeed.

> **If you care enough for a result, you will most certainly attain it.**
>
> – William James

02

PORTRAIT OF A GRADUATE

OUR NORTH STAR

The West Clermont Portrait of a Graduate—our North Star—guides all that we do each day. It is the result we care most about. The POG was initially created with input from our students, staff, business leaders, community members and families through answering the question, "What is important in learning and life?" The five purpose statements and ten learning attributes convey our vision for student learning outcomes and success. Developing students beyond the core academics help prepare them with the knowledge, skills, and habits to create a competitive advantage when they graduate.

Setting a Higher Bar

Our Teaching and Learning team has been working collaboratively with our teachers, content experts, industry leaders, and parents to develop a modernized student-centered curriculum. This new core curriculum will focus on foundational skills while integrating Portrait of a Graduate learning attributes. **The result:** students will move beyond rote learning and memorization to a higher-level of knowledge and application. We are raising our standards and setting a higher bar for all students.

Life-long Learners and Leaders

The POG vision broadens our definition of student success beyond letter grades and test scores. It enables us to plan for and honor the whole child throughout their WC school journey. As we attend to the social, emotional, cognitive, and mental health needs of our students, we will grow our skills and abilities in helping all students have a sense of belonging in our schools and community. We will also grow their sense of purpose and hope for the future, resulting in strong life-long learners and leaders.

Evidence of POG Durable Skills

This semester we expanded our work with Portrait of a Graduate across the district and community. By more clearly defining the durable skills required to achieve success, we now have a consistent, common language, and we will be more clearly defining success criteria at each grade level. Over time, evidence of POG progress will be a natural part of the school report card and transcript. **The result:** a broader, more accurate picture of each student's unique abilities, skills, and strengths at each state of their development.

Job Outlook: Employers Demanding Durable Skills

According to americansucceeds.org, an "analysis of 80 million job postings from 2020-2021 reveals that 7 of the 10 most requested skills are durable skills. And the top 5 durable skills were requested in job postings 4.7 times more often than the top 5 hard skills. In short, durable skills are in demand for jobs across the workforce, regardless of educational attainment level, industry sector, or geography." Intentional efforts to develop these durable skills in our students will prepare them to be future-ready.

A Closer Look at our Common POG Vocabulary

For each learning attribute, we needed to focus on expected outcomes and results. What should every student be able to do for each attribute? In addition to grades, what should teachers use to measure POG progress? What should parents, colleges, the military, and employers expect from a WC graduate? This requires a common, consistent vocabulary. Here is an overview of the **POG language** we have collaboratively developed.

ACADEMIC & LIFE SKILLS

A West Clermont Student Can:

- Successfully master rigorous learning standards & digital competencies
- Use time wisely to set goals, prioritize and complete tasks, and manage projects
- Collect, assess, analyze, think critically, and respond to relevant information
- Reason and weigh evidence to reach logical conclusions

COMMUNICATION & COLLABORATION

A West Clermont Student Can:

- Carefully consider and respect others' ideas & contributions through active listening
- Collaborate with others & work in teams to resolve challenges and achieve goals
- Articulate thoughts and express ideas effectively using oral, written, visual, non-verbal, and interpersonal communication skills

CHARACTER & INTEGRITY

A West Clermont Student Can:

- Demonstrate empathy, compassion and respect for others
- Act responsibly, reliably & honestly through words and actions
- Seek and respond productively to feedback, praise and setbacks
- Lead themselves and others

INNOVATION & CREATIVE THINKING

A West Clermont Student Can:

- Be curious and ask thoughtful questions
- Take risks, embrace change and explore new ideas
- Identify, define and work with authentic problems
- Elaborate, refine and analyze ideas

RESILIENCY & ADAPTABILITY

A West Clermont Student Can:

- Be flexible when new & challenging situations arise
- Persist to accomplish difficult tasks
- Demonstrate confidence and humility in thoughts and actions
- Embrace failure as a learning opportunity and keep moving forward

03

A DISTRICT RISING TO THE CHALLENGES

> Life can only be understood backwards; but it must be lived forwards.
>
> **– Søren Kierkegaard**

Entrance to WCMS with security bollards in place

Student and Staff Safety, Security & Wellbeing

If our students, staff, and teachers do not feel safe and secure in our schools, it will be difficult to achieve Portrait of a Graduate outcomes. No school district can be 100% safe, just as no shopping mall or other public place can be completely safe and secure. The good news for WC, however, is that by every standard we have compared ourselves to, and by every regulation we must comply with, we have a very safe school environment. The Citizens Advisory Commission (CAC) spent six months focusing on this issue and presented their final report to the Board of Education on March 20th. In the course of their work, they heard from a variety of experts, police and fire officials, and district personnel. They sponsored a survey of all 5th – 12th graders in the district, and carefully perused the results.

The CAC realized, of course, that safety and security is an ongoing concern. We must be ever vigilant. In their report to the Board of Education, they included future state recommendations to ensure that WC consistently meets or exceeds state and national safety standards.

You can find their report on the West Clermont Citizens Advisory Commision page, or scan the QR code: **westcler.org/cac**

You can also ask any member of the CAC this question: Is West Clermont a safe and secure school district? Every CAC member will give you the same answer: YES.

Special Education Service Expansion

Last school year, the WCMS went through a program redesign focused on our special education unit needs. The number of students with special needs in our school district continues to rise, and the needs of our students are growing more complex. We are committed to meeting the needs of all students and to providing a quality experience for all.

We determined that we needed to add a new program to meet the needs of our students with autism. The program name is **LINK**, which matches the name of the programming at the elementary school. We also provided updated learning materials for our other two programs which were renamed to match the programming at the elementary levels: **SAIL** which serves students with multiple disabilities and **RISE** which supports our students with behavioral disabilities. We facilitated professional learning to current and new staff serving these programs. Currently there are two RISE program classrooms, two SAIL program classrooms, and two LINK program classrooms at the middle school. This change in programming required one additional teacher to be hired along with additional paraprofessionals to provide needed support.

WCHS is currently undergoing their redesign process, and we are thrilled to be able to provide vertically articulated programming to support students in grades PK-12. The high school currently provides three programs to meet the needs of students with significant learning disabilities. **ASPIRE** which aligns with SAIL, an additional ASPIRE program for students who need another year to prepare for life beyond high school, and **Tri-B** which serves students with significant emotional disturbance and behavioral needs.

Through this process, we have determined that additional programming is needed at the high school to meet the needs of all students. To start, additional programming is needed to support students with behavioral needs that are not as intensive as the needs of the students in the Tri-B program. So, starting next school year, the high school will offer a RISE program.

The high school will also be adding a LINK program. Staff will be offered professional learning over the summer and receive updated instructional materials for these programs. Two additional teachers and additional paraprofessional support will be needed to staff these programs. Finally, as a part of the process for both the middle and high school, updated materials and equipment were needed in the motor and sensory rooms to properly support student growth and development. So, this school year, materials were updated for the middle school motor and sensory rooms which are accessible for all students, and the same will be true at the start of next school year at the high school.

Merwin Modulars

Elementary enrollment is steadily rising across all elementary schools. Our demographic predictive data shows enrollment will outpace our space within five years. This year, we added modular units to Merwin Elementary. They are experiencing capacity issues now. (At this time, Merwin is the only elementary school that uses the same space for physical education and lunch because they don't have separate spaces.)

Beyond rising enrollment, factors impacting the capacity at the elementary schools include:

- Bringing back elementary specials (art, music, physical education, and career awareness)
- Increasing diverse learner needs
- All-day kindergarten*

**The State of Ohio only requires half-day Kindergarten*

04

WHERE WE HAVE BEEN

Our Impact Teams have been working hard behind the scenes to analyze the data and feedback we have been receiving from REACT Surveys, Town Halls and Focus Groups. Sometimes when I talk with teachers, staff, and parents, one of them will ask me “why we are doing all of these town halls, focus groups, and surveys?” Often, their assumption is that we know what our challenges are, so why don’t we just focus on fixing them. Here’s what I say when I hear those questions:

TO GO WHERE WE NEED TO BE, WE NEED A LOT OF DATA POINTS ON WHERE WE’VE BEEN AND WHERE WE CURRENTLY ARE.

Sometimes, I am concerned these answers sound like the explanation for how a guided missile reaches its destination. This YouTube clip highlights this concern perfectly. (You may chuckle when you watch this because it sounds overly complex, but if you listen to the words, it makes sense.) https://tinyurl.com/yc6mtm4m

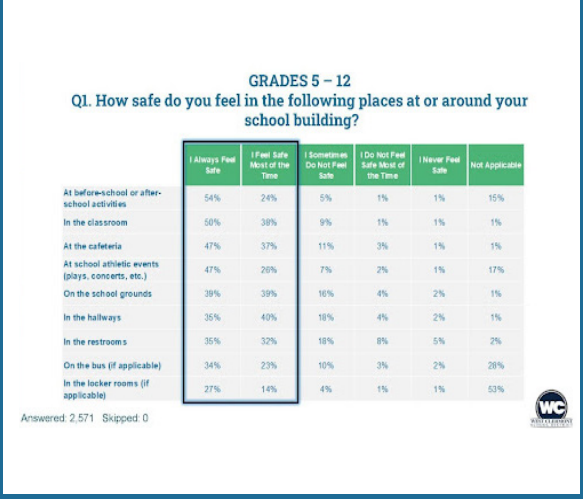
Our Impact Teams are not programming guided missiles to reach a target, but I believe their work is more important. They are helping guide this district and its kids to the destination that our Portrait of a Graduate vision makes clear.

So, what have our Impact Teams been doing? Let me highlight the work of two of those teams.

The Human Capital District Core Team is working with **Battelle** for Kids to learn best practices for finding, keeping, aligning, and growing our staff. Additionally, the district's certified and classified retention team was established to research the current conditions of staff engagement and overall culture and climate. The goal of this team is to find innovative solutions beyond salaries and benefits that will make West Clermont a district of choice for staff. Two key action steps have been the distribution of the **Gallup Q12 Employee Engagement Survey**, multiple staff focus groups, and action plan created by the principals and school team.

You can read the Impact Team Report on Staff Wellbeing and Retention here: **westcler.org/safety**

As already noted, our **Citizens Advisory Commission (CAC)** presented their report and recommendations to the Board of Education on March 20th. One of the areas they highlighted for further investigation is student use of technology and social media and its impact on safety and wellbeing. The district has started gathering data and additional insights on this topic, though it is not part of CAC assignment at this point.



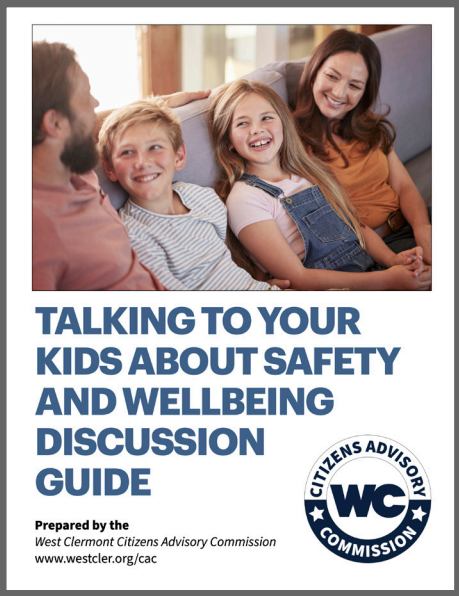
GRADES 5 – 12

Q1. How safe do you feel in the following places at or around your school building?

	I Always Feel Safe	I Feel Safe Most of the Time	I Sometimes Do Not Feel Safe	I Do Not Feel Safe Most of the Time	I Never Feel Safe	Not Applicable
At before-school or after-school activities	54%	24%	5%	1%	1%	15%
In the classroom	50%	38%	9%	1%	1%	1%
At the cafeteria	47%	37%	11%	3%	1%	1%
At school athletic events (plays, concerts, etc.)	47%	26%	7%	2%	1%	17%
On the school grounds	39%	39%	16%	4%	2%	1%
In the hallways	35%	40%	18%	4%	2%	1%
In the restrooms	35%	32%	18%	8%	5%	2%
On the bus (if applicable)	34%	23%	10%	3%	2%	28%
In the locker rooms (if applicable)	27%	14%	4%	1%	1%	53%

Answered: 2,571 Skipped: 0

Another actionable data point that came from the student survey sponsored by the CAC: at least 80% of WC students have a trusted relationship with at least one adult in their school environment. Numerous studies have correlated a student's sense of belonging and connectedness to adults at their school with lower behavioral and other incidents. We are tackling this problem from several angles among our Impact Teams.



As part of the Vol 2 Roadmap Report, the Citizens Advisory Commission created a "Talking to Your Child About School Safety" learning activity for families that replicated a conversation that teachers had with students. This is still available, and I encourage families to download it and make it a part of summer discussions with kids. **See the back cover of this report to download a copy.**

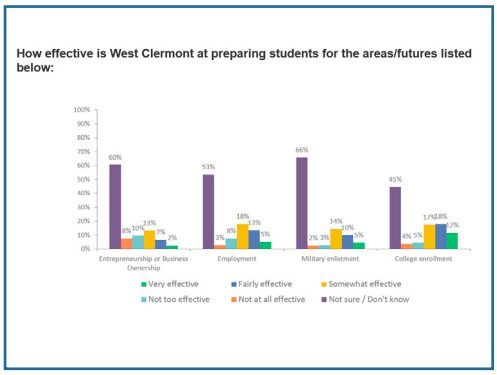
05

THE ROAD JUST AHEAD

MAY

- Principals are working with staff on School Climate & Culture Data; Outcome = An Action Plan
- Continue Focus Groups
- Continue REACT Surveys
- Impact Team Research continues

SUMMER



- Analyze React Survey Data
- 2023-2024 Engagement Planning and Decision Timeline Development
- Plan Fall and Winter Focus Groups
- Impact Team Research

AUGUST

- Present WC Roadmap Report Vol 4 with Yearly Plan
- Focus Groups
- Building Tours
- Impact Team Research

06

GUIDEPOSTS

We have eight guideposts that help us look toward tomorrow from where we are today. Each guidepost is related to one or more of the five challenges we have been discussing for over a year now.

> ***Tomorrow will be different*** is different from ***I resolve to make tomorrow better.***
>
> – Angela Duckworth

PORTRAIT OF A GRADUATE

Our most important guidepost, so important it has its own section in this volume of the RoadMap Report (see page 5-8).

TRENDS IN EDUCATION

We monitor the national education landscape carefully. Some of the trends, such as a national teacher shortage, will have an impact at West Clermont. Other trends, such as the development of personalized learning paths for students, can have a unique West Clermont flavor that will help us transcend the old model of "one size fits all" classroom instruction. Post-pandemic learning loss and increasing student trauma are trends we cannot ignore. One national survey reported that 49% of students believed anxiety, stress, or depression was impacting their learning. Teachers must operate in environments where they are encouraged to collaborate and innovate, and this is a trend we are encouraging in the district. One of the most significant trends we are watching is short and long term school funding. During the pandemic, the U.S. Department of Education allocated $14 million to West Clermont from Elementary and Secondary School Emergency Relief (ESSER) funds. These funds have been timely and helpful, but they expire next year. This means we will need consider phasing out some programs or funding through different means.

ENROLLMENT PROJECTIONS

There is a national trend toward decreased enrollments in public education as some families opt to enroll their children in charter, private, or homeschool programs. However, West Clermont's student enrollment is steadily increasing with an expected increase of 830+ students within five years*. Increased enrollments impact building utilization, educational programming, and staffing. Building conditions can impact instruction as well.

**Projections updated 2/10/23*

BUILDING UTILIZATION & CONDITION

There is a lot of information in this volume of the RoadMap Report regarding building utilization and condition. Needless to say, it is one of our biggest challenges.

FIVE-YEAR FINANCIAL FORECAST

The five-year financial forecast serves as a tool to communicate and assess the financial health of a school district. School districts are required to submit five-year forecasts twice annually to the Ohio Department of Education and may elect to submit additional updates at any time. Each five-year forecast contains two components: 1) historical and projected financial data and 2) notes to explain any significant changes or "assumptions" the District used to develop the reported financial projections. In addition, Ohio's new FAIR SCHOOL FUNDING FORMULA, which calculates the amount the state provides to each school district, is currently under legislative review, and we will have more information this summer.

ACADEMIC PERFORMANCE

The Ohio Department of Education collects data from schools and districts to analyze academic performance in several categories. There are six components:

- Achievement
- Progress
- Gap Closing
- Early Literacy
- Graduation College
- Career, Workforce, and Military Readiness*

*Components receive 1 to 5 star ratings based on performance, with the exception of the College, Career, Workforce, and Military Readiness

WEST CLERMONT SCORES 2021

Achievement	★★★
Progress	★★
Gap Closing	★★★★
Graduation	★★★
Early Literacy	★★

STAFF RETENTION AND ENGAGEMENT

33% of teachers surveyed in a national survey this year indicated that they are ***Very likely*** to leave the teaching profession in the next two years, up from 13% before the pandemic. 77% of teachers surveyed nationally said they feel ***Somewhat*** or ***Extremely*** stressed. Nationwide, 44% of new teachers leave the profession within five years. We must do more to retain teachers and make West Clermont a top destination for all staff. (Sources: Education Week, THE Journal, University of Pennsylvania Consortium for Policy Research in Education, National Association of Secondary School Principals, 2022 Hanover Research).

COMMUNITY ENGAGEMENT

Stakeholder insights, opinions, and lived experiences make a difference. We are grateful when our stakeholders, especially parents, can take the time to engage in town halls, focus groups, surveys, and other gatherings where communication and collaboration are encouraged. We wish we could get even more people involved but understand how competing priorities make this difficult. Community engagement is not a check-the-box exercise for us. It is not a show designed to entertain those that participate. It is hard work at times.

As we move forward, we will be making decisions about the future of West Clermont, decisions that will affect every child, every family, and every staff member in the district. Some of those decisions will impact some more than others. Not everyone will agree with every decision. My primary goal is to transform our district into something exceptional, where a modern learning environment and the individual needs of students are considered and accommodated.

It is also my goal to create a school community culture where:

- Every stakeholder has an opportunity to be heard
- We encourage diversity and inclusion
- We tap into the collective wisdom and lived experiences of as many stakeholders as possible
- Decisions about West Clermont's future are transparent and evidence-based
- No parent or staff member is compelled to ask: Why did you do that?

It will be much more difficult to realize this primary goal without a school community culture where engagement is not a hope but a standard way of doing things.

07

In 2022, we identified Five Challenges facing our school district and have now presented them to hundreds of WC stakeholders at town hall meetings, focus groups, and surveys, in an effort to better understand their importance and the impact each has on the lives of students, staff, and families. In Volume 2 we took a closer look at Safety & Wellbeing and Educational Programming. In Volume three, we are focusing on Facilities, Purpose & Design, and Transportation

OUR FIVE CHALLENGES

The Big Picture

01 Safety & Wellbeing

How can we create a safe, supportive, collaborative learning environment that attracts and retains students and staff? West Clermont is a diverse student body with unique learning and social-emotional needs. It's important that all of our students and staff feel safe in their learning and teaching environments and that everyone has a sense of belonging. Safety concerns are multifaceted, including physical, social, emotional, and cybersafety. Safety and staff wellbeing are also crucial to retaining staff and attracting new staff to the district..

02 Educational Programming

How can we best design learning opportunities and educational programming that serves the needs of modern learners? Gone are the days of one-size-fits-all education. We know our schools must understand the unique needs of each student and provide the right pathway for each student. So, what does the future of learning look like in our school district? As we plan for the future and rethink learning in West Clermont, we must evaluate the types of educational opportunities we provide our students in the core curriculum of reading, writing, math, science, social studies, and beyond as well as career development opportunities.

03 Purpose & Design

How can we best design learning spaces that engage and inspire our students and encourage the behaviors and lessons we want to nurture so they are prepared for the future? School District Design & Learning Environments refers to how the district's buildings and learning spaces can be utilized. Decisions about school buildings and space require our district to think about the future, and carefully consider factors such as "how do students best learn, and what experiences will make them successful?" It also refers to the development of a modern instructional design, aligned with a high-performing educator workforce.

04 Facilities

How can we best provide equitable and adequate facilities for all our students? West Clermont currently owns nine school buildings that accommodate approximately 8,300 PK-12 students. In addition, there are support facilities such as the District Office and the transportation garage that are leased by the district. Recent projections forecast that the district will grow by approximately 830+ students in the next five years (based on 2023 projections).

05 Transportation

How can we best meet the transportation needs of our students? West Clermont currently provides school transportation (bussing) to all K-8 students who attend district schools. The district also provides transportation to a limited number of preschool and high school students whose disability requires district transportation. In addition, the district provides transportation to K-8 students who attend private schools within 30 minutes of their primary residence.

08

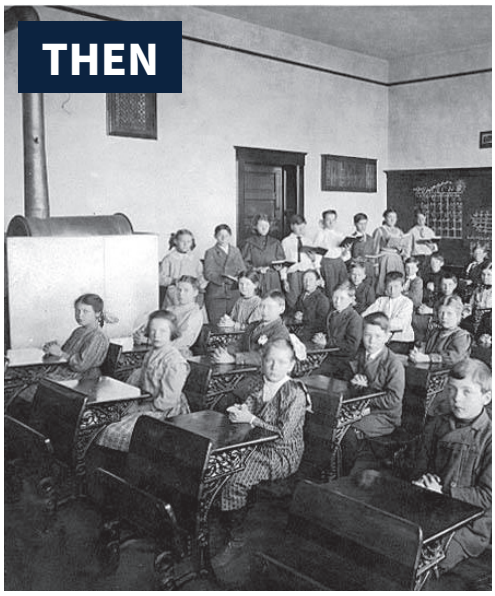
TOP CHALLENGES:

- Student engagement; traditional teaching and learning methods not meeting needs of all students
- Staff engagement, morale and retention, lack of time for learning and collaboration
- Growing student population with increased individual needs beyond core academics.
- Three aging facilities; Traditional learning environments; inadequacies and inequity across the district
- Stakeholder engagement; higher levels of active engagement are needed

PURPOSE & DESIGN

FRAMING THE CHALLENGES

West Clermont is making academic progress, yet we still have a long way to go for high performance in all schools and all subject areas. As we work to bring the Portrait of a Graduate vision to life, we find large disconnects between how "school" has always been done and what is required to meet the unique needs of all modern learners. In general, we find schools were designed for a different era and different purpose and have basically remained the same for over 100 years.



As the world rapidly changes around us, school tradition and acceptance of the old "factory" model is resulting in lower levels of student engagement, attendance issues, and lower performance levels than we know our students are capable of achieving. We have to continue to evolve if we are to see more engaged students and staff and higher performance.

We know that core academics and foundation skills like reading, writing, mathematical thinking, science and social studies are vitally important yet, we know this foundational knowledge is not enough to ensure all students are future-ready. Our challenge is to work with all of our stakeholders to design student-centered instructional models, an updated educator workforce model, provide a modern learning environment design, and strengthen our partnerships with all stakeholders.

OUR CURRENT ABILITIES TO ADDRESS THE CHALLENGES

In order to prepare our stakeholders to see possibilities and participate in the future-focused design of West Clermont, we have accomplished the following:

Modern Student-Centered Instructional Design

Student-Centered Learning Ecosystem Cohorts have been formed to provide professional development to early adopters who are working together with students and community partners to design authentic, relevant, community-connected learning opportunities. This provides meaningful learning exploration for students and grows their problem-solving skills and levels of curiosity about how the world works.

CommunityShare is a tool the district now utilizes to connect community partners and classroom teachers to provide learning beyond the walls of the school with examples such as expert voices giving feedback to students, guest speakers, co-designed projects, mentoring, virtual field trips, interviews, etc..

The Middle School and High School teams continue to shift out of the traditional school schedule bell by bell, period by period to provide opportunities to use time differently including flexible block schedules, intervention/enrichment blocks, early release for career-based learning, teacher collaboration time and office hours in order for learning to be designed differently and more personalized.

The district is creating an instructional learning model called Portrait into Practice designed to put students at the center of the learning experience, using best practices that include the science of learning and the cultivation of belonging and hope for the future. These will be used in all classrooms to achieve Portrait of a Graduate outcomes.

Modern Educator Workforce Design

The workforce shortage, higher staff absence rate, and a limited number of substitutes have been progressively worsening. As of May 2023, we have 15 teaching positions and eight classified positions unfilled in the district. This is highly unusual for the district, though it is consistent with national workforce trends.

The WC Human Capital team has been expanded this school year to focus on staff engagement and retention and Portrait of an Educator and Leader competencies. The goal is to align our hiring, onboarding and professional development practices.

In addition to conducting staff retention focus groups, we have adopted a new tool, Gallup's Q12 Employment Engagement Survey, to provide actionable insights for our culture and climate initiatives. The certified and classified retention team will use this information to make recommendations to the Board of Education.

We have a district Wellness Connection Program designed to support our staff with physical, mental, and financial well-being. There are leaders in every building who design activities for wellbeing, communicate all of our insurance benefits, and strive to create a community of care and connection.

New models for teaching and learning are being explored through research, virtual visits and site visits to other school districts in the country.

We have made adjustments to the school district master calendar to give teachers additional time for collaboration and professional learning.

OUR CURRENT ABILITIES TO ADDRESS THE CHALLENGES

Modern Learning Environment Design

Knowing that data analytics and evidence of learning operating within a student/teacher/parent feedback loop are very important, West Clermont has invested in strengthening our data and analytics infrastructure with new tools and additional team members. District leaders have been implementing strategies and best practices to better assess our impact with key initiatives.

Federal relief funds have been used to expand our technology program called 1: Wolf to provide a chromebook for every learner grades K-12. Broadband access has …also been expanded in the district parking lots, stadiums, and has been provided individually to families in need.

Six of our nine buildings have been updated since 2010. Holly Hill, Merwin, and West Clermont Middle School do not provide the same educational experience and opportunities as our newer facilities. We have added six modulars at Merwin to address capacity issues, converted classrooms to lunch rooms so that physical education and lunch can happen simultaneously with the least amount of interruptions, and provided new cafeteria tables for WCMS.

Special Educational services at West Clermont need to be expanded in our district, and this impacts how we use our space. Throughout the district, special education programs have been added, a factor that makes our allocation of existing space critical.

Some teachers across the district are designing their classroom space to be more flexible and adaptable to the learning needs of their students. In several cases, when you walk through the halls of our schools you see fewer traditional room designs with rows and columns of desks and more small group meeting designs, collaboration stations, creative uses of the floor, hallway/extended learning spaces and corners of the rooms. This reflects the change in instruction to a more personalized approach and not all students doing the same thing at the same time.

Various buildings are working to be creative with their outdoor spaces by adding learning spaces with picnic tables, updating courtyard learning spaces, and creating learning opportunities with outdoor gardens and composting. These projects have been mostly funded by grants.

We are in the early stages of considering the future configuration of the school district as our pre-school continues to grow, special education services continue to expand, and overall student population grows. A major challenge we are addressing is a large middle school building designed for high school, not middle school student needs. Our focus is on defining the purpose and design of school so that our educational programming and services support our future-focused district design and configuration.

Modern Family & Community Partnerships

We are grateful for our PTO/PTAs and Booster organizations in the district who continue to show up and support student experiences beyond what the district can provide. Yet, in these modern times of rapid change, these traditional partnerships alone are not enough to meet the demands of the modern student.

West Clermont has worked to create a common structure for our volunteer system to help align our schools, clearly communicate to our stakeholders, and raise the level of day-to-day support in the buildings now that we are out of pandemic protocols.

The Whole Child Network, our team of partners who support us in breaking down barriers to student learning, has been expanded and formalized. More members are needed.

The Business Advisory Commission continues to focus on workforce development opportunities and first-generation college students. They connect us with WCYourFuture partners to ensure our students gain career-based learning opportunities, internships, apprenticeships, etc for our students. More members are needed.

The West Clermont Education Foundation supports teacher innovation grants, has worked to grow the alumni database and lead an annual "Fun Run." More members are needed.

Citizens Advisory Commission was formed in Fall 2021 to provide community-based leadership to support the Board of Education. They serve as a team of Researchers and Key Communicators for the Board and provide recommendations for policy and program changes.

Town Hall Engagements have been happening since February 2022 on a regular basis. Attendance ranges from 75-100 per event.

We have conducted 35 focus groups since November 2022 with key stakeholders in our community, including teachers, staff, parents, students, the business community, and social services organizations. Though the topics vary by stakeholder group, all groups have been asked to rate our schools and identify changes that would be meaningful to them.

IMPACT TEAMS focused on **PURPOSE AND DESIGN** of school currently includes the district's Teaching and Learning Team and design teams (eg. Course of Study, Student-Centered Learning Ecosystem Cohort), the Human Capital Team, and the CAC. Each of these teams will take data and information throughout our community engagement process, relevant school district data, research, and will provide recommendations to the Board of Education (BOE).

09

FACILITIES AND TRANSPORTATION

TOP CHALLENGES FOR THE SCHOOL DISTRICT INCLUDE:

- West Clermont Middle School facilities fall short of meeting the learning needs of middle school students and staff. It was originally designed as a high school in 1961. The age and functional limitations of the building are clearly evident.
- The age and functionality of Holly Hill (1982) and Merwin Elementary (1966) do not best serve today's students.
- Latest enrollment projections reveal our student population will exceed capacity in the elementary schools over the next several years. Modular classrooms may be required at other schools to accommodate additional students.
- School safety and security for students and staff require continuous monitoring, and it is likely that future recommendations will have some impact on facilities and transportation.
- WCMS has the earliest start time of any middle school in Ohio. The CAC, based on several months of research, recommended an earlier start time to the Board of Education. We have not been able to implement this due to the cost, so the challenge remains.
- Bus transportation is not provided for WCHS students. It was eliminated in 2012 as a necessary cost-saving measure. A full decade later, this remains a significant pain point for many students and their families.

FRAMING THE CHALLENGE AND OUR CURRENT REALITIES:

Since 2010, West Clermont has made big strides in updating our facilities, and we should all be proud of these accomplishments. Better facilities improve the educational experience for students and make it easier to attract students and staff to our district. These accomplishments, however, do not change the fact that a third of our facilities are outdated and inadequate for the needs of modern learners. Even in our newest buildings, there is an ongoing need to evolve and incorporate flexible, multi-purpose spaces that better serve diverse learner populations, small group learning, and course-specific environments. Compounding these challenges are our projected enrollment increases in the next few years, a factor that forces us to act in the present with careful consideration of the future.

Considerable research bolstered by feedback from district teachers, parents, and students make a strong case for changing the WCMS start time to at least an hour later than the current start time of 7 a.m. Doing so, however, will impact bus transportation schedules, which will increase overall transportation costs. When it comes to bus transportation, we are in the difficult position of knowing the ideal thing to do for our middle school and high school students but having to face the increased costs of doing it. Once again we see that some of our challenges are easier to address than others. Transportation is not an easy one.

Enrollment vs Building Capacity Projections

		2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028
Amelia (30)	Enrollment	674	689	730	750	759	764
	Classroom	29	29	30	32	32	32
Clough (21)	Enrollment	509	525	512	515	513	541
	Classroom	24	23	21	23	23	22
Holly Hill (14)	Enrollment	414	427	428	447	458	467
	Classroom	19	20	20	20	19	19
Merwin (29)	Enrollment	617	673	729	746	770	781
	Classroom	28	28	30	31	32	32
Summerside (29)	Enrollment	588	629	659	692	707	711
	Classroom	27	27	28	30	30	30
Willowville (23)	Enrollment	654	690	695	695	706	757
	Classroom	28	29	28	29	29	30
WT (24)	Enrollment	528	550	582	625	672	717
	Classroom	26	23	25	27	28	30

1. White indicates everyone has a space
2. Pink indicates near or at capacity with general education classroom usage
3. Red indicates the school is either out of general education classroom space, or that support staff and/or discovery classes have been displaced from a classroom, reducing their ability to provide proper support and lessons for our students (Ex. Art on a cart)
4. Based on February 2023 data

OUR CURRENT ABILITIES TO ADDRESS THE CHALLENGE:

Facilities

- **Space challenges at every elementary school**. When gifted programming moved out of the high school and elementary specials were increased from a few times a month to four days per week, we needed course-specific rooms for art, music, and physical education, as well as space for Discover and gifted programs. We have mitigated many of these challenges in the following ways:
  - ◊ Modular classrooms at Merwin Elementary
  - ◊ Traveling specials teachers
  - ◊ Conversion of cafeteria and library spaces to accommodate specials
  - ◊ In the case of Merwin, due to a challenge with serving lunch and providing physical education with only one large space for the same activity, some classrooms have been converted to mini-cafeterias.
- **Expansion of special education services.** As West Clermont's student population continues to grow and diverse student needs increase, we needed to expand our special education continuum of services. The largest growth area is the high-intense need population requiring specialized services, spaces and resources. This changes the maximum capacity in the buildings because rooms designed for 25-30 students are now being used by ten students or less in many cases.
- **PK and Head Start.** The district has added at least one PK classroom for the past two school years, and we anticipate adding another for the 2023/2024 school year. As a result, Head Start is unable to utilize district classrooms.
- **Maintenance challenges of aging buildings.** Each summer roofing and parking lot projects are being completed to support the aging buildings of Holly Hill, Merwin, and West Clermont Middle School. A major concern in these three buildings is the boiler systems; finding parts to repair and maintain these systems becomes increasingly difficult every year. Our maintenance team is doing an excellent job caring for the aging infrastructure, but we are reaching beyond capacity the older these systems become.
  - ◊ As part of our agreement with Ohio Facilities Construction Commission (OFCC) a percentage of Permanent Improvement funds are set aside annually for improvement and maintenance upgrades at each OFFCC constructed site.
  - ◊ Safety and security is more challenging at our older buildings.

Transportation

Transportation challenges are a major issue for our district, something that parents mention in almost every town hall, focus group, and impromptu conversation with the District Leadership Team and me. A solution that addresses both WCMS and WCHS could cost $6.2 to $8.5 million per year. See the next two bullet points for a closer look at these challenges.

- The Citizens Advisory Commission (CAC) studied middle school start time in the 2021-22 school year and recommended a change to the Board of Education. While the primary focus of the CAC's start time research was the health, wellness, and academic performance of students, transportation logistics and cost figures heavily into making a change. The Board of Education did not officially vote on the issue at this time because our financial situation does not allow for additional costs, estimated at $2.2 to $3.5 million.
- Due to other educational and operational priorities, WCHS transportation services are limited to a small number of special education students. This has been the case since 2012. The bus transportation costs for WCHS are estimated at $4 to $5 million per year.

The **IMPACT TEAM** focused on **FACILITIES AND TRANSPORTATION** at this time include the District's Operations Team. Once we get further into our process, other stakeholders will be added to problem-solving and planning for the future. These team members will take data and information gathered throughout our community engagement process, relevant school district data and research, and provide recommendations to the Board of Education.

10

MOVING TOWARD TRANSFORMATIONAL CHANGE

Schools today still follow an outdated model created at a pivotal moment in history: the Industrial Revolution. We have made incremental changes along the way, some of which have been innovative and celebrated. However, the pace of change is now so great in our society that our education system runs the risk of being overrun by external pressures and societal demands.

Transformational change is crucial, something we all must embrace if we are to make our children and the generations that follow future-ready for their own time. As we move toward transformational change, it is important to understand the components that must work together to get us there.

MOVING TOWARD TRANSFORMATIONAL CHANGE

Portrait of a Graduate Outcomes:

A community-wide commitment to creating learning conditions to ensure each learner acquires the knowledge and skills to be successful in life and achieve Portrait of a Graduate outcomes.

Protect and Expand Resources:

Protecting current investments and expanding resources (e.g. curriculum adoption cycles, technology, instructional coaches, and job-embedded professional learning).

Future Driven:

Routinely anticipate forthcoming changes in the career landscape to inform all decisions today.

Student-Centered:

To meet ALL learners' social, emotional, and cognitive needs, instruction and learning must happen on a growth continuum, where data analytics, planning learning and evidence of learning operate in a feedback loop to personalize learning and build mastery.

Learning Accelerators:

Broadband and devices must be made available so that all learners have access to technologies necessary to access and accelerate learning.

Aligned Community Resources:

To meet Whole Learner Needs, educators, learners, and learners' families must have access to a robust, multi-tiered system of supports and partnerships for learning.

Access to Real-World Learning:

Partnerships are needed with institutions of higher learning, businesses, philanthropists, employers, libraries, social service organizations, community members, and many more to provide authentic projects, internships, pre-apprenticeships, job-shadowing, career-based learning, etc.

Modernized Curriculum:

The curriculum must be updated on a regular basis to align with the rigor of the state standards and assessment.

New Roles for Educators:

Educators will continue to grow, develop and shift practices to align to the POG outcomes. Educators will need to build the competencies necessary for today's education workforce.

Modernized Learning Environments:

Learning Spaces beyond the walls of the classrooms and flexible, technology-rich spaces are required to create lifelong learners.

Master Transportation Plan:

A plan needs to be in place to ensure all students have access to learning. A district master schedule should align with this plan.

11

SUMMARY OF TOOLBOX RESULTS & DATA

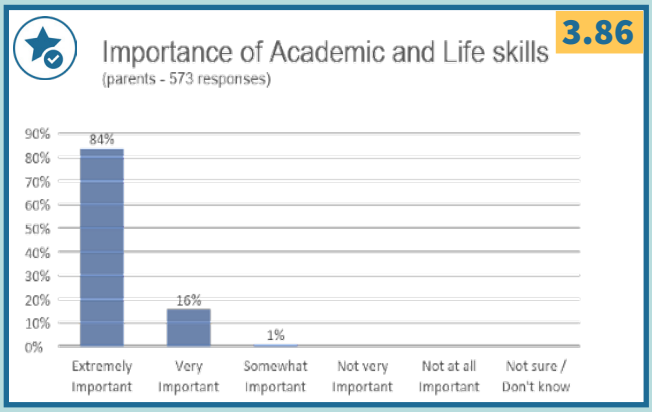
As mentioned in the Introduction of this report, our process of engaging stakeholders has been methodical, transparent, and inclusive. Every stakeholder in our district has had an opportunity to participate. This section highlights some of the data and sentiments we have gathered throughout this process, using some key tools from our toolbox. Here is a sampling of the data we have collected.

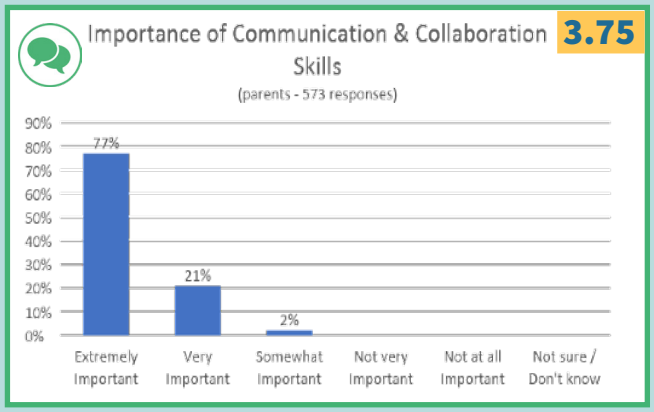
Portrait of a Graduate

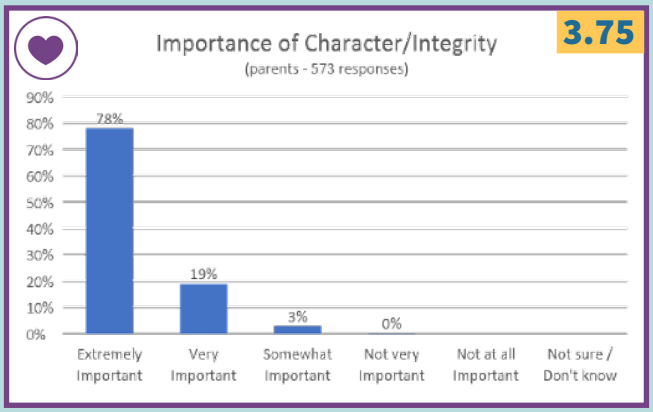
Our goal of transformational change can only be achieved if all stakeholders understand and are willing to help implement the five categories of durable skills we desire every West Clermont student to possess by the time they graduate. Put bluntly, we have to want these things enough to implement the systemic changes necessary to make POG skills and abilities a reality.

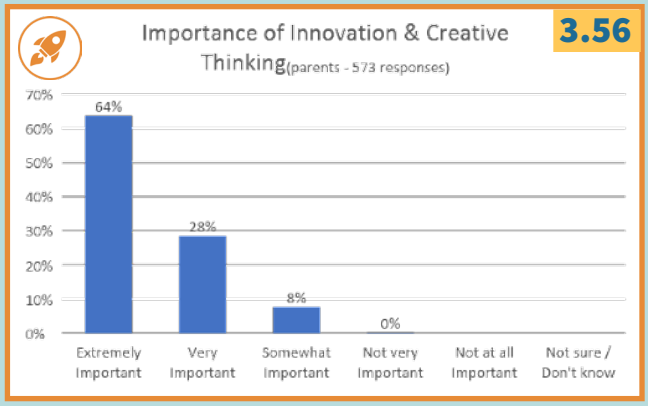
Do Parents Think POG Skills and Abilities are Important?

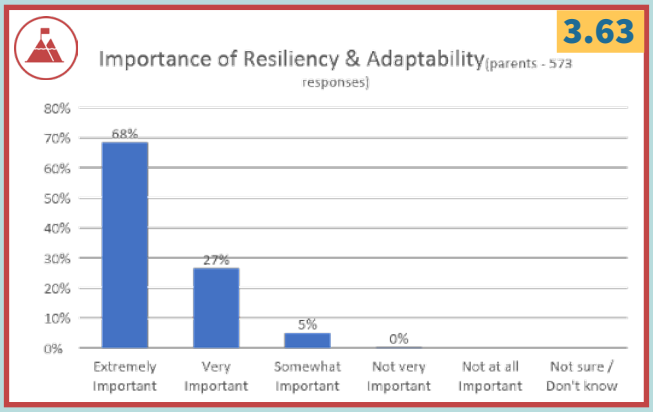
REACT Survey Results involving over 500 WC parents indicate that a strong majority believe these durable skills are ***Extremely*** or ***Very Important***. The charts below show the distribution of parent sentiments. When expressed numerically on a 0 - 4 point scale, it is clear that POG skills and abilities are important to parents.







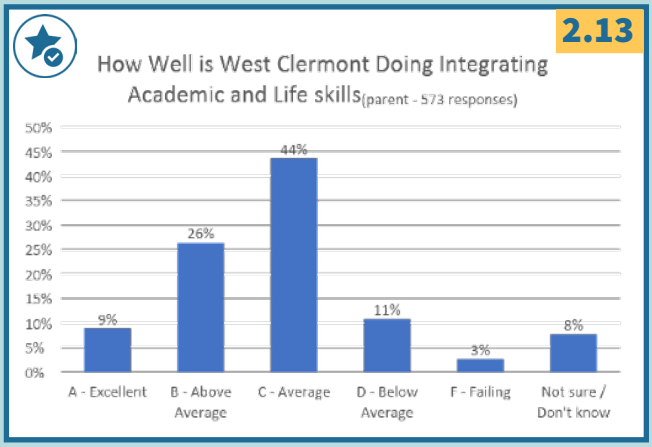


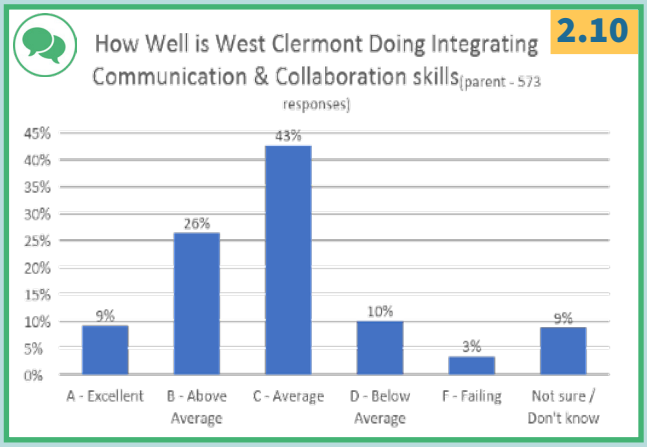


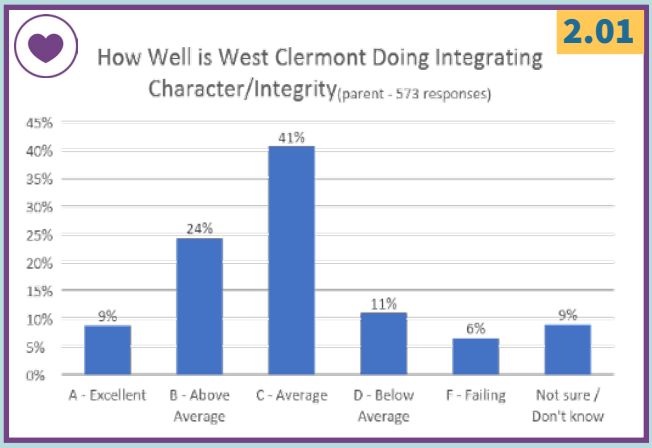
The parent focus groups we conducted also showed strong support for the POG vision, with many parents sharing examples of how these durable skills benefit people in the workplace.

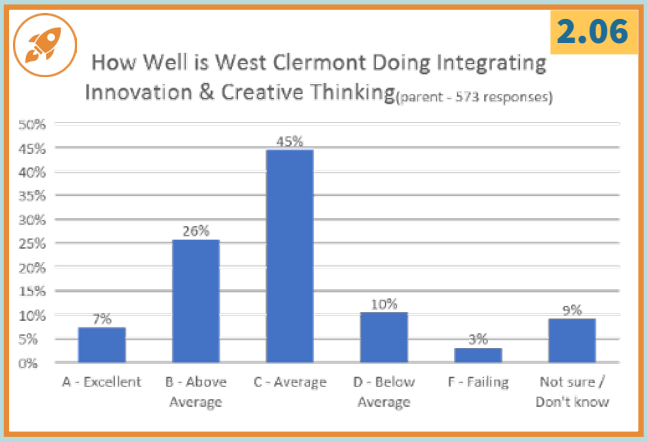
Are WC Schools Doing a Good Job of Teaching POG Skills?

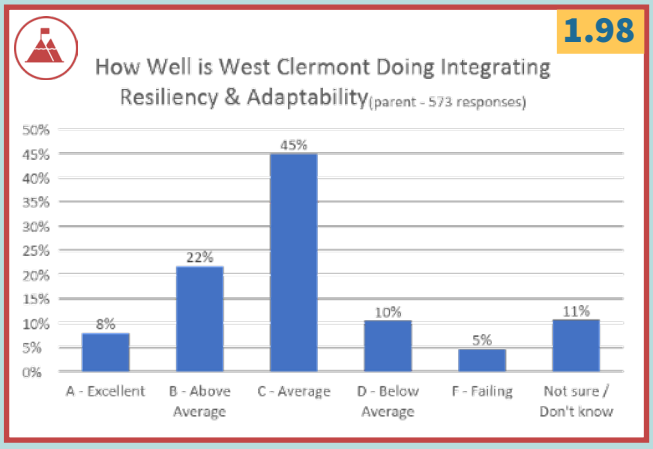
When we surveyed our stakeholders in May, we asked them to give the school district a grade for each of the five POG durable skill categories. We were especially interested in the parent grades. The charts below show the distribution of grades given by parents and an overall average. The grades tell an interesting story. Given the relative importance of these durable skills for their childrens' futures, WC is only getting average grades from parents, a low "C", to be specific. There is clearly room for improvement.









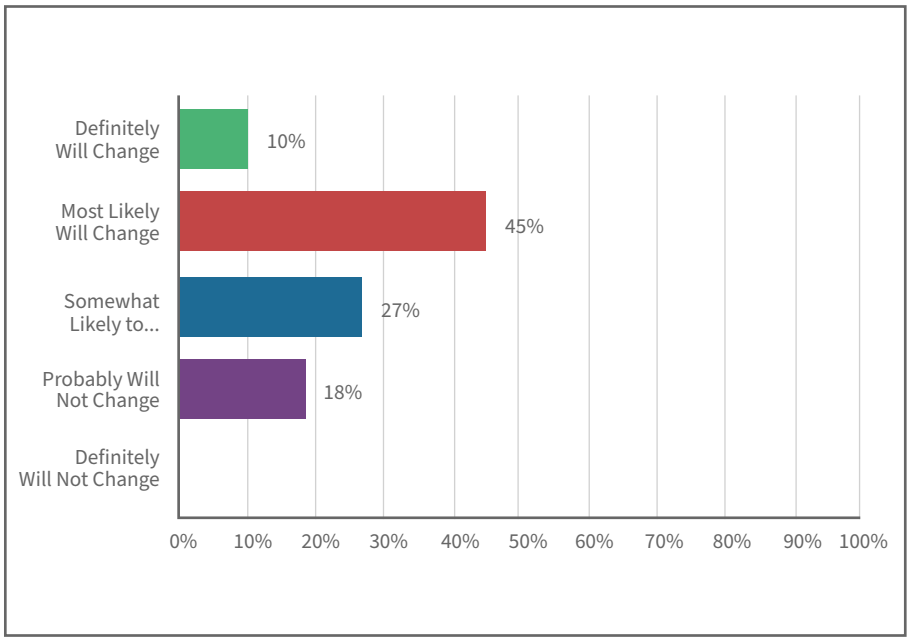


How Do Teachers Feel About POG Skills?

We are fortunate to have very good, dedicated teachers in our district. As a group, they support the POG vision. More importantly, many of them are already integrating durable skills into the student learning experience. Many of them have been doing this for years. However, our teacher focus groups showed us that teachers face a number of impediments that erode the time available to integrate these skills. These impediments, while not the same for every teacher, include high levels of student absenteeism, increased mental health issues among students, aging facilities (particularly WCMS, Holly Hill, and Merwin), and older curriculum in some areas. I believe our teachers deserve modernized learning environments and curriculum, among other things. I believe every student deserves mental health support when needed, access to health and wellness services, and an overall sense of safety, security, and wellbeing while at school. This means achieving POG vision is dependent on a number of other factors, and our teachers know this.

In February and March we conducted focus groups with 60 teachers, representing all WC schools. Teachers were asked ***if they are currently doing some things in our schools that should be left behind in order to achieve the POG vision?*** An overwhelming majority of teachers responding to this question (43 of 47) said **YES**. One of these things teachers mentioned the most was the need for more certified professionals to address the counseling and mental health needs of students. Teachers were unanimous in their feelings that they are currently functioning in too many different roles, something that makes it more challenging to provide an effective learning experience for students.

In these same focus groups, we asked ***if our teachers see the critical role they are now playing changing or evolving as West Clermont moves toward the aspirational POG vision?*** As you can see in the chart, most focus group participants believe their role is at least ***Somewhat likely*** to evolve, to better meet student needs.



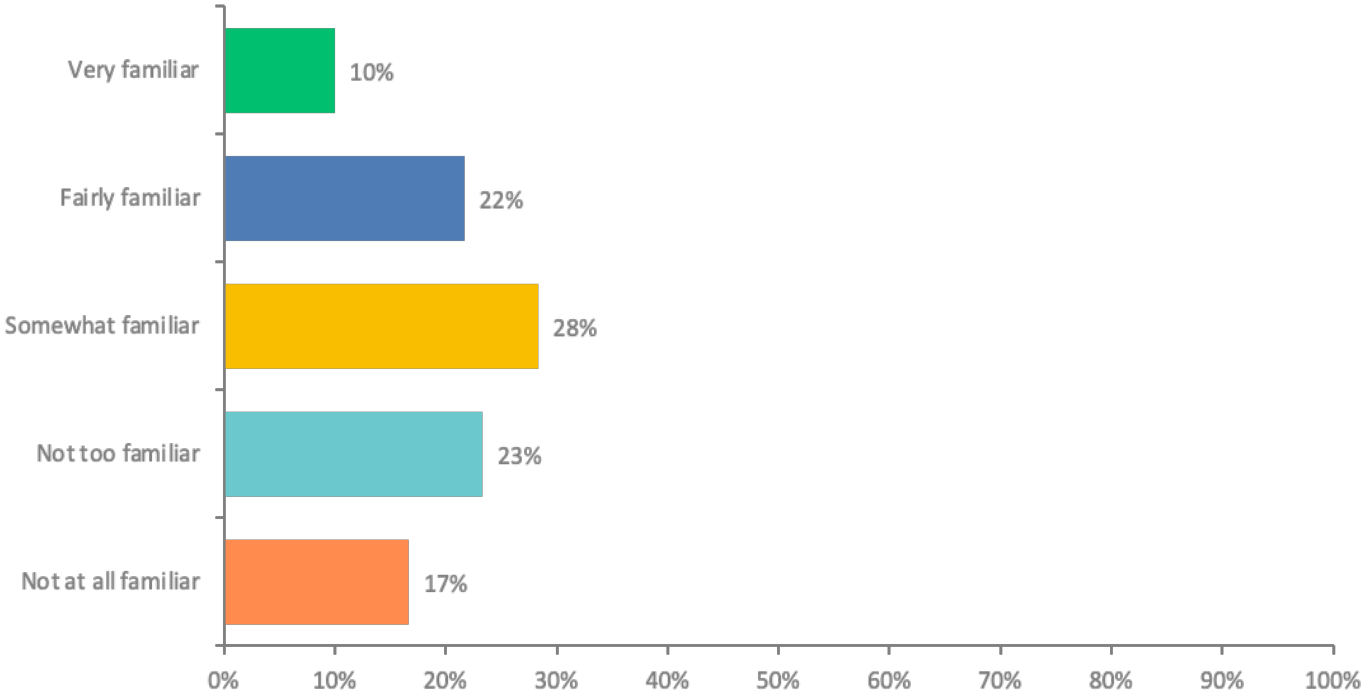
What Will it Take to Make POG Part of Our Common Vocabulary?

In one of the REACT Surveys this Spring, we asked participants ***how familiar they were with the POG vision***. This is what we learned from approximately 450 stakeholders, 71% of whom were parents of at least one WC student:

How Familiar Are You With the POG Vision?

1.	Very familiar	23%
2.	Fairly familiar	20%
3.	Somewhat familiar	18%
4.	Not too familiar	18%
5.	Not at all familiar	21%

In several of our Spring focus groups involving more than 60 parents and community partners, we asked participants the same question we did in the REACT Survey. As seen in the chart below, fewer focus group participants were ***Very familiar*** with the POG vision (10% vs 23% of REACT Survey respondents). The overall picture, however, showed a high percentage of stakeholders (68%) were ***Somewhat familiar***, ***Not too familiar***, or ***Not at all familiar*** with the POG vision and its components. Moreover, most of the focus group participants indicated they would not be comfortable trying to explain POG to a friend.



Teachers, of course, are much more familiar with the POG vision, and many of them are fluent in the POG language. Until parents, and to some degree our community, commit to embracing the POG vision and language, it will be harder for educators to make this vision a reality.

Community Engagement By the Numbers

This table shows the number and type of community engagement events we have conducted over the last 18 months and some of the teams involved. These are not "one-off" events; rather, they have been carefully coordinated so the data gathered is aligned with work being done by our Impact Teams and others. The common theme to everything you see in this table is together we learn, lead, succeed. We learn by listening and collaborating with our stakeholders. We lead by making good decisions that are evidence-based and informed by our stakeholders. We succeed by transforming the West Clermont learning and teaching environment into a healthy, flexible, and future-ready system.

FOCUS GROUPS

Number of Focus Groups

41

Staff

Parents

Business leaders

Social Service Agencies

Clergy

Number of Focus Group Participants

258

Virtual

In-person

TOWN HALLS

Town Hall Meetings

8

One meeting completed at each school, except Clough (scheduled for Sept. 2023)

Town Hall Participants

469

Focused on the following:

5 Challenges

Journey of a Student

SURVEYS

Thought Exchange Survey Participants

421

WC on the RISE Values Reflection

State of the Schools Follow up 2 years in a row

Q12 Gallup Engagement Survey for Staff

796

React Review Survey Responses

1,810

React Review 1, 2, & 3 (3 is divided into 3 parts)

SUPER INTENDENT

Super-intendent Staff Articulation Meetings

66

All buildings and district office 3 times per year

Bus drivers

STUDENT VOICE

Student Voice at BOE Meetings

9

All schools presented one time

Student Experience '21 Student Survey

2,400

Student Safety Survey Grades 5-12

2,431

COMMUNITY PARTNERS

Partners In Education Event Participants

135

February 2022

February 2023

Alumni Events

2

Fall & Winter: Bring-Back-the-Bell

Community Partner Events

5

3 Police-Nights-Out

1 Fun Run/ Health Fair

1 District Wide Safety Drill

EXTERNAL STAKEHOLDER TEAMS

External Stakeholder Teams

15

Business Advisory Council

9 PTOs/PTAs

2 Booster Clubs: Athletics and Band

Whole Child Network

Citizens Advisory Commission

District Safety Team

How Engaged is Our Community?

My first goal is to ensure that every stakeholder in the West Clermont community has an equal opportunity to participate and provide their insights, ideas, and feedback. One of the most difficult WC stakeholder groups to engage are parents. I know there are multiple demands on a parent's time, and we have tried to make it easier for parents to participate.

We are fortunate to have excellent community partners among our stakeholders. These include businesses, social service organizations, and churches that play a role within our community. The engagement/participation rate among these stakeholders is very high. We know they care about the future of West Clermont.

Teachers and staff at West Clermont have multiple opportunities to engage and share their ideas and perspectives, and many do. Their insights and feedback are invaluable.

My second goal is to share the data we gather from our community engagement activities with our District Leadership Team and others who can benefit from this information. This information is (and will be) used to chart our course forward.

A third goal is to ensure that we communicate with our stakeholders, keeping them apprised of our progress and plans. This communication should include data from our engagement activities. Ideally, our Town Hall, survey, and focus group data provide evidence that support the decisions we make on that path forward.

A typical Town Hall meeting, ***left***, takes place at one of West Clermont's school buildings. Virtual Focus Groups, ***shown above,*** are held with community stakeholders.

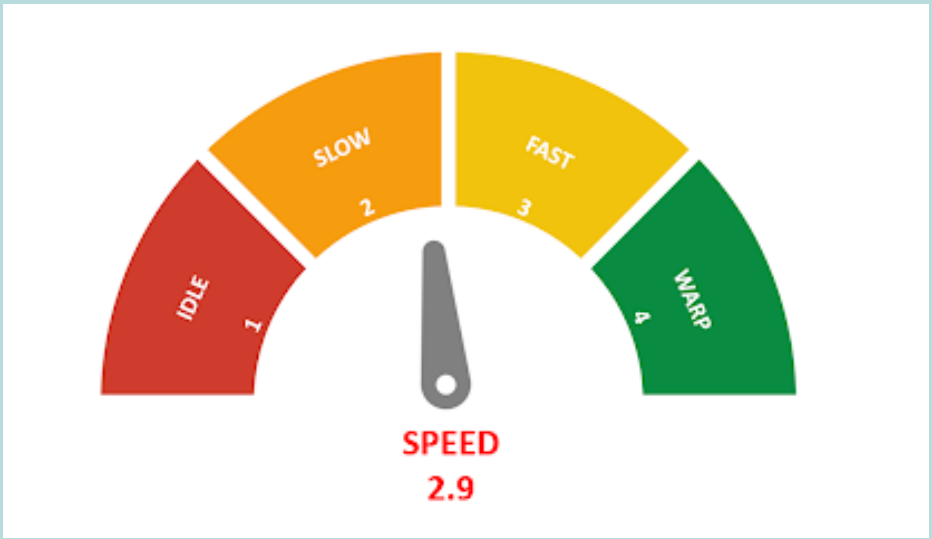
Are We Ready to Move Forward?

We conducted **tabletop exercises** during our Town Hall meetings. One of the outcomes was a gauge on how stakeholders are feeling about our district's **READINESS FOR CHANGE** and the **SPEED** that we should proceed.

Our stakeholders feel we are very close to being **PREPARED TO GO**. Much of the stakeholder engagement we have conducted so far has been designed to identify and familiarize ourselves with the challenges we face on the road ahead. As a school community, we have spent a lot of time thinking about and discussing these things.

Stakeholders have expressed caution about moving too fast without a carefully developed strategy. On the **SPEED** scale, we are on the cusp of moving **FAST**.

This summer, the District Leadership Team will be assessing **ALL** of the community engagement data and stakeholder sentiments. Their goal will be to start engineering our strategy for the future. My goal is to have WC PREPARED TO GO early in 2024 and to move the SPEED needle into the FAST zone. Transformational Change requires nothing less.



What Can You Do to Help Accelerate Transformational Change?

Our collected data includes over 2,500 unique comments, suggestions, and insights from WC stakeholders. Having read these, I see a community that wants change. There is no shortage of ideas on how to make those changes and make our POG vision a reality.

Over 20% of parents participating in our Spring REACT Surveys have indicated a willingness to be involved as we move forward. We welcome those parents to continue with our community engagement process. We invite others to get involved, to whatever degree your time allows.

What can you do, specifically?

- Carefully read this volume of the RoadMap Report. Learn the POG language and use it in conversations with teachers, administrators, and parents.
- Review the two previous RoadMap Reports, to see the progress we have made on the journey so far.

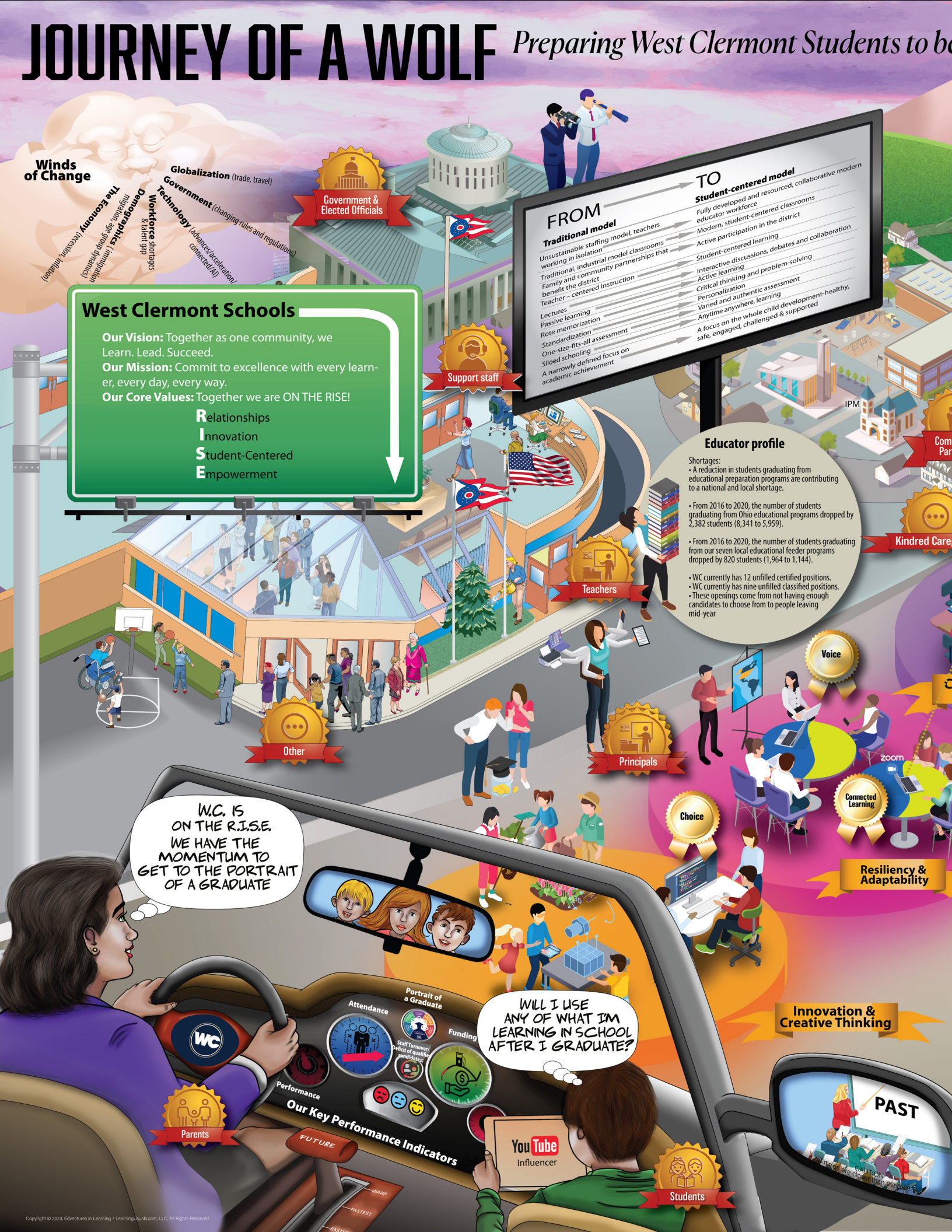
Use this QR code to access current and previous versions of the Roadmap Report, or visit

westcler.org/roadmapreports

- Familiarize yourself with the **Journey of a Wolf** graphic on the following pages. This infographic is rich with information. It encapsulates almost everything we have been discussing for the last 18 months. It also highlights our current realities as well as the obstacles we must overcome to make our POG vision a reality.

JOURNEY OF A WOLF

Preparing West Clermont Students to be



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e Future Ready

INDEX OF ADDITIONAL RESOURCES FOR THE ROADMAP REPORT VOLUME 3

WEST CLERMONT TOWN HALLS:

westcler.org/townhalls

CITIZENS ADVISORY COMMISSION:

(including download access of the ***CAC Report to Board of Education***)

westcler.org/cac

IMPACT TEAM REPORT ON STAFF AND WELLBEING:

https://drive.google.com/file/d/18ZJ8xa4EJGBar2LAebd2selLjAEGOaks/view

ACCESS TO ALL CURRENT AND PAST ROADMAP REPORTS:

westcler.org/roadmapreports

SAFETY AND SECURITY AT WEST CLERMONT:

(including download access of the ***Talking to Your Kids About Safety and Wellbeing Discussion Guide***)

westcler.org/safety

DON'T FORGET TO SHARE YOUR FEEDBACK!

As you read this Roadmap Report, we welcome your comments and feedback. Please use the QR code to begin your survey. Or visit:
https://www.surveymonkey.com/r/PSHP73B

A Discussion Guide for Families

Talking With Your Kids About Safety and Wellbeing

TALKING TO YOUR KIDS ABOUT SAFETY AND WELLBEING DISCUSSION GUIDE

Prepared by the
West Clermont Citizens Advisory Commission
www.westcler.org/cac

Student and staff safety and wellbeing is one of the most important issues at West Clermont, something we encourage families to discuss at home. West Clermont's Citizens Advisory Commission has prepared a helpful guide designed for family and community conversations around this topic. To download a copy of **Talking With Your Kids About Safety and Wellbeing**, use the QR code below.

westcler.org/safety

INSTANT DOWNLOAD AVAILABLE NOW!

WEST CLERMONT SCHOOL DISTRICT