

Duluth Public Schools

Strategic Planning: *Desired Daily Experiences Input Report*

May 18, 2022

DRAFT

In partnership with



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OVERVIEW

The focus of this report is to describe the desired daily experiences of the district's three primary stakeholder groups — students, families and staff — as articulated by the stakeholders who participated in input sessions between April 26 and May 16, 2022. The input was gathered to inform the development of the District's strategic plan and conducted and facilitated by Dr. Ray Queener from TeamWorks International with support from district staff members.

PROCESS

This report communicates the findings from facilitated group conversations with stakeholders representing Duluth Public Schools' community. Information was gathered through the facilitated group conversations as follows:

1. Four groups of middle and Four groups of high school students representing a variety of achievement levels, student involvement, and race, ethnicity and gender. About 125 students participated in the sessions. The schools represented were:
 - o Ordean East and Lincoln Park Middle Schools
 - o Duluth East and Denfeld High Schools
2. Seven family groups, including about 30 parents, representing students in all grades and a variety of student achievement and involvement. The family group sessions were:
 - o Early Childhood and Elementary (2)
 - o Middle School (2)
 - o High School (3)
3. Five groups of staff representing all grades and a variety of positions across the school district. About 45 staff members participated in the group conversations. Group sessions were as follows:
 - o Early Childhood and Elementary (2)
 - o Middle School (1)
 - o High School (1)
 - o Licensed and Non-licensed staff
4. Four community engagement sessions that were opened to the public which included staff, families and community members. Approximately 100 participants were engaged in these sessions located at:
 - o Ordean East Middle School
 - o Lincoln Park Middle School
 - o Denfeld High School
 - o Duluth East High School
 - o American Indian Community Housing Organization (50 participants, mostly BIPOC)

Participants (students, families and staff) in sessions were asked to describe what their desired daily experiences would be like if the strategic plan was in place and being implemented effectively. Step one of each session was to have the participants work in small groups to generate their descriptions of their desired daily experiences and write out the descriptions on flip-chart paper or Google Docs. After each small group shared out, step two was to return to their small groups and write out further descriptions on flip-chart paper or Google Docs. Participants were also asked to ensure that their descriptions covered the three aspects of the Whole System View. (See below.)

For the community engagement sessions, participants were asked to describe the strengths of Duluth Public Schools (district, schools, programs); opportunities for the district (districtwide, schools, programs) and identify at least one desired outcome for each primary stakeholder group, students, families and staff.

The notes in this report were harvested from the notes written by the participants on the flip-chart paper or taken by the facilitator.

THE WHOLE SYSTEM VIEW FRAMEWORK

Within organizations, there isn't just one facet that defines the whole. Rather, it is a combination of the work, issues, opportunities and challenges that exist within human organizations. The Institute for Cultural Affairs (ICA) created a model for mapping many of the relevant characteristics present in most organizations as a "Social Process" development tool. The *Whole System View* FrameWork™ is an adaptation of that model's top layer; it shows the interdependency of the *Work, Organization, and Culture* arenas of an organization.



Whole System View

Part of the FrameWorks Series
 Used For Assessment of:
 • Situations "In the Moment"
 • Relationships of Issues and Data
 • Opportunities
 • Conflicts

Work Arena

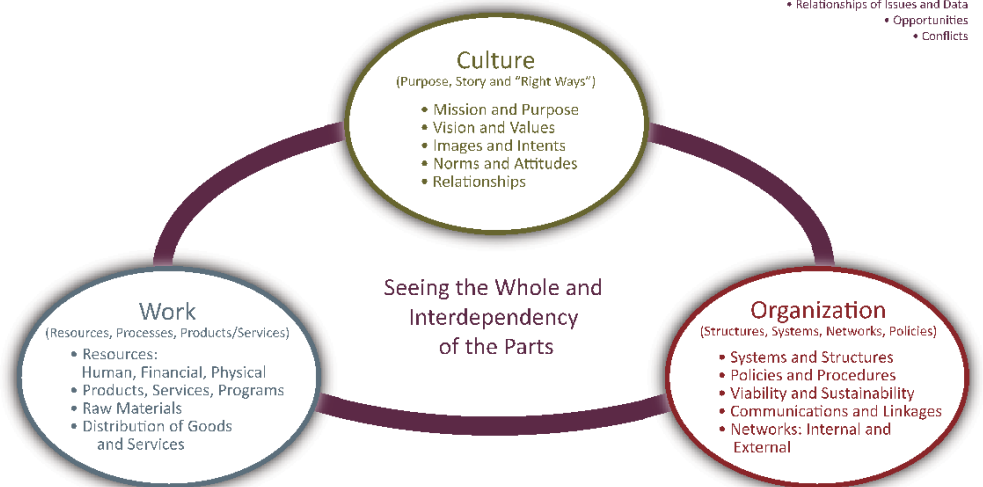
The *Work* arena is the economic portion of the organization and the human, physical and financial resources needed to provide for that work. It consists of many of the tangible inputs of skills and tools for the work.

Organization Arena

The *Organization* arena is composed of the internal structures and systems and external networks that provide the "order" and "connections" of the organization. An example would be the procedures for utilizing the resources in the work arena.

Culture Arena

The *Culture* arena holds the mission, purpose, story, spirit and relational norms and expectations of an organization. It defines the meaning and purpose for the existence of the organization and exerts a strong influence over the allocation of efforts and resources for both the Work and Organization arenas.



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DESIRED DAILY EXPERIENCES IN DULUTH PUBLIC SCHOOLS - STUDENTS

Student/Scholar Descriptions of Desired Daily Experience

- 15 minute longer recess for students at back of lunch line
- Higher standards for PE - time standards for the mile, etc.
- More interactive learning
- 3 minute longer passing time
- Rethink efficiency of second step
- Adjust homework for students needs (due to extracurricular activities)
- Elective lessons during WIN for people who don't have said subject during the day
- Lunch options (gluten free, vegetarian, vegan, etc.)
- Advanced track option (intervals, 3 mile runs, etc.)
- Advancing material through the grades
- More international classes (added languages, global history, etc.)
- More sensory options like fidgets for kids with ADHD
- Cultural classes - a class when you learn about other cultures or an after school activity
- More activities after school - hike trails, baking club
- Longer passing time, +2 minutes so people have time to get from swimming to next class
- Shop classes for 6th graders for different experiences
- More hands on learning to keep it in your head and to have fun when learning
- More spirit weeks - dress up as a teacher, dress up as your favorite TV show
- Unseparated locker floors - 6th, 7th, & 8th graders have lockers by each other to get to learn more about other grade experiences
- Healthier lunches - no bagged food, more vegetables and fruit options, yogurt, drinks, salad and ala carte
- A fairer dress code - get rid of dress codes that are for straps showing, spaghetti straps because it is not fair to girls
- More free time for free time in class
- Friday WIN is talking time so you can talk to other classes
- More interactive time with elementary kids - field days, school tours, fun bouncy house
- More time after swimming to change clothes
- Basketball court - more options more fun options
- Language class - after school activity for spanish, german, french, japanese, sign language
- Let kids go to the bathroom in the middle of class - it is bad for kids to wait
- Newer water fountains and more water fountains
- More gender neutral bathrooms everywhere
- A library WIN option for book checking out
- In 8th grade, being able to do both music and a language instead of having to choose
- Better lunch food - Bubbler machine, different flavors, fully cooked and not burnt
- Police officers doing their job equally and not racially
- Lower locker shelf because nothing fits up there, more room for books, etc. better reaching height
- No second step
- No mandated reporting from the counselor, therapist, keep private please (makes kids more comfortable in confiding)
- More water bottle filling stations on different floors, not only on bottom and fix water bottle filling areas
- Free vending machines, open at different times more students selling things
- Fix 1st floor bathroom light, add febreze, and air conditioning
- More outside time (science experiments) after MCA's? Clears kids heads
- More black staff or teachers
- Cultural classes, learn about each other
- Gender equal dress code, targeted toward girls, boys aren't dress coded as much
- No kid vaping - get them help
- Elective options for all grades
- Add track, good for PE and tracking and field
- Playground
- A place to put your lunch box when you go outside for recess
- Phones at lunch, phones at passing time - some kids need communication with parents immediately (maybe just check at passing time)

- Choice for changing in PE
- Longer changing time in PE / if choose to change
- Board games for students who play or want to learning
- Choice of chromebook case on chromebook
- Free mechanical pencil or more pencils
- More classroom pencils, or more pencil discipline (gotta have a pencil)
- Careers learning
- Teachers being nice
- Use common areas for hanging out with friends - not around / blocking lockers
- Better communication between staff and students (more information)
- Less phone restrictions at lunch in order to “prevent” violence
- More links and club information on website and in school
- More outside time (20 minutes) + mental health checks
- One semester long elective in order to choose more opportunities (8th)
- A lot of students run activities - not just student council
- No/less chromebook use and more work on paper
- More garden use
- Digital report system to make reports of violence, abuse, etc. rather than going to office
- Looser rules on dress code (hats/hoods, tank tops, cropped)
- Open to more decorative changes around the school
- More relatable health education while talking about mental health and trigger warnings for suicide, vomiting, etc.
- 45 minute lunch with more food options / healthier options, salads, more fruit and vegetables, reopen a la carte and subline, access to a microwave
- WIN after 8th grade lunch and before 5th hour
- Longer periods, more periods same length of day - a block schedule to allow some same length of day
- More advanced class options or level classes
- More similar curriculum between teaches
- Community service ISS
- Solar panels that power the gym
- Dress Code reform - allowing crop tops, hats, hoods, allow to bring flags
- Less restrictions on phones, less chromebook use
- More teacher help
- More social media teaching
- I feel safe at school without people yelling run and clogging the halls
- I have plenty of time for work in class
- During lunch I feel safe because kids are not running and yelling (first warning, then LD, then call home)
- I like being able to check my phone at lunch
- I feel safe on the bus because its a quieter environment and no running
- I feel better at school because the lunch is healthier, with a choice of vegetarian / vegan
- Community services ISS
- I like no cussing random people out
- I like that the slurs are not said
- I like that bullying is not tolerated
- Respect
- No butt slapping
- 30 minute recess
- 30 minute lunch
- Better food choices - salad without meat
- Longer passing time - 10 minutes
- Faster bus transportation
- More assemblies - to speak out - 3 times a month
- More hands on lessons so students engage more
- Thicker toilet paper
- Be able to change your schedule like once a year
- Longer art or choosing art or computers
- 6th grade should be able to do more sports
- Have fun Friday and get snacks

- Let kids start a club with teacher supervision - like drama club or food making, extra music class without performing and using percussion instruments
- More effort to stop discrimination mostly against LGBTQIAT
- Be able to talk about what we don't like about teachers
- Food allowed in class
- 6th grade sports
- Less bullying
- Less cidasom??
- Teachers having more prizes
- Less drama at school
- More spirit weeks
- More people respecting religions (jewish)
- Bring your pet to school day
- Use reusable napkins and silverware (safe the earth)
- Choose your own WIN on Fridays (if you qualify) Roar
- More classes we would use in real life
- 6th grade pen pals
- Allow kids to wear costumes on Halloween
- More encouraging teaches
- Karate
- More options than college - people can be successful without it
- Parkour club
- More lock ins
- Concessions at lunch
- Clayclub
- Teacher of the week
- Sex education
- Crochet/knitting club
- Movie Friday
- WIN = What "I" need
- Muffins for breakfast
- Add more language courses (French)
- More passing time - 2 more minutes
- WIN as an elective
- Gym climbing wall
- End school at 2:45
- Special lunches on Friday (ice cream on Fridays)
- For positive Paw - fill football field with bouncy houses
- Longe lunch like 15 minutes more
- Gym is more fun
- Video games in library/video game decoration in library
- You can pick your WIN class
- Elevator pass for good students
- Bean bags in classrooms (for decoration not for at desks)
- Suggestion box for lunches
- Add a sewing class
- Movies on Friday if you are good
- Tardy pass for 4 positive paws (tardy pass will let you stay 10 min out of a class and will make the teacher mark you present and only be used one time you can only buy them 5 times teaches will take them after you use them)
- More spirit weeks
- School news station (reports will be divided)
- CNN 10 in commons
- School pretend war (laser tags and foam noodles will take place outside on school property capture a flag to knock team out or capture them - fighting allowed 9:30-6:00)
- More after school activities
- More gym time
- We should have an option not to have music

- Better lunch ladies
- Better toilet paper - Charmin ultra strong, better ranch
- Bring your pet to school day
- Ice cream stand
- Better food options - burgers, chicken caesar salad
- Better art
- Better security camera - quality
- Better seats in class
- End school at 3:00 start school at 9:00
- Better computer quality
- Longer dressing time (3-5 minutes)
- Nicer teaches
- Less class time by 5-10 minutes
- Longer lunch by 5 minutes
- Hot sauce and ramen noodles
- Better teachers
- More field trips
- Snacks in class
- Better chocolate milk
- Strawberry milk
- 1-2 assignments in on class per week
- Not having assigned seats
- Everyone should get at least 1-2 field trips
- More choices for 8th grade electives (French)
- Better food and better times in vending
- Athlete ability separation in gym
- Bring your pet to school day
- More spirit week stuff
- Play the song Baby in morning
- More stuff in the auditorium and pool
- Takis
- Grade stuff within one week
- More rich parent
- Students should be punished for destruction of property
- Teachers should get to take students phones (if they do, give it back at the end)
- No WIN for more lunch time
- More advanced classes for all grades
- Choices for gym class all year or elective class
- School buses arrive 25 minutes early so kids can eat breakfast
- Better school lunches and staff with healthier foods, more options and larger portions
- Longer lunches (make WIN shorter)
- Make an investment in more sports like equipment - coaches, funding
- Feminine hygiene in girls bathroom
- Keep febreze, cologne, perfume in you room for emergencies
- More assemblies and school pride
- More engaging competition
- Add more WIN activities
- More music concerns like frequent concerts - utilize and let band and orchestra and choir perform for students
- More invitations to join activities
- Better or more sports opportunities for younger ages and grades - volleyball, basketball, football, tennis, boxing
- Better food/ edible - not rotten or moldy
- Wide food varieties - vegan, healthy, diet, allergy
- Feminine products dispensers in bathroom for girls
- A universal format for assignments so you don't find hidden ones
- Advance classes - languages, more electives in middle school grades
- Better cleaning in all grades K-12
- Incense in classrooms because some classrooms smell

- More sports within the school - hockey, football, soccer, lacrosse
- Community services for students who want to help outside of school
- Meeting with counselors to help students find jobs, and fill out applications (8th graders)
- I would like to see a more inclusive environment when I walk into school to make everyone feel safe and protected
- More field trips to learn about anything in a different environment - like wolf ridge or star base
- More schools supplies to provide kids who can't afford it so people aren't struggling as much
- We should have more diverse options for lunch and a concession stand where people can buy more food if they are still hungry.
- Fundraisers to help our school fund activities
- Showers available before and after school
- More repercussions for bullying, name calling and making people feel unwanted
- More staff to support students for individualize care (counselors)
- Allotted time during the day for work and study (in class) - increased before finals
- Better communication within the school - better vehicles (not email) for communication
- Younger, diverse staff for better connection to students
- Different grading system for honors classes
- Class ranks public - competitive ranking
- Finals posted
- Financial literacy
- ASL class
- Better forms of knowledge retention
- Homebase instead of WIN
- Class reps for each homebase
- 45 minute lunches
- Tardies should be counted but not used against them on a kid by kid basis and communication before a penalty
- School festival - gives club something to work towards
- Clubs need to be transparent about commitment
- Mandatory club
- Zero hour buses
- Zero hour as homebase
- Clubs during school day - club buses
- Dance classes
- Alternating classes - A/B classes for longer classes, longer classes in between
- Change required classes
- In order to give students more grace, give students more time for homework in class - either half day on Friday or no homework policy
- Break barriers between students and admin - participate in fun events - assemblies, etc., understand decision making and know who they are
- Reassess criteria for snow days - or late starts - consider wind chill and walkers
- Create a better sustainability system - don't throw everything in the trash, recycle and compost (reinforce), have people monitoring / easier access
- Add weighted grades for people in honors classes deserve recognitions; if they've worked a lot harder its not accurate
- More CITS/AP fine arts classes - now people just have to retake the original
- More language opportunities and inclusion - ASL & French
- Smaller class sizes and more diversity within class structure - discussions, lectures guest speakers (make a baseline requirement for types of teaching - helping students discover the types of learning that work for them (grede discussions, teach how to take lecture notes, write papers)
- More funding for clubs (arts, etc.) - more info and accessibility, communication
- More funding for arts in general (not everyone is in a sport)
- Focus more on education as opposed to grading
- Change WIN - make it longer, club Friday afternoon
- J-Term - add the finals BEFORE break, add a J-term directly after
- End semester before Christmas break
- More study spaces - comfy, quiet, outlets, etc. (SNACKS)
- Block schedule with more time to work
- Respectful bathroom behavior
- More support for mental health

- Safe, easy accessible transportation (four way stop, parking lot)
- Improved sense of belonging
- More involvement with special education
- Better education on diversity, equity and equality
- More knowledge about clubs
- Sign language in the schools
- More support and discussion after traumatic events
- Better nutrition option for school lunch
- Ability to focus without distractions
- More hands on teaching / lessons
- Feeling supported and respected by teachers
- A space where my peers understand and respect the behavioral expectations being in class / school
- Feeling safe and comfortable and welcomed and respected in school
- Transportation is not an issue in getting to school
- Adequate staffing in the counselor's office that is proportioned to the student body
- Better communication of school happenings
- Balanced workload
- Important information is universally known
- Wide variety of healthy lunch options that accomodate different dietary needs
- Organized classrooms focused on learning
- Expectations of behavior and learning
- Acknowledgement of respect towards school, students and teachers
- Non weighted grading system and cohesive grading system across classes
- More inclusive environment
- More small group learning opportunities
- Connections with teachers
- Communication between grades, upperclassmen responsibility to get underclassmen involved
- Expectations of attendance, students aren't skipping class
- Less usage of chromebooks, regulation of technology in class
- More diversity of teaching methods
- Quick to suspend
- Special education classes on first floor
- Change the way teachers teach - online and paper work
- Be able to take breaks if you need
- Different food choices
- Paint the walls
- Prom - seniors should get to go - Hunter licenses
- Structure
- Respect - they demand but don't give
- Admin need to child - respect
- More options for students
- SWS classes
- List to shwat students have to say and act
- Work time and help with work
- Teachers and staff need to lay off a little bit
- Have a Wednesday off (PAWS day)
- Bathrooms - opened and fixed
- More relationships with students
- Updated classes
- Art classes
- Open lunches all grades - no exceptions - Hunter pass
- WIN is good but needs more accessible and teacher support
- Higher level teacher = higher level student; lower level teacher = lower level student
- Unlock bathrooms with better monitoring
- Work release
- User friendly hall passes. Current system is archaic, time-wasting, and complicated for students. Paper pass would simpler and perhaps teacher verified attendance

- Harsher punishment for fights to prevent them
- Students with good grades should be allowed Wednesdays off. Those with poor grades will get help
- All students should be allowed open lunch until someone acts up and then only they should lose the privilege
- During WIN students who are doing well in class should be able to participate in fun activities to realize stress
- The requirements should be the same across the board especially when it comes to players and games
- Dash should be open everyday of the week
- Harsher punishments for drug use
- All students should be allowed to present an elective to the school and should they get enough students interested as well as staff and a room
- Better maintenance of the school.
- There should be no Hunter pass for prom
- Work release
- Full access to bathrooms
- Gender neutral locker rooms
- More flexible to home issues
- Sexual assault awareness
- No hunter licenses
- More fight protection / prevention
- Ample bus fare for every student (free bus passes)
- If teachers grade late we should not be penalized for late work
- Grade approved I-Times
- More accountability amongst student/staff
- Take away 10 min tardy rule
- I like that we don't have to wear masks
- The student support is phenomenal
- After school pizza / food
- I like that we have WIN/we should increase time by at least 5 minutes
- Lunch food is bad, needs improvement
- That the vending machines don't work
- They should offer reverse teaching courses (flipped classroom)
- Locked bathrooms need to be opened
- More control/volume control in hallways
- Very dirty rooms
- Teachers not giving up on students
- More support for students with mental health problems / hearing disabilities
- Bussing for zero hour
- Listen, don't just say no right away, try to understand first
- Actually do something about sexual harrassment / assault
- Understand a lot of us have a very hard home life
- Stop targeting a certain kind of kids
- Specified punishment / stricter punishment
- Bathroom - more gender neutral and stop locking bathrooms
- More academic support - better tutors
- Walk faster
- Understand we are human too (my friends have been called garbage by staff)
- Homework needs to be less
- We should be able to feel safe
- More diverse advertisements (GSA, speech, art, clubs, etc.)
- More languages
- Less wait time for therapy
- No restrictions during lunches
- More library access
- Better communication on what teachers want/expect
- Girls groups
- Better food selections
- Dash open Monday-Thursday
- Two gender neutral bathrooms on each floor

- Prioritize education over wardrobe
- Bathrooms open on all floors
- Better exec board
- Be more open and supportive
- Safe spaces / classrooms
- Interactive I-Time
- More welcoming / more afterschool programs
- More racism awareness
- Student run support groups
- Higher standards for teachers
- Openly supportive
- Better structures in classrooms
- Extra credit opportunities / alternative assignments
- Better community
- Better attendance system
- Better grading practices
- Expectations enforces and socialized
- Activity bus
- Mental health support is needed year round not just when there is a crisis.
- Bathrooms need to be open, clean and accessible.
- Bullying/harassment/sexual assault/racism/sexism/homophobia needs to be taken more seriously than tardies, absent and late work.
- We need a better math teacher
- I don't think teachers are happy to be there
- As a high schooler, I want to learn more - I want teachers to go over the TOP with teaching
- I don't feel like I'm learning enough
- I need teachers to slow down sometimes so I can understand and have time to do the work
- I want to be able to actually learn
- I don't feel any improvement, I want to be able to move and not be stuck in the same spot
- I feel like some of the teachers assign too much work and don't give enough tie for them to be done
- Some teachers just let their students fail instead of trying to work with them and sit down with them
- Some teachers make it seem like they don't want to be there
- I don't think they want us "black" kids to be successful
- I don't want to be labeled as dumb because I am black
- I think they worry about the wrong things
- I want to be a smart kid
- Some teachers move too fast
- I want to be a good kid
- Some teachers make me uncomfortable and don't understand I enjoy working alone
- I want more help
- I want them to be more understanding
- I want to be challenged and pushed
- I want to be able to understand!
- I want to be able to say I'm learning and growing and being successful
- I want more teachers or staff that really care about us and care about us learning
- Some of the teachers talk a lot instead of talking and explaining it.
- I want my teachers to really care about me!!!
- I want my teacher to understand me
- I want to go to school then go home and be able to say I learned something
- I'm not happy, I want to enjoy school and learn.
- I want to be able to go to the bathroom and not get accused of skipping
- I want to be able to help myself and my friends when they need help

DESIRED DAILY EXPERIENCES IN DULUTH PUBLIC SCHOOLS - FAMILIES

Parent/Caregiver Descriptions of Desired Daily Experience

- Class size so there can be more individual interaction and relationships, more 1:1 support with teacher and support staff
- Lester is over crowded
- Longer lunches to eat, school day structured - renewal time in day, free socialization
- Walk to school - neighborhood schools
- Joy in the day for students, staff
- Feel safe in the day to be who they are
- Time for staff to learn and support students
- Communication about what goes on in the classroom. Continuity of communication across grades, district. Text messages of key information.
- Parents and staff working together for students' academics, environment.
- All students feel welcomed.
- Supporting students SEL needs
- All students have access to unstigmatized, quality mental health
- Support students
- More information - forums with other parents and with admin. To learn what is going on
- To be able to have access to activities independent of financial limitations
- Have access to teachers, admin
- Trust that teachers are teaching what needs to be taught
- Have multiple teaching methods to meet individual student needs
- Know parents of students in my class
- What is best for students, staff
- Kids have a safe way to get to school (buses or safe routes to school)
- Kids have healthy and nutritious breakfast available at school
- Students are provided social and emotional support, and provide what they need to catch up on learning gaps
- Parents are welcomed back into school to build relationships with principals, teachers, etc.
- Focus on re-assimilated to schools as shift from being out of school during pandemic. Social interactions are a focus as students are coming back together.
- When a parent expresses a concern, the concern is validated versus being questioned for factual basis. Allow students to speak their truth and they are validated. Students have access to social behavior and mental health services for students.
- Educational equity and inclusiveness is very important. Teach real history and inclusivity and to see who is really around them and the dignity in others.
- Students have a well rounded discussion around race, religions - teachers have enough time to have the discussions.
 - My daughter's 1st grade teacher celebrated Indigenous People's Day rather than Columbus day this year. My experience is that it's teacher dependent.
- My child is challenged, especially as transition back to school from the pandemic.
- School start and end times are later to allow time to get kids up and out the door especially for longer transportation rides.
- Would like to have children have two periods (40-60 minutes total) of recess throughout all elementary years (all seasons approach). Time for socialization, rest, child selected activity during the day. This is the time kids get to determine what they are going to do versus being directed. Staff (monitors) professionally trained for the purposes of recess and supporting students.
 - My son's 3rd grade teacher did an extra recess most days this year and it was so great. She would also use the outside classroom at Congdon. Again, often teacher dependent.
 - Recess provides opportunity for problem solving, conflict resolution. Opportunity to learn about strategies from programs and applied during recess. Example Playworks.
- Teachers are provided help in the classroom to assist with students off task and other needs to support all students
 - Most classrooms at Congdon had a "classroom parent" and parents could sign up to help on a daily basis and often stay at home parents would assist daily. My husband volunteered weekly in the library and then it went away. Many of these positions went away with the pandemic.
- We have access to before and after school care

- Students are provided needed outdoor wear for recess so as not a barrier for going outside. Possible partnerships with City of Duluth - Bayfront Park as an example.
- Activities are very expensive, time consuming, so students have the opportunity to participate in future years. Cost should not be a barrier to accessing activities as well as the designated amount of time.
- Gym offered everyday
- Class size small enough - allow for more personalized attention, to be able to meet all students' needs when some students are distracted or off task.
- Parents are aware of services available to support their child and to know early if there are concerns being raised through observations. Better communication between teachers and parents as early as possible if student behaviors are concerning. Teachers trained in recognizing behaviors that may indicate students have need for additional services (ADHD, depression, speech, autism, etc.)
- Project based and/or child directed learning - child self directed
- Communication improved to acknowledge student work to parents, teachers know how to utilize tools (technology and apps) to connect with students and parents.
- After School activities for enrichment back in post pandemic (chess club, robotics, wonder reading) - also to utilize volunteers back in the school
- Focus (especially in early elementary years) on independent learning for students, versus parents being responsible for tracking student work and progress.
 - Instilling intrinsic motivation
- Families have equitable access to resources to support their students in school and at home. Recognition that different vehicles of communication are needed to reach all families (technology, email, paper, etc.)
- A stronger sense of community within the schools for families to get to know each other and engage in activities, etc. Saturday playdate at school, opportunities for children to make friends and connections. Trick or treating in the school forest. Use the Remind app to connect as well.
- Like to see and hear that language shifts away from divides (east vs. west) or this school vs that school. Focus the language on the students to give them the best education and programming possible. All the children are our children.
- ISD709 should be a destination school district offering premier programming and education in the area
- Psychological support around active shooter drills. How are they supported?
- Class coverage / curricular around social media. What it is, how to utilize it, etc.
- Utilize school forest - experiential learning. Incorporate outdoor activity based activities. Utilize community partnerships utilizing outdoors, nature, etc.
- Why are we assessing? Fast Test? Assessment to guide instruction otherwise should be doing it
- Assessment for purposes of measuring what they know. And assessments that are developmentally appropriate. Less stress
- Less homework to allow for other activities at home for other connections
- Reduce screen time - students coming home with tired eyes
- Not do distance learning in classrooms
- 6th grade math is shown, not taught. Hard to do math problems on laptops
- Different LMS - Canvas is overwhelming, hard to follow and too much data
- Teachers have access to adequate resources - having to bootstrap to pay for things
- Loss of magnet schools - allowed for more experiential learning
- Developing environment for time to do the things they need to do to develop well rounded students
- Middle school should not be a wash. Some students can just glide, while others are over stressed. They need time to develop relationships.
- Lunch room does not run out of food. Never have time to eat.
- Bully free environment without opportunity to see guidance counselor
- Could there be fewer classes to allow more time? A/B days to go deeper at one time
- More after school activities - more school plays, socialization opportunities, clubs, drama, speech, forensics
- I have a voice in what is happening in my child's school
- More communication and how to communicate with school
- More advanced notification on what is coming, when so families can plan. Doesn't currently feel welcoming
- More organized communication - better vehicles of communication
- Safe learning environment
- Equal part (partner) in my child's education - in assigning students to courses, etc.
- I would like to know that students at both middle schools have same opportunities in terms of support and enrichment
- Equality within the classroom to ensure all receive the same opportunities. Level playing field for all children attending the school. Each student is treated fairly and equally.

- Feel like the staff know my child in both situations where there may be a problem as well as what they are doing well. Positive and negative balance.
- Electronically sending important information (or via mail) versus sending home with a child.
- Was hoping that the process would remain the same as the 1st quarter. Teachers sent out information for parents to choose a time slot for a conference. The second conference was communicated in a newsletter, but the process changed so some may have missed the conferences.
- Canvas tracking of what students are or are not turning in for homework is cumbersome and requires a lot of time to load each class to determine progress. Nice to have a simplified process or notification of missing assignments - summary toward the end of the quarter.
- Advanced classes for students capable of that level. The differentiated instruction is challenging with more advanced students.
- Music programs could be improved or students have other options for music or to opt out.
- Tighntnit school community where all students feel connected and feel that they belong
- There is an online option for students, who are independent learners, or who to excel in certain areas.
- The community schools and increase interactions with collaborative and parents
- Benefits of extracurricular activities that have allowed students to make friends and social interactions
- Appreciate the visibility of the SRO and presence within the school
- Trust what the staff say they need for support and recognize that not all students have had positive interactions with SRO/police officers.
- Special education program has been a positive experience with opportunities to learn about other things - more exposure.
- Positive transportation experience - on time and reliable. Positive comments on drivers and consistency.
- Clarity in understanding of how or why school is canceled due to inclement weather.
- Solve the equity issues especially as related to programs and services offered, students on both sides of town have the same access to programs, classes, services.
- Sense of community where students feel supported academically, socially, emotionally.
- Strong communication - equal for all parents and families. Technology may inhibit some families to have access
- Cognizant of the impact of the pandemic on students, staff and families.
- Politics stay out of school and district planning
- Heal the divide within the school district especially related to past conversations regarding boundary changes. Be transparent in purpose of meetings, goals and process
- Students are college ready in an environment in high academic rigor and challenge is important. Start this process early in high school. Helping students think about schools that align with their interest versus other factors that might place them in the wrong school.
- Students are exposed to professionals in the community to learn about their work and profession
- Students have access to both music and language and not have to choose (middle school level)
- Ensure all families have access to information and communication.
- Students are supported through transitions between elementary, middle, and high school. Possibly have days or times at the new school before the school year begins to experience what it will feel like.
- Keep offering activities so students are not limited. Middle school has very limited offerings with varying amounts of skill levels. Increase robustness of the programs at middle level to make things more equal at the high school.
- More time for socialization with student's friends. Fostering more small group activity in classrooms for increased engagement. Smaller class sizes to foster for more interactions with students and staff for engagement.
- Students drop off where traffic flows that feels safe from drivers and pedestrians. Very controlled of the environment. To not worry about hitting another car or person. Efficient without waiting.
- Students safe at school, especially in bathrooms
- Want SROs in schools
- Good service with students with disabilities
- Aware of what is being taught in schools. What is the curriculum being taught?
- Communication has been positive from superintendent
- Kindergarten more traditional with play time, toys, rest time
- Gym in elementary schools every day
- Kindergarten students should start on first day
- Electives at Duluth East could be expanded
- Multiple pathways for students - trades, technical, 4 year college
- Career day for students to explore different careers

- Politics out of school - teachers not making statements with signs (political in nature)
- Student engagement in school, activities
- Academics for college readiness - with a holistic approach to the child
- Transparency in curriculum - what is being taught in classroom - standardization in curriculum, field trips, across similar classes
- Students meeting standards - may not have to be the same from each teacher
- Students are safe (structurally, anti bullying, mental health resources, supporting kids falling through cracks)
- Students academically challenged - add the extra period versus zero hour where parents have to do transportation
- Collaboration with local universities, and trade schools - remove barriers to allow for these options
- Travel time from home to school is short as possible
- A voice in curriculum and what is being taught - for example 1619 Project - or other controversial topics
- Students know what is happening in schools - announcements don't work - use another vehicle (online, email) - link on website for announcements is a broken link
- Music program is a quality program - continue to fund and offer to students
- Celebrate arts and other activities on social media and publications as compared to athletics
- My child is seen as an individual versus as an identity of a group
- Swimming experience at middle school was very good
- Virtual conferences are good experience
- Hire qualified staff
- Better and more parking
- Idea of one highschool located at the central high school location to eliminate east vs west, access to resources, etc.
- More options at lunch - including pizza, apples without tasting like preservatives
- Recognize the challenges of students variety of home lives and how that impacts students success at school
- Appreciate the online platforms for communication like Canvas
- Camera's in the classroom on teachers to see what is going on
- More learning for careers and especially trends in terms of needs of community and hiring
- Keep language programs
- More information before registering for freshman year on the honors program and what it means for high school career
- To do desired electives, students have to take a zero hour class
- Counselor to student ratio a level that can provide support to students
- Adequate mental health support as a first line of support before health care systems
- Keep SRO officer in schools - students feel safer as a result
- Collaboration between schools versus competition instilling values of appreciating other students, families and neighborhoods
- Better lights on baseball fields (while protecting eagles)
- Tennis courts at high schools
- No cell phones in classes
- My response to this (ironically) is that I want a diverse, equitable, engaging experience that prepares all students for life beyond high school.
- When it comes to **diversity**, we must look beyond the optics of the school. Yes I celebrate the fact that there is racial diversity in the student body of Denfeld. But when I look at her advanced courses, school activities, or sports, that same diversity doesn't exist. I have paid over \$2000 to support my 9th grader in athletics when I take a look at the memberships (lift tickets, golf club memberships), equipment, and fees that are required for her to merely participate at an entry level. I know that there are scholarships available for the school fees, but how are we encouraging students without rides to Mont du Lac and Nemadji golf courses, and perhaps those who have never owned skis or golf clubs in their life, to get involved? How are we seeding our elementary and middle schools in the west so all of their students have the access to participate in activities to build the programs at the high school? Spoiler - we're not.
- And even more importantly, how is the district helping black and brown kids to excel and to take advanced courses in high school? I know there is so much more potential than is currently represented. Is someone working with underrepresented students to encourage them to push themselves? Are there supports for those students when homework is complicated?
- The second term I highlighted was equity. I'm not going to lie, when I tell people that my student - who lives in Duluth Heights and drives 20 minutes to school every day - is attending Denfeld, their nose immediately goes up. Why would I send my student to such a "rough" school? Do I know that there aren't as many opportunities for advanced courses and clubs? Am I scared to send my daughter to school? I shouldn't have to respond to this. My hope is that by the time I send my son to Denfeld in three years, people say "wow, what a great opportunity!" Denfeld can be a safe, innovative, forward-thinking school if only the district would embrace it. Why not host an IB program at Denfeld? Or offer a medical

or engineering academy? There are so many grants available to schools who want to think outside the box. Can we please make Denfeld a best-in-class center of excellence instead of the one place everyone tries to get their student away from? My grandfather graduated from Denfeld over 80 years ago. The pride that he eliminated until his death was unmatched. Let's get back to that place.

- Finally, my wish for Denfeld is to make it an **engaging** space. Had it not been for the speech team, I would not have been inside of the school at all this year. Not one sports team that she was on had a parent meeting, I haven't been invited to a PTA or PAC meeting, and my daughter hasn't spent much time there outside of school and practices. I am hoping that the strategic planning team will look at Denfeld as a place of engagement - where people come to celebrate and students and parents are there for reasons other than school or meetings when their students are in trouble. There is so much research out there that says that parents of underrepresented students have a hard time trusting the educational system. Let's make Denfeld a place where everyone feels comfortable.
- A business or personal finance course for all students
- Smaller class sizes - more opportunities for students of color to engage
- specific , applied diversity trainings required for all educators
- Zero out of school suspensions and replace with restorative justice practices
- Remove police officer presence from middle and high schools
- Curriculum inclusive that is representative of all students (accurate & appropriate)
- Inspired, committed parent/guardian involvement at all levels
- Trust between parents/guardians and ISD709
- All staff feel empowered to engage with kids - burden/relationship building does not fall on the shoulders of a handful of staff (integration specialists, american indian home school liaisons)
- Trust will come from acknowledging trauma
- Integration specialist handbook
- Celebrating and uplifting students whose accomplishments are often overlooked (scholarships, attendance)
- More administrators/school board members / people in leadership positions of color
- Improved 4-year grade rates, MCA, ACT test scores for black & brown students (replace with culturally-appropriate & qualitative measures)
- More teachers of color to better reflect changing demographics of Duluth community
- Improved, inclusive HR process to welcome & recruit & retain employees of color
- Students at the heart of decision making
- Better investments in early childhood education
- Music classes and other extra curricular activities in the curriculum
- Diversity methods of delivery
- Students should return home from school excited to tell about school that day
- Smaller class sizes (16)
- Continue learning support (reading corps) and a teacher who knows the student
- Should be more decision making without all the presentation to school board
- More shared decision making. SFO, Superintendent, Assistant Superintendent, who else should be involved??
- Do we truly need a school board?
- Students and families should view their school as a hub of their community and a place where they belong
- Students should have a place for help, fun, and community
- We need tools and processes for identifying student needs, (reading, math, social/emotional, etc!)
- Students should be provided with what they need to be successful in a mandatory environment (pencil, snacks, hair tie, snow pants, swimsuit, etc.)
- Stop practices that penalize students for things out of their control (homework, lack of materials, missing gear like boots etc.)
- Students should leave school with job ready skills that are not only college readiness (like work, etc.)
- Relationships should be built before a to-do curriculum list.
- Staff should be willing to learn, grow, and do better
- Say goodbye to A-F grades
- Value should be placed on more than your demonstrated mastery of standardized testing

- Options for classes/opportunities (engagement) that are not focused solely on GPA
- Curriculum that is inclusive and accurate/current of all students from a strength based lens. Not isolated.
- More dedicated spaces that reflect imagery/climate/environment that is reflective of all students.
- Equitable access to information/opportunities, extra-curricular, leadership, transportation
- Create a learning environment that is less punitive free of shaming and microaggressions.
 - Re-use code of conduct, more focus relationship & restorative justice practices
- Adequate check-in time for overall emotional, mental, physical well-being.
 - Inclusiveness of all individuals
- Reduce class sizes
- Less SRO's
- Invest funds in counselors, holistic, mental health & well-being, physical help
- Train and equip staff, ACES Trauma informed practices, restorative, history current events from multiple perspectives
- Every child should be able to feel seen, heard, valued and are able to feel belonging
- Design a system of accountability for teachers, staff, and students
- Increase exposure to different non-traditional career pathways
- Environment that is open to different ways of knowing and learning
- Teachers respect students' boundaries. Teachers and staff not assuming that a child
- of color is the aggressor when there is a verbal or physical altercation.
- Dido for more people of color to be staff and teachers. True acceptance of all students and family and not assuming they are not intelligent or capable.
- To truly teach about African American, Hispanic, Native and Asian history. At all grade levels. All of American history is important. Ooo
- Community member (staff of partner organization):
- See students in the building who feel safe expressing themselves.
- See students who are struggling in whatever way be supported and not reprimanded.
- If a student is in the hall past the bell, staffs' first thought is 'how can I support this student with whatever they are dealing with'.
- Students are not criminals and are seen as children trying to get an education. I want to hear staff use my pronouns and not assume them either.
- I want to hear students of color saying they feel included & valued in their classrooms and that their teachers respect them.
- When a student says they're not in class because their teacher is racist, I want to see that taken seriously and them to be validated, not sent back to class right away anyway.
- I want to see that students at school are understood to have lives outside of school and that their value isn't dependent on whether or not they show up to a classroom in a specific way at a specific time.
- Staff who are representative of the students at the school, racially and gender-wise.
- AAVE is seen as an appropriate way of speaking and as proper grammar in the school.
- Students who struggle to complete schoolwork (for whatever reason) do not believe they are lazy and feel safe asking for help.
- No children feel bullied into trying to change who they are; instead, they are proud of who they are and know they won't be bullied for that.
- I can see that students are proud of their accomplishments
- Staff feel safe at school and are not burnt out
- BIPOC staff are retained/have low turnover rates
- Students, families, and community members have affordable, accessible transportation to their school, not just for during the school day but also for events at the school.
- All the schools are accessible to disabled people and events held there are accessible.
- There are ASL interpreters, spoken descriptions of visual materials

- School communications are accessible. Videos have captions (auto-generated are not accessible) and photos have alt text and image descriptions
- Educational trauma is acknowledged and it is not assumed/conveyed/advertised that the school never harms students/families. Instead, the school knows it is not free of blame and prioritizes validating people who are brave enough to give candid feedback, addressing the problem, and does not prioritize avoiding liability over common sense and ethics.
- When students/families/staff push hard to give feedback on their negative experiences in the school, they are responded to and told how their feedback was used so they know it did not go to waste. Their energy, time, and dredging up trauma was worth the effort to them because they know they were heard and they made a difference.
- Alternatively, when feedback is shared and cannot be acted upon, students/families/staff are told where the barrier in the system was so they know where to direct their efforts (not a statement of “we don’t have the time/money/it’s not realistic/we can’t”, more than that).
- Students finding the educational path that is right for them and their situation is more important than the exact route (i.e. if timely graduation is not the best route, it is not pushed at the expense of the student)

DESIRED DAILY EXPERIENCES IN DULUTH PUBLIC SCHOOLS - STAFF

Staff Descriptions of Desired Daily Experience

- Technology is really important (including smartboard - active engagement of students). Tablets for students to work at their own level and own pace.
- Room is present and students are ready to go on time.
- Staff present, visible to students, welcoming them and helping get ready to learn
- I feel prepared for the day and have time to make that happen
- Important that preschool classrooms are included in daily activities and communications
- Class size small enough to allow for interaction with each child in a way that promotes their learning.
- Clear expectations posted (communicated), for students, staff, substitutes, everyone
- Student safety - having staffing to allow for / ensure student safety.
- Spend time teaching more and interacting with all students versus a few students whose needs may not be met in the classroom setting.
- Training for staff (admin assistant) - especially in new transitions as the impact is felt throughout the building
- Training on new technology
- More training for interventionists working with students. Also, clear expectations of interventionists roles and responsibilities. Training for colleagues on how to use interventionists.
- Case managers have time to meet with paraprofessionals to plan for students (including challenging behaviors)
- Staff development that is designed to meet staff where each staff person is at (differentiated) - not a one size fits all training. To make the training most valuable.
- Determining what is unique for each building and what is common across grade spans (elementary, middle, high)
- Team building activities - during and after contract day
- Staff safety is recognized and valued
- PD day for all staff around de escalation techniques (CPI type training - shortened version)
- Being inclusive of all staff in buildings (not just one employee group) but includes all stakeholders.
- Time to plan, collaborate with grade level colleagues.
- Processes in place for all people have a voice in decision making - revisit decisions based upon success and revisit/refine as needed - grassroots vs. top down decisions.
- I would like to have a Dean or additional staff person to help put out the fires with behaviors or social/emotional needs throughout the day, especially for general education students.
- We would like follow up with staff after a student has been referred to the Dean or Principal (Office Discipline Referral - ODRs) so that the person who made the referral knows what happened/how it was handled.
- We need full time clerical positions in all buildings, including residentials, for the safety of visitors, for communication, for someone to answer questions, etc.
- We would like specialists to be full time in the buildings. The 8 day rotation makes it difficult to schedule classes, allow for flexibility, allows for "just in time learning" work on a project or small group, etc. We would like specialists to be more collaborative within a building to focus on common students.
- We need more paraprofessional support for special education students....
- I would love to work with instructional coaches. For instance, having a Kindergarten instructional coach to help K teachers across the district and even lead some K PLCc.
- We need to pay our lunch and recess monitors a fair wage... McDonalds, etc. you can start at \$15, we need to be able to pay them a worthwhile amount in order to avoid paying for very expensive lunch monitors... PRINCIPALS!
- I would like to see more diversity represented across our staff, to better match our student population, to empower our students.
- We would like more opportunities for staff development, with the ability to get a sub, leave and attend conferences or training, with financial support to attend.
- We need Due Process Paras for all schools to help manage timelines, give heads up to meetings, make sure start dates are accurate, signed paperwork is in and files are complete and organized.
- I want to know the appropriate avenue, who to go to to make change. I want to be able to express concerns, needs and know I will be heard.
- We need smaller class sizes for all students to be more successful and have their needs met academically and social/emotionally.
- We feel connected to our school community and work with amazing teams of people.
- We want an open, approachable, honest, and supportive leader/principal. We feel listened too, we can ask for what we

need. We have principals who are team players.

- We want to have clear communication and understanding of what happens when a student is referred to CST and follow up steps while working through tiered intervention.
- We need annual budgets that reflect the needs of our students, which gets into equity across elementary schools. Some are able to fundraise more easily, while others are not. Example library book budgets are very tiny to meet our diverse student interests.
- We need to have enough prep time to allow for prepping. Many times prep is interrupted by meetings, IEP meetings, etc. which doesn't allow for the prep to get done.
- We need to continue to have building subs in all buildings.
- We need to provide benefits to District Subs so that we can hire some people to work/get paid full time with benefits to sub for our district and go where they're needed to help with the sub shortage and decrease the amount of time we're having teachers/interventionists fill in due to lack of subs.
- We need to have/hire enough custodial staff/building engineers in order to be able to keep our buildings clean, organized, functioning, and be allowed to have events through PTA, Etc. Our students and staff deserve clean and functioning facilities.
- We all need updated bathrooms in each of the schools as some are brand new and others are very dated, not functioning well, broken down.
- We would like students to feel supported, mental health/social emotional, a full time social worker, instead of a shared social worker is VERY needed in all buildings.
- We want a building that feels safe and welcoming to all families.
- We want upgraded technology for all classrooms. Some desktops are 13 years old, some classes don't have bulbs in their Smart Boards so they are unusable (they were taken and given to other classrooms).
- We need adequate and qualified staff in the Early Childhood/Preschool. Often there isn't enough staff, so they aren't getting breaks for lunches, etc. Staffing would help to secure duty free lunches.
- We have struggled connecting district wide with other staff in preschool. We would like the opportunity to connect with other preschool staff to discuss planning, ideas, curriculum, etc.
- We would like reflective supervision (teams come together and talk about how they're doing on a personal level/how they're doing as a team/communication/children families, how to better serve students, families, one another) or some type of team teaching to reflect and analyze program situations.
- Parking lots to accommodate needs especially for parent pick up. A parent pick up that is safe, efficient, and with a flow that allows for safe drop off and pick up.
- Green space for students for recess and ability to play activities
- Capacity of schools is unequal and some schools are over capacity.
- No longer an east/west divide. Programming at high schools that may be different based upon career paths. Transportation is also a factor that is a challenge.
- Need setting III programming for elementary students - center based
- Students with trauma (mental health) are supported outside of classroom as needed
- Support for staff mental health
- A clear technology plan, well funded, and supported to support new curriculum and programs.
- Continuing immersion program into secondary level - with transportation
- Safe, welcoming, part of a team, both helpful and like I can find the help I need.
- I want learning to be more holistic, creative, and interesting.
- I want students here on time, rested, full belly, ready to learn.
- Visible support staff and administration, greeting children at the door, supporting hallway behaviors, helping in the lunchroom. Students know these folks as positive helpful faces.
- I want time for planning and working with my team. I really want planning time with special ed and support staff/paras.
- I want there to be enough quality substitute teachers, etc. so teachers and staff can work in their regular roles.
- I want time and money resources spent on quality PD and core instruction. New teachers in the past few years haven't been adequately trained. This means in terms of curriculum and best practice, consistency.
- I would love to have a clear picture of how students are doing with specific standards and skills vs. a general benchmark score.
- I would like to have classroom intervention skills for helping my students fill in learning gaps to keep up with the math curriculum.
- Continue supports for kids who are not in a place to learn. I want to spend my time as a teacher focusing on students who are present and ready to learn.
- I would love to see more cross curricular and cross grade level community connections. Let students be mentors and work with older role models.

- Those of us who work in multiple classrooms and buildings notice a lot of inconsistency in consequences for behavior concerns, expectations for work completion outside of school, MTSS and eval process. Sorting out what should be as consistent as possible vs. what can flex based on individual needs of the school.
- I want my students to understand the purpose and value behind what they are learning.
- I want more family involvement, maybe volunteering, games/work/activities at home, etc.
- We want a clean and respectful school, which includes more consistent cleaning, and care from students.
- I want students to feel safe to take a risk and try new things at school.
- I want to be heard, replied to when I send an email. I want improved communication.
- I want to visit districts that are rocking a comprehensive elementary math program and bring back ideas to transform math teaching and learning in Duluth.
- I want to collaborate with other teachers.
- I want the tech tools I need to teach.
- Staff is cohesive and supportive of each other
- Time during the week to do professional development/lesson planning/collaboration across the district
- Ideally four day work week with Wednesdays for PD
- Subs are reliably available to provide coverage and teachers don't need to give up their prep hour to cover classes
- More programming options for students with higher needs and Setting III students- counseling/addiction counseling/mental health supports
- More diverse workforce so our students feel represented
- Opportunities to learn new strategies and activities to try in class - and have the resources to support you
- Continue to be supported by administration that you are able to create lessons and teach without being micromanged
- More training on restorative practices and clear expectation on how it rolls out in classrooms, buildings, and the district
- More creative, flexible, innovative options for Blended learning to meet the needs of our students
- District administration provides opportunities for staff to share concerns and responds in a timely manner
- 7 period school day - more options for electives, study hall etc.
- Full time media specialists in all buildings and adequately funded media centers- \$10-15 per student
- Professional development or work days in the spring semester and feeling trusted to do so without the whole time being filled with district meetings and trainings
- Stronger connections with smaller groups of students
- Additional time or periods of the day for students who are struggling; more Check and Connect staff to meet needs of students who are failing or need assistance
- Additional 30 minutes per class period for students to complete work during the school day.
- Social-emotional learning built into the school day
- Additional opportunities for fun activities for staff to build connections with each other
- More choices for students (classes, study halls etc.)
- Teachers have one full day per quarter to finish grades and progress reports
- Days set aside each quarter to engage students in cultural sharing activities and opportunities
- Firm, fair and consistent consequences for rules infractions
- Implementation of restorative justice practices at all grade levels and in all schools
- Individual specific budget line devoted to technology for each school; enough to cover replacements
- \$800-\$1000 yearly per teacher budget for extra supplies(furniture, curricular resources
- Adequate resources to support 1:1 instruction; more chargers, more chromebooks, more outlets.
- Class sizes less than 25 students so that each students can receive more individual attention from the teacher
- Higher wages (\$17+/hr) for paraprofessionals and custodians to reduce turnover and long-term openings
- Full time media specialists in all school buildings so students have access to check out books, learn research skills, citations; Also time for collaboration between media specialists and teachers in the building.
- 1:250 ratio for school counselors and 1:500 for social workers
- Structured and systematic ways to deal with student behavior
- Know that I have tools that I need to do the instruction/learning that I want to do
- Systems in place to assist staff and I know how to access them (student behavior, mental health, technology, etc.)
- Being able to focus on my role without time spent filling staffing gaps/subbing
- Class sizes to enable staff to get to know students, flexibility in learning activities, meet student needs better, differentiate instruction. Allow for students to connect with each other to form a better community. Also to support students with mental health needs with fewer students in a class.
- Feeling like my students are truly SEEN and represented. That their learning style, life experiences, and culture is valued and celebrated all over the school.
- Part of the routine experience is to check in with colleagues within the same discipline level across the district. Access

to professional development to meet my needs.

- Our math curriculum is from 2004. I would love the flexibility (and time) to build content that incorporates skills students will need to be successful - which also hits the state standards. For example incorporating financial literacy concepts into Intermediate Algebra. Would love the support to do these things.
- I would love some alternate pathways for students beyond SWS classes. They deserve rich content but are 'stuck' in Algebra 2. Can we develop a state approved alternative that incorporates Consumer math skills/data science/financial literacy, etc?
- Come to a place where there is a commitment (and investment) to keep teachers educated in what is happening within their field.
- A schedule that allow for flexibility and with choices for students in terms of class selection (not limited)
- Students have access to a variety of experiences (life) with respect to courses.
- The 6 period day forced middle school students to choose between music or language. The music enrollment in high school is down because of this. Students are choosing the credit earning Spanish 1 course in 8th grade versus music :(Some students do choose language courses without regard to credits.
- Middle level schedule allows for more exploratory courses
- Zero hour allows for additional choice, but desire would be for all students to have access (transportation) to get to zero. I agree there is an equity issue with 0 hour, when the district doesn't provide transportation
- More transportation flexibility to allow for students who may need to go home during the day.
- Activity bus to allow students ability to stay later for academics or activities.
- To know that programs are connected and that when chosen by students there is a path of where they will go with that program.
- Knowing that we are meeting the mental health of students thoroughly. Allowing students to make choices (music) that doesn't create anxiety - music education as an example as an alternative to band and choir for students that would choose that path.
- If WIN continues, the flexibility has to be increased and staffing must allow for a structure that allows for the flexibility.
- I would like to know that there is a time during the day for students to get extra help and to access services to meet their needs. Also time for students to connect with other students.
- Students see themselves reflected within the school staff (all staff roles within the building)
- If there is an environment where students feel safe, have a sense of belonging and if in place, staff would feel the same.
- Appreciate an environment that values teachers' time when they are not in front of students for prep and not time for other random stuff.
- Appreciate having clarity and direction and training and skills in navigating the really difficult topics that can come up with students (LGBTQ, racism, etc.). Clear message from district on how these conversations are handled. What can be said, not said, discussed or not discussed.
- I want to know that decisions are made through the lens of equity.
- Belonging - others not feel like others
- Employee morale - be proud and happy where I work
- Updated technology - being prepared and capable equipment
- Unused technology in many spaces - more to appropriate spaces
- Not a shortage of qualified staff
- Covering other positions with no compensation - avoid this
- Preparation for other positions, loss of production in main position
- Stress - losing people - frustrations
- Giving so much - need to feel appreciated
- How does each group in each building communicate how they operate and integrate?
- Focus on employees
- Process of onboarding / HR
- Some discussion of what is going on that may slow a process down
- Timely responses overall - if we can know some of the obstacles we may be more understanding with difficulties
- Opportunities to learn these obstacles may allow us to retain our employees (the knowledge and skill that goes along with it)
- Some groups constantly have to change spaces
- What are the basics?
- Teachers, students improving graduation rates - Needs to be discussed at school board meetings
- Have conversation about budget basics
- Healthy workforce = increased graduation rates
- Being together (at district office)

- Privacy in workstations
- Provide needed space
- Building relationships
- Privacy
- Aware of self
- Aware of needed privacy
- Windows in space
- Flexibility
- Meeting spaces
- Safety is important
- No rodents
- Look at structures
- Computers
- Clear communication
- Reducing meeting time
- Need balance with belief in work-life balance
- Different jobs and responsibilities and opportunities
- Define communication with emails - shorter, quick, bulleted, daily communication, on calendars (view)
- Consistent agendas and follow through
- Right people in right meetings
- Long-term subs for all bargaining units
- Hiring process
- People get work done
- Prioritize and eliminate tasks
- Food gathering
- Roles
- Chocolate
- All people are inclusive
- Culture to assist for help
- Inviting environment
- Build relationships with teams
- Mindshift for best opportunities for success
- Recognize importance of everyone
- Being around people
- Flexibility during Covid
- REcognize personality and flexibility
- Perceive fairness
- Wellness as a mindset
- Finding opportunities for wellness
- How to find sweet spot and opportunity
- Safety - workers comp taken for granted
- Nature of investments in staff saves district \$\$
- Holistically - talking about the rest of the district and awareness
- Feel valued as team members - voices being heard
- Ideas valued and action
- Do we have courage to have deeper conversations?
- Stress as people are overworked
- Low turnover rates
- Workspace not congested
- Ability to have privacy / confidential
- Not isolated / able to be around each other
- No cubicles
- Large meeting spaces
- Windows with natural light
- Updated technology
- Healthy workforce and education of students have to be parallel
- Early childhood considered "back to basics"

- Secure building / doors not propped open
- Break down silos and blending resources - how can we break down barriers to serve families / staff better?
- Subs - floating ot support teachers
- Advertise what we do well / unique / in a big way - billboards, we should be on every social media platform, there's research on what people use most (text, email, etc.)
- Onboarding
- Timely contract settlements will make staff feel more valued
- Boundaries around work time / duties
- Trust everyone is doing their work
- Wellness district wide - each month has a focus - water / screen time /getting outside, etc. Entered in monthly drawing and final drawing if the participate in all months
- Unifying staffas a whole - example, BBQ Bayfront in the summer

COMMUNITY FEEDBACK – Strengths, Opportunities, Desired Outcomes

Strengths of Duluth Public Schools (district, schools, programs)

- Diversity
- District admin team
- Great staff, support staff
- Space at Denfeld
- Gay straight alliance club
- Integration specialists, native american liaison
- OEE - office of educational equity
- Conflict resolution center
- Guidance counselors
- Community school model at Myers, Lincoln, Denfeld
- Good Hunter culture - students feel supported and that they belong
- Admin and support staff restorative practices training
- Partnerships in the community
- Seeks community feedback
- Professional teachers and staff at Homecroft
- Small community schools at elementary level
- Modern facilities
- Strong community involvement / schools are welcoming
- School board
- Teachers / staff
- Buildings
- “My” kids feel safe
- Variety of activities
- Communication to families
- Functional
- Supported
- High quality
- Invested teachers
- Good teachers
- Facilities
- Arts programming exists - music, theater, visual
- Provide social services
- Communication
- All spanish immersion
- Quality teachers
- Extra curricular activities
- Clean, safe buildings
- Timely notification
- Good safety lockdown procedure
- Outdoor education
- US studies - teachers funny, knowledgeable, enthusiastic, caring
- Nice view
- The pool
- Extracurricular activities
- Teachers
- Music programming
- “New” superintendent
- Support staff
- After school activities - Key Zone (YMCA), clubs (non-sports)
- WIN opportunities
- Adequate transportation
- Communication is improving

- Good technology options
- No phone policy
- SRO officers
- Language immersion programs - Lowell
- School forests / green space
- Diversity
- Dedicated staff / teachers
- "Check and connect" DHS
- After school club / activities (+transportation) LP
- Staggered start times (early elementary, later middle / high)
- Debate teams
- PBIS
- Key Zone
- Quality of school facilities (buildings)
- School and district communication with families
- Low amount of homework in elementary
- Curriculum challenges
- Dedicated faculty and staff - great teachers, long term commitments at Denfeld
- Good at planning meetings - less good at follow through, i.e. redistricting
- Supportive admin response to trauma
- Majority of engaged students
- Facilities in good condition
- TRIO - Upward Bound - PSEO - Community Schools - Check and Connect - Career Centers - CTE
- Technology updates happen
- Caring families
- Transportation efforts
- Board members availability
- So many awesome creative teachers - supportive and caring
- Responsive to behavior issues and bullying help have positive class cultures
- Access to outdoor spaces and nature
- Current class sizes small - 20-21 kids in elementary
- Resilient students
- Choices and options - WIN - exposure to new interests
- Commitment to academic progress - know where kids are at
- Newer buildings (ventilation is important)
- Save place
- School pride
- Athletics (opportunities)
- Music opportunities and quality
- District has taken on equity - acknowledges disparity is having a conversation
- Friendly interactions with office staff
- Great experiences with teachers (Ordean shoutout)
- Homecroft willingness for parent involvement in classrooms
- Student organizations
- Dedicated professional wonderful teaches
- Music / art - East 390 kids in music >25%, lower at Denfeld - theater
- Variety of classes - Flexibility - PSEO, AEO, CITS
- Locations, facilities
- Three community schools (partner with community)
- School district is conscientious when it comes to health and safety of kids and family (considers divers locations and needs)
- Welcoming staff at doors
- Trade and vocational programs
- Counselors
- Pride
- Functional school board
- Parent advocates for levy / funding

- Full-service community schools
- Admin better at listening and more transparent (honest, & better communication)
- Conflict resolution center (CRC) and restorative justice practices at Denfeld and Lincoln a few days a week
- Inclusion of Ojibwe culture
- Offer food (breakfast & lunch) for free
- Education equity & indian education, integration specialists
- Keep fees on sliding scale, improve it & advertise.
- Integration Specialists
- Check and Connect Program

Opportunities for Duluth Public Schools (district, schools, programs)

- Training for de-escalation skills and trauma
- Credits for student's specific needs or what they are interested in
- Community support. A lot of harm and conflict between community and school district
- Healing is needed between community and school district
- Alternative options besides classrooms
- Outdoor learning and outdoor based education
- Mental health support - behavior specialists - building relationships
- Offering classes that teach students about mental health and sexual health
- Alternatives to suspension
- GEDO - Graduation Equivalent Diploma
- More HS credit to meet needs of students
- Accountability of teachers
- Culture of staff improved
- Transportation / busing
- Lunch timing (kids say lines are long)
- Class sizes
- Improve academic outcomes, student group historically not meeting standards
- Develop a consistent ratio of counselors to students across the district
- Equal educational opportunities / access across the district
- Provide every student a safe learning environment
- Staffing shortage: Teachers, paras, and support staff
- Retraining local students
- Increase opportunities for outside of classroom learning
- Duluth's topography - very wide city with lots of ground to cover
- Vaping - bathrooms and on busses - easy access for kids
- Over crowded buses
- Uneven student counts at schools - creates uneven opportunities - lack of college in the classroom opportunities
- Less responsive teaches in middle school
- Lack of diversity at the school board level - racial, professional
- Varying parent involvement between schools
- 10 additional minutes for recess and lunch
- 1 additional class period for high school and middle school
- Lack of student parking
- Only 1 elective for 8th grade
- Lack of physical school
- Legacy reputations of east/west schools
- Schools not fully funded
- City geography
- Community trust
- Student discipline
- Teacher authority
- Transportation
- Class size all grades

- Teacher workload
- Better food choices
- Environmental education tied to Duluth's unique resources
- Inclusivity learning
 - Being a good neighbor
 - Being a good citizen
 - Being a steward of the environment
 - Understanding of each other
 - Multiple perspectives
- Language immersion exchange program
- Reduce class sizes
- Restructure school day ot allow taking a language and music (more than one elective)
- Funding for high quality music and arts instruction across the district
- Addressing equity / achieving equity for all schools in district
- Increase diversity of teachers / staff
- Teaches / staff retention due to burnout (overworked, underpaid)
- Purposefully continue to diversify the curriculum to give a diversity of voices and experiences
- Smaller class sizes
- More space
- Allow hats
- No more Second Step - teaches values and skills, but could be done more effectively
- No chromebooks
- Not enough time to thoroughly teach important topics
- Too much pressure around MCA test
- More money spent on food
- "Away for the day" should apply to teachers too
- Would like more opportunities to be creative rather than overly structured tasks
- Lunch is too short - I feel like I don't have enough time to eat
- More staff
- More lunch time - 15 minutes longer
- More live teaching
- More engagement with students on a personal level
- Classes are too big
- Insufficient counselors & mental health resources
- No setting 4 special education supporting students
- Size of district and shape of neighborhoods
- East vs west divide
- Large class sizes and staffing shortages
- Sharing specialists between schools
- Missed opportunities to experience Duluth and what it has to offer / teach
- Families from 709 open enrolling in other districts
- Emphasis on testing vs. life skills
- Lack of support for teen parents
- Meeting student / families basic needs (food)
- Too much time inside - get outside!
- State mandated career planning 6-12 grades
- Attendance and graduation rate
- Competition with Duluth and other schools
- Hiring staff process - soooo long to fill, soooo many positions
- Pay fair for work
- Cell phones - distractions / filming fights, watching Netflix, bullying, parents contacting and texting students
- Etiquette - verbal abuse from students
- No consequences enforced
- Lack of updated technology and textbooks
- Mental health
- WIN Schedule - lack of good use for this 30 minutes
- 7 periods

- Funding
- Central building- actual buying contract
- Get outdoors more
- Trees needed on playground
- Picnic tables outside
- Outside classes
- Fresh air breaks and opportunities to move your body
- Communications challenges
 - More open lines of communication with clearer information
 - Tell parents about activity options
 - Knowledge is assumed for parents yet system isn't always easy to navigate
- School board experiences were not welcoming - seemed like they were not listening to students
- Middle school is stressful and rushed environment - so rushed, chaotic
- Lack of opportunities to bond with classmates and teaches in middle school
- Soooo much chromebooks
- Too many screens in school all day and systems (Canvas, email)
- Too much homework, can't take care of my body
- Grading system is distracting, stressful and often inaccurate
- Maybe fewer classes in a day (block classes)
- Could promote opportunities to connect families with one another. Help us all be more welcoming (new kids, supportive environments) share car pools
- School lunch is gross
- Art and music - increase elementary across district, 8th grade option of music plus language
- Partnerships with UMD collaboration LSD + UWS
- Safe transportation - Lincoln and East to UMD campus connector
- Teacher mentorship to achieve best practice
- Teacher outcome measures job optimization
- Coaches coaching the whole child - development model
- Academic advising - more outreach for all different paths
- Avoid stuck in a rut about larger schools & community
- Resource sharing
- More languages
- Middle school transportation - smaller bus circle
- WIN optimized
- Midnight deadlines are bad
- Finals should count / be important
- Accountability clear for kids - consistent grading scale and consistent due date policies
- Wholistic with whole staff at all levels, i.e., respect all staff
- 6-12 music specifically classroom assistants and individual or section lessons
- Value music and arts as much as athletics
- School lunches (specifically at Ordean)
- Middle schoolers have to choose between music and foreign languages
- Equitable opportunities needed
- More parent volunteer opportunities
- Ordean leadership not returning parent phone calls is a concern
- Music is universal language worldwide
- More music opportunities in earlier grades - start band and orchestra earlier - 4th and 5th graders
- Foster education of every student so they are productive citizens (all graduate)
- Take advantage of amazing musicians outside of districts teaches - couple with DSSYO
- Sell to community the value of education - why investing improves community for all of us
- Teach sciences so understand truths and evidence - science is a method not opinions
- More support (volunteers) to supports and music programs to improve organization (and spur more volunteerism)
- All students learn their history and feel valued
- Flexibility - meet different needs of students
- Strong music programs
- Measurement in elementary school that demonstrates understanding progress without "judging" the students worth
- K-8 option

- All students learn to their potential
- Restorative justice practices
- INCREASE THE THINGS THE DISTRICT IS DOING WELL
- More early childhood funding to serve more kids
- Emphasis on blue collar jobs as post-graduate opportunities & more choices, class collaboration with LSC students to gain access to these opportunities
- More family/community voice in schools
- Better partnerships between schools and community organizations
- After school/summer programming
- Apprenticeship / Internships
- Intergenerational mentoring including older youth mentoring young youth
- Fill the boardroom w communities and staff of color
- Meet basic needs before fluff
- Public informing of TEA tool form results/data
- Support district wide identity rather than school
- Build in integration specialists as irreplaceable
- Promote non-athletic events
- Increase counselors to evidence based ratios 1:250
 - Incorporate community members - peer counselors ie. college students
- Find ways to bring in effective educational resources that are not a part of curriculum
- Reduce reliance on professionals - utilize community
- Allocate targeted funds to the need instead of splitting sports entry fees, games, participants, registration fees, drivers ed.
- Eliminate activity fees
- Remove staff and teachers with track record of discrimination
- Remove resource officers/call if needed
- Process of removing old infractions/expungement from school record (minor offense)
- Prepare students for life skills (financial literacy, living on your own)
- Adults in building (teachers & administrators) who reflect cultural & racial
- Students need to be seen & feel sense of belonging
- Students should read by grade 3
- Staff professional development dates to engage in community with diverse students
- Staff that are trauma informed and culturally responsive
- Antiracism Informed Nicole Hannah Jones 1619 Project
- Restorative Justice Centers
- More teachers of color
- All students should graduate
- Add ethic studies classes
- Civic studies
- Remove police from schools
- All students should see and hear their history and their culture in the curriculum
- Be more transparent about decisions made
- School board and school district are responsive to the needs and inquiries of the community
- Be more transparent about school building budgets
- Program funding is used specifically for the intended purposes
- More equity funding between schools
- After school programs opportunities more equitable
- Pay the teachers more
- Smaller class sizes

- Mentor new teachers
- Pay attention to culture in evaluating behavior
- Reduce the number of students of color in special ed classes - better meet their needs.
- Improve and fund the inservice teacher training
- More collaboration between schools
- Accountability for equity - do more than just talk - walk the walk
- Reduce discipline disparities
- Meet students where they are

Desired outcomes of strategic plan for students

- Personalized learning plans
- Understanding the why behind kids actions
- Increase graduation rates
- Students to feel respected by school and staff
- Want to feel safe from bullying
- More live teaching with less distractions
- More emphasis on our learning and less on MCA test and grades
- More group projects and cooperation
- Students feel like they have more say in what happens at school
- No more forced distance learning
- Let them choose the school they want to learn at
- Students feel safe
- Expanded curriculum choices - other languages
- Critical thinking
- Debate
- Be excited to go to school
- Be challenges with uncomfortable ideas, especially related to race, equity, climate change, sustainability (not afraid of the hard topics)
- All be 100% accepted and respected for who they are
- Enjoy learning, being at school, it is engaging for students, fun
- Safe, equitable, positive learning experience to prepare them to be a full participant in society
- More focus on emotional health
- Feel excited, valued, challenged
- Feel prepared for the next step
- Feel connected - relationships with peers and staff
- Engaged with community
- Prepared to participate in society
- Know how to get help
- Students have time and opportunities to connect and bond with teachers
- No individual devices, technology that promotes group engagement (no Canvas)
- Student get opportunities to learn and play outside and can move their bodies
- More time in each class and less classes per day in middle school
- Time outside of school is primarily reserved for family, exercise and well being, not homework
- All students graduate and feel valued
- Equity
- Opportunities for music, arts and languages
- Smaller class sizes (especially in elementary)
- Great programs for IEPs and accelerated programs (E², etc)
- Responsible, caring humans who are ready for life
- Ready for next steps (college, workforce, trade school)
- Feel safe
- Students should feel valued
- Schools behavior does not result in entry to criminal justice system
- Access to restorative justice services/practices

- Access to free healthy school lunches
- Students are inspired & engaged in learning
- Learning comes from inquiry
- Student voices are important
- Financial literacy courses
- Access to tutoring services and support
- Intro to political system
- Eliminate suspension. Replace with in-school restorative rooms with esteem building and work on self-regulation.
- Replace SRO's with a crisis response team of counselors, social workers, etc.
- Student needs are centered (not mandated and budgeted)
- Majority BIPOC committee assessing BIPOC students for special ed designation
- Best practices for student-centered (and student-led) assessment/learning → no standardized testing
- 100% grade-level reading in early grades
- High impact learning practices: project-based learning, individualized
- Diversifying curriculum (less stuff by old white men)

Desired outcomes of strategic plan for families

- Feeling welcomed in schools
- Regular home visits
- All families should feel welcomed in all Duluth Schools
- We would like to feel as though our opinions matter
- All families feel respected and heard
- All have access to the services they need for their kids to thrive
- More information for parents with Canvas - more descriptions for school work
- Clear communication plan amongst staff, ISD709 employees, students, parents
- Keep school lunch free
- Feel heard and supported
- Opportunities to be involved
- Feel like they belong to a/the community
- Support district
- Take pride in schools in 709 district
- Attend events
- Parents feel like respected partners (currently teachers are welcoming/responsive, system and administration are not)
- Students can go to school in the neighborhood area where they live (not bussed across town)
- Feel connected and welcomed in schools
- Shared activities between schools
- Allow volunteers in
- Welcome in schools
- Resource and partner
- Continuing education hub
- Families should be provided info to families in their primary languages
- More engagement with families - reach out to them
- Invite families to the table bring the table to them

Desired outcomes of strategic plan for staff

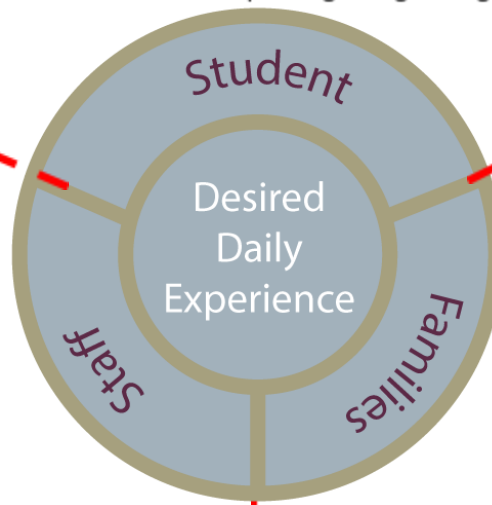
- Understanding multiple perspectives - curious and get to know students
- Meeting kids where they are at
- More paras, counselors, mental health professionals
- More pay
- Smaller classes
- Should feel respected by students, staff and administration
- Daily staff support - teacher assistants

- Hall monitors that specialize in mental health and de-escalation training
- Have enough staff so that no single person or group feels overwhelmed
- Paid a real living wage
- Increase community support
- More resources - paras
- Additional support staff paid a living wage
- Standardize classrooms sizes
- More teacher appreciation
- Feel heard, valued (respect, financial), supported
- Able to focus on primary role without extra burdens
- Ample opportunities to be creative
- Feel appreciated for their impact
- Are compensated for work fairly
- Camaraderie within buildings
- Had the time needed to make relationships with students (especially middle and high school)
- Be less stressed and rushed within their days
- More support and help from community
- Smaller class sizes
- Able to teach to their limits and desires, standards and support them
- Recognize the teamwork
- Access to training, professional development, competitive salary increases for step, merit and job security
- Good morale
- Wellness
- Support the whole person
- Team building
- Balance of accountability and professionalism while being treated as professionals
- More opportunities for professional development for staff
- DEI training for staff
- Retention and mentoring for staff
- Making sure teachers have time to talk to each other
- More co-teaching/team teaching
- Class sizes consistent with grade level best practices → ratio of students to teachers should reflect the percentage of special ed students.
- Percentage of BIPOC educators reflect percentage of BIPOC students
 - Supporting “grow your own” educator programs at colleges and universities

Desired Daily Experiences ~ Sample ~

- I'm happy – I enjoy learning – I'm having fun
- My teacher cares about me
- My Teacher is happy to be there, focused
- I see Standards – anchor charts are helpful for me - I know what it takes
- I feel safe and there are few distractions
- I have a voice and some choice in my learning
- I am engaged – actively learning and I enjoy it
- I am challenged in my learning and am flexible and persistent
- I am working with others to solve problems and develop products
- I know and feel that I am improving and growing

- I feel supported by colleagues, administration, and families
- I have the needed resources, training
- I feel safe to take risks – continuous improvement
- I have people to collaborate with and I'm getting better, PLC and 4 questions, coaches
- I'm a learner
- My input matters/valued
- I feel fulfilled and empowered
- I am a facilitator and not a "sage on the stage"
- On most days, I'm making a difference
- I know what success looks like
- I have the drive and tools to reach every student and get him/her to where she/he needs to be



- I know my way around "school"
- I know what's going on in the classroom and the district
- I trust teachers and district staff
- I feel safe, welcomed, respected and involved
- I have a voice and my input is valued
- I'm part of a team in my child's learning
- My student will be college and career ready
- I feel supported and know how to access resources
- I am confident my child is safe, cared for and supported academically, socially, and emotionally
- I hear a consistent message from the school and district