

**Meeting 3 Notes - Strategic Priorities**

<p align="center"><b>Education the Whole Child by focusing on the social emotional health of every individual in our schools</b></p>	<p align="center"><b>Education the Whole Child by providing high-quality, student-centered teaching and learning opportunities and supports that meet the needs of every child</b></p>	<p align="center"><b>Building a positive climate and culture with the support of strong school-family, community partnerships</b></p>	<p align="center"><b>Making every child feel included (increase belonging) through focus on comprehensive DEI work.</b></p>
<p align="center"><u>Consensus Items</u></p> <ul style="list-style-type: none"> <li>- <b>Districtwide unjumbled school house (streamlined school services). Yes, rowing in the same direction, together.</b></li> <li>- Wraparound care COORDINATION across all system STAKEHOLDERS (school, parents, police)</li> <li>- <b>District vision across all schools</b> on how to handle students in CRISIS/TRAUMA (and staff in crisis).</li> <li>- <b>COMMON</b> curriculum, <b>COMMON</b> language, <b>COMMON PROTOCOLS, COMMON</b> resources, <b>COMMON</b>, evidence-based instructional practices</li> <li>- Professional development/training</li> </ul>	<p align="center"><u>Consensus Items</u></p> <ul style="list-style-type: none"> <li>- <b>INCREASE STAFF</b> (academic coaching, supervisors, teachers, support (counseling, IA))</li> <li>- Curriculum (<b>REAL WORLD</b>/community connections/programs; articulation between gradees, schools, content; skill-based; inclusive programs)</li> <li>- Instruction (<b>INSTRUCTIONAL SUPPORT</b> - k-12 professional development and articulated planning, staff/teacher retention/support academies; IN-CLASS INSTRUCTION technology; course offerings/learning pathways; real-world experiences)</li> </ul>	<p align="center"><u>Consensus Items</u></p> <ul style="list-style-type: none"> <li>- <b>More after-school and evening activities for students and community members; bringing school and community together to build relationships and bolster support</b></li> <li>- Involve COMMUNITY members and parents during the school day (make connections, senior breakfast, reading to students, career days, veterans visits, parent observations)</li> <li>- Increase/streamline COMMUNICATION using social media, newsletter, and community marquee (Remind)</li> <li>- More RECOGNITION for staff</li> <li>- Stop virtual events, meetings, conferences (disagreement here, do what's better for parent)</li> <li>- Better communication between school and town sports</li> <li>- <b>ACCESSIBILITY</b> to school</li> <li>- <b>POSITIVE RELATIONSHIPS in SAFE and SUPPORTIVE SPACES</b></li> </ul>	<p align="center"><u>Consensus Items</u></p> <ul style="list-style-type: none"> <li>- Better selection of instructional materials highlighting everyday <b>POSITIVE</b> accomplishments of diverse people (cultures and lifestyles), POSITIVE diverse stories</li> <li>- <b>Staff PD on CULTURAL NORMS</b></li> <li>- <b>STUDENT input</b> /involvement in decision making (student voice)</li> <li>- <b>COMMUNITY</b> education and support (parent workshops, ELL, transitions), find out what parents really want</li> <li>- INCLUSIVE website</li> <li>- TRANSITION programs (frosh seminar, field trips, pre-k/k, middle school transition)</li> </ul>

<p style="text-align: center;"><u>Brainstorm Items</u></p> <ul style="list-style-type: none"> <li>- A districtwide vision of SEL, all schools with common SEL goals, language, curriculum, district level SEL (????)</li> <li>- Enough SEL support services for students and staff (counselors, RBTs, behavior specialists)</li> <li>- Protocols for students exhibiting extreme distress</li> <li>- Focus on skills to regulate, de-escalation, conflict resolution</li> <li>- District wide culture that is centered around social emotional wellness, providing programs and support for at-risk students</li> <li>- Trained, m specialized staff to take on the increasing workload of student mental health</li> <li>- District wide culture that supports the mental health of all staff</li> <li>- Community supports to help families with SEL skills and those in need</li> <li>- A bridge after graduation that addresses various government agencies that help individuals with emotional needs.</li> <li>- Resources (\$\$) to help a student-citizen to support needs and build into a better person as a whole.</li> <li>- Help students who fall through society's cracks.</li> <li>- Circles with the students in each classroom</li> <li>- Restorative practice facilitator for</li> </ul>	<p style="text-align: center;"><u>Brainstorm Items</u></p> <ul style="list-style-type: none"> <li>- Increase staffing; decrease class size</li> <li>- Vocational options</li> <li>- Real world experiences/learning opportunities</li> <li>- Partnerships with businesses and organizations to enhance classroom instruction</li> <li>- Growth opportunities for staff in and out of academic field</li> <li>- Start early - PK</li> <li>- Diverse learning opportunities</li> <li>- Teacher training in real life learning opportunities</li> <li>- Resources and materials</li> <li>- Technology</li> <li>- Teacher retention</li> <li>- <b>Students each assigned academic advisor</b> in middle school; advisory periods to review grades, set goals, address mental health and SEL, well-being</li> <li>- Teachers could reach out to the student's advisor; advisor act as supportive <b>liaison</b> between teachers and parent</li> <li>- Prioritize - Begins with the student</li> <li>- Supervisory, coaching, inclusive, specialist, staffing for curriculum and instruction, staff support</li> <li>- Programs/Instruction aligned to NJSL</li> <li>- Staffing representative of students and needs; understands demographic</li> <li>- Don't recreate the wheel /</li> </ul>	<p style="text-align: center;"><u>Brainstorm Items</u></p> <ul style="list-style-type: none"> <li>- Consistent expectations for staff, parents, and students throughout all grade levels in elementary schools / most important years</li> <li>- Communications re: activities to community</li> <li>- Demonstrate positive relationships within schools to portray the community</li> <li>- Open door policy for more things within schools</li> <li>- Quarterly evening activities for each core subject</li> <li>- BTS involve more community , include babysitting by NHS, cable, virtual, PTO</li> <li>- Book fair w evening hours, pair with art show</li> <li>- Invite parents/guardians during National Ed Week</li> <li>- Host back to school picnic for elementary schools</li> <li>- Open gym hours for pickup games, weight room</li> <li>- Veterans and seniors involved in schools</li> <li>- Coordinate school and community activities</li> <li>- Integrate local sports programs with school sports programs</li> <li>- Afterschool and weekend programs for entire community</li> <li>- Education programs for parents on cultural diversity</li> <li>- Dress down with a purpose</li> <li>- Community-School student events and activities</li> <li>- Communication between school</li> </ul>	<p style="text-align: center;"><u>Brainstorm Items</u></p> <ul style="list-style-type: none"> <li>- Celebrate all accomplishments of students (career, college, military "signing day")</li> <li>- Hire more diverse staff and support them</li> <li>- Do better with our- staff training, supports in classes, transition programming</li> <li>- Increase our unified program</li> <li>- Continue w equity initiative, student voice @ all levels, staff equity council, BOE training</li> <li>- Provide more bridge programs, 9th grade supports, PreK/K parent training, Clementon and B Twp "crossover" activities. MS programs</li> <li>- Selection of material that represent diversity in a positive light</li> <li>- Diversity of staff</li> <li>- Staff PD on cultural norms</li> <li>- Community involvement - embrace diversity</li> <li>- Education opportunities for families, language, assist students</li> <li>- Review current practices for inclusivity (comprehensive review)</li> <li>- Inclusive website</li> <li>- Mentoring students, working on social emotional growth, field trips during school (pre-enrollment)</li> <li>- Curriculum that is diverse, but shows cultures, races, levels, accomplishments</li> </ul>

<p>each building</p> <ul style="list-style-type: none"> <li>- Greeters at the door to welcome the students and scan for emotional needs</li> <li>- Walkthroughs for students - a staff member to ask if any student needs to talk to somebody</li> <li>- Communication w/parents to find out what is going on and have the parents play a more active role in the discipline of the students (restorative meetings between families)</li> <li>- Evidence-based practices - following full procedures with high compliance</li> <li>- Trauma-Informed Schools</li> <li>- Unjumbled schoolhouse</li> <li>- Coordination across all systems (school, family, mental health, PD, DCP&amp;P)</li> <li>- Continued evaluation, reflection, and adaptation</li> <li>- Age-appropriate and age-corrective services</li> <li>- Wraparound services</li> <li>- Advocacy, efficient staff to student ratio</li> <li>- Focus on student/family voice and choice</li> <li>- Facilities, technology, resources that serve as the message before the message</li> </ul>	<p>research</p> <ul style="list-style-type: none"> <li>- Scheduling that allows for flexibility to meet student needs (supports)</li> <li>- Robust PD - individual focused opportunities "on demand"</li> <li>- Short-cycle data analysis w checkpoints</li> <li>- Collaboration and articulation across grade levels and departments</li> <li>- District leadership position to support humanities</li> <li>- Professional development opportunities to support strategic planning goals</li> <li>- Articulation collaboration with sending districts</li> <li>- Transition curriculum to focus more on skills, less on covering material</li> <li>- New staff training and retention academy</li> <li>- Technology committee to discuss the role of Chromebooks for instruction</li> <li>- Define metrics/ establish baseline, timeline, measurement</li> <li>- Student voice and choice</li> <li>- Bring professionals in all fields (science, arts, military, math) on a regular basis</li> <li>- Skill-focused curriculum and instruction</li> <li>- PD for staff how to adapt C&amp;I for skill-based student-centered learning, mid-shift</li> <li>- Big ideas, priorities for curriculum to provide kids with options and choice</li> <li>- Staff in place to support content curriculum shifts</li> </ul>	<p>and community</p> <ul style="list-style-type: none"> <li>- Older students mentoring younger (reading, games, sports, activities)</li> <li>- Making sure the word gets out teacher to student to parent email, postings</li> <li>- Welcome preschool kickoff</li> <li>- Student and staff recognition at Board meetings</li> <li>- Police and school</li> <li>- If transportation is an issue, can we provide or move events into the community?</li> </ul>	<ul style="list-style-type: none"> <li>- Positive role models and material</li> <li>- Programs that support all level / styles of learners, project-based learning</li> <li>- Freshman seminar class - focus on character education</li> <li>- Community mentors</li> <li>- Program for parents of ELL students to help answer questions - have a staff member who is their liaison</li> </ul>
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	<ul style="list-style-type: none"><li>- Curriculum</li><li>- Teacher quality</li><li>- Quality instruction</li><li>- Leadership support staff</li></ul>		
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