

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

TABLE 1 (Dr. Miller and Mrs. Williams - Session 1) (Dr. Pasquinelli and Mrs. Williams - Session 2)

Teaching and Learning

- #1 - question on PD - do they go outside for PD? Do we bring in outside sources? (Session 1)
- #1 - community member comment - fan of PLCs; parent comment - Likes promoting the student's voice on SP; parent question: vertical articulation - any language included?; opportunity to assess the EOY surveys related to student, staff voice? Culturally - how is that tied into voices and data shared (e.g. equity questions included in EOY survey and equity audit); parent question: any plans for taking strategies off of teachers due to added instructional strategies? (Session 2)
- #2 - Group supported (Session 1)
- #2 staff comment: Flexibility will look different at different levels. Can't image what it looks like at elementary level; community member: PROF could be a bridge for shadowing, etc. (Session 2)
- Concerns on class-based testing results - can't bring a class quiz/test home for additional review/tutoring. Feedback from teacher on needs/improvements is needed. Having the feedback helps with relationship with parents. (*this could fall under #1*) (Session 1)
- Parent comment: Staff education on how to prepare staff (training) to make all students comfortable, how to speak to all to make them feel comfortable (differentiation). (Session 2)

Student Progress and Engagement

- #1 - definition of social awareness was requested (Session 1)
- #1 - are there clear and appropriate consequences for unacceptable behaviors (Session 1)
- #1 - concern that social awareness could be ambiguous and take to extreme of making others (types) feel bad about themselves - is district working on that? (Session 1)
- #1 - Community member comment: Opportunity to tie back to T&L with student voice; parent comment: would like to see the addition of a policy around DEI, including staff PD; parent comment: Life Long Skills connections - as schools move to teach students for life, the current skills are the one they need to leverage. Thinks the list of skills is great.; parent question: are we pushing SEL based on the skills? Parent comment: skills list is not one size fits all. Parents need to understand what these are within the curriculum. (Session 2)
- ST goals pertaining to communication should be added to Communications category - community doesn't know what is happening with the student/teacher communication
- Community member shared students were not able to tell what the perspective of their teacher was while teaching which is what we want (Session 1)
- #2 - no comments (Session 1)
- #2 - parent question: Explanation of MTSS tiers. Question on additional information about Satchel Pulse.; Anything in the SP for budgeting for additional paras, social workers, etc. (Session 2)

Workforce

- #1 - no comments (Session 1)

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

- #1 - Tension for teachers and students giving them space to try new things which can conflict with taking tests and data points. Rethinking assessments. (Session 2)
- #2 - things done in public relations are done very well in the district - comment by community member (Session 1)
- #3 - no comments (Session 1)

Finance and Operations

- #1 - in conversation, community member mentioned we include everyone on our website (Session 1)
- #2 - students should know about these topics such as cybersecurity (Session 1)
- #3 - 6-School Club - describe what all these types of groups/acronyms (appendix) (Session 1)

Pursuit of Excellence

- #1 - no comments (Session 1)
- #2 - no comments (Session 1)
- #3 - no comments (Session 1)

Communication

- #1 - "Communication has improved" shared by one community member (Session 1)
- #1 - parent comment: district is above and beyond other district (Precision, timely); parent comment: streamlining would be really helpful particularly for parents with multiple students; or access on the webpage; improve search functionality; community member comment: PROF may be able to help with contacting alumni (Session 2) (Captured in LT #2)
- #2 - disconnect with some communication messages - parents are not seeing them because not stand alone communications (e.g. Chill Mobile) (Session 1)
- #2 - parent question: is it appropriate to include (post) the process of investigation when something happens to stifle misinformation so community understands how things are done. (Session 2)
- #3 - no comments (Session 1)
- #3 - community member comment: Is there a place in the SP to indicate how the community could support some of the capital funding plans - "plant a seed" (e.g. fundraising, etc.) (Session 2)
- Suggestion: report cards - is there a way to generate (email it) to students and parents through Sapphire? (Session 1)

General:

- Parent comment: feels Satchel Pulse is related to SEL - observed references to SEL removed from SP, however SEL has been maintained - specifically Satchel Pulse and CASEL.

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

TABLE 2 (Mrs. Hasinger, Dr. Domagala, and Dr. Kristofic)

Teaching and Learning

- Present more concisely; bullets; explain acronyms for general public; link to explanations (podcasts)
- Feels like a continuation of what is already being done
- Include wording for the general public/include in rationale the purposes behind the continuation
- Opportunities to connect with community in other ways
- Request to add links to support examples of IDPR/MTSS/Minireviews
- Appropriate curriculum for each student/grade—is that under IDPR? Does that need to be in the SP?
- When decisions come out of MTSS/IDPR, are they communicated to other departments/subjects that may be affected?
- Virtual learning day experiences: stay close to what is evolving;
- K-6: offer an asynchronous option so that parents can help kids outside of their own working hours; what curriculum/supports are available to nonverbal K-3 students
- Support for virtual learning experiences for secondary
- Concern about first snow day and then going to virtual for kids who need consistency
- Autistic support at Richland Elementary: suggestion to create hubs at all three elementary schools. Perhaps keep autism support at RE, life skills at another, and emotional support at another, or multiple hubs so that kids can go to school with their siblings and neighbors
- Is there enough for prepping students for workforce; do we have the personnel?

Student Progress and Engagement

- Rams Way incentives are good way to provide excitement for students in the process
- Aide transitions by pairing sixth graders with third graders to talk about the experience of moving up
- Do we need interventions for covid learning loss – maybe already covered under Teaching and Learning
- (maybe for Finance and Ops): safety concerns that exclude certain students, ie: Richland doesn't have a fully fenced track, playgrounds aren't fully fenced
- What about kids who are missing interventions and pull out instructions/tracking missed interventions, making them up somewhere later; do we have the staff to support them?
- Building MTSS time K-12 so that students don't miss regular instruction

Workforce

- Short term goals listed reflect the afternoon group concerns
- Need to pay paras more to stay fully staffed
- Need more training for paras, more than a one-hour PPT. They need more student-specific training based on their assignment. Professional development opportunities for paras so they can ask questions and get the answers they need to do

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

their jobs. Current trainings don't focus on children with extreme behavioral issues. Need deescalation training at the start.

- Job postings for paras should be more accurate of the numerical need so that parents understand the need and potential applicants might be more inclined to apply
- Support for the goal on tracking critical requirements
- Train bus drivers on positive reinforcement (RAMS Way for the bus)
- Ongoing training for paras, bus drivers, food service beyond the initial training @ PR Academy; post-training check ins would be helpful a few weeks later so they can share what they need
- Opportunity for paraprofessionals to meet with district-level student services to share concerns
- Use more independent volunteers (as during pandemic) for general supervision positions

Finance and Operations

- Afternoon group is in favor of what is listed

Pursuit of Excellence

- This (that we're looking at the whole child, LT1) should be communicated to the community so they know this is on the district's radar

Communication

- Financial communications are in line with both afternoon and evening group concerns
- They want shorter emails and fewer emails which is in the plan
- More video in eBlasts; mix written content with other formats
- Embed district communication into the curriculum (ie, have PRTV create videos for district messages or PSAs)
- When evaluating engagement data, can Sapphire data be included? IE, can we see how many parents are looking at report cards?
- Add features to Sapphire to email teachers (such as with a health care portal); does Sapphire have the ability to notify teachers when parents submit a note? Do we have instructions in Sapphire letting parents know that they have to also send a note to the school in addition to the Sapphire note?

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

TABLE 3 (Mr. Hustwit, Ms. Sloan, and Dr. Kimmel)

Teaching and Learning

- Student response - good idea to welcome and promote student voice on how they learn! Including access to different sporting opportunities for girls K-6
- Group 3 is good with this plan.

Student Progress and Engagement

- How do we develop and share a process for students to report and see change in the culture and behaviors across the buildings compared to RAMS Way. Students need to see action and change and receive feedback from the adults to continue to be encouraged to be responsible reporters. Does something like this fit here or in Teaching and Learning?

Workforce

- Action steps specific to diversity in the workforce are lost beyond the long-term goal itself. Be explicit about the desire to recruit, obtain, retain and have a supportive culture for diverse staff members
- Address the need for a cultural shift for adults too in order to have a safe environment for diversity in the staff. (long term #2)
- Capture the opportunities for teachers to be a part of outside groups that support their learning and growth (ex: NCTM for math teachers) (long term #1??)

Finance and Operations

- “Refine structure of 10-year capital funding plan and notable increase in annual spend over the next few years” - the wording of this is confusing on how the refinement of the structure of the 10 year plan is confusing when combined with the “notable increase in annual spend” portion.

Pursuit of Excellence

- Good with this one! (quick timeframe to review)

Communication

- Good with this one! (quick timeframe to review)

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

TABLE 4 (Session 1-Mr. Glickman, Mr. Minsinger, and Mrs. Giran) (Session 2-Mr. Glickman, Ms. Sloan, and Dr. Kristofic)

Mechanism for submitting feedback after the session: Participants were interested in having more time to review parts of the plan based on the abbreviated time for discussion.

Teaching and Learning

- Agreement
 - Differentiation is needed at each level, both on the classroom and structural level.
 - Flexible learning options are great for the district to explore.
 - IDPR process keeps curriculum updated, keep updating and communicating with community
 - Emphasis on A.W. Beattie is welcome alternative to former expectation that all PRHS graduates had to go to college
- Disagreement/ Uncertainty
 - How does differentiation look differently in different grade levels/ buildings?
 - Long term goal 2: Where does the post high school pathway come into play related to the tiers of MTSS?
 - Questions about how interested parents/community members can view curriculum
 - Language feels inaccessible for parents who are not educators
 - Expansion of career day/exploration options

Student Progress and Engagement

- Agreement
 - Agreement around the long-term goals.
 - Community member stated LT#1 has been an OFI within the district so happy to see it reflected here
- Disagreement/ Uncertainty
 - Plan needs to mention the physical safety of schools.
 - What are age-appropriate ways to promote inclusion (cited example of well-intentioned efforts having adverse impacts—such as dressing up like a 100-year old, etc.)
 - There was discussion about the balance between proactive and reactive measures and whether the reactive measures should be shared in the strategic plan. It was shared that some of the procedures remain confidential to ensure safety and security.
 - Question about RAMS Way and how it is being expanded to include the life-long skills mentioned in the long term goal.
 - Can there be a clarification around where the 5 life-long skills came from?

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

- Concern about the 5 life long skills and how they are taught in the classroom and how that information is communicated with parents.
- How do we communicate to parents curriculum - learning goals/activities that center on the lifelong skills?
- Concerns about the CASEL framework being used in the strategic plan with the 5 life-long skills. There is a need for transparency to explain why the district landed on these 5 life-long skills.
- There are questions about the details of how the 5 life long skills will be implemented in practice.
- Where does empathy fit within this focus area?

Workforce

- Agreement
 - Supportive of promoting from within to leadership positions. This reflects positively on our professional development.
 - Finding support staff and retaining them is important.
- Disagreement/ Uncertainty
 - Are there incentives for substitute teachers?
 - Is pay the concern for challenges we have in attracting and retaining support staff?
 - Did we lose the diversity aspect from the long-term goal to the short term goals?

Finance and Operations

- Agreement
 - Important to be responsible and look for efficiencies.
 - Cybersecurity is an important element to have.
- Disagreement/ Uncertainty
 - Is there a financial return on investment for the sustainability goal?
 - Consideration of short term vs. long term investments and which ones will be more financially responsible.

Pursuit of Excellence

- Agreement
 - Building goals seem standard.
- Disagreement/ Uncertainty
 - How do we capture an opportunity for parents to have two way dialogue with board members?

Communication

- Agreement
 - How do we not oversaturate parents with emails and have one place for people to go for information? (Fits with long term goal 1, rows 1 and 3)
 - Highlighted the importance of social media involvement.
 - Important to have 2-way conversations (fits with long term goal 2, row 2)

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

- Our website is already fairly easy to navigate
- Disagreement/ Uncertainty
 - Strategic planning town halls can be challenging because there is a lot of information to go through at one time.
 - Add upfront communication about new programs, especially related to RAMS Way and the 5 lifelong skills
 - Does Deepen understanding of... really capture that step of developing a plan to increase parent/community engagement with budget?
 - Consider a system to prioritize communications - to include deadlines, specific due dates, within current system of communication
 - Do we specify the need to define communication as sharing and active listening?
 - How do we capture an opportunity for parents to have two way dialogue with board members?

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

TABLE 5 (Mrs. Kirk, Mrs. Gustafson, and Mr. Barlak)

Teaching and Learning #1

- Agreement:
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- Disagreement / uncertainty:
 - We received questions on what types of research are built into the IDPR process. Kelly & Beth described the process in detail.
 - Questions on how our High School is ranked and how we select the schools we use to compare our school district to other schools.
 - How does the IDPR committee handle dissenting opinions internally?
 - Why is science mentioned on the chart? This is not clear.
 - Have we considered not pulling teachers out of the classroom during the school year but rather pay them a stipend to do IDPR in the summer?
 - We shared an example of 95% Group Resources for the instructional strategies.
 - We shared an example of how mastery of fractions benefit students in algebra.

Teaching and Learning #2

- Agreement:
 - Due to COVID, we learned how to design a virtual learning environment. How do we offer something? Is it dual enrollment?
 - Is it possible to decide a virtual learning environment is not feasible?
 - Do all school districts have a cyber school? Are they all successful?
 - Positive changes over many years through AW Beattie program
 - What percentage of the population is in cyber school?
(A parent of a cyber student shared her example of her child playing sports)
 - The parent who experienced the PR Academy last year (child in 6th grade) spoke highly of the educational experience.
 - The concept of field trips is valuable to all students.
 -
- Disagreement / uncertainty:
 - Change the language: “struggling and gifted learners” (intervention time for those who need extra support)
 - Mid-Terms & Final at high school: high school students are asked to prepare for the schedule of the finals (Suggestions: Half days for the assessments and allow students to go home to study for the next day’s finals. See examples of surrounding district schedules i.e. 2-Hour Delay or leave early when finished.)
 - Be cautious of the level of pushing dual enrollment during High School for the college credit courses / AP courses
 -

Student Progress and Engagement

- Agreement:

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

- Positive feedback regarding Dr. Hernandez and adding an emphasis on recognizing students at the high school for students who achieve in all different ways and levels
- Disagreement / uncertainty:
 - Eden Hall: Could we offer a wider variety of clubs during Explore? Can we add a survey for the students to find out what is interesting to the students?
 - RAMS CARE (Curious, Active, Resilience, Empathetic) - continue to build this from kindergarten until the students' senior year. RAMS Way should be practiced throughout the child's school career until graduation from Pine-Richland.
 - Broaden the ways we acknowledge our kids. Highlight the students who are achieving success. We can define success in a broader way by focusing on the whole child and not just the transcript. We need to emphasize the importance of soft skills and rewarding these being recognized.

Workforce

- Agreement:
 -
- Disagreement / uncertainty:
 - Is there something in the hiring process that includes questions for those that interview and select a different opportunity? Ask additional questions for why someone selects another school district instead?
 - Under long term #2 (under workforce development), the tabled discussion did not understand the merged box from 24/25 through 26/27 where it indicates (See Teaching & Learning Category - Long Term Goal #1). The group at the table felt this needs to be explained in more detail.
 - One participant referred to on hand experience with Kelly Services about the difficult experience for someone to sign up through Kelly Services as a substitute. She suggested we follow up with the vendor to ensure this process for a new sub is streamlined.

Finance and Operations

- Agreement:
 - Discussed the stable enrollment levels despite housing growth
 - Pleased about the capital projects at each building and investing in our facilities
- Disagreement / uncertainty:
 - Requested specific information to show exactly how state and federal grants are being spent
 - Stakeholder surveys are not sent to those families who no longer have students in the school
 - Discussed the use of the annual report to offer a way to encourage two way communication with community members (including those without students in the district with questions
 - School board communication could embed a way for taxpayers to have their voices heard regarding finances

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

- Long term #2 - parent would prefer to have a dashboard on the front page to link directly to budget documents. Include a hyperlink to the most recent approved budget, detail of budget revenue and detailed budgeted expenditures & information on how grants are spent

Pursuit of Excellence

- Agreement:
 - The format of breaking the buildings down for the four year goals is helpful.
- Disagreement / uncertainty:
 - None

Communication

- Agreement:
 - The social media has improved in highlighting a variety of events & celebrations across all buildings and all groups of students/stakeholders. Everyone loves the social media promotions, could a copy of this also be pasted into a Communication page also?
 - It felt bombarded; Friday Flash, Saturday Update; Teacher information emails;
 - Open-ended questions are appreciated in survey questions
 - A parent appreciates the district level communication (email) to clarify an incident involving police.
 - Currently, funding sources are shared annually. Could we share it from the board? Communication from the board of directors.
- Disagreement / uncertainty:
 - Accessibility of slides/communication (aligned to the universal design for learning via font of the slides) should meet criteria for public viewing.
 - The district emails are text heavy.
 - Can the information be broken out to specific areas such as the gym project?
 - The surveys are excessive and preloaded with the answers you want to get. The way they are scored is preloaded. Surveys are about the language. Semantics is everything. Surveys should be genuine and judiciously used not to preload agendas. Getting the pulse of the users is important but the manner in which they are responded to; what is our response rate?
You can analyze it any way you want. This is called marketing.
Scale within surveys should include neutral option & does not apply option
 - “Pine-Richland does a lot of surveys. Sometimes I don’t feel comfortable with those decisions. Who looks at those?”
 - “When I go to the virtual board meeting link, why do I have to enter this data about my child’s grade level, home address, etc.?”
 - Increase the use of PRTV; it is an underutilized tool. It will reach all of the community. Armstrong Cable abilities should be used to connect to the

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

- communities. Students could prepare and present stories regarding different projects or events at the schools. This could be an example of hands on experience for the students & a great way to reach the broader community.
- Does the district use the Youtube channel? What are the different Youtube channels?
 - Community communication: What rises to the level of a district communication? How much of this information needs to be elevated to the community? Who determines how much we respond to incidents/events?
 - Is there a place where we can go to see where the money comes from and where it goes? (example: where the federal money comes from and goes) Is there a place that it is easy to see where the money is going? (Dana explained the simple chart that could be shared.) As a taxpayer, I would like to know where the money is going. Could there be a specific video that would share this information? A video would help explain more details.
 - As a community member stakeholder (without children in the district), how do I complete a survey? For example: 80% funding comes from the homes and not federal and state
 - “There is a huge disconnect between the community members who are paying the bill.” “Stakeholders should be involved. The district could thank the community members who are contributing to the district. A letter could be distributed with the details.”

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

VIRTUAL TABLE (Dr. Justus, Dr. Kuzilla, and Mr. Stuebener)

Session 1

Session 2

Teaching and Learning

- LT Goal #1 - Questions were asked about SEL as part of the IDPR process. Parents had the opportunity to view in the late fall in regard to resources that were recommended from IDPR which were part of the public review prior to board approval.
- LT Goal #2 - Participants seemed to agree in this area.
- LT Goal #1 - Participants seemed to agree in this area.
- LT Goal #2 - Participants seemed to agree in this area.

Student Progress and Engagement

- LT Goal #1 - Participants seemed to agree in this area.
- LT Goal #2 - Uncertainty in this area was offered as feedback. Tier 1 terminology was identified as confusing so this was clarified. The team discussed that we are not giving surveys to students (STAR - 3x and Satchel Pulse - 2x as screeners with permission). There are some diverse opinions about this goal but it is addressed through the rationale. Feedback was given that language needs to be refined regarding Tier 1. Tier 1, 2, and 3 were clarified again and language also exists regarding this term in the rationale. Examples of how self-management appears in classrooms now was discussed (ie: planners) rooted in standards for CEW, physical education, school counseling 339 plan, and managing stress.
- LT Goal #1 - Participants seemed to agree in this area.
- LT Goal #2 - Participants seemed to agree in this area.

Workforce

- LT Goal #1 - Participants seemed to agree in this area. Participants asked about what causes disengagement or why they may be leaving. This is addressed through exit interviews at this time. We discussed ideas around this area and issues being felt in all industries. One idea that was pointed out was to think about what we're not doing strategically to help bolster the plan. We discussed intentionally pursuing depth not breadth in this plan.
- LT Goal #2 - Participants seemed to agree in this area.
- LT Goal #3 - Participants seemed to agree in this area.
- LT Goal #1 - Participants seemed to agree in this area.
- LT Goal #2 - Participants seemed to agree in this area.
- LT Goal #3 - Participants seemed to agree in this area.

Finance and Operations

- LT Goal #1 - Participants seemed to agree in this area.
- LT Goal #2 - Participants seemed to agree in this area.
- LT Goal #3 - Participants seemed to agree in this area.

PRSD Strategic Plan Town Hall #3 Table Group Notes (1.25.2023)

- LT Goal #1 - One participant noted that while we do run lean as a district, if we want to implement things in the plan, we need to consider more staff so that time can be built to support that. We discussed that class sizes are tremendous compared to many others and enrollment has been stable with increased staffing over the past few years. The example of getting a long-term sub for computers was posted to ensure that the gifted students' needs could be met along with recommendations for their IDPR.
- LT Goal #2 - Participants seemed to agree in this area.
- LT Goal #3 - Participants seemed to agree in this area.

Pursuit of Excellence

- LT Goal #1 - Participants seemed to agree in this area.
- LT Goal #2 - Participants seemed to agree in this area.
- LT Goal #3 - Participants seemed to agree in this area.
- LT Goal #1 - Participants seemed to agree in this area. One participant commented on how well the K-3 buildings are collaborating and very consistent at this time. She noted that the work has been tremendous and this has also helped with the transition to grade four.
- LT Goal #2 - Participants seemed to agree in this area.
- LT Goal #3 - Participants seemed to agree in this area.

Communication

- LT Goal #1 - Participants seemed to agree in this area.
- LT Goal #2 - Participants seemed to agree in this area.
- LT Goal #3 - Participants seemed to agree in this area. A suggestion was made to move up the timeline of parent communication/focus groups up in the plan from the 25-26 school year.

A new community member expressed her satisfaction with PR as she has been in multiple districts across the nation due to her job relocations.

- LT Goal #1 - Participants seemed to agree in this area. One participant commented on communication being too frequent potentially at the high school. (Ex: principal, multiple teachers quarterly at high school). We discussed the high levels of satisfaction indicated about communication in the annual survey. We want to strike a balance with the level of communication and how to find the information. Perceptions were shared about two hour delays and closure communications along with the timing of the calls. We discussed how predictions may sometimes be off with weather and how this category was strategic where the topic of delays and cancellations is more tactical.
- LT Goal #2 - Participants seemed to agree in this area.
- LT Goal #3 - Participants seemed to agree in this area.