

March 10th, 2025



Strategic Planning Board Session #2

Haslett Public Schools
Educational Opportunities for All



Engagement Activity



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

- Review the [“Stars and Wishes”](#) Document from the Task Force Meeting
- Choose one comment that sticks out to you.
- Turn and Talk - share what that comment is and why you chose it.

Agenda/Learning Objectives



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

Our specific learning objectives for this session:

- Identify key patterns and themes that reflect the belief statements of the Haslett District Team.
- Provide feedback to continue to flow of work for next steps with the task force.

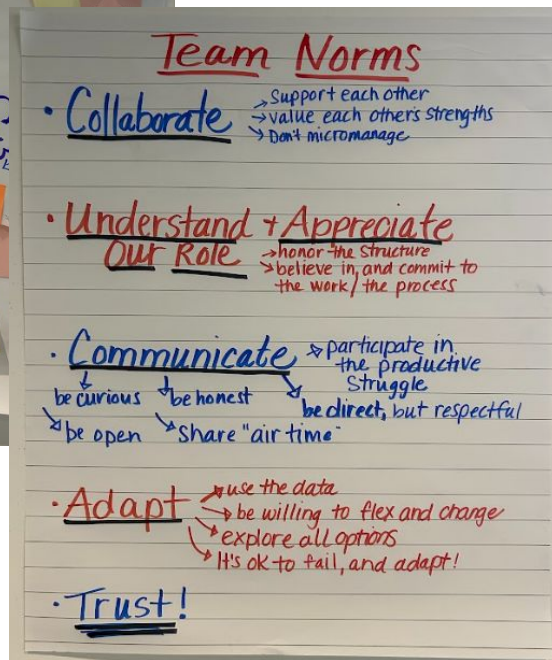
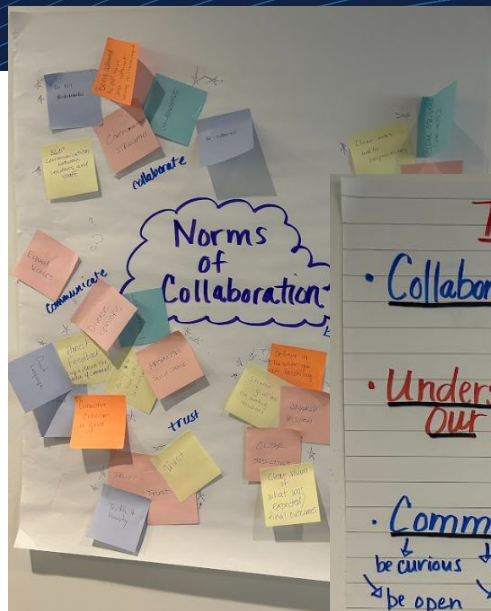
Facilitation Style

Signals
Routines

Norms of Collaboration



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER



Team Norms:

- Collaborate
- Understand and Appreciate Our Role
- Communicate
- Adapt
- Trust

Sentence Stems



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

- Say more about that...
- Here is a related thought...
- Another idea might be...
- An assumption I am exploring is...
- I see it differently...
- Taking it one step further...
- That's surprising, I would have thought...

We believe... The District Team



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

① We believe...

② We believe...

In adaptability + independence

③ We believe...

Communication Skills

↳ liter

quantitative

Collaborative both/and

Empathy

National

problem solving

adapting
critical

④ We believe...

• in the value of the WHOLE child.

- social-emotional
- resilience
- empathy

• Life, Academic, and Collaborative Skills

⑥ We believe...

Students should be...

- critical thinker that problem solve

⑦ We believe...

Students should be...

empathetic,
and ideas,

- critical th

- intrinsically

emotional

foundation
skills.

⑧ We believe...

- Collaboration
- Inclusivity
- Equity
- Critical Thinking
- Sustainability

⑨ We believe...

* Students should be given time and opportunities to build collaboration skills and the ability to work together.

* Students need to learn conflict-resolution and problem solving skills and how to persevere and learn from their mistakes.

* Students should be taught sustainability and schools should model and explain why it's important.

We believe... ThoughtExchange



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

Balancing Empathy and Critical Thinking

Side A

Empathy and Kindness

Many responses emphasize the importance of empathy, kindness, and emotional awareness. These skills are seen as essential for interacting with others, fostering a caring environment, and addressing social and emotional needs. The belief is that these attributes help students form meaningful relationships and contribute positively to society.

Common ground

Collaboration and Communication

Both sides agree on the importance of collaboration and communication. These skills are seen as vital for working with others, sharing diverse perspectives, and achieving common goals. Effective communication and teamwork are essential for both fostering empathy and kindness, as well as enhancing critical thinking and problem-solving abilities.

Side B

Critical Thinking and Problem Solving

A significant number of responses highlight the need for critical thinking and problem-solving skills. These skills are viewed as crucial for students to navigate challenges, make informed decisions, and adapt to a rapidly changing world. The focus is on developing independent, resilient individuals who can think critically and solve problems effectively.

We believe... ThoughtExchange



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

1 Collaboration

Collaboration is a recurring theme mentioned by many participants. It is seen as essential for success in various aspects of life, including education and professional environments. Participants emphasize the importance of working together, learning from one another, and embracing diverse perspectives. The ability to collaborate is perceived as a critical skill that students need to develop to navigate an evolving world. This theme is often linked with communication and empathy, highlighting the interconnectedness of these skills.

[Show references](#)

2 Critical Thinking

Critical thinking is highlighted as a vital skill for students to develop. Participants note that it is necessary for problem-solving and adapting to new challenges. This skill is seen as crucial for students to process information, make informed decisions, and navigate complex situations. The emphasis on critical thinking reflects a desire for students to be independent and capable of handling future uncertainties. It is often mentioned alongside problem-solving and adaptability, indicating its broad applicability.

[Show references](#)

3 Empathy

Empathy is frequently mentioned as an important value in education. Participants believe that fostering empathy will help students interact better with others and create a more inclusive and compassionate society. Empathy is seen as essential for understanding different perspectives and working effectively in diverse groups. This theme is often associated with kindness, emotional awareness, and social responsibility. The focus on empathy reflects a broader desire to cultivate emotional intelligence and interpersonal skills in students.

[Show references](#)

4 Life Skills

Life skills, including financial awareness, independence, and adaptability, are emphasized as crucial for students' success. Participants express concern that these skills are currently lacking in education and need to be strengthened. The ability to navigate real-world challenges, persevere through failures, and maintain resilience is seen as essential for personal and professional growth. This category also includes the importance of lifelong learning and curiosity, highlighting the need for continuous self-improvement. The focus on life skills underscores the importance of preparing students for adulthood beyond academic achievements.

[Show references](#)

5 Whole Child

The concept of addressing the 'whole child' is a recurring theme, emphasizing the need to consider students' social, emotional, and academic needs. Participants believe that focusing on the whole child will lead to better overall development and well-being. This approach is seen as essential for creating a supportive and nurturing educational environment. The emphasis on the whole child reflects a holistic view of education, where academic success is intertwined with emotional and social growth. Participants advocate for a balanced approach that values both academic and personal development.

[Show references](#)

① We believe...

- ALL PEOPLE CAN LEARN
 - EVERYONE IS RESPONSIBLE FOR THEIR PATH,
 - SCHOOLS EXIST TO HELP THEM ALONG THAT PATH
 - STUDENTS NEED A FOUNDATION OF KNOWLEDGE - GOES BEYOND FACTS AND FIGURES
 - PROBLEM-SOLVING
 - CRITICAL THINKING
 - THE WORLD DEMANDS RESPONSIBLE, KIND, RESPECTFUL CITIZENS
- EXPLORATION OF A VARIETY OF CURRICULUM/ACTIVITIES ESSENTIAL FOR FINDING PATH
- THERE ARE A SET OF FOUNDATIONAL SKILLS THAT NEED TO BE CONSIDERED ESSENTIAL "CURRICULUM":
- EX: COMMUNICATION, COLLABORATION, TECHNOLOGY, PROBLEM-SOLVING

② We believe...

- * Collaboration - both as leader + a team member
- * critical thinking & analytical reasoning skills
- * math skills "for life" / quantitative literacy
- * self awareness/agency/efficacy
- * Strong communication skills
- * have regional, national, + global awareness.
- * appreciation + understanding of STEM
- * Financial Knowledge (Investments, Savings, Planning)

③ We believe...

STUDENTS SHOULD:

- STUDENTS SHOULD BE ABLE READ, WRITE, & COMMUNICATE EFFECTIVELY WITH OTHERS
- USE COMMON SENSE, CRITICAL THINKING, AND EMOTIONAL INTELLIGENCE IN ORDER TO CONTRIBUTE TO SOCIETY IN A POSITIVE WAY
- ~~ADD~~ POSSESS THE DRIVE & SELF CONFIDENCE TO ~~ADD~~ OVERCOME OBSTACLES, MOVE FORWARD, AND INSPIRE OTHERS (RESILIENT)
- STUDENTS SHOULD BE SOCIALLY AWARE AND ACCEPTING OF ALL IN ORDER TO BUILD LASTING & MEANINGFUL RELATIONSHIPS.

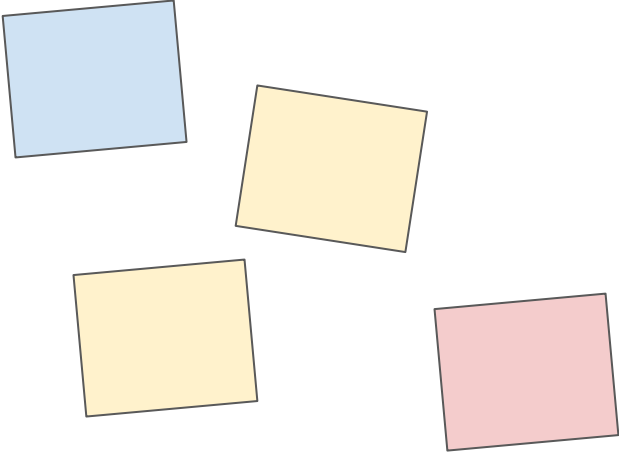
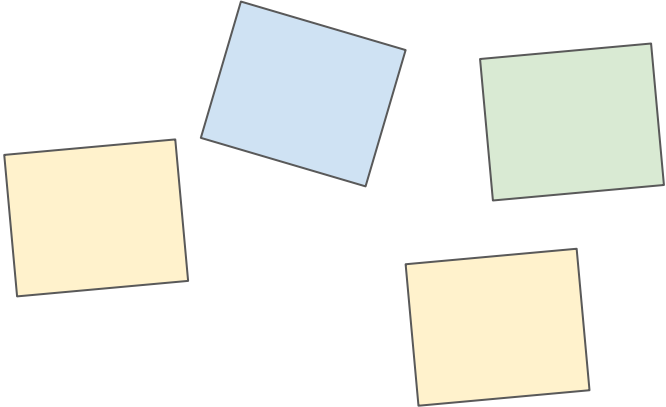
One idea per sticky note:

- What resonates with you?
- What more do you want to know?

Collecting your thoughts...



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

What resonates with you?	What more do you want to know?
	

Sentence Stems



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

- Say more about that...
- Here is a related thought...
- Another idea might be...
- An assumption I am exploring is...
- I see it differently...
- Taking it one step further...
- That's surprising, I would have thought...

Closing Activity



IMAGINE 2030
DESIGNING THE FUTURE TOGETHER

Round Table:

Based on the belief statements and your reflections...

Craft and share one question for the Task Force to explore. Be specific.



IMAGINE 2030

DESIGNING THE FUTURE TOGETHER

