

| Timestamp          | Table # | What is the topic your table is discussing (found under the group picture on your phone screen)? | What makes this a priority?   | What are some recommendations for the school board related to this priority?  | What are the obstacles or challenges that might need to be considered?   | Your topic may not be what your group thinks D38 should ultimately be focusing on. If applicable, what do you think D38 should prioritize?  |
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| 1/27/2020 19:39:04 | 4       | More teachers/smaller classes - Teachers to be more effective                                    | <ul style="list-style-type: none"> <li>-Safety due to overcrowded classrooms (manufacturing, advanced woodworking, theatre tech classes)</li> <li>-Improve student relationships by reducing student to teacher ratios</li> <li>--When we can't make a connection we can't identify mental/emotional health issues when they arise</li> <li>-Hard to get to know students when you have 175+ on your case load each semester</li> <li>-Hard to give effective feedback within time constraints</li> <li>-Give equitable feedback to all students not just the top and bottom</li> <li>-As a form of teacher retention and attraction</li> </ul> | <ul style="list-style-type: none"> <li>-Get us some elementary schools</li> <li>-Money - MLO's and Bond Issues</li> <li>-Describe the process of why we have these needs</li> <li>--A Day In The Life video (student, teacher, administrator) - through the lived experiences of these individuals</li> <li>-Ensure that all the facts (salary, growth, building) are really accessible to community</li> </ul>   | -Outreach to those voting no on MLO's and Bond Issues  | Everything seemed to be tied together. Smaller classes requires more teachers and more space.   |
| 1/27/2020 19:46:23 | 2       | Comprehensive mental health services   | Students have unmet social/emotional needs. If our students are not in a positive emotional place, then they are not ready to perform academically.   | <ol style="list-style-type: none"> <li>1. Create model for mental health services delivery.</li> <li>2. Appropriate staffing for mental health.</li> <li>3. Vertically and horizontally aligned K-12 social/emotional programming.</li> <li>4. Professional learning for teaching staff.</li> <li>5. Outreach - parent and community education and resources with initial focus on elementary (upstream education).</li> <li>6. Evaluate procedure and policy - really, just to have some shared agreements - a handbook.</li> <li>7. Re-examining roles and responsibilities of current counseling staff.</li> </ol> | Funding; community ownership; social stigma related to mental health; how to collaborate effectively with parents and community to see benefits of mental health programming; staff expertise and attracting talent; shortage of mental health providers in education; balance social/emotional with academics - logistics and school schedules; increased ACEs. | How can we combine efforts to make social/emotional learning part of our practices so we can best balance academics and wellness? We need simple messaging. This issue is also very dependent on the priority to compensate staff adequately in order to attract and retain talent. We also think middle school(s) with 6-8 programming should be a priority. |
| 1/27/2020 19:54:22 | 3       | middle school crowding   | It's affecting the academic and mental health of current middle school students. Safety and security issues around the modulars. Class size is too big, worried it will lose the high standards in education. As the veteran staff ages out may not be able to attract quality teachers. Better with 6th, 7th and 8th in middle school. Mental health and anxiety.  | Create a 7th, 8th 9th grade school. Get rid of teaming.   | Space, possible redistricting for elementary, bringing high schools together again, staffing, recruiting and maintaining highest level teachers.   | staffing, recruiting and retaining.   |