

Marysville School District Dream Big 2.0

Comments and Ideas from Community, Staff and Students

The following suggested actions to strengthen our schools and ideas to inform upcoming decisions about secondary schools were generously shared by parents, staff, and students at the April 21, 2018 and May 15, 2018 Dream Big 2.0 community meetings. These meetings were one part of a five-pronged community engagement effort which included: polling, interviews and focus groups, a survey for the whole community, a survey of District staff, and these meetings (which were attended by an estimated 200 - 250 students, families and staff as well as School District leadership).

Meeting Purpose and Process. Meeting participants were asked to help the School District in two ways:

- To share ideas about next steps in six issue areas as the District considers its *Strategic Directions*. Participants prioritized actions by placing five dots on the actions they thought would achieve the biggest difference the soonest.
- To provide advice about how to weigh the complex factors involved in upcoming secondary school decisions.

The issues discussed at the meeting were some of the big issues raised by the school community, Marysville, and the Tulalip Tribes in earlier phases of the community engagement process. Two short papers summarizing themes from the earlier community engagement and discussion questions for the meeting were given to all participants.

- The *Community Engagement Themes: What We Heard* document was distributed at the meeting and can be found online [here](#).
- A paper titled, "Working Together to Strengthen Our Schools," presented issues, sample actions that could be taken, and discussion questions. It can be found online [here](#).

Meeting Notes. The ideas offered by everyone who attended Dream Big 2.0 are included below. Ideas about a topic are grouped together so that readers can easily see all comments made for each area. For example, all ideas offered about Getchell and SLCs are in Section II, *Secondary Schools*. All ideas about career and technical education are in Section I, *Building Career Awareness and Pathways to College and to the Trades*.

Section I. The six issues are organized in the goal areas of the Marysville School District's current *Strategic Directions* document. Ideas for other actions follow the six issue areas.

- A. STRENGTHENING PARENT ENGAGEMENT
- B. IMPROVING AND MAINTAINING OUR FACILITIES
- C. BOLSTERING PHYSICAL AND EMOTIONAL SAFETY
- D. IMPROVING SCHOOL CULTURE AND STUDENT SUCCESS
- E. BUILDING CAREER AWARENESS AND PATHWAYS TO COLLEGE AND TO THE TRADES
- F. ENHANCING COMMUNICATION

Section II. This section contains comments and advice about secondary schools. Where comments about secondary schools (such as special education and advanced level courses) also relate to questions about *Strategic Directions* questions (such as "improving school culture and student success"), they have been moved to the related *Strategic Directions* section so that readers can easily see all comments made.

Within each issue area and subsection, the ideas that were prioritized the highest (those that received the most "dots") are listed first, followed by other comments that are not in priority order.

Section I: Marysville School District Strategic Directions

Engaging Our Community

A. **STRENGTHENING PARENT ENGAGEMENT** – We heard parents want to engage more with their child’s education and school.

QUESTIONS

1. *What are the most important things schools can do to make the biggest difference the soonest to better partner with parents to advance each child’s education?*
2. *What can parents, staff, and community do to help the District achieve this?*

Notes

1. Methods and Focus (72)
 - a. Engage families virtually and through social media (11)
 - Create virtual/electronic parent involvement opportunities (such as scheduled webinars or virtual advisory committees that can either be scheduled via ZOOM) or make virtual attendance possible at existing meetings. This should be available via computer or a smartphone to foster equity. (4)
 - Create an interactive social media platform where teachers and parents can share ideas, concerns, struggles and victories. (3)
 - It’s time each school has its own social media. I’m sure there are great things happening at school. (1)
 - b. Teachers should call parents when a student is behind or struggling. (8)
 - My child went 20 days without turning in his math work and his teacher never contacted me. I contacted him and he had no plan on how to help get my son caught up. This was not helpful. (4)
 - c. Parents are involved at elementary and middle school. But when it comes to high school, parents’ involvement decreases. Find ways to generate parent encouragement at high school. (6)
 - d. Support children with LGBTQ concerns, regardless of family/cultural beliefs. (5)
 - Parent engagement for LGBTQ people is extremely critical to their physical, mental, emotional, and spiritual health. Home is where we should feel the safest, the most accepted. Parents: Pay attention to signs of fear about coming out or feeling unaccepted. “Don’t say “Are you a guy?” just say “I know and I love you.” (2)
 - e. Parents need to reach out, pay attention and make sure they do what they can to promote and protect their child’s physical, mental, emotional and spiritual health. Especially for LGBTQ youth and the two-spirit community. (4)
 - f. Special needs parents’ meetings and access to information and resources. (4)
 - g. Fund more evening experiences (such as math nights and science fairs) for parents at schools. Keep at it- it may take time. (4)
 - Family math night, science night, literacy night are good family engagement events, especially for parents that want help for their student(s) success. (3)
 - h. Have teachers could let parents know what parents can do to support teachers in the classroom. (4)
 - i. Teach parents how to use the tools and curriculum. (4)
 - Do this in evenings with parents. (2)
 - Provide resources for parents regarding homework packets, and ways they can help their child build confidence, especially before testing. (2)
 - j. Teachers should ask parents directly to volunteer- especially if the student is struggling. (3)
 - k. More and better communication in multiple ways and the time and resources to do this. (2)

- l. Strengthen Parent Engagement- Vietnamese parents work hard. Some don't read very much English. So, that I suggest calling each family to explain what is going on in school. What are their benefits? (2)
 - m. It would be great to arrange a mono-cultural parents- teachers meeting (e.g., Russian-speaking parents meet with counselors using interpretation services). Better inform LEP parents about interpretation services. Many parents avoid asking questions if their English skill is not high. Maybe send e-mails or text messages instead. (2)
 - n. Make [ClassDOJO](#) (an app to connect teachers with students and parents) standard. 3rd and 4th grade teachers have used this app to communicate on non-emergent issues. (2)
 - o. Have coffee mornings with the principal staff especially in high schools and middle schools where parents feel excluded. Advertise more. Engage in more communication with parents through newsletters and daily bulletins accessible to families. (2)
 - p. Require parent involvement in all grades to support student achievement and well-being. (2)
 - q. More opportunities for parents to participate at schools. (1)
 - r. Make a safe place for Spanish language speakers to create open conversations where parents can talk with teachers. (1)
 - s. Recruit parent advisors. (1)
 - t. I don't know if there is a Native PTSA or parent group- advertise through district visiting schools. (1)
 - u. Acknowledge diversity, honor uniqueness, engage staff in new trends. It starts with them. (1)
 - v. All schools could host parent/staff forums (5 per year) to discuss issues, brainstorm ideas, and be aware of each person's role in the solutions. (1)
 - w. Make parental involvement at all grades a requirement. (1)
 - Strengthening parent engagement- Mandate parents to engage. I feel like parents are so disengaged. Which in turn, causes the children to be disengaged. Promote parenting class and communication/parent involvement.
 - x. Parents don't join committees because they think it is a waste of time and changes are not made.
 - I was on the Parent Advisory Committee, but I stepped down because I felt that I was not heard, and my opinions were not valued.
 - y. Institute the dual capacity framework in which families are deeply engaged rather than at the surface level (i.e., does every building leadership team have true family involvement?)
 - z. By using data that inform and change instruction, you can be strategic in knowing what parents can help with. For example: Help readers at level D get parent support by providing materials to help move students to the next level.
 - aa. High schools should send out bi-weekly progress reports. If a student has not turned in work for 2 days, an email alert should be sent to parents immediately. Don't rely on Skyward as an update.
 - bb. Great teachers already give me great feedback about my child!
2. Welcoming
- a. Extend personal invitations (and outreach) to all or go to them. (17)
 - Get parents to participate in the classroom by inviting them to help. Personally reach out to them. Insecurities run deep in all of us. (4)
 - E-mail and text messages to parents is the best way to get information directly to parents. Skyward is not user-friendly. We need a class to teach parents. (2)
 - Quit e-mailing! Give families the option to get phone calls, texts, or send papers home. (2)
 - Communication by written letter isn't as effective as verbal communication that isn't an automated message. (1)

- Take into consideration the family culture/dynamics of special needs students when communicating. Information in a timely manner, and a phone call (or text) are preferred. We are busy families! (1)
 - MMS (Marysville Middle School) teachers should e-mail parents directly and not liaisons. There needs to be consistent and current communication with parents. (1)
 - When the schools do not acknowledge families or students, they each automatically feel that they do not matter. Therefore, they don't participate in school events, PTA, P.A.C... If your child is in special education, you already feel different. It doesn't help when your child doesn't get to be involved in assemblies or field trips. So acceptance needs to start somewhere. Especially if you fight for general education time and the teacher isn't inviting or wanting to get to know the parent or child because the child is in class for 20-30 minutes. (10)
- b. Have more welcoming staff (6)
- Front-line staff need to be compassionate, encouraging, approachable, and empathic toward students and families coming into buildings. (2)
 - Ask the front desk staff of Totem Middle School to be more welcoming. (2)
 - Have more welcoming staff including front office staff. Encourage high school and middle school staff to ask for parent's involvement. As a parent with a high school student, I don't know how to get involved. (1)
 - Marysville School District employees should NEVER be annoyed to communicate with a parent.
- c. Improve welcoming and involvement opportunities for freshmen. Mine feels lonely. (1)
- d. Have open communication. Make parents and families feel welcome in schools. (1)
- e. Welcome/invite parents to groups and events.
- f. Make it fun - then parents will get involved with their kids.
- g. Staff representatives who engage families need to make these opportunities comfortable for all parents. Events should feel inclusive, presentations should be understandable, translation and interpretation should be available. Parents should feel safe and able to talk.
- h. Have teachers visit parents in their homes or other places that parents might prefer so that they can develop a relationship with the teachers.

B. IMPROVING AND MAINTAINING OUR FACILITIES – We heard our school buildings and campuses need to be better maintained, improved and beautified. Most think new schools are needed, but not everyone thinks this is a priority.

QUESTIONS

1. *What are the most important things schools and the community can do to make the biggest difference in making sure that our schools create better learning environments and make us proud?*

Notes

1. Maintenance

- a. Keep up the maintenance - don't let schools get rundown. (13)
- Improving and maintaining our facility- This protects the school from kids who disrespect the school through vandalism. But something needs to be done after the beautification. (3)
 - Make our schools look better on a daily basis. This can't be forgotten. It is sad how much garbage can be picked up in the parking lots! The kids notice this and appreciate this. These are little things. We

- can all help make space for an afterschool library or other after school activities. There is no place for kids to go after school! (3)
- Exterior appearance of buildings is very important to the community, to visitors and the general feeling about the School District. Immediately allocate more funds to painting, landscaping, and general exteriors. (2)
- b. Community members would be happy to volunteer, but someone needs to organize it. (11)
 - Call for community beautification for MPHS using Facebook and phone calls. (3)
 - Kids care about the planet. Why can't our kids recycle? The blue bins do not get recycled. (2)
 - Ask for volunteers. I remember volunteers painting and planting, etc. at schools in the past. (1)
 - Have a community business adopt a school. (1)
 - Make a seamless process to get volunteers "certified" to work on the facilities.
 - Organize monthly work groups during which community members, students, and staff work together on a beautification project at the schools.
 - c. Expect, motivate, and teach respect for school property. Kids don't have to litter and damage. Why not invest time in the beginning and get better citizens for life, plus savings on maintenance? Make students responsible for cleaning campuses, trash clean up, cleaning classrooms, etc. This will instill pride and help them take ownership and responsibility. (9)
 - d. Use current funds to take care of the current facilities, if you want the funds to build more schools. (5)
 - e. MP classrooms are very uncomfortable too cold/too hot. Improve outside of MP update. (4)
 - f. Exterior appearance of buildings is very important to the community, to visitors and the general feeling about the School District. Immediately allocate more funds to painting, landscaping, and general exteriors. (2)
 - g. The schools aren't properly maintained. Some are falling apart. This upsets taxpayers when you ask for more money. It upsets parents to send their children to rundown schools. Maintain what you have better before asking for more funds. (1)
 - h. This is an overblown concern. Some great learning is done in poor areas with bad buildings. Improve learning and the buildings will come. I never cared about my building and few kids would if their parents didn't bring it up.
 - i. Do some of the quick and easy things now. Repair the blinds so they don't look shabby. Pressure wash the concrete to brighten the school. Paint the classrooms that have become multicolored.
 - j. Paint the buildings. Have an interior design company suggest new wall colors for hallways and classrooms to help foster student learning.
 - k. Update the entire MMS building.
 - l. Plant some trees. Marysville Middle School is bare.
 - m. The community thinks our schools are poor and some look it. MP throws garbage in the back lot, that doesn't instill pride.
 - n. Improve traffic flow at MPHS, I drive my child to and from school and gets frustrating.
 - o. Improve classroom temperature.
 - Classrooms should be cool during the spring/summer and warm during the fall/winter.
 - Conduct a survey about what or how children feel working in a cold classroom and/or hot environment. Take children into consideration with temperature settings. I also think that the laws of the energy code need to meet the needs of the children and not just the environment.
 - Install better water fountains and A/C for the summer time.

2. Sports, Recreation and Recess

- a. We need track and field at A & T, 10th, and Heritage, etc. We need more comfortable classrooms with air conditioning for summer classes. (2)
- b. The Marysville Pilchuck swimming pool needs to be upgraded. Please do not make any more threats to close the pool the next time it breaks down.
- c. Improve the Marysville Pilchuck baseball fields. (1)
- d. Put more emphasis on elementary school fields and playground equipment. Most are now mostly dirt. Grass is important for children to play upon. (1)
- e. Our playfields need attention. They are many citizens' first and only contact with our schools.
- f. Build covered areas outside at schools that do not have them (elementary). The time and labor to run indoor recess must offset the cost of building covered areas. It also gives the teachers more options.

3. New Facilities

- a. MMS is overcrowded, the hallways and lunch room are over populated. MSD needs another middle school or shift K-6th Grade, 7-8 middle, 9-12 high school. (4)
- b. Create a great sports field for youth sports that families can use and be proud of. (4)
- c. Improve the classroom sizes because as a student, it can be irritating when there isn't room for students to sit. (3)
- d. Within our community, show we care. (3)
- e. Build a Marysville Aquatics Center something like what Snohomish has. Ideally have a 50-meter, 12-lane racing pool with banquet and birthday facilities. Partner with the Parks Department. (2)
- f. We need more comfortable classrooms with air conditioning for summer classes. (2)
- g. Replace buildings that are too expensive to renovate. (1)
- h. Work on the relationship with the community and deliver a compelling reason why we need new buildings. (1)
- i. I believe it is a great idea to build more middle and high school services. The Marysville communities are growing so fast and more new houses are being built in the district so it is important to build more schools so that we have good learning environments for our children. Classrooms are too crowded now.
- j. Build a four-field youth baseball/softball park like Everett's Phil Johnson Park with turf infield and grass outfield (at Cedarcrest?). Include lights, bathrooms, concessions and a public-address system. (Partner with the Parks Department?)
- k. Plan now for when you can build schools.
- l. The community should step up to pay for bonds to build new and much needed schools.
- m. Don't do any larger bonds, they just fail. Instead do smaller bonds for one or two schools at a time.
- n. Build an additional middle school. The north end would be an ideal location.
- o. Close Totem Middle School!
- p. Raise funds!
- q. Make municipal bonds available to the community for education.
- r. Use a PR Firm to try and change SD opinion of our schools. TRY- Don't just do another levy vote it will not work.

4. Energy Saving

- a. Go green! Have solar backup generators. They are great for the environment and an excellent educational value for students. (1)
- b. Continue to use and increase the number of solar panels on District buildings. Sell excess energy to the Public Utility District in the summer.
- c. Use heat pumps to reduce energy costs.

Inspiring Our Students

C. BOLSTERING PHYSICAL AND EMOTIONAL SAFETY – We heard more needs to be done to help students feel safe, physically and emotionally (mutual respect, cultural awareness, bullying).

QUESTIONS

1. *What are the most important actions that the District can make to bolster physical and emotional safety?*
2. *How can we all work together to help students feel physically and emotionally safe?*

Notes

1. Overall

- a. School is a place that all young people, all students, all faculty; all staff should feel safe and healthy. The LGBTQ community has faced turmoil physically, mentally, emotionally, spiritually for decades. Promoting tolerance; anti-bullying for all (especially LGBTQ members) is critical for success, health and safety. (23)
 - Find ways to create an atmosphere that feels safe not only culturally, but also for children who are discovering they may be gay/bisexual. (12)
 - If someone goes to the bathroom don't say that it's the wrong one because of how they look. (5)
 - Create a support group for LGBTQ kids. (3)
 - Traditionally our people were very accepting of LGBTQ people. They even revered us, promoted us as two-spirits to rules in the Tribe that helped everyone. This part of our culture is directly correlated to social health and student success. (2)
- b. Respect begins at home. (6)
 - Social acceptance is very powerful and critical for student success. This starts at home. Parents need to teach their children to be tolerant. Tolerance is a modern idea. Schools were not required to promote/ protect this until recently. This has plagued the LGBTQ community for decades (4)
- c. Create District-wide expectations and benchmarks (5)
 - We need stricter District-wide discipline plans for students who make other students and staff feel unsafe. (3)
 - Create District-wide expectation on how we treat students! It is unacceptable for adults to treat students with disregard of their spirit. (1)
 - Create social-emotional learning and behavior benchmarks. (1)
- d. Marysville Middle School lunch is insane. The students do not feel safe in the cafeteria as it loud and crazy. They need more areas for kids to eat. (4)
- e. Implement regular use of class meetings to help student's problems-solve and support each other. This empowers students to take ownership of class climate and culture. (2)
- f. Speak up on these issues with all students and staff (don't ignore them). (2)
- g. Hold assembly's about privilege, diversity, and cultural competence- Have guest speakers. (1)
- h. Address drug issues and use in the schools. (2)
- i. Initiate better communication for us students who have mood disorders. Make sure everyone can recognize the symptoms of these disorders. (1)
- j. Follow through from the HIB reporting so that it is transparent to everyone from the person who reports all the way to the Board and the Superintendent. (1)
- k. Accept kids with challenges. (1)

- l. Words from my 8th grade son, who is Native Alaskan. “Students call teachers racist when the teachers are not being racist. But it is easy for that student to say it. But it is not true, it is a lie.” He says this happens all day long. He feels bad for teachers. (1)
- m. This should include social health safety. Social acceptance is directly correlated to health, safety, mental and physical. (1)
- n. Student peers should be encouraged to help one another when in other students need of help- I also think parents should be involved in schools- especially about bullying.
- o. Ask staff/teachers to have more compassion and flexibility for feminine hygiene situations.
- p. Base efforts around teaching tolerance on [Zaretta Hammond’s](#) work.

2. Bullying

- a. There needs to be better communication to parents of when students get bullied or physically abused, by general education or peers especially when child is in special education. Sometimes it feels that general education students have more rights than special education. If kids in special education do something like push or even look away from the teacher, they are documented as negative. But it is alright if a general education kid does it. Standards and requirements need to be the same and/or modified. Please do not punish children or hold them back. (15)
- b. Protect individuals with special needs. Report bullying to parents as soon as it happens so that it is not repeated. All children need the same respect and dignity as others. There needs to be a better system to protect students from bullying. (9)
- c. Provide gender neutral curriculum for the K-3 grades. The biggest bullying incident with my son with long hair was between K-2. Children should be taught to not label as “girl” things and “boy” things. (8)
- d. Teachers and people should be more aware of what happens around school. Sometimes there is bullying or harassment of other students when no one is looking. There should be more security officers and security cameras around the campuses. Many things happen that make students not want to go to school. In my opinion as a student of color, it usually happens to people of color. (5)
- e. Substantially boost education around cyber-bullying, cyber-shaming, etc. Don’t just teach, provide anonymous outlets. (3)
- f. Marysville Middle School needs to support those who have been bullied emotionally –mentally. (1)
- g. Really have zero tolerance when it comes to bullying, harassment, and to kids and staff. (1)
- h. Bullying has always been a problem since middle school. The elementary school that my children went to handled it better than middle school. It is ignored at Totem and at Marysville Pilchuck, in my opinion. There is also bullying at bus stops. I feel that the district talks about this but does not act on it. A teacher should never leave a class of kids without an adult to supervise for one thing. I have heard that some reports to the teacher were not passed on to the office.
- i. Have recess teachers reduce aggression among students by paying more attention during recess to what is happening.

3. Emotional Safety

- a. Provide more staffing and counselling services (22)
 - Separate mental health counseling and guidance counseling. There are so many high school students that need mental health counseling. Guidance counselors must do a ton of scheduling, testing, and career and college planning. They do not have time for mental health counseling. These should be two separate positions that work together from 9th through 12th grade. (7)
 - Ensure programs are properly staffed (e.g., behavior, special education). (6)
 - Increase counselors in each school. Allow them to focus on social and emotional well-being. Allow them to stay with a group of students throughout their school career so that they get to really know the students. (4)

- Staff need to feel safe as well as students. The District should have on-site people to handle discipline issues. (3)
 - Create an environment of safety by providing mental and emotional support and having teachers teach in ways that promote well-being. (1)
 - Have more counselors in the schools! (1)
 - You are doing great with counseling! Keep it up!
 - Offer counseling and more bullying assemblies.
 - More adult supervision and resources are needed for students to go for help if they are having issues.
- b. Provide school-based mental health support. Provide [Trauma Informed Care](#) training school wide/community wide and develop student mentors. (17)
- Teachers, staff should be trained on trauma-informed practices. We could also develop student mentors that learn and become peer mentors to younger students. (8)
 - Every staff person should be trained in trauma-informed practices. (6)
 - Let's take mental health seriously. We need more services and options in this area. (1)
- c. Provide professional development for staff. (8)
- Emotional safety requires skills such as social regulation that need to be taught. Include helping students understand how to manage emotions and differing ideas. Talk with staff at all grade levels to ask what support they need to teach these skills. Security will be less of a concern if the emotional safety is there. (3)
 - Professional development of all staff on how to treat kids. Social emotional culturally responsive strategies. (2)
 - Educate teachers/staff on whole child- social emotional well-being. (2)
 - Teachers need to help teach lagging skills. They need to know that some students have lagging skills (i.e., social emotional). (1)
 - Educate teachers about Tulalip culture and native culture to allow them to integrate it into classrooms.
 - Train security staff to work with youth to build relationships.
- d. Students need to feel safe. (6)
- e. Find a way to improve behavior in middle school classrooms. Kids do not feel safe and they aren't learning. (6)
- f. Address emotional safety, mental health and social well-being (5)
- Offer emotional support groups/counseling. Gather groups where kids bond together and talk about hard issues. (2)
 - We need to take social and emotional education seriously. We are lacking in this area. (1)
 - Help students cope with stress and frustration at school. (1)
 - Teach students empathy, honesty, and compassion and how their behavior affects others. A UW study showed that this works far better than "DARE" in promoting positive behavior. (1)
 - Teach emotional/mental well-being.
- g. Encourage teachers to develop deep relationships with students so that they can support their students when they are stressed out Provide extensive staff training that works on fostering trust within every classroom so that we can see all students as human beings deserving respect and dignity. Many do this individually, but we need to do it school-wide.
- h. Provide an anonymous "hotline" or text option for students to speak up when they are too scared to go to the office or to a counselor.

- i. Watch the transitions from 5th to 6th grade and from 8th to 9th grade. Focus on making incoming students feel welcome.
 - j. [Challenge Day](#)- Look it up, it worked great at LHS.
4. Physical Safety
- a. Improve high school security, allow less bullying, work on behavior/ harassment, and safety and respecting rules. (7)
 - b. Increase security by increasing security cameras and resource officers/adults placed at obvious stations to greet and observe students and so that they can check in if they are concerned. (9)
 - Secure more security systems to catch vandalism. (2)
 - Place metal detectors at school entrances. (3)
 - More security systems to catch vandalism. Hold the parent/children accountable. (2)
 - c. Establish comprehensive, communicated, and practiced inter-agency emergency preparedness response and recovery plans that include man-made and natural disasters. (5)
 - d. We need lockers for students. My child's backpack is ¼ of his weight. (3)
 - e. Security cameras and lighting will not improve security for children in school during open hours. (1) Lock all doors- cost effective. 2.) Monitor entrance (main) 3.) Never allow just anyone to access school property. Prevention is the key for the protection. Overreaction is not the key to protection. (1)
 - f. Copy the Lake Stevens risk, watch, safety protocol. (Fire fighters, police and K-9 come to teach monthly safety, build community awareness, and engage with those who also support us.) (1)
 - g. Do monthly lockdown drills in each period. Monthly drills can improve organization at the school. They also help new students and students with new schedules. This will reduce the pressure of not knowing the procedure of drills in various classes. (1)
 - h. What are safety plans for classes in modular buildings? Especially when they are cut off from the main building. (1)
 - i. Do fire drills indoors. Do not make people targets when they are leaving the building.
 - j. MGHS has 2-3 buildings with empty front offices/desks. This doesn't promote safety and feeling safe for students or for parents. Those desks should be filled with a teacher that doesn't have class during that period, a parent volunteer, or other school personnel.
 - k. Do not have any more open campuses like Marysville Pilchuck.

D. IMPROVING SCHOOL CULTURE AND STUDENT SUCCESS – We heard some students do not feel encouraged to do their best and that attendance needs to be improved.

QUESTIONS

1. *What are the most important things schools can do to make the biggest difference in welcoming and supporting the learning of all students, so we see improvements quickly?*
2. *How can parents, staff, and the community work together to create a culture of mutual respect, kindness and high expectations that supports the learning and development of youth in our community?*

NOTES

1. Overall

- a. Schools needs to get to know parents and families. My child spent 5 years at a school and I cannot tell you the names of the counselors, or other staff members. Besides those who show up to the IEP meetings, more liaisons are needed at schools. It is not fair that there is a school where a liaison comes once a month. She is really nice, but it would be beneficial if she could come more. (8)
- b. Offer more support to those that are quiet and might need help but are too scared to admit it. (8)
- c. I think that Marysville School’s should have longer lunches. (8)
- d. Encourage students to socialize and to be more mature and responsible. Do not allow social media. Do not allow anyone to bring weapons to school (firearms and knives). (5)
- e. Consider the quarter system versus semesters to ease Core 24 pressures. (3)
 - Develop a better student-centered schedule based on the quarter system

Suggested Student-Centered Quarter-Based Education Schedule	
Monday - Thursday	Friday
1 st period	2 hr-7 th period (Retrieval, Advance, AVID, etc.)
	Advisory, Naviance, Assembly
	Lunch
	Leadership, Study Hall, Life Skills, Student Center Project
6 th period	
After School Activities	After School Activities

- f. Make the transition from different levels of education easier on every student (celebrate and encourage each individual). (4)
- g. Have more fun activities. (3)
- h. Chromebooks are a blessing and a curse. They are great for technology but the District needs to educate parents about how to really use this tool. Think about how to monitor the tool. (2)
- i. Children need to have more respect for teachers- How can parents in the community help with children that have hearing difficulties, challenges focusing, or another issue. How can peers of students help? (2)
- j. Improving school culture and student success begins at home. My 8th grade son, tells me that a lot of kids say, “It’s OK, my mom and dad don’t care.” Education is a student, parent, teachers and community effort. Everyone needs to care. (1)
- k. Co-create schools with all people represented at the table and genuine respect for value of their knowledge. (1)
- l. The staff and students should be more welcoming of new students and new staff. New people don’t think that anyone likes them. (1)

- m. I am a parent who had a child who's graduated from Marysville School District. I hope our system will be able to compete with private schools if not be even better. (1)
- n. Provide bigger and better school books! (1)
- o. Create counselors that solely focus on academic success (testing, best classes and tech programs). Have these counselors stay with students from the 9th to the 12th grade.
- p. Assess our actions by looking at students and asking: 1.) Are they engaged? 2.) Are they inspired? 3.) Are they empowered? When the answer is "no" we need to change what we are doing.
- q. We need more sports. Our community is large enough to support two high schools, but our high school sports are failing. Why? Our community is failing younger or "select" culture school sports.

2. Cultural Awareness and Respect

- a. There are too many stereotypes, prejudice, discrimination toward children, especially native children and children with disabilities. Teachers and staff need a better understanding of this. They need to be more accepting and able to educate others. It starts at the top. (14)
- b. In order to foster cultural awareness put a priority on hiring more teachers of color. (7)
- c. Update culturally appropriate progressive, and top-notch curriculum. This must include real history of indigenous peoples. (6)
- d. Provide professional development about cultural awareness and having difficult conversations. (7)
 - Provide teacher training about privilege and acknowledge the problem. (5)
 - Partner with a culture consultation group to develop professional development plans. (1)
 - Teachers should take "having difficult conversations" trainings. (1)
- e. Lushootseed should be taught in every school where Spanish and French are taught. (5)
- f. Honor all cultures, hold more multicultural events- food, songs, dance, culture along with booths about programs offered, survey's (bank of computers) combine things so there is more people involved- more education nights about controversial issues. (5)
 - Have different cultural events (e.g., powwows, coastal jams, etc.) honoring cultures in addition to Native Americans. (2)
- g. Support the language of our people. (2)
- h. Teach about cultural awareness and differences but emphasize what makes us the same – why we are one humanity with different expressions. (2)
- i. Help all students understand their culture and where they come from so they can be educated. (1)
- j. Offer more support for native culture and other ethnicities. (It's good, but it can always improve. ☺)
- k. Provide multicultural education throughout the year. Include the history of student cultures in our curriculum. Include Native and Hispanic culture and how people of all cultures contributed to this country. (1)
- l. Marysville School District backed the law for the education of Native American History. Let's put this to use. Make the Tulalip Tribes Lushootseed Department to rotate through grades and expand in the language departments instructors.
- m. Change requirements so that they are more in alignment with homeschool/multisensory learning to keep students engaged. Class is boring. It doesn't honor learning styles and the curriculum is outdated. Consider faculty and staff (and maybe interested parents too) to train an "Accelemt Program" created by Paul Schede that focuses in learning how diverse students learn.
- n. Increase cultural awareness. For example, have a class on race.
- o. Truly answer the question: "What is culture?" Educate on school culture, American culture, regional culture and ethnic culture. Then teach students to embrace all cultures.

- p. Honor the culture of First Nations people of this land while also allowing students to bring their culture into school and curriculum. Move beyond a colonizing Eurocentric methodology of education to one that is inclusive of a multicultural perspective.
- q. The culture issue is difficult when students who are not from the Tribes perceive tribal students to be getting special treatment. Special snacks are given, then these kids brag to others, etc. All students deserve the same opportunities to all services and offerings.

3. Special Education

- a. When there is a shift or change in special education parents need to know ASAP. They need to feel that they are valued and heard. There are too many decisions made without the parents input. They are a part of the team and they should be felt that they are valued. We need more options placed in an environment that is suitable and comfortable for staff. Children need the chance to grown and learn. (16)
- b. People working with students with IEPs need to be a part of the Individual Education Plan (IEP) meetings. This is very important. (8)
- c. Do not underestimate IEP students. Grow their strengths. (6)
- d. Have all the team members at IEP meetings! Follow through on IEP services that are written. (4)
- e. Students with IEP's need to have their own gym time .(4)
- f. We need more special education teachers. (3)
- g. Have special education teachers work closely with parents about how they can help their child's learning. (3)
- h. When making changes to facilities (i.e. parking lots, access points) consider a focus groups of special needs students/parents. (3)
- i. Identify students who have siblings in the district who have high impact special needs and offer them additional support. These families are struggling! (2)
- j. Better special education. (2)
- k. Provide more options for students with special needs. (1)
- l. IEP support based on needs versus an FTE. (1)
- m. All staff need to support SPED staff.
- n. Honor IEPs and learning styles. Recognize that each child is unique and teach towards success. More independent learning teaching to mastering - not just catch up.

4. Supports for Students and Their Behaviors

- a. Offer events for students to get to know their teachers so they feel connected to the school. (5)
- b. Have role models for students of color that they can easily relate to (teachers mentors and professionals, etc. (3)
- c. Teachers being more strength based, nurturing our children. Kids will feel continuously defeated if all they hear is negative. (2)
- d. Teach kids about not bullying. If you see something, do something. (1)
- e. More middle school counseling for kids who are struggling or find themselves off the path.
- f. Foster open communication between staff about student needs and challenges and actions to support students. This will provide more consistency throughout the student day (BIP staff paraprofessionals).

5. School Culture

- a. Use data to determine where the biggest school culture issues are (e.g., school engagement or disproportionality). Then take focused action with SMART goals and follow up to evaluate efficiency. (8)

- b. How do we help teachers restore students' natural confidence as learners and bolster their social-emotional learning? We need to establish socio-cognitive norms such as "pay attention to how you are processing information to arrive at an answer". (3)
 - c. The tone for school culture is set in elementary school. School counselors are a huge resource for this. But they are overwhelmed by crisis intervention. Bring in or partner with social workers to free up counselor time. (1)
 - d. I don't think either the District administration, or the School Board really knows what is going on in the high schools. Principals paint a picture that may not reflect reality. Board members and administration should visit regularly and talk to teachers, custodians, security staff and students with no reprisals for bluntness. (1)
 - e. Teach respect for all.
 - f. Deal with troubled kids out of class. They set the tone for all.
 - g. Elementary schools act as SLCs. But the connection is lost in middle and high school.
6. School Structure and Offerings
- a. Provide more advanced coursework and offerings. (37)
 - Give funding to high school AP/advanced students. Special education gets funding, but advanced kids are left behind and bored because they are not challenged. (19)
 - Increase advanced course offerings for 9th and 10th graders. (10)
 - We need advanced course offerings in middle school and in high school. (7)
 - More higher-level course work at all levels. (More high-cap than just 22 kids per 1000 (?) in grade levels 2 to 5 across the district.) (1)
 - Increase advanced course offerings for all students from 9th -12th grade, whatever is done.
 - b. Every student (Special Education, Advanced Placement, etc.) should have the same choices to Set higher expectations for students at the district level and in each building. Students are there to learn, not sit and do nothing. (19)
 - c. Attendance! Starting in elementary school, emphasize to families that kids need to be in attendance. (9)
 - d. Limit and change class size (9)
 - Limit classroom size, forcing FTE adjustments for contained classrooms [Contained ->10, general education ->25, resource ->15] (6)
 - Plan for open seats in all classrooms. For example, if the cap on contained classrooms is 10 you should have 7 to allow for 3 students to transfer in. (3)
 - e. I grew up in Marysville. I teach in Marysville. My son is in school in Marysville. If things don't change for the 6th to 12th grades (such as student behavior, teacher communication or lack thereof), he won't go to school here. This makes me sad. (8)
 - f. Provide more tutoring (4)
 - Hire more tutors in the middle school and high schools (4)
 - Provide after school tutoring and homework help for students that are behind on reading, math and our courses.
 - Offer tutoring for students- Skyward is never updated.
 - g. Mental health, depression, sex ed., suicide, and addiction should in taught in middle schools and mandatory in high school resiliency. (4)
 - h. MCEP is an amazing program! More of the same! (3)
 - i. More computer, tech, and programming courses to prepare students for 21st century jobs where there is an expectation of prior knowledge of how to use these tools. (3)
 - j. Create electives such as cedar art, drumming and native history/culture. (3)

- k. Offer more college ready classes for AVID students in all levels. (2)
- l. Please tell the state that tribal language counts as 2 years of language for graduation. (2)
- m. Bring back “life” skills classes such as home economics and budgeting. (1)
- n. Think carefully about AVID ([Advanced Placement via Individual Determination](#))
 - If AVID is a middle school goal for all students, this should not take away from other electives. Students will lose motivation to come to school. Enrichment activities are scientifically proven to help students learn successfully.
 - AVID + is impactful in middle school.
 - All kids in all schools could benefit from AVID.
 - AVID is not for everyone. It takes too much of a course commitment. Are there better options?
 - Start AVID in elementary school.
- o. Help 9th graders feel included and part of the team. Make sure they are not overwhelmed. (1)
- p. Students in the Behavioral Intervention Program (BIP): Follow through on consequences.
- q. Inspire citizenship by having all students give back to the community. Initiate community service hours for high schoolers. They could give back to elementary school students. Middle school students could help with campus clean up. Elementary school students could make art for senior citizens, hospitals, etc.
- r. Help 9th graders feel included and part of the team. Make sure they are not overwhelmed. (1)
- s. Invite and welcome all children to field trips and after school activities. Give them a chance to participate. (1)

7. Alignment and Continuity

- a. Why are there struggles and gaps between grade 5 and 6 and grades 8 and 9 (passing rates)? Eliminate the gaps. We need continuity between grades, common expectations, articulation across K-12 and District sponsored collaboration between schools. (5)
- b. Comprehensive, articulated K-12 curriculum for all subjects with differentiation and student focus. Created by teachers. (1)
- c. Create articulation between all grade levels K-12.

8. School Staff

- a. We often talk about school culture for students, but we also need to build a positive culture for our staff. Staff need to feel encouraged to speak up, try new things, fail and try again. (3)
- b. More consequences for staff bullying other staff. (3)
- c. Teachers need to engage students more. (2)
- d. Remember the value and importance of cohesiveness and culture when maintaining a positive school culture. (1)
- e. We need teachers to engage in the little things – from a 6th grader. (1)
- f. Provide inclusion training for all staff.

9. Elementary and Middle Schools

- a. Better high cap options at the middle school level. Kids leave Pinewood and have very few options. So, they stall out and lose interest. (9)
- b. Show families that our middle schools are viable choices. We are losing too many students as they enter middle school. (9)
- c. Implement relationship building at middle schools. (6)
 - Bolster three types of middle school relationships: student-teacher, teacher-parent and parent - teacher. (3)
 - Implement looping middle schools. However, looping does not work if the teacher does not want the relationship. (3)

- d. Strengthen the transition from elementary to middle school from supportive staff. Students and families hope to keep the same good relationships and support. (5)
- e. MMS needs more tutoring more than one day a week. (4)
- f. Kids should be held accountable in middle school. Middle school culture sets the tone for our high schools. (3)
 - Build teacher-student relationships
- g. Hold 8th graders accountable for grades, attendance, and behavior before high school. (3)
- h. We need collaborative afterschool clubs at all middle schools - the problem is transportation. (2)
- i. Marysville School District needs to improve the way they teach middle school students. It's not okay to fail students and keep pushing them though. (2)
- j. Education at each middle school should be standardized. (2)
- k. Middle school with two grades, 8 and 9 is not wise. Keep elementary school through 6th grade and then 7-8 at middle school (1)
- l. Implement District sponsored collaboration between middle schools. (1)
- m. Each middle school should keep their unique identify but have equitable programs. (1)
- n. Offer clubs at all middle schools.
- o. Save our middle schools. Show they are worth attending.

10. High Schools

- a. Marysville Getchell High School needs better counselors who are more engaged with students, and not holding bias against races, so they earn respect from students. MGHS needs to hold high standard for teacher professional, show they care about student success. (3)

Please see *Section II Secondary School Issues* for ideas concerning Marysville Getchell High School and small learning communities.

Preparing Our Graduates

E. BUILDING CAREER AWARENESS AND PATHWAYS TO COLLEGE AND TO THE TRADES – We heard students need to be more aware of careers options early and have more pathways to the trades.

QUESTIONS

1. *What are the most important things schools can do to make the biggest difference in strengthening career awareness starting in elementary school?*
2. *What can we – parents, staff, and the community - do to help build career awareness?*
3. *How can the schools better organize to provide awareness of post-secondary options for students including career awareness, college, and the trades?*

Notes

1. Pathways to the Trades

- a. Create more and better pathways to the trades. College is not an option (or a preference) for all students. (12)
 - Create more and better pathways to the trades and more options for non-college bound students.
 - Create more apprenticeship opportunities.

- Improve and expand vocational and technical courses. Not every child will go to college.
 - Begin career exploration in 8th grade with a visit to a partnering community business, then move into apprenticeship programs modeled like Running Start.
- b. Invite speakers of trades to classrooms! Show the kids what is out there! (5)
 - c. How are you reaching out to parents that are not educated? How are you bringing information to first generation students? Are you partnering with Everett Community College? (1)
 - d. Develop feeder programs, closer partnerships with the trades. Build a learning style of hands on activities. (1)
 - e. Incorporate vocational, hands on/ multisensory learning and partnerships with local organizations. Create collaborative learning environments. (1)

2. Career and Technical Education (CTE)

- a. Provide more career and technical offerings. (11)
 - Provide programming classes in high schools because we live in Washington. (6)
 - High schools need career and technical education, robotics classes and clubs. (3)
 - We need better career and technical education classes such as Microsoft certifications, programming and robotics. (1)
 - Build a premier vocational school – a technical high school not an art school. Do not lose kids to Sno-Isle. Build a program that matches industry needs – one so good that it is the best on the west coast! (1)
 - We need to keep career and technical education offerings through the middle school and high school (coding, PC repair, etc.) We need to have similar offers at all high schools. Students lose interest when there is a gap in the middle level.
 - Can Arts & Tech have the same quality as Sno-Isle? It will help to keep the kids here.
 - Have more collaborative clubs.
- b. Improve CTE options, such as certification in tech at high schools (Microsoft, etc.). This used to exist at Marysville Getchell. Provide programming classes in high schools because we live in Washington. (6)
- c. Be very intentional and upfront about the value of non-college paths to success and employment. (2)
- d. Support the trades, without them there is no need for degrees. (2)
- e. Keep offering technology classes in all schools (elementary) starting in kindergarten. (1)
- f. Establish a localized skill center at one of the high schools so that students don't spend time travelling to Sno-Isle. Sno-Isle has way more students applying than they can accommodate.

3. Career Awareness

- a. There needs to be more communication to all students about what programs are available for students- more access to career counseling, information nights, Naviance. Also, communicate more to families about programs/ what is offered by college/ trade/Sno-Isle. (5)
- b. Translate materials into Spanish. (5)
- c. Communicate with parents about the programs that are available to students early on – especially first-generation students. (4)
- d. Partner with area business and organizations and ask them to help with career awareness. (4)
 - Hold elementary school career fairs with parent sharing jobs and doing a show & tell. (2)
 - Work with [Work Source](#) about career days and options (apprenticeships) fair, and field trips). (1)
- e. Poll parents on their work and invite them to do vocational presentations to students all the way from first to twelfth grade. (3)
- f. Provide more field trips, curriculum in partnership with vocational centers, etc. (2)

- g. Continue support for existing career fair including students of color conference. Bring business and trade schools to a community location in a festival-like atmosphere. (2)
 - h. Provide school counselors to guide students and who follow through. (1)
 - i. Small schools have limited resources to help prepare students to move beyond high school and choose a pathway. Only one career counselor for the district is not enough. (1)
 - j. Give options after the sophomore year for choosing a college or a career route and offer more career routes to reduce dropouts. (1)
 - k. Develop district-wide career curriculum for elementary. (1)
 - l. Project future jobs and growth areas in the community. Create skill center for tribal government/gaming. (1)
 - m. Create more and communicate more about student run community services (such as automotive at MP, the café at Marysville Hr. High, and the computer repair at Arts and Tech).
 - n. Offer classes to help students with career choices. I'm going into the psychology field, but the psychology at MPHS was taken away.
 - o. Bring more people from industry (such as Boeing) in to talk with students beginning in middle school.
 - p. When my children were young, I use to ask my daughters what they want to be when they grew up. I think parents along with teachers should maintain the child's response, rather than telling the children they have 4 years until graduation.
4. College Preparation, Admissions and Scholarships
- a. Provide additional assistance in college admission. Some parents cannot afford to hire college admission professionals. (8)
 - b. Provide scholarships for students who are LGBTQ. (7)
 - c. I have been happy to see college field trips for AVID, but what about non-AVID students? Provide all students the opportunity to visit colleges and encourage pursuit of college. (4)
 - d. Work for college begins in middle school. More focus on importance of studying, organizing time, and mentoring ship should happen in middle school. (3)
 - e. MSD should have curriculum so students graduate college ready. Honor classes shouldn't be the only ones ready for college. (3)
 - f. Offer students in high school help to research colleges or programs that might interest them. Offer support with applying because it can be very intimidating. (3)
 - g. Stop pushing college as the pathway –make it an option. (3)
 - h. Prepare/ teach high school students more about scholarship applications. (1)
5. Students with Special Needs
- a. Needs more options available to special education students, especially when they transition out of high school. 18 to 21 program? Doesn't prepare kids to get jobs after they age out. What happens after 21? We need pathways for them, too. (20)
 - b. Learn to have compassion for the student of special needs/their family. Especially when there is a high impact needs. See their value in society. (4)
 - a. Required classes and elective options need to be balanced for students with special needs. They need to graduate and have vocational options.

Honoring Our Commitments

F. ENHANCING COMMUNICATION – We heard that we need to improve our two-way communication.

QUESTIONS

1. *What are the most important things the District can do to make the biggest difference to strengthen its two-way communication?*
2. *What can parents, staff, and the community do to help the District strengthen its two-way communication?*

Notes

1. Overall Communication

- a. Strengthen communication with the families of students participating in special education (19)
 - Better communication verbally with parents and more sensitivity towards special needs students. (3)
- b. The lack of communication and transparency about actions already taken continues through the years and is frustrating. Don't tell us that SLC's continue while telling students that they do not. (13)
- c. Promoting communication enhancement in the LGBTQ community, among Native communities is critical. If LGBTQ community members are heard and validated there's a lot of perspective that can be brought to the table. (6)
- d. Listen to parents. Try to build a meaningful relationship with them. Try to get to know the family. Make them feel important and valued. Parents notice when staff are friendly to some but fail to recognize or even talk to others. (5)
- e. Start from a point of empathy. Understanding the systemic racism on students of color. (4)
- f. More family engagement activities. (3)
- g. Why doesn't everyone know about the successful co-op program at Marshall? Tout its success as a way to engage more volunteerism. (3)
- h. Teachers should work to build a successful relationship with EACH student and know what their home life is like. (3)
- i. What is the district's plan to connect with its multicultural parents/students/community? Develop the space for communication that allows the multicultural community a space at the table. (2)
- j. Follow through with commitments. (2)
 - There is still not a group to work on the future of Marysville Getchell.
- k. Provide more communication and tell us about changes being considered before you enact them. (2)
- l. How our community responds to our students matters. Words matter. We need to put a construct on shifting behavior. (1)
- m. MCEP does a great job of communicating with parents. (1)
- n. Focus on the good. (1)
- o. Push forward the positive in our District. Silence the naysayers online.
- p. Trumpet success and achievement. There is too much exception reporting. Let us know the good!
- q. It is my impression that the Marysville community is not supportive of its schools. Have you had a conversation with the City Council about how to change this?
- r. We hear more from friends about what is going on at the District than we do from the School District.
- s. There was a huge meeting this time last year about the future of HiCap. I have heard no follow-up since.

- t. We need contact and follow through from teachers (Do teachers need more support from the District?)
- u. There is better communication now than 10 years ago with Skyward Plus.
- v. More and better communication between parents and teachers is needed.
- w. All parties should be honest at all times.
- x. Be engaged, be passionate, be open and build a strong learning community creating vibrancy, teach vibrancy and passion.

2. Communication Processes

- a. Send short e-mails pointing to the website. Include bulleted points and links. (6)
- b. Improve the website. It should be very clean and easy to read and navigate. (3)
 - Think about navigation from a parent perspective and think utility versus flashiness.
 - Provide more complete information about programs (such as HiCap) and engagement opportunities.
 - Engage students in helping to build an improved website. It builds skills and engagement!
- c. Build the District's social media presence. (6)
 - Engage students in building a social media presence. It will build skills and engagement. (1)
 - If it doesn't exist start a Twitter feed and encourage parents to follow. Share interesting as well as urgent news this way. (3)
 - Update social media! MP other schools.... DAILY! Facebook is a good social platform to send out information. (2)
- d. Secondary teachers need to improve communication with parents (reply to e-mails and send information directly to parents). (1)
- e. Let the Globe staff know about cool things that are happening.
- f. Teachers and staff should not threaten parents who are advocating for their children. (1)
- g. Communication Coordinator needs additional staff. It is too big to be done by a single individual. (1)
- h. Encourage relationship building and be more transparent, regarding decisions and situations involving schools and communication. (1)
- i. Respond to parent communication with 24 hours. (1)
- j. Communicate and create programs that include LGBT students, not just male/female relationships. (1)
- k. Teachers should have access to texting for communication with parents.
- l. Provide more written communication to the community.
- m. Enhance communication. As a parent my only issue is Skyward vs. canvas vs. email vs. text messages. Utilize one or have all updated at the same time (blogs, Facebook invites, marketing forms to create connection on all updates events.)
- n. We feel like we have a voice with surveys. But, do we really?
- o. Increase and improve accessibility to communication for families.
 - Always have interpreters, like in the AVID presentation.
- p. Do more proactive outreach to parents of new students at all levels. Provide information about engagement opportunities, processes within the District, access to programs and learning opportunities.
- q. Make it easier for student voices to be heard.
 - Poll students on their needs and wants. Go to schools and talk with students. Do this at all schools across the District.
- r. Share the daily lesson plans and provide online explanation about homework and projects.
- s. We have brought a group of students, alumni, teachers and parents together for 18 months. We want to support the district. ASCEND has asked to help and support.

Other Ideas Suggested

Notes

1. Equity

- a. What is the District's definition of equity? What does it look like in this district? Often the breakdown comes to language that we are using in different ways. This causes frustration. (4)

2. Process

- a. Be sure your actions and communication align. What the District is communicating and what citizens are seeing is different. This should be consistent.
- b. The opening prayer was uncomfortable. It felt inappropriate for a school function. For next time, I suggest a simple moment of mindfulness to get into a collaborative and cooperative mindset. Leave religion out of it.
- c. Enough window dressing. Move on with it. The quote about the percent in the 1950's went to college compared to today to learn their workplace skills. This wasn't helpful to me. How does spending 30 minutes introducing the meeting and saying a prayer address the meeting? You should be more respectful of parents' time in coming to these events. That is why we are not here.
- d. I was hoping we would be putting "dots" next to our top concerns. This was collecting more data. I would like to see and vote on the specific ideas that you are considering.
- e. This seems like a continuation of what went on in the smaller meetings. I hope to see further /new actions taken ASAP.
- f. Please start asking students what they need, not what parents and staff think they need (MPHS student).

3. Data, Metrics and Vision

- a. Where is the accountability piece for the District Administration? We need support for teachers, clear expectations of student standards, and connection to students. (1)
- b. What is the relationship between the feedback the District receives and the metrics that you create?
- c. What are your specific measurable metrics for measuring District progress? What is the District's vision?
- d. Will the advice and direction from previous studies and consultants (e.g., PDK) be implemented? If so, how, when and what? If work has been done, please consider how that can be communicated.
- e. Is there data on students that have taken a specific path (i.e., how 10th Street students performed in high school, how many went to college and how many are gainfully employed? It would be useful to compare and contrast the results.
- f. How do you measure knowledge and skills needed in the workplace (2 percent versus 75 percent)? from a Bio Med student

4. Economy

- a. Attract lucrative employers to Marysville to increase the tax base and provide high paying jobs in our community. These could be tech, manufacturing or life sciences. If parents are doing well financially they have more resources and time to devote to their kids, our schools and our community. Also, if the city has a broader tax base it can offer better schools, parks, and recreation services. Everett is an example. Look at Jackson High School, Forest Park, Everett transit, and Phil Johnson Park.

5. Transportation

- a. Marysville Middle School needs buses that to the Tulalip Boys & Girls Club or a bus to the Teen Center at Tulalip. (2)
- b. We need collaborative afterschool clubs at all middle schools the problem is transportation. Lack of transportation limits participation in middle school and in all other grades. (2)

- c. Why is no transportation offered for the Marysville Getchell golf team? I see other districts use their district van to transport their teams (Lake Stevens, Snohomish, etc.)
- d. Address transportation. A 45-minute ride is too long for young students.
- e. Provide buses for after school tutoring and activities. Not all parents have the means to pick up their kids. This is an equity issue.

6. Other Questions and Comments

- a. Will the transfer requests to different schools including specifically middle schools still be a choice for next year and for upcoming years? Going back to earlier deadlines and requests for a decision would be better for families.
- b. Perhaps exploring an alternative education school again would help.
- c. Empower school-based decisions to engage the whole community.
- d. Standards for graduation credits need to not be so high in standards and the school dist. shouldn't be using state testing as a mandated requirement.

Secondary School Issues

High School Decision Factors

Seven key factors the school district is weighing in deciding how to structure our high schools are listed below. The rank ordering from the community survey reflects generally what we heard through the entire community engagement process. (Survey responses range of 88% of respondents agreeing with statement “1” to 76% percent agreeing with “7”).

1. Making sure every high school student has a safe, modern and efficient space to learn
2. Creating equitable arts, clubs, and other extracurricular activities
3. Ensuring equity in student socio-demographics and special education and gifted programs
4. Creating a clear equitable school path for students from kindergarten through graduation
5. Creating comprehensive high schools that offer equity in courses
6. Creating equitable sports programs and extracurricular activities
7. Ensuring small specialized programs that help students prepare for specific futures (e.g., engineering, biochemistry, etc.)

Question

1. *Do the high school decision factors seem like the right factors to weigh in making the decision about high schools? Do you suggest others? If so, why?*

NOTES

1. High School Decision Factors

- a. The term “equity” needs to be defined. (4)
 - Are we talking about meeting the needs of individual students (specialized instruction) or are we talking about a cafeteria plan where we give students more options with less possibility to advance to the greatest extent possible (advanced classes)? (1)
 - Equity does not mean the same but rather fair. SLC’s can offer focused areas without parents expecting the same course and opportunities at each campus. (1)
 - Equity has many different definitions. Choice is a form of equity, even if that choice has fewer programs everyone had the choice. (1)
 - Equity in a true sense of respecting values – that education is the same at all schools is the Marysville standard.
 - Consider equity as choice within the MSD system to cover small learning communities Getchell, Arts & Tech, 10th Street and Mountain View.
 - What outcomes are we targeting that inform our decisions? Graduation or life beyond? These are different conversations with different plans.
- b. Safe modern and efficient space to learn is very important. (4)
- c. Equitable arts, sports, etc. is/was a foreign concept during my secondary education. To see teachers, coaches, staff, and student take this seriously could make a leap forward in a good way. (4)
- d. Add factors:
 - Student need is more important than equity (What does equity mean?) Meet students’ needs. Focus on the needs and equity will take care of itself. (3)
 - Add choices for our students to address their differing needs at all levels. Ensure safety and welcoming to all students. (3)

- This is not an either-or situation. Supporting SLC's does not mean not supporting academics and sports clubs. Current SLC's have access to these things. If a particular thing is missing. Students can create a club, and make it happen. Even comprehensive schools don't have everything. (2)
- e. Under trust, people want no significant changes made until the evaluation is completed. Many changes have been made to Getchell that have undermined the SLCs even though the process is supposedly underway. STOP! (2)
- f. Yes, the decision factors you are considering are appropriate. While difficult to balance, if you can find a way to thread the needle, the impact could be great.

2. Open Choice versus Neighborhood Schools

- a. Support high school choice. (23)
 - Keep school choice. Equitable does not mean one size fits all. It means being able to choose the size that fits you. (11)
 - Equitable does not mean one size fits all. It means being able to find the right size. (7)
 - We want children in high school to have open boundaries on course choice. (2)
- b. With high school choice, we support course choice at Getchell. (2)
- c. Create two schools with boundaries. (10)
 - I think that both high schools should be comprehensive and offer equity in classes – including HiCap. (1)
 - Keep choice / options for certain populations that request it. (9)
 - Choice schools create divisiveness for families.
- d. How will boundaries be set? (4)
 - Regarding boundaries, how will we ensure healthy diversity on our school campuses if we create boundaries for Marysville Pilchuck and Getchell? (2)
 - If boundaries are changed, transportation needs to take time on the bus into account.
 - Setting boundaries will help with the divisiveness in our community. Split students equitably (Socioeconomic, sports, academic, etc.)
 - The schools are close together. It will be helpful to make boundaries, but how will we divide them with the two schools being so close together?
 - The City needs two high schools. Create boundaries so that we do not have recruiting.
- e. Keep the same unique identity with the same academic values.

3. High Schools

- a. We have too many high schools based on our enrollment. Heritage, Mountain View and Arts & Tech should be one condensed school. (1)
- b. Ensure that high schools offer the courses that are required for students to graduate without having to attend Running Start or similar programs.
- c. Maybe 9th and 10th grade need to follow the traditional high school model and then students can choose a career path to focus on for classes in 11th and 12th grade.

4. Getchell and SLC's

- a. Maintain SLCs (19)
 - Many people do not understand how beneficial the SLC's are because they have not experienced them. SLC's improve things that cannot easily be quantified such as community involvement, and student-teacher relationships. (15)
 - We should maintain SLC's as they achieve the goals of more personal, community-centered programs; programs that make the students feel involved. Tweak the SLC's but don't abandon them.

- SLC's provided an opportunity for inclusion and a feeling of belonging in a school. Why dismantle it? How do we attain that again? (2)
 - MCED does a great job of creating a warm, safe, and welcoming SLC. Why isn't it more recognized? (2)
 - Recall the SLC's were developed because the traditional campus was not working. (1)
 - We want a transparent plan of action – to hold the District accountable to a plan. Share significant changes at meetings like today's meeting. Bring back SLC's at Getchell. Continue at 10th Street and revitalize Arts & Tech. Maintain high school choice without boundaries. This requires a conscious choice by students not to expect the same facility levels, the same course offerings, sports, etc. It is not reasonable to expect total equity
- b. Making Getchell comprehensive this year has resulted in overcrowded walkways and significant damage/erosion as students plow through the campus. (6)
 - c. SLC's are limited by design. The primary purpose of an SLC is not to provide a student with specific content, but to provide them with meaningful relationships. (3)
 - d. I support large high school vs. small learning communities. It is financially not feasible to have 4 small learning communities at Getchell. (2)
 - e. Marysville Getchell should stay a high school. (1)
 - f. Please let small learning communities go as they only benefit a small number of students.
 - g. Offer Naval Junior Reserve Officer Training Corps (NJROTC) at Marysville Getchell rather than transporting students to Pilchuck. It would reduce stress on students and on parents who must pick up their students so that they do not miss sporting events due to misaligned timing of school bus transportation. (1)

5. General Thoughts and Ideas

- a. Teach to the student not the test.
- b. The claim that graduation rates have not increased is not true. The state average is 79.3% for the 2016 - 2017 school year. The ISC average is 90%; BioMed is 84.6%; MP is 78.7%, SFE is 78.3%, ACE is 72.7%. These are the successful SLC's. Let's duplicate this. (6)
- c. Is saving money more important than having successful students? (Sorry if my handwriting is bad, they never taught it.)
- d. This meeting should have been about what has already been decided. We feel decisions should have already been made.
- e. Parents shouldn't say that we are trying to "get through" 9th / 10th grade to get to Running Start.

Please see other sections for ideas about communication parent engagement and transportation. Ideas on like topics have been combined so that readers can easily see the breadth and number of comments on each topic.