

Student & Staff Support – Summary Across Stakeholder Groups

1. Strengths

- Staff Culture & Relationships
 - Positive morale, strong teamwork, and “awesome staff” culture.
 - Staff feedback is requested, valued, and followed through by administration.
 - Mentorship and collaboration opportunities support teacher and paraprofessional growth.
 - Acts of kindness embedded in school culture enhance climate.
- Student Supports & Engagement
 - Students benefit from strong teacher-student relationships and caring staff.
 - The Student Support Center at High School is highly valued.
 - Flexible workspaces, MTSS, advisory time, and intervention programming support student success.
 - College credit and advanced learning opportunities accessible to students.
 - Positive recognition programs (Paw Pride Slips, Student of the Month, Welder of the Week, etc.) encourage engagement.
- Family & Community Engagement
 - Strong communication between teachers and families.
 - Well-received family nights and community partnerships (CLEF, PTO, Project Unite, Fire Department, Boosters).
- Mental Health & Counseling
 - Access to counselors, Northern Pines mental health services, crisis teams, and therapy dogs.
 - Staff feel supported by administration and counseling teams.

2. Needs / Areas for Improvement

- Recruitment & Staffing
 - Shortages in substitutes, paraprofessionals, and maintenance staff.
 - High caseloads for special education and support staff.
 - Difficulty attracting and retaining qualified personnel.
- Compensation & Incentives
 - Support staff pay not competitive or reflective of experience/education.
 - Need for incentives or bonuses to attract substitutes and retain staff.
- Student Support Systems & Access
 - Gaps in Tier 2 and social-emotional programming.
 - Limited access to counselors or support personnel at high school and CRES.

- Students need clearer access to supports and consistent communication about available resources.
- Behavior & Consistency
 - Bullying concerns and inconsistent enforcement of policies (cell phones, discipline).
 - Level 2 & 3 CRES programming requires complete overhaul.
 - Staff desire consistent grading policies, expectations, and accountability systems.
- Staff Experience & Structure
 - Burnout due to staff being pulled from targeted programs to substitute for others.
 - Need for more structured onboarding of new hires across District, professional development, and wellness initiatives.
 - Limited visibility and recognition of support staff roles.
- Accountability & Transparency
 - Need to connect investments (e.g., referendum-funded programs) to student outcomes.
 - Baseline data for student achievement growth is limited.

3. Themes

1. Staff Culture & Inclusion – Ensure all staff feel valued, recognized, and included in school culture.
2. Recruitment & Retention – Address shortages of substitutes, paraprofessionals, and maintenance staff; attract and retain qualified personnel.
3. Compensation & Incentives – Align pay with experience and education; provide incentives for substitutes and support staff.
4. Systems & Structure – Clarify staff roles, enforce policies consistently, and strengthen MTSS systems.
5. Accountability & Transparency – Clearly communicate student achievement standards and district investment impacts.
6. Student Academic Opportunities – Maintain college credit offerings, advanced learning programs, and expand supports for students below grade level.
7. Family Engagement & Communication – Continue strong communication between staff and families.

4. Goals Across Stakeholder Sessions

- Develop solutions to address the shortage of substitute teachers and paraprofessionals.
- Recruit and retain high-quality paraprofessionals and support staff.
- Review and adjust support staff compensation to reflect experience and education.
- Ensure consistent enforcement of student policies (cell phone use, discipline).
- Expand parental involvement opportunities and family engagement.
- Create a positive culture for all staff, including mentorship programs and recognition initiatives.
- Strengthen MTSS and targeted intervention programs at both buildings.
- Maintain partnerships with external agencies to support student learning.

- Explore additional programming for students below grade level (summer school, after-school, credit recovery).
- Establish baseline data for pre/post referendum student achievement.
- Improve CRES Level 2 & 3 behavior and interventions with fidelity.
- Evaluate and improve staff onboarding procedures for new hires in all departments.

5. Simple Takeaways

- Strengths: Positive staff culture, committed teachers, engaged students, strong MTSS supports, mental health services, and college/advanced learning opportunities.
- Needs: Address staffing shortages, improve support staff pay and recognition, enforce consistent policies, and expand student supports.
- Opportunities: Strengthen recruitment and retention strategies, expand interventions for struggling students, increase family engagement, and provide transparent communication linking investments to student outcomes.