

Dec. 1 Notetaking Sheet

Round 1: Round Robin Format

- 1) Introductions: Name, why are you here tonight? Why are you invested in GSD?
- 2) What is your greatest hope for GSD? What is your biggest fear?

Listening, import and invested

Students in the district

Listen, weigh in, strong schools = strong community

Employee and 3rd generation, learning

Interested in GSD, longtime coach, kids/Grandkids coming up, proud of GSD

Like to be aware

Graduate of Ghs,

Youth ministry,

Kids here

Employee, business wonder, parent/grandparent, born here, family went to school here, invested in community, invited, concerned about school system,

Hope:

Energy, pride

High quality education

Schools are selling feature for community

You matter, students matter

Ways to expand STEM curriculum and opportunities

Connect to local community

Small town kids do big thing, be successful

Bring back positive reputation

Students can succeed, graduate HS

Focus on educating students

Get back to the basics, math, reading, etc.

Get parents involved

Develop students active participants in community

Come back to what it was, kids wanted to come to school here, no homeschool

Are we asking why people are homeschooling?

Lost aluminium plant -different clientele

Growth

Track - might help with PR in town

Fear

Control and authority are lost - teachers just have to take it

Reputation keeps people from coming to Goldendale

Losing students and families

Exit interviews would be a good idea

Missing out

Declining enrollment

Insolvent

Focusing on other things besides education

Too much time spent on social emotional learning

Continue downward- parents not involved, not well dressed, makes it really hard

Kids leaving not knowing purpose

That is won't - HS principal advised someone to homeschool. We should be seeing ourselves, not sending them elsewhere.

New levies may fail

Student motivation not improving

Closing a school

Round 2

- What's different about learning and learners today than 10 years ago?

Home, accountability, parenting, absent parents

Community had a different socioeconomic conditions

Students don't have all they need

Technology advancement- online schools - inundated with technology

Social use of technology

Attention spans are shorter due to tik tok/videos

Use of cell phones in classes

Mixed demographics

Blending differently enabled students together

Testing all students - lower test scores

Different kids are not good in classes

1 on 1 or pull out classes for those kids, like when they were in school

Students facing more problems than past years - changed so much

Technology, computers, embedded in life

Cellphones connection

Family structure - kids are less monitored, less time with parent, more tv and screentime

Less face to face -more cell phone

Connections and different types of engagement

Students are behind

Less role models

Lack of hope and desire for meaning, don't see importance of work they do

Learners are more skeptical

How education is provided is so different - homeschool and online

More focus on collaborative learning and less on individual learning

Technology, students have increased screen time

Kids seem less able to socialize

AI

Integration of subject matters

Less automotive participation - need to be entertained

More electronics

LLI in HS

Inter-grade helpers

Reading buddies

Kids need more desire

Not as structured as it was, question about curriculum,

Students in running start are missing trades - some kids what to work

Technology - classes similar, but technology is different

Technology, parenting, less pen/paper

Accountability - 'fear of God'- worse at home didn't talk back or throw a fit

- What are ways that we might change classroom experience for staff and students that will lead to the Graduate Profile outcomes?

Teachers have to provide more to students

Help students feel connected

Provide skills to be successful, supports

Bridge gap between using tech for learning

Core classes at start of day

Are teachers dealing with challenging tech use at school in classes

Maslows hierarchy - basic needs are not met

Don't care about chemistry

Restorative practices now, not disciplining students.

Technology use to keep up with the economy

Cellphone ban

Go back to teaching conversational skills - eye contact

Teach how to disagree
Better discourse
What does respect look like
Support families to understand their role
Hold families accountable
Send books home

Bring back paddles for student and parents
More accountability for students and parents
More work experience/job shadowing
Kids are passed to the next grade no matter if they are ready or not
(grade and behavior don't matter K-8)

No phones, respect back in classroom
Not consistent accountability at home with parents
No structure/support system - kids are struggling without parent system
Smaller classes/ more adults in the room to support
Physical violence - other behaviors - no accountability/Consequences
Safety and DISCIPLINE!

Round 3:

Guiding questions:

What trends do you see?

Enrollment started to rise post-covid

Building to 2024 high

From 5-K numbers are smaller vs graduating classes

Dropping enrollment but not decreasing staff

Why did students leave? Why didn't they come back after covid?

Lower birthrate and annulment

Why are families leaving? Are they?

Declines not necessarily due to covid

Consistently declining

Population decreasing

New families/people are retired

Stated when aluminium plant closed

Prototypical model is outdated - we are overstaffed but can't imagine not having our staff

Why are people going to homeschool? How many students are going somewhere else?

Aging population - people moving here for retirement

What opportunities does this information provide?

Allow or seek shared enrollment with online schools

Offer more courses to provide accelerated learning and college credits

Get consent from the public for how funding is spent

Show community what the needs are

Find ways to get accurate information to the community

Find out why parents homeschool their kids

Weekly letter to the editor in newspaper

Social media and build rapport with community

Smaller class sizes

Smaller class sizes provide opportunities for fewer disruptions - deepen knowledge of students
Smaller class size - look at education a different way - use split classes in upper grades?
Face to face time vs online

Co-teaching with bigger classes
Offer services for homeschool students to increase funding? E.g., HS math, cTE
Research more about homeschool students to see how we can assist

What potential issues do you predict?

Schools losing funding due to running start students
Funding didn't keep up with open bargaining
A lot of high paid teachers who have been here a long time

Influence of social media and disinformation
Loud minority

Fewer staff employed

We can't lose the kids we have - why are we losing them?
Smaller classes -lose course diversity/access to variety of courses
Losing good staff members
Losing families because we lose staff

Laid off employees, bad cycle, lose more kids

Round 4

- In reviewing the information here, what are your new questions?

Is thought process to keep schools the same?

We've always had 3 schools

How do we not have 3 schools?

Little can foster sense of caring from MS students

What happens when MS students are around HS students

What's best K-8? K-6? K-7?

Do we have to remodel to reconfigure?

Enlarged?

What happens to the non-used building?

Can the gym still be used?

What is the minimum number of students it takes to keep 3 building open?

How can closing a school make this better?

Why do parents home school?

What will the impact be from new multi-million dollar businesses

What is the correlation between goldendale population and GSD student population?

Can we gain more involvement from families, specifically families without kids? Retired? Booster clubs?

Accessibility for older people?

If a school closes, what happens to the building

If the primary school has a lower rating, then why not close it instead of the MS?

What happens if a building closes but then we see an influx of families/students?

How many positions to cut? Which ones?

Will cuts make up the difference?

If the MS closes, why not send 5-6 to PS and 7-8 to HS?

PS has almost no playground now, where will more students play?

When will the district run out of money?

Are we really considering closing a building?
Have we considered more blended classes?
We have to make changes - we are robbing Peter to pay Paul - what do we do?
I can't see closing a building. Are you putting 7th grade with 1st grade?
If you close a building, it will fall apart - who will maintain it?
How do we get students back to increase enrollment?

What was building configuration/class size - back in the day?
Behavior issues?
Differing cultures?
What are state policies on discipline?
PD opportunity so we can ALL be consistent
What is the timeline on school building decisions?

- How might we realign resources in service of your student goals?

Focus on teaching (quality) regardless of the state of our facilities
Accountability of students, teachers, admin, and families
No excuses for a lack of learning
Focus on building character
How do athletics, character, accountability and academics come together?
How can we improve locker rooms?

Student mentoring opportunities again?
"Good luck"
Creative staffing?
Go out and discuss closing a building and maybe homeschool students will come back?
K-6/7-12 split option - stagger times and locations?

Round 5

- Based on the information shared this evening, what direction do you recommend for GSD?

Get the enrollment up

Follow Dean's recommendations for GSD

Talk to other district

Why are students leaving? Exit interviews for families

More 1 on 1 attention

Older citizens helping out

School is a business it should be run with a business mindset

Education the public about the needs and restrictions

If a change is made, hire a PR firm to roll out information

Overcommunicate

Set standards/expectations and don't be deterred

Adopt facilities to meet state transgender policies

Work on image and perceptions

Focus on enrollment-get more data

Promote students in positive way on social media

Kick out the 5 unsafe students

Realize that perception is reality

Increase standards = increase product and school

GSD close a building

Vacant building used for community, adult education, possible housing for families moving in, trainings for

companies

District needs to inform community as soon as possible if shutting down - they will NOT understand or support a levy
Figure out a date for shut down to start brainstorming what to do with vacant building

Wise choices - don't know - no easy answer - we can't keep functioning at status quo - want students to be educated and productive in community

Tough situation - go out to public and tell people where we are - doesn't make sense to close building - spent a lot of \$\$ building the buildings

Community decision, this isn't a discussion for 5 people - people need to know about this possibility

Can we utilize more volunteers in buildings? New Life was doing this before COVID

Combine schools K-6/7-12

Lose a building - no job loss possible?

Mandated school to board meetings/

Politics - fight with the state for funding?

Community - district get community behind our schools

Real PR? Before levy request. Creativity needed

Not just FB posts.

How else can we reach the aging community?

- What is your role in writing GSD's future story?

Build connections and meet needs

Students feel known

Friends of GSD for community in support of schools
Grant opportunities
Community needs to be involved in schools - volunteers

Listen to what people want/need

Model positive discourse

Stay positive and build rapport

Matchmaker between GSD and business opportunities to support district

Support GSD and encourage student attendance

Continue to support GSD

Continue to support GSD

Explaining - give me words to help sell the decision

Tell our story - flip the script

Try to help convince people to support schools - just cannot fathom hustling a school - have a meeting to really talk about this - wake some people up.

½ time job share/team teaching

Stay in admin!

Volunteering as much as possible, support teachers

Keep inspiring kids to value themselves enough to struggle for their education, demand it, be proud of it.

Other questions

How many people are leaving WA state?

What about some of the employment opportunities coming into the community?

What happens if we don't close a school? Does the state take over?

When will staff know if there's a change and if jobs go away?

What happens when a child acts up?