

# OHSE COMMUNITY CONVERSATION

## Access

- Access to programs/activities at other schools if it is not available at their own school
- Access to information/resources so they know what is available and being able to take the courses that they want to take.
- Staff is available to students for mentoring not just teaching
- Access to opportunities that you may not have available elsewhere in the community.
- Access to the “Most” qualified teachers and not just the top students with the top teachers.
- Students need to have access to an adult that isn’t just focused on their academic success but overall well being.
- Student evaluation of teachers
- Parents need to be “Welcomed” more in H.S. opportunities to connect
- More flexibility in requirements
- Block Schedule
- Access/ many class offering (variety), to high quality teachers, to take more classes in a day, to positive experience, to outside gatherings (clubs, ect.), to positive adult interactions (office hours), to teacher through website.
- Access to “classroom teacher” versus sub due to training or district work.

- Access to a mentor-someone that really connects with them-such as an advisor.
- Cross crediting classes, integrating creative side (arts) with tech or science.
- Access to different and “new” learning professions, ex. “Green Jobs”
- More time opportunities to succeed, Staff paid to increase access (more pdf. Dev. Time and opportunities for staff to grow and learn) Extra curricular, online options.
- Access to course offering that fit the kids
- Access to similar course offerings and opportunities across the district. More access for parents to know what help kids need or should get. Access to more sports, (intramurals)
- Better access to find out about clubs, parent evaluation of teachers, non-competitive sports available for all.
- The most important access is the ability to access teachers. Students should have the ability to interact with teachers daily to build relationships. They should have daily discussions/dialog/interactions to receive the benefit of their experience/knowledge/expertise. Students should be able to access teachers after hours via internet, webpage/blog or office hours.
- When I think access, I think classes, the opportunity to explore new ideas and meet new people.
- Parent access to teachers.
- Access to MATH via relevant classes (i.e. engineering) so kids see how math connects to the “real world”.
- School websites, including access to assignments, due dates

- Broader activity, club and sports to involve more students
- Courses in addition to AP and IB-ex. College in H.S.
- Ability to take courses and be involved in activities that prepare for after high school. Explore areas of interest-HOW DO THEY?- Know what is available to them? Flexibility to take courses that may be a “reach” with encouragement and support to ensure success. ADVISORS-Staff/Adult
- The more the teachers care the more the parents will care.
- Do students have the opportunity to take all required courses AND have a chance to take additional elective courses? (Music, CTE courses, world language, college prep AB, IB). Adding flexibility to the schedule to accommodate academics and electives.
- \*Access all times – online, optional school times, etc. \* Use of technology we have access to everything in our lives-24/7- shouldn't education be as well? \*Why does school have to be a 6/7 period day?
- Not enough hours in the day to get everything in from block schedule or 7 hours and on in. More on-line options. Students should be able to challenge themselves at their highest level- High expectations lead to high achievement-conversation should be around what plans they are making for after high school-NOT IF?
- Age should not be a factor. If middle school students have the math, they should be able to take the science i.e. biology.
- Access to excellent teachers and high school programs should be a “given”...It is access to “Beyond High School” experiences, while still in those 9-12 years, I find important. Exposing these young adults to what they may find in the world past high school is important!

- Access students who don't pick it up the first time have options. The reason electronic classes haven't taken off is due to limited access to peers and teachers. Programs are needed that would motivate and produce pride. Target different learning styles and interests.
- Difficult to have the OHSE if you don't have access to your interests. Access provides opportunities for growth and future developments. Removing road blocks needs to start before high school to have true access in high school.
- Block schedule=Amazingness!!
- Motivational Teachers...People should be able to graduate from high school while achieving all of the advised courses. Particularly at one high school it is impossible to graduate.
- More classes available. (smile)
- Access and connectivity are related-Kids need to feel they have access to teachers, other students, and the community.
- Prepare for college....Give students a challenge...realize school is hard (for advanced students)...good study habits/work ethic...keep student interested...don't let people give up; provide classes at their level.
- Access to info about how to help your student at home. How do you help them with a research assignment, how much is too much, how do you do an appropriate "peer" edit?
- Access to TIME for teachers to collaborate and grow professionally so they can become the "high quality teachers" that we all want.
- Important for teachers to be approachable.
- How do you promote we're a team? Teacher-Student- Parent

- Courses in addition to AP & IB...ex. College in high school.
- How can we expand access? \*Discovery and career-focused courses, like engineering. Communication from one school to another about access needs.

## CONNECTIVITY

- Longer class time –time to teach the lesson and then some time for the teacher to connect one on one with the students.
- Student to student connections...Link Crew Challenge Days...What else?...How to carry it on?
- Don't want student to “fall through the cracks”...who is the student accountable to? Teachers should focus on ALL the students.
- Students need a reason besides “academics” to go to school. Something that draws them to school.
- Connections with staff that understand the different learning styles of students. Staff that have an interest in students on a personal level.
- Students need to be noticed by some teacher to be connected to that teacher.
- Administration (?) paid to provide efforts to engage and keep kids interested in being at school. More students and staff connection outside of content. Connection with one group does not create connections with all groups. Effort and commitment recognized on both the student and administration for dual interest in kid's time and investment.
- Opening lines of communication.
- Students cannot be the only ones to pursue “working relationship”
- Utilize computers/technology to keep parents/students informed/involved

- If the one teacher that a student connected with knew about other aspects of that student beyond that particular class.
- Be engaged...parent-student-teacher Empower students to self advocate. Provide opportunity/avenues for students to feel connected based off interests.
- Parent/teacher/student connection
- Hold student “World Café’s”.
- How do you teach “community” to a school? Make everyone feel a part of a whole. Some kids feel it but how do you spread it to all?
- Having a chance to participate in activities and classes that interest me.
- How do you help the kids who don’t have an adult you truly are connected to?
- Advisory Room
- Staff must reach out to initiate positive relationships with students.
- School identity...sense of community...scheduled activities/events to promote connectivity/unity. Understanding exposure, strong unified message from staff and how to convey to students? Value, Respect.
- Advisory...same advisor all four years. ( not enough counselors)
- Hard classes build tight peer groups...learn from different “kinds” of people. Eastlake as an example, has a “homeroom teacher’ as “mentor”, “default” relationship....senior, juniors, soph., all together.
- Personal vs. business relationship (with teacher), \*pride-school-confidence, \*connect with older students-role models (good and bad)

- CONNECTED to themselves, to their peers, to their community, to a future for themselves.
- Recognition-not just main activities supported but all activities.
- Teachers have enough time for one on one for “open” sessions where kids feel heard. Proud of school events, encouraged to be a part of everything, not just what your “clique” does. Mentoring...Unity issues: Time constraints, leadership.
- Internet...anytime 24/7, anywhere, quick, anonymous...Home Room?...Counselors...Sports...Honor of other societies...Music or other activities...Theatre...Advisory programs/four years, same teacher.
- Add to Guiding...Belief, Safe, (resiliency) physical, emotional, connected, secure
- Connected to their school. (Why only a staff member?)...\*Feeling like they can talk to someone who will listen....\*Technology to connect: school, city, state, county, world....\*Pride in school so they feel part of something bigger...\*A way NOT to fall through the cracks...\*Able to find a group/person where students can (relate to) open up/express concerns, likes, dislikes....\*Shared message...\*Time to connect increased frequency to build a relationship.
- Prevailing message everyone understands...Beliefs, Values---staff, students, administration
- Strong connection between students and staff...connections with counselors, coaches, and administration...Lots of clubs that connect students.
- Impediments to connecting...opportunity, takes effort, don't want to be forced, fear of rejection, (if not reached out)
- Staff must reach out to initiate positive relationships with students.

- More counselors to listen to kids. Safe environment is needed. How to make kids feel safe. Who to go to if an issue comes up? How to get help if needed.
- Bullying-“Bystanders” not allowed to speak up
- More class periods to take classes you want to take not just ones you have to.
- Provide a method for students to make meaningful connections with adult role models.
- Home room advisors?
- Bounce back...be able to deal with bumps in the road...make fun of so don't take risks...compassion
- Missing courses....Sociology and Psychology (AP), Explore an AP/day
- Incentive>access>in quarterly curriculum
- Clubs
- Challenge Day in curriculum
- Academic Risks without negative consequences (Grading)
- Cross credit
- Walkabout
- Teachers for multiple years
- Connected with adult-feel safe, Safe student environment, student respect one another
- Advisor connected with interest area

- Classwork/grades need to be able to take risks with some assignments
- Resiliency and connectivity are related...\*High expectations with clear goals...\*Access to success opportunities and stretches...\*More chances
- Opportunity to fail safely (Try many different courses and activities)...\*Challenge self in many areas
- Have a special day where during the school day all students to a club meeting. (Great Idea!)
- Homeroom...small classes where students stay with the same teacher all four years...teacher needs to personally connect with each student.
- Students having more compassion for other students when answering questions and speaking out...No laughing. Is this taught by parents, teachers or is it a culture?

## Citizenship

- Setting examples for others! Citizenship linked w/sense of PURPOSE. Chance to explore potential future professions. Making a difference in community and world.
- Citizenship in school curriculum
  - Mock Trial of United Nations (continue through HS)
  - Current Events
  - Selected books and video's on other countries
  - Travel experiences
  - Online project with international school
  - Community Service workshops, citizenships (15hrs) and compassion in different areas....also open new ideas for different professions.
- Be an example to the rest of the school, express yourself, and influence others.

- Don't make requirements too restrictive, do across all schools (district), incorporate community service into course work, all students need opportunity to do community service meaningful to them.
- Variety of opportunities-School could provide one or two years for kids who don't have parents pushing them in that direction.
- Citizenship: Participation, Community, Thinking in the "bigger" context beyond "me.", respect for self and others.
- Kids need to see and learn how to be a good citizen. Do not need to be making world better, just be a good member of world.
- Quantity vs. Quality-number of hours does not create a great citizen. Life skills need to be developed to make a good citizen.
- What uniform expectation can we have across grade levels for students for citizenship? Uneven administration is frustrating for many should be a community value.
- Community service becomes a job-how many hours do we need?, Role model for younger students by older students, thinking outside the box...look to community and globally, more projects of working together in classroom, not time for community service.
- Member of community, Obligation to improve society, understanding of how they can be involved (politics, environment, etc.), "Experiencing", Obligation to other "me"- "team"
- Learning life skills to become a "responsible" adult.
- Choosing to make a good choice because I am a good citizen, clean-up after myself, say thank you, say please, respect others, act responsibly, all these things we hope you will learn in kindergarten.
- LIFESKILLS can help you become a "good" citizen (responsibility), Feeling and believing that your actions can have an (and do) effect on others and contributing to something larger than yourself. Provide a strong school message with a way to convert that message to activity.

That message being to connect assignments in the classroom to be imbedded/modeled in the curriculum by adults/staff.

- Maybe start local-self being a good citizen before we go “global”
- Proper media schools
- Learning opportunities beyond themselves:  
\*compassion,\*understanding, \* respect.
- Individuals working together to make “us” do better, can bring positive change, does it benefit the whole.
- Learning to successfully balance personal successes in high school and genuine community involvement takes personal balance, responsibility, and individual passion. Being accountable to yourself and community is an important core value in turn inevitable teaches true good citizens.
- Sports Clubs find ways to outreach ie. Football clinics, science fairs.
- Community/school collaboration, Increased student engagement, Personalized, Connectivity in school and class, Ethics
- Media interference causes breakdown in citizenship. Electronic distractions of cell phone, texting, pop e-mail, internet, and you tube causes kids to be wasteful with time and their mind. Kids aren’t having quality interactions which lead to connection with their community if they are distracted by media. \*Media consumption classes taught at school?
- This is about more than science... it is about how to be a “good” member of a community: The community of school, Issaquah, Washington, U.S., and global. Knowing, understanding and respecting obligations of community and valuing the importance of having a voice using it.
- Variety of experience/opportunities and ownership of those opportunities.

## Resiliency

- I find resiliency to be a highly important characteristic in moving students/citizens through life. It takes responsible and confident people to get through tough times. That which sometimes feels like failure is actually a blessing which adds to being strong, wise and resilient. A safe and trusting high school environment is key to entering the “Real World” well.
- Helps you find balance
- Good method for students to express frustration w/teachers or school process.
- Falling behind is much easier than catching up.
- Don’t get senioritis! Stay on top of things!
- Do you get a chance for help to bounce? Do you have an environment for an opportunity to improve?
- Having more being in control of schedule to understand how class standing affects future GPA or consideration for colleges etc.
- Scared to fail, no irreversible incidents, acceptance, nurturing, what are other options: Make it easier to adjust schedule, summer school option, question how GLAD training is helping teachers to teach to different styles?
- Learn how to manage relationships and make best of a perhaps not so ideal situation....but then who is putting you in that position and can that itself be changed so it is not your job to make the best of a not so good teacher or student teacher when you would rather work w/the main teacher as you thought you’d have-on schedule but learn later that a student one is the main one. AND... failing is not quitting, recognize when it is time to change course to a different decision or direction.

- The school culture could discover evidence of kids coping in unproductive and even dangerous ways and then help that student learn positive coping skills.
- Need positive coping skills
- Learning from mistakes and continuing to move forward.
- Being able to reflect back on school and use your experiences in daily life.
- Self confidence important to resiliency
- Being able to try new experiences without being concerned about failure.
- Being able to move forward from a hardship in a positive way is important but it is also important to reflect on lessons learned and not make the same mistakes.
- Resiliency: Be willing to put yourself in a difficult/hard position. (Being willing to fail) It should be OK to fail the first time.
- Change “Path of Learning”, Course changes
- Pick out student to help others gain resilience and confidence
- \*Critical Life Skills, \*As important as any else, Safe Zone, \*”Fail Fast” is a desirable approach for today’s business world.

## **EXPRESSION**

- Comfortable with people...Able to convey thoughts and feelings...Right and Left brain expressions...Physical and Mental expressions...Safe for failure.

- School should provide the teaching and training of Tools for Expression. These are the building blocks of self expression. A focus on the fundamentals is important. Solid education in language, math, and music should be a big focus. The kids with good skills will be most effective at self expression.
- Safely express one's self...variety of ways to express: creativity, solo/team, constructive dissent
- Expression builds confidence...Personal...enables connectedness...Arts/Theatre/Music...Individuality...Creativity...Self Actualization...Hard but important!
- Being comfortable leads to confidence...Never be afraid to speak up...Silence is boring
- Express opinions/agreed or not agreed....Respect each other...Build Relationships....Physical and thought (?)...Less labels....Appreciation for others...Choices/Opportunities...Extra Activities/left and right brain to understand what makes you "tick"...How to share your expression/personality with others safely....Learning new ways to share yourself with others.
- Feel Safe Expression means feeling comfortable being who you are no matter what clique you fit into...challenge days....Not being forced to "fit in" to a certain expectation-WASL vs. electives vs. selection of future.
- Block schedule allows room for expression...School expression vs. personal expression...expression opportunities for students outside curriculum that cater to all student interests...Challenge Day at the start of every year for freshman?
- Extracurricular Activities...Teachers need to strike balance and allow kids to express themselves and still give those tools they need to meet class requirements.
- PE vs. Sports credit-Opening opportunity for students to take a class for interest/enjoyment only.

- Check out school in NYC, 21<sup>st</sup> century skills
- Expression>Diversity (awareness of other's interests)...Expression and an appreciation of limits (balance)
- Dress Code...After school clubs...Expression is integrated to high school experience...Learning about community...Discovery/observations.
- Budget cuts>first thing cut is electives and E.C. activities
- Self expression: Art, Music, Choir, Drama, Band, Journalism, Speech, Debate-How do you prepare a schedule that allows for enough options for expression? Also-are you safe to "be yourself?" Do we create an environment free from bullying? Judgments'? Challenge Days-District wide or @ all schools.
- How do you create an atmosphere where it is safe to try new things? P/Fail one class a year or one in three years so you can try something you don't know you are good at like calculus.
- Experimentation
- Getting community info to students. Fear of failure from trying new things.
- Safety through respect and a comfortable environment.
- Expression=Power!
- Be yourself/art of conversation. Socratic seminars/"What do you think?"
- Quote=Research and come back with perspective
- Expression of opinions
- "A little less book work (means will get you) and more expression, i.e. Discuss topic vs. lecture.