

Optimal High School Experience – Issaquah High

February 26, 2009

Student Session

Opening Statements:

#1 access – that I can take the classes I want so long as I am qualified. Biology was actually in PCFC a few years ago, not anymore. Would be easier to have it there. Complicated transition from PCFC to IHS. Connectivity – to me means when I can talk to my teachers. Citizenship – people don't have to defend themselves, can be who they are. Especially on the busses, where people are not as controlled as to what they say. There is bad behavior on the busses.

#2 Course offered only at Skyline from PCFC

#3 Access – if you need help you go to your teachers after school, rather than go it on your own. To know your teacher is to have good access. It's hard at PCFC because you just have one year to get to know them. Not as easy to have connectivity

#4 Not in attendance

#5 Connectivity – Switching over from PCFC to IHS. Two brand new schools back to back, hard to connect. Access - -can take what I want to, (classes) all of the options are available to me. My own choice. Connectivity – teachers are there for me. I can go to them for advice.

#6 Connectivity – relationships with peers/friends. More free time. Longer lunch. Have it be more of a social interaction place as opposed to coming here , learning and leaving. To have kids strongly connected to one adult is kind of a high goal, I have some teachers that I can talk to, but every teacher has like 300 students, it's not feasible to have a best friend teacher. Citizenship – pushing yourself to learn. There are hard classes here. Expression – tons of clubs to join, not a super big issue.

#7 Access – I do Running Start, so I feel like that even though the classes are not offered here at IHS, we have access to go take them. So many courses offered there, (BCC). I have taken all business classes necessary, through DECCA. With connectivity – makes that harder when you're going to another campus for Running Start. I miss out on a lot of the announcements, certain deadlines. E-news on the website, but if you have questions it is hard to get answers. Expression – express yourself very well with ASB - Tension between access and connectivity. I enjoy Running Start, but it is so hard to stay connected with the school. Through DECCA I am able to stay connected .

#8 Access – teachers being around so you can go in before and after school. With sports or clubs it's hard for me to go in after school. Calculus help – the test preps are after school, and I have sports. I

can't get there. As a senior the career center and counseling office have become more relevant as I have progressed through the years. Have helped me get everything together for college app. Changing my schedule (3 weeks into school) went smoothly. Teachers and counselors were all helpful. Connectivity – Best bonding situation has been through sports and ap courses. Bond with kids in those classes because you're always in the library during lunch studying. Teacher and faculty at the school are willing to open up to the students if the students are seeking. I have a good relationship with my counselor. If I didn't go in there twice a week, it would be harder. I love how the teacher here want you to come in and ask for help. Citizenship – students are not necessarily informed of areas they could get involved in. If we had more information available on how to get involved in area to volunteer in areas we are interested in.

#9 Clubs – hard because there are some things you want to do, but they don't have them here. The stuff that I do want to volunteer in, isn't available. Access – to courses, the ones I want to take, are not here. I don't see the point of having to take history. I want courses I am actually interested in, not just required. Faculty – they don't exactly understand what it's like to be teenager now. Connectivity – Drama consumes every second of every day of our lives. You can go to your counselor , but you wouldn't. Can't tell friends, my friends have really big mouths. I want to be able to vent to someone, but not enough counselors for all of us. I want to be an actress and a singer, so there is drama club – I don't want to be in theatre, I want to be in movies. Connectivity – If you don't do school sports no one knows you.

10: You can't get a computer in the library or anywhere on campus at lunch. The library has classes in there during lunch. After school – there are many who want to do after school stuff, but no activity bus to get home. Limits what I want to do and where I want to go. BCC thing is not as accessible. There are kids who do not agree with the whole high school process. I would rather go to BCC for all four years, but I can't because my grades are not high enough. Connectivity – If you choose to express yourself in certain ways you are definitely taking risks. If you hang out with people who are "bad" you get a bad name. If you hang out with kids who have made mistakes, but are trying to move on and improve no one gives you that. (judgmental)

#11 It seems that there is not great prep for careers outside of school. We have to take history and English classes which doesn't prepare us to be in a job. There could be more real life classes that will help us prepare. Robotics – I learn a lot about real life-on-the-job things. Not through the school though. Should be more options for kids who want to take classes like that. Wide variety of classes should be available. Important to experience all types of classes. Experience in high school can help you make your decision of what you might do in college. We need to definitely make sure to balance in providing a diverse education and a career opportunity. I get a lot of access in robotics. I am done taking the hard classes at IHS. Connectivity – Good relationship with the robotics mentor. Citizenship – how does a school require that in a school environment? It's something you learn from interacting with other people, can't sit in a class and learn how to deal with people and show compassion. How are you going to take informed reasonable risks in an English class? I don't think that those things can be taught at school under the current structure.

#12 Resiliency – English class – our teacher wants us to take risks in writing. Not a life risk. That risk is safe. We know that we can, we know that grade will not be that monumentous to our overall grade. Our teacher lets you take risks but not punish you too much for it. Grades that paper differently. Drop the lowest one, take the average or something like that. Safe & structured environment – our teacher tells us we're "living in la la land in Issaquah". Not in a very diverse school or area. We are pretty safe and structured. Comfort zones. – caring about your grades, and then realizing that the only thing grades are good for is getting into college. That is the only thing we are working for. I don't know what I want to do, the counselor told me to soul search. I don't know what I am doing. Ap courses are college courses, I am spending all of my time doing that work, no time to do anything for preparing for college. I think they should try to incorporate college things into curriculum. Prep for SAT in grammar and writing. Most of the point of high school is preparing for college. More opportunity to do high school and be ready for college. College will be a whole new zone where we will not be comfortable. We should be able to stay comfortable in high school.

Susan: What are some things you'd like to ask each other?

#3 elementary – when I learned it didn't count, I didn't do anything. Almost failed two of my classes here, going to effect me huge in the long run. I am coming from a rough start. Focus on how to get back on track.

#2 We are discouraged from taking risks. "Honors English is so hard". Almost didn't want us to take those hard classes. (Counselors.)

#11 one of the challenges of being a high school counselor right now. It's nice to say to take risks. But you can get burned really badly. If you take a hard class and you blow it, it can effect your future a lot. GPA drops, it's really hard to get it back up. Encourage students to take risks, even though they did terrible. Effects colleges they can get into, jobs that they might be interested in. I would be worried if I were a counselor.

#1 Our teachers in honors English – come to them and ask if they think you are prepared for it. If they say you're ready, they know the classes and you, and can advise. The counselor isn't the one teaching you and working with you in every class. Access – means that teachers who know you, can help you.

#7 So many students per counselors – not enough time for each student. Can not get to know everyone. Have to go see them really often for them to get to know you. More people need to go in, but can't get the time with the counselor.

9 I see my counselor every week. I tell her everything. Sometimes she is with someone else, it is hard for me to get in to see her. If I move on from there, try to work it out on my own – I end up not doing so great in school – once I get to the middle of the trimester I get overwhelmed. I'll want help raise my hand, but then I am sitting there for two minutes, while the teacher is helping someone else. We need two teachers per class. Not enough access for me to have more time with my teachers.

#6 I feel awkward talking to counselors. The counselor that came in to talk to us said to figure out registration on your own because of the number of students. It seems they are busy and have no time for me. To take an hour just to talk to someone, is big

#5 counselors are pretty stretched. I wanted a different focus. There is a big difference between grades and knowledge. History class I got an A, but I remember almost nothing from it. Grades don't really represent my learning.

#8 a lot of kids would benefit from a homeroom, where we would have a chance to take a step back from our school work. This year has been overwhelming, applying for college, especially if you're taking a really heavy course load. College apps are a huge commitment. I wish we kind of had a little more flexibility, more understanding of that we can't get all of this done right away. Students need some wiggle room, where they can learn, but not be bogged down. Senior year and end of jr year students get really bogged down. Tie to access and resiliency (homeroom idea). A lot going on, kids need some extra time and help. Counselors. Need more of them, they are a great resource.

#10. Not everyone is going to college. There is zero prep for life without college. To me that is wrong. Every kid should get the experience of a summer job. Parents think that my grades are my job. Think that every kid can get an A if they work hard enough. I think that's wrong. Needs to be a lot more prep for the kids who don't want to go to college, want to go into a trade. If I wanted to go into one of those courses, there would be no way for me to go to one of the other schools to take those courses. Resiliency – you're going to fail a ton in your future – it is going to happen. Someone is going to make a poor decision, you have to bounce back

#7 NAVAC – transportation – friend goes to Bellevue High school for a video broadcasting class. Has to drive there, then BCC and IHS every single day. I understand school funds aren't that great, but the school needs to understand that students don't have the funds to do all of that. Gas, class fees, etc. It's really important for her to take those courses and have the opportunity. School doesn't help them figure out ways for them to take all of those classes. Don't help them with their plan.

#11 job preparation class. – IHS and ISD gives really good access to the middle range of students that aren't taking lots of really hard top classes. Bust also – one of my friends at Liberty is not going to college. Wants to be a mechanic. So much pressure on students to go to college. Not everyone is going. Appearance of access for all students, here we have classes available, "not our fault you don't want to take them". Students should have access to ALL classes.

#8 Would be cool if offered – wish we had 8 periods rather than 6. I haven't had enough time to take the courses I want to take due to the prerequisites. I'm glad I had those but I wish I could have taken DECCA. Would be nice to have more periods, more opportunity. Block schedule might be better, get more classes out of your high school years. Good on a college app, resume. If you have more classes colleges like that more.

#3 There is a homework club every week. I am trying to catch up, would like the homework club. Hard to get in. You have to be chosen to be in one of the homework clubs.

#10 8 periods – I am only a freshman – I can see like in middle school we are told that we can choose everything, all the classes we want to take in high school. It's not true at all. So many things you need to do, that you really don't have a choice. A few things that I like, but I'd like to do more electives, and have the opportunity to take them. Prerequisites in the way

#2 If I take orchestra I cannot take electives. I don't think of music as an elective. I have to drop French or music to take PE in my senior year. Would be awesome to have an extra period

#7 Went to Mt Si for 9th grade. Offered 0 period and one after school. When I went there I took both 0 and 7. Only a few student did that, but they didn't drop it. Kept it going to help those students. With so many things you have to pack into a schedule, it's a really good thing to offer.

#12 agree with the 8 periods and I am taking 0 period now. I think that would be a lot better to have a block rather than all on one day. I wouldn't want more than I am handling right now. I will still be in core and year long electives. No room for taking anything else. More classes might help that...

Susan: Let's look at citizenship

#8 IHS does pretty well. – small instance early on during MLK Assembly. Talked about a lot of community service activities. Sparks some interest. Important for kids to be aware of it. Some kids would do it but didn't know how to get involved

5 We need a community service board – advertising what is available. Opportunity to serve

#9 Bulletin board. Would be so easy. There is only one place that I have done community service. If there were other options, I would probably try them. I like the idea of looking at the board, pull off some numbers for different things.

#8 the career center does offer that.

#6 that is here.

Susan: Some of you know something and some of you don't. What does that say about these belief statements?

#11 what are your thoughts about having a community service requirement to graduate?

#3 what if people are lazy? Now they have to add that?

#11 ISD mission (referenced)

#8 I don't think that would be a good idea. A few years ago there was a senior project that required that. The work load to graduate already is pretty high. In DECCA we have an officer team, community service officer who puts together different opportunities. Open to all DECCA students to volunteer. We get a lot of people who want to come, and enjoy it. Having something like that for everyone.

#6 when I think of community service I think of road garbage. I am not going to spend my time doing that. Such a waste of time. Volunteering at an old folks home is a good thing to do, but in reality I am not going to do that. Put more of a fun aspect into community service that connected to people's hobbies. Not just any community service. Tie in to something that I am interested in. You have to care about it to volunteer for something. They pay people to pick up garbage.

#12 good idea to require that for grad. Outside of everything else. Students could leave it to last second and it would seem hard. For those who want to go to college it is required, good for character, humility. Take risks and go do things that you don't want to do. Find a way that you can have that requirement and not have it dreaded. Incorporate into each class maybe. In gov you have to work for the elections. Build it into a class that makes sense. If my class gave me community service that counted for grad and the class I would gladly do it. That would be a good way to incorporate that. Bigger aspects of life.

#2 find things that you find interesting to do. Wasn't through the school, I found it on my own. School doesn't tell you about things like that, you have to go find it on your own.

#5 there has to be some discretion – not really community service if it's required. Should be more personal, your heart has to be in it. You have to make up your mind to do it. It's more citizenship.

#10 join boy scouts if you want to do community service. That's what you do there. Incorporating into school would be ridiculous. Do it for a reason to get better, academic resume. Not everyone who does community service will keep doing it forever. Shouldn't be forced upon you. It's who that person is, shouldn't be required. Two different things.

Go back to the notion behind community service as part of citizenship. I am going to ask you to go back to those belief statements.

#8 Citizenship – is relevant in school – you face it on a daily basis with your classmates. Basic manners and being polite and being a good person. Important for everyone to learn it. Everyone goes to school, so it should be a good place to learn it. It should be encouraged at school. Elementary school is good with that. I would disagree that community service isn't for everyone. I think that you don't know it's for you until you have a good experience with it. You don't naturally just do something for the community, but once you do, you learn that you like it.

#5 manners – common courtesy – Super important. Actual community service hours is not so important to me. Especially forced. If you're doing it for the hours it's community service, if it's manners there should be a class for it. Doesn't really need to be taught, it should be natural.

#12 I don't think that's plausible to be a class, but you could integrate it into the class. Some teachers will not tolerate any disrespect. One way to learn citizenship. Sometimes earn points. Other classes where the teacher doesn't care or can't do anything to control the class. Some students show disrespect. Most students are respectful. Teachers in the middle are the best. Lax and nice but every kid in the class knows the boundary. If they cross the line the teacher gets mad, before the line the teacher is really great.

#10 going back to citizenship – required what it was called – participation. There are other ways. Being courteous to people, doing something nice for someone.

#11 Several people have said that community service isn't really the way to go. I kind of agree, the point behind community service was to make people better citizens and to help other people. The school district is trying to be the parents the kids don't have. It is not the school's job. Parents need to be teaching that. Not the school. Compassion is taught at home and is so family oriented. Should be engrained into us already. We should know how to be compassionate to others and think beyond ourselves.

#1 Citizenship – Standing up for things that are going wrong. Stand up against them. On the bus. Some middle schoolers are really mean to some people. When people don't say anything about it, it's a problem. Not sure how the school can change that. Only you can stand up for stuff like that. Administrators, drivers etc when they see it, they need to correct it.

#8 some people have said that citizenship should not be included in the mission – but I would disagree. I have read tons of mission statements for colleges, every single one includes that in their statement. Important for kids who aren't going to learn it other places, should have the chance to learn it at school. I think it's a valid point and vital to everyone's development on how to be a good person. If all universities, business include citizenship in their mission statements it should be included in schools.

#6 how can the school actually do that? Honestly I don't think you can get that in school. May be in the mission statement for our school. Before today I've never heard it. It doesn't affect my attitude for being here.

Closing statements:

#7 I still have the same feelings about running start and NAVAC that I had at the beginning. We need more counselors. It would help with connectivity – and access. Different courses that we maybe didn't know about, and expression as well. We can actually talk to that person.

#8 I think that having more flexibility on course load. Prep for after high school (college, trade, theater) should start thinking about that earlier (freshman). Need to start thinking about it early. I wish I would have done that. Homeroom would allow for that.

#9 Homeroom would be amazing. When I get home I have so many things to do, it's way too stressful. Homeroom – Yoga reference getting credit for lying there. Homeroom for homework, be around people.

#10 I am pretty much the same as when I came in. Advocate the activity bus and homeroom. Sometime in the day when you can have access to a computer. Hazy on what citizenship should entail.

#11 I think that an 8 period day or two 4 period days would be really good. More opportunities, classes. They should have AP Physics next year! Really important. Please have it. The budget cuts will affect everything here. Fewer teachers, larger class sizes. Having bigger classes will not help any problems. Cutting classes is also going to hurt.

#12 Busses – it seems like the school decides that we aren't doing the activity bus because not very many people need it and we can't afford to run them. Not very many people signed up for 0 period. Better to try things out rather than ask people if they will use it. (busses and zero period.) If they aren't used then take them out. Integration of different things – access that requires good teachers. We have a lot of those here and some that aren't so good. School should be careful of – some teachers are really good in their subject, but don't know how to teach. They know everything about that subject, but are terrible teachers. Native speakers – not always the best choice. To give ultimate access revolves around teachers.

#1 Teachers – some aren't good at actually teaching. Good projects with Mr. Whitney. Good teacher and knowledgeable. Should be recognized. Counselors kind of go with all of this. They can help you with access to stuff, connectivity. – if you have a good relationship with your counselor, that could help with citizenship. If you look up to them that will help. I didn't know that IHS didn't have an activity bus – that sucks

#2 Present things differently – capture students with good wording.

#3 access – I have changed my perspective. I have thought about my future, but realized that school does not have a lot for the people who don't want to go to college. Definitely there should be more stuff to learn for people who's path is not college. Citizenship – having compassion – it should come to you naturally. Hard to have good relationships with staff and students when coming from new school (PCFC).

#2 citizenship – class would come across as corny. condescending

#5 access – transportation view on school changed. After school access to teachers is good, if you have a way to get home. Most don't unless they drive. Self improvement – homeroom. That might seem too corny, call it something else. (study tips...) give you an awareness of what's out there. How to handle the stress of everything you're facing. Generic way of how to study, organize, focus on the future.

Susan: I am hearing you say you have concern that while these things might be good, depending on how it's communicated could be corny.

#9 Freshman focus was stupid. Bake cookies.

#6 literally you do nothing. (Freshman focus.)

#6 School really isn't that bad, right? Coming to school everyday. This is what high school should be. Different for different people. I never get bullied. I see my friends, I go home. The only thing that could be better - more social interaction more hangout time. Most interesting thing I heard today, is that if you're not going to college school is worthless to you. There aren't that many kids applying for top colleges. I can see how if you weren't really planning on going to college everything in high school would seem irrelevant. Having more options for those people would be great. There are tiny things you could change to make the oddball cases better, but for the most part it's fine. Improvements for the smaller group.

#11 the fact that we are having this conversation is good. It's going well. The vast majority is right.

Susan Would you call what you did today community service, a demonstration of citizenship?

ALL – Yes

#10 does that mean you have a slip you can sign off for us?

#2 I know PCFC is closing, and I agree with that. We don't need to be sheltered like that. We don't need to be kept in one place.

#6 I really liked PCFC

#8 me too!

Staff Session

#1 Access – having a culture of openness. The difference that makes for students. To content and experience. Highly value. Differences in the home lives of the students in terms of what they have access to. Technology issues – connectivity – one of the differences in the way schools will be changing is in collaboration. Technology has changed our lives is about collaboration. How we're going to do that as a community. Connection between learning and life. "learning to live". Citizenship – service – being involved in service teaches you about your community. Your impact on those around you. (reference to litter on the road to IHS) connections that students and staff have to one another. Resiliency – kids have a fear of failure. Can learn a lot from failure. Expectation – providing them a way to get back up after failing. Thinking about culturing differences. Different teaching and learning abilities and styles. Not just what goes on in the classroom, but what goes one in home life as well.

#2 I divided each of these into pros and cons. Great job in a lot of these things in one type of our population. Most of our kids are in that population. Access – Kids have chances to see teachers before and after school. Need access to information. ASB, Yearbook and magazine do a great job getting information out, but you have to choose to read it. I vision is a great way to get info out. The personalities of the kids involved in those things reflect what they write about. Resiliency – real world project that we have. Where kids either make it or they don't. "building responsibility is providing a safe place to fail, try again and succeed. Enables them to be resilient. Sometimes we try to protect the kids too much. Expression – we have venues. There is a segment of our population that is introspective, or afraid to go out and seek opportunity. We need to grab a hold of them and help them seek. High school experience is not at all what we would like them to have.

#3 Access – broader school perspective in terms of course options. When students are ready to take them, they need to be there and available. Life after high school prep. No matter what the plans are for after. We offer a whole list of programs that are valued. (sports, leadership, clubs, tutoring) Valuable to everyone. Complete experience. Well rounded experiences. Has to do with connectivity in my mind.

Making sure that the students are feeling like this is a home for them. Not just where they go to school, part of a bigger picture, welcoming place, home for them. See that they are valued, supported to reach their goals. Connected with peers and staff. That staff are looking for those who are not connected. Citizenship – people looking beyond themselves to those who's needs are not being met. Doing something about it. Either to that person or someone else who can help reach out to them. Feeling that in some way everyone is connected. Citizenship – is the greater acceptance of the entire community of students who are not just the norm but those who have learning differences or other social needs. Accepting them, incorporating them into what's going on in the classroom. Not every student needs the same things at all times. I value the issue of resiliency because those are the types of students who need to be taught resiliency. Teachers play a critical role in helping them overcome. Little flexibility can make a huge difference. Teach well by showing them that perseverance is right even if you don't necessarily meet the need. Expression – students are welcome to express themselves during class. Outlets outside the classroom (sport, leadership, theater, music) Have the ability to express themselves and find the other people interested in the same things,

#4 Access – As access to various classes, room in their schedule to fit in classes they want to take. Money issue. Free to take the classes, but there are hidden costs (yearbook camp, cheer uniforms) access to technology and to the skills they will need to be successful. A ride home (transportation) Connectivity – kids feeling that they are part of the school ASB needs to do a better job with helping kids feel a part of things, invite more to join. Some kids are not necessarily having that optimal experience. Feeling good about themselves. Just getting through the day, without incident. Citizenship – Treating others with dignity. Many students do things for the community. Citizenship does not have to be recognized, but if other students see that recognition, they might see those opportunities. resiliency – a place where kids are here to learn, make mistakes, and learn to live afterwards. We're here to help them get through that. A lot about life lessons and having second chances. Expression – electives. Music drama, speech, and also opportunity to be who you are. Feel comfortable dressing the way they want to dress.

#5 Access – impressed with the breadth of course offerings that we have. It saddens me that we have had to cut back on auto shop and others like that. Would help those kids feel connected. That gave our school a bit of an identity. Connectivity – as a parent – my kids were very connected (sports & journalism) Felt more connected, went out and interviewed kids (for journalism) . Clubs etc very serious and very fun. Lots of opportunity. Citizenship – some clubs help teach that – life-growing experiences for my kids. Some kids have gone through tough situations where kids can be mean to one another, especially the girls. That is something that bothers me. Very debilitating. Resiliency – Love and Logic – for many kids it depends on your family's support and experience. Both of my kids hit the wall at some point. They learned to talk to their teachers, and try to bounce back from that. Grateful to have the support of the teachers and administrators. My kids have had positive experiences with their failure, attribute that to the staff. Expression – my kids learned to talk to the teachers. They are very open – not afraid to do that. Cultural thing here. Academically – different ways that kids can express themselves. Different ways to test, multiple intelligences.

#6 perspective of teaching business as an elective. For high school this is their last shot. Some go to college, trade schools, some not. Access – experiences for all abilities for all students. Rooms, facilities, schedules (7 period day) do we have the facilities (woodshop etc) time allotments. Some of these kids are working some are not. Some parents are available some are not. Is it possible to have a weekend course or a make-up course. Ties into their ability to be here. Running activity bus after school is so important. Connectivity – relates to being tied in at school. Being valued. Are they valued by someone at the school (sport, club, staff member, class etc). Are they safe? Some come and this their best meal they get all day long. Need future belief that the school is going to help them. Some kids don't see that end - "I'm here because I have to be here". Citizenship – I don't know what citizenship is particularly. Acts of kindness. Get concerned. If I teach citizenship I have certain values. Mine are right etc. How do we do that piece without going over the line with cultural differences. Resiliency – totally for. Learn to get down, and pull back up. I took art in high school got a D in it. Life went on. I found out that I stink at art. Resiliency as a whole person. Educating the whole person, not just the academic side. (waiving PE, etc). learn from strengths and weaknesses. Move on after failure. Cultural expectations. There is a difference between a c and a c. Some devastated, and some happy. Who do we hear from as a community? Need to be concerned more about the lower achieving community. Expression – verbal, artistic, opportunities. Dress and acceptance. If you're not sure, come to lunch. They are accepted and supported.

#7 Access – I work in special ed, so access is something we strive for all the time. It's hard to have a wide variety of abilities in a class of 35 kids. The best we can do is to support teachers and give them some help with how do you do things with just one of you in the classroom. Challenge. Missing those classes that we used to have. Leaning toward higher more challenging computer classes at the expense of the lower tech courses. High school should have many of these trades. Many don't have transportation to go to the other schools to take those courses. Limitations there for those students. Connectivity – Ties in closely with access. Means that every student has at least one adult and one student that they look forward to seeing every day and look up to. I have students in my program that do not have one friend. They look different, think different. Try to provide in some way an opportunity to arrange a friendship. Access to a kid who has enough confidence to be their buddy, who knows his name say hi in the hallway. Linkcrew does a great job. More with tutoring, good part of connectivity piece. Citizenship – I think that is one of the most important things that students will be able to experience in high school. Satisfaction and self esteem in making a difference in someone else's life. Resiliency – to me has to do with a safe learning environment and a culture of hopefulness vs discouragement. Kids who feel hopeful have that resiliency. Feels discouraged, don't always have it. Believe that every student should feel that this is their place to make their mistakes. We expect them to. If the never make any here, then they haven't learned.

#8 Access – time – students not having the same access to time after school (family, job) others do. Having 0 period would answer that. Implementing more time in the day for students to have more access to stuff. Trying to manufacture a natural connectivity. Put those awkward kids into a situation with another kid (echo earlier comment, special ed). Quiet kids. Citizenship – is important. Hard to teach. Legislation rules where we can't instill certain values. What if there was a class called citizenship,

and we developed a curriculum for that. Maybe kids would learn how to treat others. A lot of bullying, away from our ears. Happens when teachers aren't around. Maybe opening up a dialog where teachers are present. Resilience – reasonable risk caught my eye. We have grades online. Students and parents look at a grade right away. Students don't feel comfortable taking those risks (my grade will be posted, I've got to get into college, this is not the time for me to explore a different writing style, etc). Promoting exploration in those classes is difficult... encouraging students to take a risk, make it your own. Teachers and students making that a value and talking about it.

#9 How do you implement these. More practical than mission statement. Not likely that each of us is equally strong in all of these categories. The ramifications that would come with hiring to these beliefs would be huge. Would you ask which are you strongest in? during their interview? striving for an overall blend. These 5 statements can continue to be brought to the forefront, as a lens. Make decisions using these. Administration's job to keep bringing these to the floor as a gentle reminder, etc. More practical ways that we can implement these.

#10 Access to me means that the education infrastructure is in place to allow students to achieve their goals. All can be achieved here. Connectivity – For a student to be connected, look at the school as my school, buy in from student. Citizenship – there is a citizenship program - ROTC - teaches core values. Amazing to watch them work together with each other. All different academic levels. Honor to the commitment buy in to the team. Resiliency – important to recognize the deer in the headlight look from the student. Engage with them. Expression – we do a good job of that here. Making it a safe place for many different people.

#11 Access – academic – we offer classes for gifted or honored but tend to leave the struggling students behind. Can get lost in the systems. Don't have help for them to get caught up. Classes for kids who are going to go into a trade. Connectivity – Make sure they are connected with the school and their peers. See them sitting by themselves at lunch. They go right to class because they hate being by themselves. Citizenship – lonely kids, key club is service for the school and community – not just helping out at the school. We talked about what we can do to involve more kids and help them become more involved. Resilience – love and logic supporter. Allowing them to fail so they know how to deal with failure. Expression a bit broad. Is it with clothes, the way they are? In my math class. There are several different ways to get the answer. Letting them share with other their methods. Form of expression

#12 Thinking about how I see them in the classroom and how I see them in the whole school. Access & Connectivity – how students access faculty. Smaller classes, students have more access to their teachers. In class there is time for them to talk to me and me to talk to them. Hard to do with larger class sizes, even with best intentions. There is always a group of students who gets left behind. By having time built into the day for more formal access to the faculty or smaller class sizes would be one way to get to that. Connectivity – having smaller settings easier to connect. Less pressure in a smaller size class. Flexibility to do a variety of things. Citizenship and expression – how often I find students being casually dismissive of each other. Ok to express yourself, and not ignore what someone else is saying. Emphasize value in allowing space for others to express themselves. Resilience – Trying to make safe spaces to fail. How do you make it ok when it is set against the pressure from the community to do well all the time.

Struggling is just part of learning. Be able to make decisions yourself on how to get out of that place when you're struggling. Making opportunity for students to understand that they don't need teachers or parents to learn, they can make decision for themselves.

Susan: What connection would you like to make?

#4 how does money enter in to this discussion. How do we implement smaller classes sizes? Probably can't do that right now. Of all the great ideas we have heard which are actually feasible?

Susan: In order for us to be able to use these statements as a lens we need a period of time to discover. What do I see right now, what are the obstacles. Talking about budget would constrain the way we think about it.

#1 failure – a lot talking about that. The importance of failure. The other part of that is modeling. Role models. Building advocacy, ultimately what you want. Ties into connectivity. Understand who our models are. reflects how we go about these things. Models as people not programs. When people connection is there then the interest is there for methods, programs. First is the invitation and recognition.

#2 program thing is important,. Can't be built around personalities. Has to be more than just a person.

#7 If you don't have a person in that program, it is not the same program, (personalities)

#1 Current president looking at sacred cows on both sides of the aisle. You have programs because of the value beneath them. You want to have a system in place that brings in and teaches other teachers. Example of a choir program that is wonderful, that teacher leaves and it falls apart. Model that it is ok to fail.

#5 certain culture at a school tends to attract a certain kind of teacher. Don't know how you do that...

Susan: Can you make a connection to culture using these belief statements?

#5 describes what is of value in this culture. I think we have a certain culture at this school

#3 continuum from positive to negative in all five. This school seems to fall on the positive end of pretty much all of these. Still ways to be better.

#2 I was shocked the first time I saw this list. Administration never talks about these things as a tangible something. To have that be the goal! Could we really do this? They are all connected together like a circle.

#1 Culture is the doing of values. Behavior manifestation of values. Part of the reason that we see the reflection of this in our community is because of who we are.

#12 Optimal experience is also the culture of how the staff and administrators experience would be for them. Resiliency for teachers? Can teachers try new things. Do they have the option to connect with other teachers. Authentically experienced by teachers

#7 Remember that this needs to be integrated into the other practical jobs that we have every day. When we spend so much time thinking about the WASL. Letters for seniors in their college app process. These need to not be an extra thing for us, but needs to be integrated. I guess keeping an awareness of it. Department head meetings have gotten so much more fun and valuable. Talking about things that matter, things that help all other things. A lot of this is already happening, tweak here and there. If we can identify what the little pieces are then make an effort to change those.

#1 Talking in meeting with each other. Building block foundation

Susan: Consider and exploration – what are the things going on now that we can name as examples of the 5 beliefs. What are some things we're not doing?

#8 New students that transferred in. Hand written notes by other students, welcome to IHS, we're having a gathering for you we hope you're enjoying your first few weeks. A group of people know that they are new here, is a really good thing. Connectivity and outreach.

#10 to me an example of outreach. Ministry by walking around (Chaplin in the navy) get down to their level. Go to them. Getting them to feel comfortable with you. Access.

#2 if school could be real world. If a class was something that wasn't a high school experience but a real work experience. We would have all of these things. Have a technical writing class, write grants for the school. Real life, I think we'd have all of this. Writing grant for the school, connected with the community, access to lots of info (real work) resiliency, rejection citizenship for the school.

#11 At PCFC we have a list that goes around at staff meetings. Staff pick out students have made a connection with. After it goes around a few times you see some kids who have not yet had a connection made. Go out on purpose. Make the connection.

#4 With access we offer a good variety of classes. Some have gone and will be going away. We do a good job with connectivity. Lots of ways for them to get involved with different staff and faculty. Some things that are a little more tangible, honor society, key club and ROTC. ASB yearbook. Resiliency is something we do really well here. Teachers seem to be really caring. The ability to be able to connect with kids. We're amongst people that feel the same way. Connection with kids. Strength of our school. At the heart of what IHS is about. Expression – traditional classes that allow expression (music, drama etc)

#3 a couple of important things we do to help with access is after school tutoring. The moment we started using Wednesday morning I saw a huge difference. Office hours where students and parents have access to you. It is the time when I can track teachers down. Helps with families and students. Connection and access critical. Crisis mental health issues decline since we had Wednesday time available. Amazing difference. Resulting resiliency has been incredible.

#1 Expectation of citizenship – we allow for a minimal level of participation. Plenty of oppty, but we don't have a community service requirement. Assemblies sometimes done by smaller groups. Where are the expectations what are the expectations? How do we give those to the students. Accountability. Obstacle due to lack of expectations. Tolerance of other values. Conflict there. Don't want to bother someone by what you're saying.

#6 I get concerned for the requirement. But as a whole person – are these hoops I am jumping through to get to college. Parents tell kids what hoops to jump through. Need to establish a culture. Access to opportunities outside of school limited them within school. 6 period day or pass fail etc...

#7 peer tutoring – that speaks to access conn, citiz, this year we have a new program - a few students assigned to a special need kid in a regular ed class. The students come in to math, takes notes with the special ed student, helps them, encourages them, etc. Students are great for modeling proper behavior humility. Manufactured friend. Say hello in the hallway. Student has someone who says hi to them. Small scale right now, would like to expand. Another thing would be to have an ELL student go in to a Spanish class and tutor the kids struggling to learn Spanish.

#3 vast potential market of citizenship opportunities with our own student body within our own campus walls. Many seem so desperate for community service opportunity for college apps. Need to get it out there.

Susan: You might be interested to know that the kids spent a great deal of time talking about community service earlier today.

#3 See it every day. All of the kids wanting to get into college - checklist. How we help them to find what those opportunities are.

#1 Through the doing is where the learning takes place. Wasn't the dreary task I thought it would be . Through that hoop they had to jump through they learned they liked something new and it feels good to help someone or a part of the community. Pride. We're so oriented on the end goal, we forget about the evolutionary process. The journey.

#3 modeling aspect of what staff can do in being here because you're here to teach kids, show you're interested in kids to the kids so they are interested in each other. Rather than just teaching math .

#5 respect for one another. Not just respect kids to kids but adult to adult but vertical as well. Not used to being thanked, respected. Simple please and thank yous. Sometimes shocked at the manners I see.

#1 One of things I think about is when we get into a reform mindset we forget about things that have worked for a long time. Difference between good lecture and not so good lecture. Tend to get so focused on certain stereotypes. Careful to look at traditional teaching as well as new ways.

Closing statements:

#12 Along side teaching of curriculum. Important to think about way this is integrated into the curriculum. Not an addition, but somehow built into it. Many times students see citizenship and community service as an outside thing, not in the classroom. Value of learning. Recognize the simple value of learning, that actual piece wasn't written in here as well. See the value of learning.

#11 Getting kids more involved . Finding a way to catch everyone. Some kids don't how to get involved. Offering them a 0 period where they join a club, some more ideas needed. Find more ways to include them.

#10 the kids that go slightly below the radar – it might take a while to build a relationship. Might take while for them to want to get involved.

#9 my biggest way to affect change is to look at these in terms of how I apply these things every day. (man in the mirror) if we all do that and take it back to our classrooms. How do I apply these daily and proactively

#8 seems like a lot of the ideas are hard to measure or grade. If we do notice things that our school needs, how do we implement them naturally. Can you mandate a culture shift?

#7 It became clear to me that as we talked about these, I saw the connectivity. They are all one goal. Inter-related.

#6 look at students that are struggling academically, socially, etc. Meet the needs of those who are not going on to college.

#5 a bit overwhelming. A lot of think about. We have a culture. Use ourselves as models for the kids.

#4 Naturally doing this more since I have been thinking about it. Talking about potentially doing it, adding it in to your daily teaching. Thinking of a shortcoming in a student in a leadership. Maturity is a piece in getting students to treat others. All of these things require maturity. Not always mature at this age.

#3 easy to say that these are your goals, but the roadblock is that you get busy, overwhelmed and protect yourself by not doing these things. Classes too full, busy, overwhelmed. Email, phone call, in person. Keep that in mind about the overwhelming nature, actually doing them is the tough part.

#2 I get to see my kids for 3 years in a row in music. Makes huge difference. Huge connectivity. Citizenship becomes a norm. If I just had them for one year, or one trimester, it becomes harder. Biggest roadblock becomes access. So many requirements hard for kids to keep music for all 3 years.

#1 growth – these are 5 components when optimized will allow for growth. We do want them to mature. But it's a process. We should remember that this is a trip, a journey. Students take time to grow.

Parent Session

Opening Statements

#1 What I wish to have happen is in access – all choices. To have it all would be optimal. To not have anything in the way of our kids education. Realistically we know that the choices will be less. Will be difficult in today's economy. My kids have been very well connected to their school. Very specific course options. Music, sports, sports medicine. You have to really search for those. Part of this is the parents responsibility to find the connection for their kids. Citizenship- is a place where we're lacking right now. Would like to hear what others have to say about that. Struggling with resiliency – expression is easier for kids who are plugged in to the school

#2 Looked up all of the words to find true meaning. Son is new to the school, hard for my son to know who to hang out with. He did not play sports, people ask him what sport he plays because he is tall. I find things that will make him feel good as a man. Optimal meaning the best. We chose Issaquah because of the school system. The right to be able to retrieve anything. Retrieve whatever is offered here. Trying to get him to go for it. We don't know parents here. We don't know who he hangs out with. There could be a group where students and parents can get to know new kids. Resiliency – be able to spring back. Involvement is what needs to happen. Expression – to be able to talk about your feelings. Son having a hard time, you cannot get through to a 17 year old. Trust not listed in here. Need to find someone here he can trust. (teacher) Personal things that teachers talk about need to be turned off at school. (between one another)

#3 Access – we have been fortunate, always got the classes he wanted and electives. Standard college prep path. As budget cuts become a reality, not sure how that will change. Connectivity is critical. Connect with other kids and an adult. Whether we can use a homeroom idea, something where we can get one teacher one period a day to really know those students. I know it's difficult when they have 100's of students a day. Citizenship – getting out into the community, requirement, how to track. Resiliency – I think the kids who are at risk of failing or ready to drop out. Policies at high school can be punitive. We're dealing with kids and they are going to fail occasionally. Need at least one adult who knows them.

#4 3 sons, all different. One academically successful. Middle has a physical disability, access never seemed to be a problem. Participated in PE, the teachers worked with him, and no one bullied or harassed. Youngest has learning disability. That has been more of a struggle for us. As I look at these I am looking through his eyes. Looking for ways to support kids in those categories. One program that I love very much is VOICE, after school tutorials, parents connected to the school, what kind of programs generate that kind of thing. Developing confidence and self esteem in these types of students. He came into district as a Kindergartner. Kindergarten teacher said that at the beginning all kids are the same at the end of the year we'll know more. At the end of the school year she told us to go to another school, school for dyslexia. Pretty significant dyslexia. Intense school. That was huge, he began reading at 8, that was huge. Came back into school here, special instruction, had teacher support. When you identify

a child as having a learning disability you need to hit it very strong in the beginning. By 3rd or 4th grade it's almost too late

#5 Connectivity – remiss – because really my experience is through my kids playing sports. They have been connected through their team, their friends and peers remain. Connected to certain teacher. Accessible after school and at lunch. It will be interesting with new cuts how access will change. Citizenship – how can we engage the students, to give back to the community. I don't know if programs are already in place. Example Issaquah little league. Maybe a concerted effort to move along that path. Resiliency – I think it is a safe and structured environment. Expression – through sports.

#6 Oldest child is a junior. He loves IHS. Talks about it all the time. Great experience. Difficult for me to give notions for improvement. The only thing he has said, is that he wished grades were just a, b, c no plus no minuses. School spirit is very strong with my son. We have thought at times is too strong. The hatred of skyline healthy rivalry. Citizenship – teenagers building compassion for others. Tough row to how for them. I sense in his experience make at least some effort in that regard. Don't have a complaint there. Expression – son plays a sport, year round. Between that and studying, doesn't have a lot of time to express himself. Spend a lot of time talking with him about his teachers. He has tremendous regard for them. Using a Socratic method in his classes. Thrilling to him.

#7 My kids are very happy in this district. What are things that I still think could help? Access – class size is huge – it's why parents are sending kids to private schools. One thing I did think of – my son is at BCC has learning disabilities. He had many subs all the time here. Hard for consistency. Very disruptive to the education process. Bell time study – any way for school to start a little later, better use of that 0 period for music and foreign language. A lot of those kids who are in language and music don't have time for other electives. Connectivity – postcards sent home occasionally. If there was any way for more guidance counselors. They should be that link. Citizenship – community service, perhaps PTA could help with that. Requirement in the Bellevue schools for community service to graduate. How do they do it? We should find out. Expression – really feels IHS is really open, diverse and accepting.

#8 Parent of a student who is very connected, good academics, learning her own voice in dealing with her teachers. Compliment to the teachers that they are encouraging that kind of relationship. Connectivity – day job is mentor program – when I see connections. Some are looking for ways to make inroads. So many kids out there who don't have a way to connect, don't play a sport, not part of a club. My overarching theme – no kid should be invisible. Someone should know that kid. Level of involvement could be assessed so we can bring them in. So that they can enjoy the experience that the other kids are enjoying. Huge missing piece. There are a lot of kids who don't have the parent involvement. Knowing parents is another form of connectedness. Resiliency – want our kids to be challenged, have struggle so we as parents can be there to support them I think IHS provides that. I don't see anyone going through without those ups and downs. Expression – has to do with connectiveness. If there is a way to connect with someone else through interests and skills. Volleyball tournament reference “team diversity”.

#9 moved from NJ – new here. Grew up in India, pleased with ISD PCFC and IHS. Access - daughter has been able to get the courses she wants. Connectivity – what is happening and what needs to happen. Son was part of magnet program. There needs to be a homeroom where kids come in the morning for 10-15 minutes – faculty member can be like a counselor, check in , coach, mentor, connect with those students, know those students. Every day someone should be available for a student can go to. Throughout the school year. Access to counselors – should be more time allocated for students. Should be easy access for students. Some delay in those situations. When I ask to meet with the teachers – first question is always “is there a problem” no I just want to meet with you so if there is ever a problem you can contact me. I want to know when there is not a problem too. Citizenship – well connected with the community. Doing more than what she can handle at this point. Resiliency – very important for students at this age to fail, and get up. This stage is easier. Expression – should be more opportunity. PCFC had a great program, charity program. Loved it. Should be more of those programs for students to express, without any repercussions. I have seen many that have the expectation of over committing . That’s how you manage you personal expectations under commit and over deliver. Homework – repetitiveness. Same problem doing 10 times. Need to have more variety. Asian cultures and Indian cultures do one type of problem once or twice, here maybe 10 times. Select school start time. Studies have been done about that. Should start school later. Give me something I can solve, we need to turn kids at this level into problem solvers. Get up and do it again. No negative consequences for failing.

#10 thoughts I have had have been covered. Class size is critical Resources should be thrown at teachers. I have heard class size will go up to 40. Connectivity – every single student should have a connection to the school, otherwise they are at risk. Access – in talking with educators all over – the single most important variable in successful kids was parental involvement. If there is a big budget crisis – the parents need to step up. Citizenship – individual perspective. Being respectful of others polite. Also anecdotally – daughter likes to go to the games. Feels connection to the school, togetherness. Resiliency and expression tied together a little. People should not be afraid to express themselves. I don’t think there is a problem here. Have heard it is at Skyline. Some schools it’s an issue, I don’t think it’s here.

Susan: Have heard initial thoughts. What are some connections you’d like to make ?

#5 important that no one is forgotten – some connection to the school. who reaches out to them How do we reach those who don't have a connection.

#8 how do we identify them. Is there a method we can put in place to see that there is no group, sport, hobby, class etc. Could be any of the classes, clubs, activities. Some kids don’t have anywhere.

#5 homeroom concept could be good for that. Sampling of kids – ability to connect with a teacher. More students would be reached. Identified.

#7 guidance counselor could play that role. Meet with each kid. To help find connections. Narrow interests. (her son)

#9 there are not enough counselors in our school. Only 3 for entire school. Homeroom concept would be a better ratio, that teacher would see those kids every day. See what is happening how child is changing.

#2 What I have found – my son doesn't do a sport – had to figure out where he was coming from. He didn't grow up with the kids here, got lost . Being a guy – it is hard to play sports when you haven't grown up with the kids. Need education first. I think kids need excitement, They are bored. Sometimes if they could find something to make them want to come to school. Connecting – when you see someone at lunch by himself, those are the people that I go to, and reach out and talk to. (walk about) These kids need excitement. Have to be creative on what they want to do. Some kids learn through music etc.

#4 do we still have linkleaders? For kids who are new to school. So much easier to try a club out when you have someone to go with. Link those kids together. Build that in. Walk-about lady” at the middle school. Did have the parents on campus – that kind of connection is so valuable for the students and the parents. We had over 1000 parents volunteer for that program. Loved it, stayed for 3 years during middle school. We were able to reach out to those kids, connect them with the counselor. Recourse that parents would be willing to do, no cost to the district.

#1 fortunate in issy that we have a lot of parents with time to volunteer during the day.

Susan: Exploring the way in which you are an asset , help optimize these 5 attributes.

#5 walk about program was great. Engage with the kids your kids are talking about at home. Implement at the high school. Different animal. Possible, maybe –not as much approaching. Maybe connect with the loners

#1 wouldn't the kids you coached be happy to see you?

#5 I think so

#1 my son can fly under the radar, no connection. If I see kids I know a little on campus I feel it is my duty to say hi. Call them by name and recognize them you are touching a kid beyond your own

#8 PCFC some kids who are struggling. Flooded that group with mentors. Another caring adult in the life of these kids. For many that is huge. Someone who shows up for them. Hard for us to imagine.

#10 Linkcrew for kids who transfer in (right now just freshmen) possibility to have more interaction

#2 they are young. Under 18. Teachers say kids don't want parents in their classroom. I come to school to say hi. Other kids will say to my son, "I saw your mom". I don't have access to what he's doing. Come to first lunch, just to be seen, his friends see me. He knows I care and his friends do too.

#8 so here's a great parent, how can we bring her into the fold something for new kids. Everyone gets an opportunity to meet. Most have been together for years. Coming in new would be hard to make those connections.

Susan: Maybe the optimal hs exper has access for parents as well.

#2 I need to know what work he has to do, split up help with our son. (husband and I) Peer pressure – wants to fit in.

#9 I drop in at any time at school, sit in the back for a few minutes. Permission from teacher. Teacher would notice some students would. Connection and interaction. Peers new students – assigning jr or seniors to a new person. Show them around, help them get connected. Form of mentoring. Notice students not connected. Older students aware of younger students in need of connection.

#2 In middle school what might be a fun project is how would you react if you were going into high school. Invite high schoolers to talk about their experience. They can have at least some kind of idea. Come to visit. Talk about high school experience was for them (invite students...)

#6 curriculum night this year. 10 minutes per class. So short. Most teachers have a canned presentation. No time for questions. That really could be improved. Love to sit down and talk, ask questions. Not alone but with other parents, just talking about what's going on in class.

#1 would you stay later at curriculum night?

#6 yes,. I enjoy it. Teachers who just talk instead of present do a better job

#9 free flow conversation is always better. Maybe allocating 20-30 minutes every day – go see teacher or counselor or whoever they want to see. Free time. Works with access.

#8 schedule out the window (no busses etc) and have a longer day, have some of that flex time during the middle of the day. Activities to pull kids together as a group. Our kids go to ports right after school. Can't do the other things to connect to other kids. So locked in in terms of bus schedules. I would take the middle of the day to get different groups together. Blend of structured and unstructured time. I know that would be an administrative nightmare.

Susan: That is why you were invited here wishing statements...

#9 not enough free time

#8 could be study hall – it would give kids more option to connect in other avenues. I want every kid to have a place. Something that they identify who they are. It would be nice if that was part of the high school experience. Comes back to expression.

4 expression idea – coming from my son – he loved the idea of having a platform during lunch. Talking about a political debate or topic for kids to talk openly. No time in classes, teacher right there.

#10 my daughter is looking forward to college for exactly that.

#3 I don't think the kids necessarily want to see parents at school in high school. There is definitely a role for parents in the background. There is an absolute limit to what we can ask of the teachers. Parents can help in these opportunities – cover broad interests and doesn't create demands on the

teachers. Robotics club (involved in) a few kids have drifted in there who would have dropped out of school if not for that club. If we could get more activities like that (not as expensive) it is really critical. How can we make those options available to more kids. I love sports in a lot of ways, the part I don't like about it is seeing the percentage of kids who play sports how much are we spending on this smaller percentage.

#9 Kids worry about GPA – turning those kids to be more optimistic – than pessimistic. What is the worst thing that can happen in any situation. Can always find something to be positive about. A class or b class look at the whole picture whole student not just a and b. involved in other things. She is not an a student, gets b. Have you put your best foot forward? All we can ask

#8 there are some colleges that offer an interim block in certain areas of study. Wouldn't that be cool if high schools could offer. Maybe it could spark some interest in new avenues.

Susan: Time configuration – you see that as a real obstacle.

#7 curriculum night – nice if we had something similar to that at least one other time during the year. I miss parent teacher conferences. If there was something mi tri – could ask questions. Parents to connect and get to know each other, Parents get involved in their kids education. You would know what to ask teachers.

#9 maybe not with every teacher, maybe a few conferences. Parent teacher time twice a year. Important.

#4 overall – do you think that teachers are pretty approachable?

#5 yes, email & phone . Familiarity if you had a chance for parents to be at school.

#6 I'd like to see an hour sometime in second semester where parents could come and talk to each teacher.

#4 would a website as an extension be good?

#6 I like the personal interaction. It's worth the time.

#9 I don't like email. Rather have face to face.

#4 some teachers have great website that have said a lot about themselves. Easier to get to know them a little.

#7 It's high school-I don't really go on to their website. My student does

#9 I want to see the teacher minimum talk to them on the phone.

Susan: As a group you have looked at these belief statements differently than the other groups. Your role in relation to building the optimal high school experience. How you see your place as parents in bringing about these beliefs, optimizing them

#5 how the students interact is important too. How can we get the students to give back to the community. To volunteer. Volunteer club. Get them connected to students they may not have connected with at all. Fellow students in the community. Not sure how it happens, but would be a positive move. I think it can always be more. As businesses or healthcare is cut maybe students can help out.

#1 need a community response. Find those kids who are not connected – get them involved with those who are connected. Community service is a great way to get those kids that have fallen through the cracks.

#8 some students here at IHS are mentoring kids at Clark – some making that leap to connection. Great to see. Small population would love to see more kids do that.

#3 I think you have to be really careful in making that a requirement (community service) mentoring younger kids, elementary science fairs, put on presentation for girl scouts, makes them feel important, get to show off what they know. I think if there is some way to tie it into what they are interested in.

#1 music department does that too. Huge deal, hope we can keep doing that.

Susan: Other insights?

#4 I would love to see Biology offered earlier – maybe even before physical science. Told by other science teachers that they don't have the math prep for those courses. See this as access. PE – if we can find other options outside of the cirric to satisfy that credit.

#10 my daughter is a competitive dancer, and to satisfy PE credit hard to get waived.

#4 for situations where students who are aggressive in their cirric to have alternatives to fill that requirement outside of school. Catching those kids falling behind earlier that high school.

Susan: Ideas that you came in with may have evolved, and or changed from when you came in. What would you like to leave us with?

Closing comments:

#10 From listening to everyone else – I think the school has done a very good job in these area. I have been very satisfied. Keep in front of the curve.

#9 ISD must be doing something right. It is working. More access to students mentoring program way to improve. Apart from that everything is working.

#8 education is excellent. Kids are challenged, staff is great. I would love to see – how can we identify those kids who don't have a connection or a place to be. Where do we go from there.

#7nothing else to add

#6 pleased to have been invited to join this group. You do something like this to listen to the parents. Very good that the school is doing this. IHS is diverse. Not dominated by sports. Take away as a parent – remind my son to make an effort to connect with other kids.

#5 proactive to put together focus group to get ideas and start a conversation. I enjoyed this, hope we get the chance to do it again. Concern for not just their own students but for others that are out there. There are a ton of challenges out there for all of our kids. We can do more, a lot of energy in this room, we can do more.

#4 appreciate being here. Hope we can share some of the things we have been talking about. Keeping kids and parents connected to school. How we can use our volunteers. Love to see something added.

#3 somehow use the parents asset.

#2 overwhelmed - this is what I was missing to fit in. Need someone to talk to. This is a great school. Once we leave our home it is not about us anymore. It's about those around us. This is just great, thanks for inviting me.

#1 echo what everyone said. As really positive – huge fan of IHS and district. Reaching out to hear from us and understand what we have to say. Very impressive.