

Liberty High School Focus Group – February 10, 2009

Session 1 (students):

Opening comments

#1	Expression. Block schedule makes us different. It allows for ways to express yourself, be able to like what you're doing in high school. Can take more electives, try different classes that you wouldn't have the opportunity to with a 6 period day.
#2	Connectivity. I came from private school (elementary and middle) so I was brand new. I was scared, but I got involved with clubs, ASB Linkcrew, sports. Being connected makes me want to come back to school everyday. Everyone has the opportunity to be connected, some choose not to.
#3	Access & Connectivity – Access hit me more strongly. Access to a diverse range of classes, which would encourage you to have a broader range of interests. Conn – hit me because I thought about it, it's about finding more than one group to be a part of. A series of fluid relationships. Diverse range of classes, after school activities, etc creates opportunities to connect with more people and groups.
#4	Having more electives give us more opportunities to see what we'd like to focus on for our future. (Mock trial example). Citizenship stuck out to me. Not just a place where people learn, but a dynamic place in the community. Important that we remain fluid. Do service, stay connected. We are part of the community. School is a good tool to help all of us become more involved in our community and more connected to one another.
#5	Access is easy at this school, block schedule drives that. You can get extra help on homework, you have two days to think about homework.
#6 Bell	Connectivity. Good connection with teachers, coaches, players, they all help me strive to achieve my goals and be on the right track. I know I can go to them and tell them everything about me, and I will be safe. I feel very supported.
#7	Access. One example about good access is the block schedule. It gives us access to take more classes, experience more things. You can express yourself by being able to do what you really like doing at school. Connectivity – Pretty much everyone is friends with everyone. No major cliques, good spirit, challenge day really helped that.
#8	Expression to me is like I am free to express myself without being made fun of. I feel comfortable here.
#9	Left early
#10	Connectivity through sports. You meet kids and are also able to connect with each other about what you're studying
#11	Resiliency is important. Major example is in sports. United together, cheer for a common cause. (games)
#12	Connectivity and expression. Talk out loud and be heard. Challenge day was good, you were free to express yourself.

Susan: Do you hear any themes?

#7 everyone loves the block schedule, the access we have at our school, wide variety of clubs everyone has access to. Easy to access.

#4 The 5 topics are connected

Susan: Other ideas about what these ideas might mean to you? Did you hear something from someone that you would like to hear more about?

#4 just another thing to add on to connectivity. We have a strong sense of pride to be at Liberty. We have a very strong spirit here at and it shows.

Susan: What other ways are you experiencing connectivity?

#8 The Staff – most are really nice, easy to approach. The office is great. The career center does a great job helping you get on the right track, and think about your plan

#3 the staff is pretty good. The ones that I have had for 3 or 4 years I have had a chance to truly connect with. Huge amounts of exposure creates connectivity.

#2 one theme, is that everyone likes to have an opportunity to experience other outlets. Not just football, or basketball. Get involved with ASB and other clubs. Different opportunities are a good thing.

Susan: I see lots of nodding heads. Does this tie back to one of these 5 belief statements?

#7 We're not stereotypical anymore. Athletes express themselves in their own way, in all different types of clubs, they are not defined by sports alone.

#8 connects to expression. Athletes are also in music, they are branching out. Liberty provides opportunity for them to be many things.

Susan: I am hearing you say that people can express many parts of themselves here.

#1 partly because of the block schedule, and after school activities.

#7 people feel close to each other. School is a huge part of that. You feel safe about expressing yourself.

#4 We have the chance to be a multifaceted person. When you are out in the world, and have many different skills and talents and interests you can better decide where you want to take your life.

#12 Linkcrew. I was scared as a freshman, Linkcrew helps you get connected to upperclassman and staff. You know where to get access to help. Liberty Linkcrew is great. It fosters resiliency.

Susan: Other observations about these ideas?

#11 connectivity can be linked back to Maywood. We all came from the same school, had 3 years or more together. We are real comfortable with each other.. provides security.

What about these 5 belief statements helps with the sense that we're all connected?

#11 people respect each other, watch out for each other. Generally like each other. Not a lot of division between the grades.

#4 I didn't come from Maywood, I was new this year. This is a very secure environment, I felt comfortable within a few weeks. Why is that? Not just because we like each other, but by the example of other students (be the change). Mutual respect.

Susan: I Invite you to think about the ways you are experiencing 5 belief statements here at Liberty

#10 I can see that something I do can have an affect on other people...we can see how what we do effects more people. Example: wrestling match, lots of people came that normally don't and it was arranged by someone, by a non-wrestler. Felt good to fele that kind of support/

Susan: More on that 2nd question

#2 strong sense of acceptance here at Liberty. Friends or not. Football and basketball games we all feel united. Kids help out each other. Tutors go the extra miles. We are different and come from different clicks. We're not acting like the sitcoms on TV. I am proud to say that doesn't happen here.

#6 Everybody is connected. At lunch you would think that some people would sit near the same people, but they sit all over, you are welcome to sit anywhere.

#7 All these help me, because my past isn't the greatest. Wasn't sure if I could be accepted because of my past. I am part of the football team, which helps me in sports and to be a good person. Having those teammates coaches and friends holds me accountable. Block schedule allowed me to re-take all the classes I failed within a reasonable timeframe. Good to be around people who do not judge you, but try to get to know you.

Susan: Are you connecting this to resilience?

#7 As a freshman I felt I had to make an impact. Now HS is just comforting. Connected, it's like a second family. A lot of support.

Susan: Big question – Would people not seated at this table say these things? Are there other experiences here that could be described differently? Ways we are not living these out at Liberty?

#8 We haven't seen any fights. Kids feel safe here. New kids from California ask how we get along without fights. I don't have that experience, (fighting) I just feel like it's a safe place.

#3 resilience is baffling me. We're all a safety net for each other. There are probably students who don't feel that way, but it's up to us students. Not as strong as it could be among staff. Students don't feel safe to fail (in AP classes). I think there is not a safety net created by the staff in those class.

Susan: So you're saying that resiliency exists in social circles. Academically not so much. Am I hearing you correctly?

#8 Our school is physically safe, but educationally not really. Maybe kids don't know how to approach the opportunity get help. I can see how it could happen.

#9 I think it's a big jump from middle school to HS in terms of academic demands. There are higher standards to live up to in High School. Middle school is so easy. You have access to teachers, homework and your parents are so much more involved and aware of what is assigned, what tests are coming up. HS is all business. You need good grades to get into a good college. You're afraid to disappoint your parents.

#12 maybe parents expect you to do more in high school. You try your best, but are afraid to ask for help, give me a break. Do you have a peer to ask for help?

#2 we've all been given the opportunity to succeed. We have the means to bring up a low grade. It all comes down to the person. They need to be able to ask for help, sit with someone new, try new things. You have to dig deep within yourself, step outside your comfort zone and put yourself out there

#4 agree with you – kids create the safety net. As a student in the presence of a teacher, you don't want failure to be one of your qualities. If you try hard, ask for help the teacher will generally be willing to help you.

Susan: I am hearing that one of the ways that you are not experiencing resiliency is academics. Am I hearing you right?

#1 I haven't experienced that yet, my parents are pretty laid back. I haven't had any struggles with grades yet.

#6 If you do get out of your comfort zone and try a sport, the other kids are very accepting, make you feel like you can join.

#7 I tried wrestling at Liberty for the first time. I had never wrestled before – the whole team supported me.

#10 coaches, and teammates help you. When I began getting bad grades, coaches made me come in early to do homework, encouraged me to try harder.

Susan: Look again at your notes. We are looking for the widest possible understanding of those words. Are there obstacles that you can name that get in the way of you experiencing these 5 statements?

#8 going into summer after sophomore year, you are preparing for next year. Jr year felt like it was ok to get a little bit worse grades because it was the hard one, so if grades are slipping a little you can understand that.

#3 jr year is overwhelming. It's your first opportunity to take AP classes. Kids are afraid to pile up too much. Barely float along. Some kids do homework in giant groups to help each other. You are putting in minimum effort so you can spread yourself around all of your classes in jr year.

#8 senior year, waivers of course. Take a few hard classes so your transcript looks good, but you know it doesn't have the impact your jr year does.

#3 From 9th -11th grade you try hard in school so you can get good SAT scores. Finally as a senior I am taking classes I am actually interested in, and THEN I start to get good grades. They don't count for college.

#9 In your senior year you're not really trying to excel, but just make standard. Maintain.

Susan: Can you draw a connection for me between the way we structure the demands of those 4 years and the relationship in the belief statements?

#2 I am struggling, I knew it would be harder. I wish I knew where I would have been struggling. Like an upperclassmen would have given me that advice. Like where I would find trouble balancing, and having time for certain things. I would have liked to know how school would it affect my family. My relationship has changed with my family because I am so busy. I came into it unaware of where the struggles would be. I didn't know if I would be spending more time on homework, more time with teachers. I would have made a better relationship with teachers had I known how important it was.

#3 I agree with that. Having more knowledge about the classes would have helped. (Rigor of courses). Like having the AP English 11 classes come into Sophomore year to prepare you.

Susan: Is that access, resiliency?

#4 access & connectivity –access to the teachers – getting to know the course.

#8 As I look back on it now, I wish I wouldn't have used my jr year as an excuse to fall back. Looking back, now I have to explain to colleges why my grades in my jr year went down a little. I don't know. I wish jr year didn't have the reputation it does. Everyone knows you have to crack down. Grades tend to slip a little. Not good, but we all experience that. Our parents know "don't worry...it's their jr year" It's support you liked during the time, but not the best at this point.. The whole community typically knows that jr year grades go down. Kids use as an excuse.

#3 kids afraid to take the road less traveled. The counseling center tells you to find a track and stick to it. It's hard to keep up in other courses. You can get stuck on a track you aren't so hot on. If you have friends following same track, pressure to keep up.

Susan: Two themes that I am hearing. One is that you really haven't identified obstacles in relationships with each other. Two is that in contrast there is some pressures or tracks, track as in a groove. That people get pushed into a groove. It's the stories we tell. (example: Jr year..)

#11 Yes, there are obstacles. Jr year there is a general feeling of freedom. You can drive, you're able to set your schedule with a lot more openness. Taking AP is that much more challenging. It's about perception. I anticipate my jr year to be hard. My schedule this year is great. All hard classes the same day. Jr equiv classes.

#8 a lot of kids will be scared that their A day is stacked, B days have a few waivers.

One night is 3-4 hours of homework, study for multiple tests. Teacher don't come together regarding tests. Hard to study that way.

#12 depends on oneself. Go into it knowing it will be harder. Teachers will expect more from you, must be prepared for that. Some kids say or think that they wouldn't want to take AP, risk too much. Sometimes we set our own barriers. (too hard, too risky)

#7 I am in algebra 1 for the 3rd time, and I'm afraid to go on to geometry. I'm intimidated to move on to the next step.

#7 You have barriers going into the year

#3 You always hear that the jr year is going to be hard. It would be good to have a teacher network, to set up a plan to help students. There are many outlets for getting help, but it would be nice to have a teacher network, it would be nice to know how I will be supported if I take the risk

#4 resiliency – I don't understand what you are trying to say there. (statement)

#8 I don't see resilience and humility together

#12 humility means simple

#4 Humility means you don't think you're better than everyone else. How are they trying to connect that with resiliency?

#1 Humility is about success and failure. If you are successful at something you want to be humble. Not proud.

#4 people realize that you got help from other study groups, teachers. Makes a lot of sense to keep a humble perspective.

Susan: The purpose behind today is for the principals to hear you do just what you did. Sorting through something out loud. If students experience these 5 things, they are having an optimal experience. We are in the close examination phase right now. We're studying our schools. Where are the areas to grow? Go back to notes a little – this is a chance for you to use your expertise to help the principals understand your experience here at Liberty.

#9 Can you explain what we are supposed to do in simpler terms?

Susan: This is one more opportunity to just throw stuff out there.

#8 I think we should talk about the block schedule as a group. We're all going to anyway.

#4 there are other people here who's schools don't have the block schedule.

Susan: Instead of the purpose being to talk about the block, think about the 5 beliefs...

#7 how I think the block reflects these 5 statements is that the schedule allows you to take the classes you need to take, and have waivers as a senior. It just helps you be successful. I could take the classes to help me move on. It relates to connectivity. Teachers, football players, peers. So many classes, have lots of opportunities to connect with more kids. It's just great. Nothing bad about it. I get greatness out of my block.

#8 main terms are access and expressions. We have more classes, and access to take them. Free to try new things. Expression on how you really feel. From the woods classes, to advanced photography, you can figure out what you really want to do. By having the opportunity to take them you have a better outlook on what you want to do in college.

#1 our schedule gives us a place to express our expressions. In music class you can sing or play an instrument. Can't do that in English. Can do it in your choir class later that day. Art opportunity. Great to have that AT SCHOOL not outside of school.

#3 I would like to see the school spread out the opportunity more. Like in our Senior year we're not required to take so many core classes. Maybe open up another period in jr year to allow for different classes. Let students experience these classes. Balance. Board 4 year plan. It would feel more balanced.

#8 would have helped me more in my jr year to have a wider variety of classes .

#10 access – guided study year is difficult to access. It's about the stories we hear from upper classman. Kind of negative. Study hall has a negative reputation. It's a good safety net, but because of negative stories, people don't choose it.

#1 connectivity. – the more classes you have the more teachers you have, the more likely you are to build relationships

#6 I like the idea of spreading out the electives. Take a couple, then if you like it you can go more around it in your senior year. Right now we are hemmed in. I'd like a chance to do some exploration. Pursue something once you have found it.

#3 access. Many opportunities instead of just a few each year.

#8 I think the could be more realistic. Take a survey to find out which students are taking these harder classes. Do the teachers work on all days? Being able to spread them out between the days would be a huge benefit. It would help the kids who want to take hard classes, so they are not stacked on one day. Figure out a way to expend that to both days. Give kids more opportunity to take classes they want to take. Rather than being scared they will get them all on one day.

Susan: Anything else?

#9 a thought about expansion. Younger freshman are afraid to express themselves. It would be good to mix the grades. You could see how they think, see their personality. It's good to have electives that allow you to mix grades. You get to know more upper and lower classman. Not be a stranger to the grades above and below you. Integrate the 4 grades together.

#4 it is really nice to have classes with different grades. I came from the Kent/Renton district, which is really diverse. I had heard Liberty is not diverse, but it is. You experience more diversity when you have blended classes. Citizenship – high school is where we prepare people to be a part of the community. Kids who get out in the community are going to become adults who do that too. Prepare the next generation of leaders. We will reap those rewards. I've noticed...as a freshman, I am not in the know

about everything. Social network is your safety net...I realized it's true. We do really have it, comfortable to be yourself here, get help.

Susan: Citizenship – it is interesting to me that it hasn't come up. What ways do you see citizenship in your school?

#3 I feel that mainly the idea of citizenship comes through in clubs or ASB. Reaching out for the welfare of the community. Those are the only real places I have seen. I would like to see more of a school effort. It's an incredible experience when you reach out. The school should try to do something every year.

#8 sports and clubs are where we reach out. Kids in those clubs are probably looking for other ways to help the community. Making an announcement in 2nd period would not make a difference. No one listens to that anyway.

#10 shame that no one here listens to the announcements every morning. (he makes them) If you're involved in sports you are required to volunteer.

Susan: Does citizenship mean service to you?

#3 It could mean citizen of the world (green)

#8 We could have a community club or something for individual kids who want to do that stuff. Career center has forms but no one knows about them. If there was more of a push from the school to do things as a group we would build citizenship and come together more.

#4 I didn't know that was here. (talking about forms in the career center)

#1 I think citizenship is about having compassion for community and people around you. Understanding different people in our community. What do we think about that?

#2 true citizenship starts in the classroom. Teacher finds a way to encourage mutual respect between students. Fosters spirit of citizenship. Transfer to the halls, lunchroom, out into the world.

#3 example. As a jr we went to the teacher – had idea for an invisible children club. He offered to open his door 10 minutes early so we could hold our meetings. There are small steps of support from teachers. A larger demonstration on the part of the teacher would help a lot.

#4 part of citizenship is being aware of what is going on around you. We have the school newspaper, and honors world studies. It's important for students to talk about what is going on around that world and in our community.

Closing statements:

#6 For all these (statements) you have to get out of your comfort zone, put forth the effort to do a bunch of things to get help from teachers or join a sport. The student has to act.

#5 I noticed that these 5 concepts all kind of work together to create the optimal experience when they are all being fulfilled. Most schools (when they have this) have a good foundation. Have to focus on the individual and diff dynamics. We have a very strong social student network, it would make it a lot easier if there was also that teacher network

#4 We have a strong network of students. We're kind of known as the "out there" school. We truly need serious staff involvement and support. Makes concepts that much stronger. They could wear Challenge day t-shirt, sports team shirts, staff should boost support. Get personally involved so the students feel that there is an adult safety net.

#3 HS experience is a choice. You can choose to sit on the sidelines or choose to get involved. But it comes down to the kids. Their choice ultimately . Kids aren't going to have the optimal HS experience if they don't want to. If a student isn't willing then these 5 things won't matter.

#1 planning is important for life. Plan out your life. I don't know if it relates. We have opportunities at our school with sports, clubs etc. But to make sure that everyone takes adv of them, we need to advertise. Understand the community around us.

#12 comes down to who you are. Yourself. What you believe, and your personality. Your friends kind of influence you, but you should make your own decisions. Think outside the box. Go with my own ideas, beliefs. AP classes look good on transcript, try to take the risk.

#11 5 things on the list are involved in HS exp. People want these things at our a school. The block is essential for this type of thing. When it is taken away it divides.

#10 Show resilience and humility. There is citizenship in tutoring. Be more connected to others.

#9 No different thoughts from beginning. I agree with these 5 concepts. Necessary and vital. A lot of it is that it takes a lot on the part of the students. A little on the staff, but the students needs to decide for themselves. It's up to the students.

#8 One thing is that I wish the school was more integrated with the other schools, not just in sports. Middle schools had a better chance to meet others. (community center dances) Wish it was more of a priority in HS. Kids want to express themselves through sports. In some there are cuts, maybe we could have more rec sports where all who want to can play. Have to venture out to the community centers. Meet other kids from other schools. Rec sports is a great way to encourage getting to know other kids.

#7 If a HS had all of this it would be the ultimate. You can't help someone who doesn't want to be helped. If the schools weren't so separated, you could hang out with them, see different sides of them. We are interested in extending to other schools.

#8 if they can't find a "place" in HS it would be good to connect in a social or sporting event facilitated by the schools. Get them all together. Doesn't have to be a dance or a sport, but some social event.

#3 I am wondering what the reactions are from the outside circle. (observers)

Mr. DeLitis: One thing that stood out was about connections. The social network. Also access with regards to schedule. We want you to feel like you can take risks, it is troublesome to me that your perception is that it is not safe or encouraged.

Session 2 (Staff)

#1	<p>Access – we really lack on that. Because of the state. Kids have to take so many math & science classes. It's like a Robot system, they are pushed through. We're missing some, and taking care of others. In the Vocational class, if a student wants to go that route, it's hard for me to really offer that because of core requirements. We are limited due to WASL requirements. Hinders a lot of teacher due to state mandate. Voc side I have a lot of students who get really turned off taking the math. Hard to direct them in the way that makes sense to them because of the state mandate. iPods have contributed to connectivity. Kids used to be in groups talking, now in groups with headphones. Own zone. If a student wants to come in and talk, it's great, I encourage that. Society is so different today. Right or wrong, it is limiting. They get in their own little world, get through the next 4 years. Students don't have a lot of ownership of their school. Not really branching out. 10 years ago I don't remember seeing a lot of that. There was a lot more socializing. We've gone in a different direction. We need (as staff) to help, part of it is society. I'd like to bring in some industry guests, but it's hard to do a lot of that when I only have the kids half of the year. I would like to take students to a fabricating plant, but limited on time.</p>
#2	<p>I am thinking about what are we trying to do here. It's about products. The product we deliver is education. Best way to get feedback is from your customer (student). Could we be better, always. Access and connectivity – important. Try to teach these every day in my class. Education missing from the list of statements. Implied I'm sure, but it should be in there. Technology kind of closes in these kids. Last year I had a dream class of 8 students. I could not believe they didn't really know each other, even half way through.</p>
#3	<p>Connectivity – establishing student-adult relationships. Important to retain kids. I worked in the Enumclaw district –received a Gates grant – one good thing was setting up advisories with kids. Start at 9th grade, stick with same group for 4 years, have met their parents, know where they live, what their situations is, academics. You really develop the relationship to help them get</p>

	<p>through, instead of us vs. them. We're all on the same team with the same goals. Advisory would be a good thing. I developed a lot of good relationships with kids through that. Citizenship - Through advisory we could do community service, I just helped open the door at various places, then the kids made it their own. Make the phone call, initial contact, let the kids go with it. Sometimes they just need a push. It was time well spent. 20 -30 minutes once a week.</p>
#4	<p>I'd like to see us step out of the box and get creative. I have a diverse teaching background. I approached this group and exercise with skepticism. We are faced with fixed or reduced resources. Hate to see us put a lot of time into something that would cost additional resources because I know we don't have any. My gut feeling is that we have a lot of hidden potential. There is a "Culture of laziness" Slacker mentality at Liberty. It ties into a sense of pride. We could do a better job with access. I have my 9th graders only twice a week, and if they are absent one of those days I see them once a week. I would like to see us go to a 2 tier high school. Go out on a limb, use the European or Japanese education model. Kids would choose path. We would see more productivity, pride & ownership. It is working in these other countries. Why isn't Issaquah in the top 100 high schools in Washington? We need to challenge ourselves to find out what it takes to be one of those schools. Our limited resources paralyze us in terms of change.</p>
#5	<p>Nice to listen to everybody. Now that I have children, that has possibly changed my view on education. I will comment on Access & Connectivity. My experience is that kids need to feel a part of the school. Theory that parents can't speak into the lives of their kids once they get to high school. That is a time where your child needs to develop a key relationship with a non exploitive adult. Connecting takes time. Right now I am engaged with one on ones with all of my football players. Right now I am just listening to them and not giving them advice. It takes time, lots of time. There are so many disengaged kids. If they are not connecting with an adult, they'll connect with someone else. May not be healthy. "I believe in you". Those words are so powerful. We need adults who believe in our students.</p>
#6	<p>I am a type A, I came prepared with my notes. I am a parent of a recent graduate. I am encouraged by this process and happy to participate. Change is required in order to provide optimal experience. Change is hard for many people. If we keep doing what we've always done, we will experience what we've always experienced. Counseling office is an academic advisory organization not true counseling. We need to change the verbiage and communication for students, parents, community. Set the expectation of what we really do and are able to do given the student to counselor ratio. We've been set up to fail in what people expect us to do because the expectations are not set appropriately. What we are tasked to do, and what we really do are two different things. Communication piece is biggest issue.</p>
#7	<p>Access – To offer diverse course offerings in core and electives. Give students the opportunity to explore courses to enable them to come up with a plan. Help them develop a plan for after high school. To do that you need access to</p>

	<p>staff. People being available in class and outside class. Open door policy is good. There is a little bit of an equity issue of offering same things as other schools. Block schedule – we have done a good job with offerings. Good job giving students access. What may be down the road is of concern to me. Stems from lower enrollment. Might effect course offerings extensively. There may be fewer kids given fewer choices. Meatiest item is access</p>
#8	<p>When I see these 5 terms, to me it sums up what I do every day. They are all part of a band and choir class. Access to programs, we have a lot of offerings (band, jazz etc). Connectivity – if they are in band I see them for 4 years, develop a real connection with these students. Citizenship is experienced when working to prepare for festivals, organization, working together. Resiliency happens in classroom all the time. Put in situations where they don't feel comfortable, in front of peers. Ok to fail. Expression is what we do in music.</p>
#9	<p>Access piece – Things that we do well. Bell schedule is a huge issue we need to look at. Equity, access to curriculum. 35 kids in one science class is too much, not a good learning environment. If they want the class and we can't get them in it, we have failed them. Funding is a problem. We need more pathways for kids. We have issues in our building that are not the same as any other school in our district. Fewer AP students, makes larger mainstream classes. Need to do a better job balancing these students. Too much one size fits all, need to look at this differently. Hard to meet the needs of all kids with the way we are mandated.</p>
#10	<p>Connectivity – means a kid has a social reason to be at school. Someone knows they are gone other than the attendance office. Every kid ought to be important to someone. We know statistically that if a kid connects with someone, their graduation odds increase. Resilience. Ongoing issue for the groups of kids I work with. We talk about the high wire and net. (analogy) High school is a place where you get multiple chances. Optimal HS doesn't let one close the door. Good standards are important, but guiding to the specific kids would be more effective.</p>
#11	<p>Counseling has changed over the years. Because every time we have to add a support WASL class we have to drop a class somewhere else (usually electives) Therefore students are not getting access to a full range of things as a result. Need opportunity to dabble in a few things. That's what's nice about our schedule is that kids have the opportunity to experience electives. They can take support classes and core at same time. Not possible in 6 period day. Has allowed students to have potential for more variety. Need to add more staff. How well I know my students has been impacted. Asst principals started taking over d and f students; counselors get them when they are mostly failing in all classes, by then it is just about too late to save them. Don't know the kids as well. D & F list is how I ferret out other issues that might be causing academic issues. I don't feel like I can do as good a job as I used to be able to, due to the load, and changes. Every year there are big changes. WASL changes are hard to keep up with, changes the course for counselors. Keeps me from being accessible to my students.</p>

Susan: What are some connections you want to make to what others have said?

#6 advisory piece. Like that idea. Staff really gets to know students. Makes for a better experience for students. Helps them feel connected.

#10 connections piece – I really struggle connecting with the kids in my class who fail trimester after trimester. I don't have answers for them. I know they are going to repeat that pattern. I don't know why I can't reach that kid. We just watch the pattern. I feel helpless as a teacher to help that kid, and connect. You can't connect with that kid who failed. They know you're going to let them fail again. No resource to change that pattern

#7 Connection. – Someone feels that there should be a mentoring program in place. Language is interesting in the belief statement, (students must feel...) can't dictate that a student feels a certain way. You may never be able to connect with some students.

#5 connections often occur in more free-form environment. Advisory didn't work for me in my previous school. I got all of the knuckheads. It was forced. Not useful. I've told myself to stand at my door between classes, so I can connect with one or two kids each day. It's a culture thing instead of a program thing. We need to care about what they do outside of school

#3 I have heard criticisms with advisory group as well. We should be encouraged not to just let the kids do what they wanted to. I used the time to prepare kids for WASL, have discussions, issues with violence in the school and many other topics. It worked for me, one of the better things I have done. Since then it has broken down completely (the old school, and advisory program).

Susan? Is connection a product of program or culture? Take a look at those last 3 more closely. What do they look like? Do we see them happening here successfully?

#1 I see a lot of this expression building projects, they use their own creativity, own imagination. (woods or shop class) Once finished with project, they are so proud and excited. They are able to express themselves, and receive many comments from others. Connections between students. Builds self esteem. Advisory challenging in a shop setting. In the same way they are building something, when they get it, there is a lot of connectivity there. If a child excited about something at school, a connection is made.

#6 liberty has a strong new citizen piece in terms of linkcrew. They are doing an outstanding job connecting new students. That is somewhere that we could expand upon to further citizenship piece.

Susan: How does linkcrew support citizenship as it is described in the document? How does it connect to the other belief statements?

#6 students come into our building from many different places (affluent, domestic violence, poor, Hispanic, etc) . Linkcrew model we use is that kids are here bright and early, take new kids from class to class, get permission from teacher to be tardy to really take the time to help make these kids feel comfortable. Linkcrew kids think beyond themselves. Can put themselves in someone else's shoes. They try to make the new kids feel comfortable. They eat lunch with them. Check in. Think compassionately and empathetically. Wonderful thing we do.

#7 learning opportunity for service. Many other elements of citizenship (other than service) respecting authority, obeying the law. Perhaps not labeled correctly. Are we talking about program? Wondering if these statements are about implementing programs. I feel particularly that we do have a culture here for community service. We receive calls from organizations and advertise for students. It is important, but so are other areas in building. (clubs etc).

Susan: Look at resiliency or expression. How do these play out here? How are they obstructed?

#1 expression/resiliency – in school day, other than lunch time our kids never have the time to socialize. We are so rushed to get to class. 1st lunch, 2nd lunch, tardy..... take a breath, do a little socializing. Have a small bite to eat, just be a high school kid. It's always about rigor. Give them an opportunity to chat. Get to know other kids. The highly programmed nature of being at school prohibits connectivity. We are so structured that they never have time to just be a kid. So pushed through. Sometimes when you get time to socialize you meet new friends, make more connections.....

#3 good idea

#8 I like structure, the more time you give them, the more time they tack on to it. Give them 10 minutes, they take 17, etc. But I see the value. Structure is harder to build in once it is removed. Someone will hold them accountable later in life (show up on time etc...) Having structure, especially for some students is very necessary. Related to resiliency in the way that you call them out for being late, holding accountable in front of their friends. Praising for them when they are on time.

#4 consequences for not following the rules. I can understand freedom in the school day, but then we'd have to make it longer. What would happen to sports? Why do we have the kids arriving this early? Research is showing they need more sleep and begin school later. To me getting together to talk about this, is good, but I want something concrete. These belief statements are extremely subjective. I see these words, you'd have to be blind not to see these things happening in my classroom. These are marshmallow words...

Susan: Look at questions 2 and 3.

#3 what frustrates me sometimes, we take part in these types of discussions, come up with ideas then get shot down. The bus schedule determines so much. Just can't change things. Deflates whole momentum about creating optimal experience.

#4 if we can hear from the district office that we can change the bus schedule, spend the money, really make good changes. then we can make progress. Transportation is immovable.

#11 transportation gets in the way of access. Why we don't offer things is sometimes because of transportation. Access for programs for my students (don't drive). Transportation always blocks access. We are in the middle of nowhere here at Liberty. We've Lost activity busses, less access for students to take part in activities.

#12 we have students who don't do well academically. They are not as supported as they should be. We set up tutoring, but they can't stay because there are not activity busses. We have kids should transfer to Tiger, but we can't provide transportation to get them there. Could be successful, but can't get those kids in the right place.

#6 drop out rate is going up. Thinking outside the box and not getting those ideas shot down immediately is key. There are kids that will not graduate in the traditional way, but we need to prepare them to be a good community member. If a kid wants to be a welder why should he have to go through algebra 1 and 2? There are AP classes with highly capable kids. 35 kids in science is totally inappropriate. We could treat them the same as 9th grade science, but it is a college credit. We're not treating them as college classes. Double those classes, put them in the auditorium. Give the kids the opportunity to chose. May be in a auditorium, like in college next year.

#5 the difference is that there is a grad student grading the papers.

#12 access piece from student perspective. I have a question in math, but my math teacher is not accessible. Huge class sizes at the lower levels is a problem.

#4 what are our resources? Do we have a golden goose egg out there? These ideas (implementing them) will cost money.

#5 If we look at the suicide rates in Japan. If we offer two tracks. There is a stigma that goes along with "you're the welding kid", "you're the stoner". The fluff of connectivity is missing in those two tier schools.

#4 how about improving upon the Japanese system instead of adopting it? Allow the kids to transfer between (off ramp example)

#11 access – Remembering back to a career fair a few years back. There were posters in the hallway, kids were looking at universities, alumni came back to talk with kids about universities. How many of our students have come back as journeymen electricians to talk to the students interested in that? Those jobs have a vigorous math schedule for

continued work (requirement as part of this job). "Why aren't they inviting me back?" (son) Why aren't we bringing back those kids who chose an industry job. Could influence them to stay in math if they know it will be required in their field. Plumbers and electricians who graduated, could be invited to come talk to kids about their industry.

#3 concern is making sure every kid can survive in college, good community member. What do we need to do to make sure we reach all students? Drop out rate is embarrassing

#2 safety net is huge. Maybe we should focus on giving them the ideas to succeed. Maybe we need to show them a successful student with a \$1000 cell phone. Get moving, get working, break the mentality of welfare generations.

#1 it is good to go through challenging classes, builds character. The more you fail the more you succeed. I don't want to see us go one track or the other. Most high schoolers are not focused on a career path. Looks good sounds good but the district won't fund it. Nothing will really move forward from this. It all comes down to funding, the district will put a thumb on it. Perception is that nothing can happen with current funding. Needs to be resolved and shown that change can be made. No motivation to do anything since funding prohibits change. We need to be able to feel like we can make that change.

#10 when I started here there was a feeling that we could move mountains. We made decisions about our school. We had an active site council. We had more ownership. Now it is driven by the district. Morale is the worst it has ever been in this building. Something has to change. We are told to all be the same in teaching, cookie cutters. No one wants to try. We want our building back, kids back, we want the district to take away the roadblocks. We are committed, but state or district has put major roadblocks in place.

#1 if the staff jumps on board with that it can start. We're so much of a shut your door do your own thing culture right now.

#5 how do you come to consensus? We're all teachers, but teach different things. Shop classes have been great for kids, answer to a major gap. Talk is ok, but at some point you have to come up with something meaningful.

Closing remarks:

#5 Been teaching for 21 years, been through a lot of this. I shall remain positive, and continue to talk.

#4 I am still a little cynical. We need to be able to have leadership that shows concrete results so that there is buy in.

#3 I'd like to know that if any change is going to take place that staff has the latitude to make the changes. There have been times where opinions were solicited but decisions have already been made. We need to know that everyone's opinion is valued. The

parameters need to be able to be changed. (transportation) If we're going to spend a lot of time talking, but reality is that nothing really CAN change we're wasting time.

#2 I have worked in union and non union industry. Talk about flexibility. I don't expect much. I see the obstacle.

#1 I think it's a long road. I look at this whole picture as where the country is right now, Not an easy fix, good to have the dialog going, not an easy fix. I just know that students are changing times are changing, we have to change, and adapt. Change is so hard to make happen. You have to put your faith out there and see what happens. It's great that we did this, will anything come of it?

#12 Change occurs when people are moved at a gut level. Our culture has not taught us how to do that. State and federal budget situations will force change. Will hit us hard. I think we will be faced with severe budget cuts. I hope this process will help guide us when we need to make those adjustments. Our process has to keep going even under significant budget restraints.

#11 the good thing I see happening is that the state has received some really engaging legislation by friends of education. We are in a time of change. Shouldn't we be part of this kind of thinking? This is the beginning of something...

#10 Change doesn't scare me at all. I want to do something. I don't want to take two years to make a schedule. Get some positive energy around something, get forward movement.

#9 I don't have anything inspirational to say. I am stuck in my musical pit of despair. This has shed some light on some things that I don't normally get involved in. I am open to this, but I think the perception is that a decision has already been made.

#8 nothing new to add. It would be motivational for everyone to have something change. There is a lot of talk all the time. Decisions are made without you, the you're asked to bless it. Would be good for all if something was done.

#7 Change is hard. Change comes with pushback. We feel defeated when decision is made before questions were asked. People feel defeated. I hope that a decision is made that we can do something. Staff morale is low. I don't think there will be a consensus. We need to trust those who are tasked with the job of making the decision, and then stick with them, move forward and make progress. Gary made excellent point about the fact that our kids are changing. Kids don't write letters anymore, they text. In their own zone. We've got to evolve with them. Society is not going to slow down to what they are enforcing on our children. Strong desire for something to happen.

Session 3 (Parents)

#1	Citizenship to me was thinking about students getting involved in local communities. Getting to know the community, what is happening here. How do students know about social projects, what is available to them?
#2	Connectivity – That just happens to be the toughest thing for me and my child. Connecting him to a staff member or teacher. The need to find at least one person they can go to and ask questions about classes, how you're doing as you prepare for college. Someone who will listen.
#3	Citizenship – We have all walks of life, religions, disabilities at Liberty. Are our kids being taught at home to be respectful of one another? One of the things I like at Liberty, that we are all different, coming from different backgrounds. Are teachers teaching the kids good citizenship towards other students? When negative things happen how is it followed up on?
#4	Access – At what point are students' needs addressed when students are not doing well in class? Liberty needs to work on this – choosing the kids who's needs are not being met, Access to the teachers and counselors.
#5	Access – starts in middle school. Chosen for advanced humanities or advanced math. Students are potentially limited based on access they received in middle school. They define themselves as a good math student, bad math student, afraid to try. How do we make sure that all kids are empowered to reach their potential? There are a lot of kids who are just getting by. I would like to investigate how do we engage kids to realize they can achieve higher standards than they think they are capable of?
#6	Resiliency, access – I think that sometimes the curriculum is not made accessible to some students. We need to use textbooks more, they are more accessible. It's good to be able to teach yourself, read what is in the textbooks. If you're going to hire a tutor, that person has not been in the classroom, no way to really do a good job
#7	Citizenship – Being unselfish, being involved in the community. Teenagers are selfish by nature. It's where they're at. I'd like to see that grow. Not the school, or community but all as a whole.
#8	Values I find fit in to more than one category. Connectivity & Resiliency – There are ways that Liberty is good at connecting kids. A sense of belonging and wanting to be here. Resiliency as an ongoing evolution. Kids are so self centered right now at this age. Liberty does build resiliency quite well, some ways in a negative way (due to the forced nature of the required classes)
#9	Access – Such difference experiences (son & daughter) I am back tracking right now to find out what happened. Kids can't access what they don't know is available. For freshman it is overwhelming. Sense of being thrust into this grown up world, emerging independence. They are not quite ready. At what point are they reminded, instructed, guided to access the information they need? How do I take an advanced English class if I have never been pegged as

	an advanced student. This is where we are lacking. There are students who are more capable of self advocating, some aren't wired that way. Those are the kids who are going to start to fall. Who goes back and revisits that wealth of information? Son thought it was a bad thing to go meet with his counselor. I sent an email to Mr. Valach, to please let the kids know that the counselor is not someone who is bad to go see. Can't access what you don't know.
#10	Connectivity – most important. Belonging. Very hard for a student to feel a true belonging to Liberty. Too big. Need a smaller group of something for them to belong to. That is their sense of belonging. Some it is ROTC. Feel like they care about what happens with this group, friendships. Experience here more positive by being in a smaller group.

#3 Access – Schedule – block. There are pros and cons, my personal opinion that access means the block schedule. Being able to participate in more classes, and do online courses at BCC. More time, more availability. I also think of the kids who don't have that. I have friends in the other two high schools who have issues for not having the block schedule. Being able to have a wide variety during the school day is great. Resilience – concern is when they try out for teams or band or play and they don't make it. Who is there for those kids? Who follows up with those kids? I think that would be a place of improvement. Someone could tell them why they didn't make it this time, but encourage them to keep trying.

#2 resiliency –the first thought I had about this was they want to know how my son bounces back when put into this environment. I felt like the school was telling me to back off. One of my son's biggest goals was for him to go to a teacher to say here is what happened, here is why this happened. 50% of the time, he has a great experience, connects with the teacher, other half he is shut down, told that's too bad this is the way it is. We need teachers to invite the kids in, listen. Remove roadblocks. My son is afraid of how the teachers will respond to him.

#8 – resiliency is learned the hard way. Cultivated here is the byproduct of lack of compassion. We should not be knocking kids down. I would love us to get to the point of understanding.

#4 It starts at the 9th grade level. If a teacher shuts them down, they are lost. Still do not know how to deal with it the right way, afraid to go to teachers once they have been shut down. I don't want to baby them, but you need to be able to nurture them, guide them.

#6 academics – to me it gets back to curriculum, and lack of framework. If you don't grasp it in the classroom, you do not have another place to hang your hat. Need to use textbook. (which is not available)

#4 daughter is turning the other way now, just turning social. Not getting academic stuff, has decided to be social.

#5 lack of grace from teachers in 9th grade. I strive not to be a helicopter parent, but some students need more help and support. I worry about the kids who do not have parents at home caring, supporting. One of my sons know exactly which teacher to go to when he needs to have a recommendation or a letter written, while my other one struggles finding a teacher who likes him, and knows him. There is a lack of grace in late assignments. Many teachers do not have websites, where they post homework. There were often times when children were forced to use their planners in 6th grade, teachers posted homework, accessible. It was less important in 8th grade, and no requirement in 9th grade....we need something in place.. Many parents are not routinely checking with their student, and the students are not equipped to access this information if they aren't encouraged and shown how to use their planners.

#2 positive note on that. We hunted down someone we could connect with. My son thinks his counselor is his second or third mother. He has a couple of people he goes to regularly when things go wrong. It does take a little time to get to that point, if we can make that easier at the 9th grade level we will have more success.

#9 your son sounds like a strong advocate for himself

#2 not really, at the beginning he came home in tears, upset about everything. Tried hard to find someone at the school, started with the counselor

#9 met with the counselor at the beginning of the year, but still doesn't have the connection. Son didn't want to have a phone conversation with his coach. Some kids are not ready for the "handle it on your own" view. Fear of adult relationship. It's taking the time, stopping what you're doing, many kids want your attention. Some really need to be nurtured, to help them be independent adults.

#10 We're given the impression as parents that when your kids come in as 9th graders that they are well prepared, and teachers are available. The reality is that family access is not updated often enough. Very disappointing. More than half of the teachers do not have websites, assignments posting, no textbooks. Don't have the resources available to help keep them on track. Some teachers are extremely unhelpful, and shut down the kids. It has gotten so bad, I finally stepped in. Went to counselor, spoke with every one of her teachers. All reacted positively. I email them every day asking what the assignment is. Access is there but only because I stepped in. Teachers need to work on this. Not all of these kids are ready to advocate for themselves. If they get shut down by even one teacher, it leads to accepting their failures rather than going to the teachers.

#3 all teachers are different. I have had a positive experience so far. When they come to this school, it is our job as a parent to start the nurturing. As much as the school tells us to walk away, we should not. We need to prepare them that this will be hard there will be roadblocks. My daughter failed a test. Teacher had her come in after school, to go over the test and help her see where she went wrong. It was really hard for her daughter, but has turned into a positive experience. Some teachers are willing. As hard as it is for my daughter, we have to help them take the risk to ask for help. Half of them are helpful.

#1 daughter joined as a sophomore here, very big adjustment. Very shy. One subject she had some challenges. Met the teacher once – has been so supportive. Reminds her that she should sign up for the honors class next year. Teacher encourages her often, reminds her. Access – apart from the curriculum, there is a lot of additional stuff that we could just have pointers to help our students. Other things that could help. Having this info is about access. Learning style issues, everyone learns differently. Hard to walk into a group of people and address everyone's learning styles. Connectivity – is there a mechanism to address the diversity of the students? Many cultural backgrounds. The way people enjoy things. Is there a way to bring that as a part of the activities here?

Susan: Expanded idea of access to curriculum. How do we know beyond the framework what other things are available to us for help?

#7 how much of a real world this experience will be. Observing them, analyzing them, Work with them., Make the best of each teacher. I can't change them (teachers and staff) teach our kids how to react or respond to the different personalities. Learn to respond differently for all. Ok – you got that teacher who is like that. How are you going to be a good student and pass that class? College will be the same way, will not have that access to the professors, or in the workplace. Our kids are experiencing what the real world is like.

Susan: Two themes that I am hearing from the group is that resiliency is an important element. Rings true that your kids need to be resilient. How can we support them better? Can we explore the other terms listed here? Expression?

#8 Access – block schedule – Top of the list. Access to certain colleges. Family access is almost broken because it is so infrequently updated. Not accurate at all, creates problems for us. It's a good tool, but it is not being used properly. Expression – Protest signs in the parking lot, microphones in parking lots. Student expression was respected, parent expression was respected. Dynamic opportunity for expression. My kids don't find expression as an opportunity available to them at school. In certain classes/aspects it is there, discouraged in some classes, lecture only classes. Accelerated learning, high volume memorization, big exams, no room for expression

#10 What are we trying to get to? Not students speaking out, expression to me means that each of the students are an individual, not a number. Daughter feels like she can be who she is, and is accepted by group of peers. Been positive for her. A lot of that is the groups she's connected with have been accepting of different thoughts.

#6 for special needs kids access is key. Most positive experience was standing up for the block schedule (protesting) He felt so included. Things that he would never gotten to be a part of. For a lot of kids expression is so far away from what they can do before they get to the other requirements. I must say I have had a very positive experience at this school, I feel the district level items need to change. Building level is willing to work with my son and I, but not the district

#2 I agree with you on that. We've had some teachers who really let them come in and be themselves. We do teach our son to realize that there are many people out there who you won't get along with. If we raise a generation of kids who are more compassionate. We need to start at the 7th grade level. Someone who roots for the underdog. Expression is great here at Liberty.

#7 Teach them how can you work with this teacher, how can you adapt...

#5 one of the best things we have at Liberty is this very conscious acceptance of people. Challenge day and be the change team are good examples. Our kids are very mindful. Not that it's perfect. There is that piece of kids being confident. There are a lot of different places for the kids to plug into. Opportunities provided are good.

#9 I turned to my kids for the expression part as I prepared to come tonight. We talked about it in prep for this meeting. Daughter felt it was so important to connect right away. If not right away, feel further disconnect. I find that the underlying theme is that the girls are mean. They are not kind. Is it a Liberty girl issue, high school girl issue, I don't know.. My understanding is that it is really bad at Liberty. Fitting in is hard for the girls. Can become extremely difficult. I think it is so important to plug in right away. Came in with a real solid group of friends, and didn't find an avenue.

#4 mean girls thing is at all high schools. Girls are mean. They also do amazing things. Rally around each other, some are very good at connecting. Any high school setting, girls are mean. Eventually grow out of it as they go through high school. Choose not to be mean, but the experience is definitely there.

#8 Explore expression with teachers and staff. Stepping up to the opportunity of responsibility to influence. We have been using the word nurturing, I caution myself. We are not a bunch of moms sitting around telling everyone to nurture our children more. Developmental opportunity, not a place where you buck up and live with it. We aren't good enough at Liberty at providing customized approaches to learning. Some classrooms are world class. Some are bottom of the pile. Self expression in the classroom by the teacher can be terrible. (this that they say, or have directed to students) Something we need to get better about recognizing their influence and what they say and how they say it affects these kids. Big stakes here. Culture at school can be influenced at home, help our kids sort through, stuff that happens here that we cannot influence. Teachers need to be in synch about what they want to put out there. Tradition here at liberty that the freshmen get boo'd at an assembly. Shame on us. That sends a message.

#2 Kids are becoming mean - I heard about an incident where a kid took wheels off car because it was in the wrong parking lot. Hardening them a little with our culture. We need consistency in the access to the information that we're given. How the handle situations with students. Need a set way, they are all handles differently.

#3 we have taught our children to be respectful of teachers and staff, and they are so influenced by their teachers. When they act negatively or badly, it is a huge problem, kids look up to them. We've taught them that their teachers are to be respected and looked up to. Teachers need to be reminded that these kids are listening to them. Worrying about the middle of the road kids slipping through. Is there help for ALL kids? Especially middle kids. How do the teachers use the respect that the kids give them?

#6 the respect that the teachers show the spec needs kids is observed by the other students. "I don't understand why the teachers can't relate to the special needs kids". (spoken by students who have gone to school with them for several years), teachers following guidelines that do not necessarily fit with these students.

Susan: Review your notes,

#10 Positive things – One program my two kids love is the ROTC. At this school it is underutilized. It has helped them in connecting, access, citizenship. Community service is required as part of their grade. The commander and the chief are very accessible. Turns out it is not actually leading these kids to the military. Mostly a leadership class. Responsibility to be a leader and serve the community. Positive opportunity we have for kids.,,,

#4 citizenship – I can't say that any of my kids at liberty were ever challenged to do any community service. Unless it was part of a class, like leadership. There is a lot to be said about helping someone else. We don't do enough of that at Liberty.

#3 some schools have a community service requirement. Certain number of hours required for graduation. Should come to light, be broadened.

#5 I can't stress enough the piece that our 8 period day plays in the opportunity for my students. Language, music, electives advanced classes. Opportunity to sample. Friends in other schools are very frustrated that their kids have to choose between very limited opportunities. Counseling – lack of access. Student to counselor ratio is ridiculous. Counselors are very receptive, they also need to focus on freshman and seniors. If all the freshman were to go in our staff would not be able to keep up. Lack of time our counselors have. Not their fault, just a overloaded number of kids

#3 family access – great tool is practically useless. Why can't the teachers update more frequently? Family arguments due to inaccurate info, the money has been spent on this great tool, but it is not used properly. Waste of all of our time. Teachers need to find a way to use this tool. Dollars wasted, communication wasted. Emailing teachers, waste of time. They confirm that the assignments are in, they have just not put them into family access. Waste of time. In place, great tool, not being used. Creates unnecessary issue. Culture of Liberty – why is it the way it is? Why are we looked at by the community differently not always in a positive light. We have so many great things that are overlooked. We don't PR ourselves enough or toot our own horn. Don't understand why kids aren't clamoring to take our 8 period schedule. (talking about openings at Liberty)

Closing comments:

#10 Its amazing to me that we are all saying the same things. Excellent teachers and most are responsive. Some of the issues, may be the same teachers. Nice to know we are not alone in our experiences.

#9 teachers are great, when you reach out. You have to be a parent who knows to do that. Worry about some of the kids who don't have that parental support behind them. I don't know what happened with the survey around patriot day. Daughter missed that day coming together as a community day. That day also gives you an opportunity to look around and see how you can connect. You can't get that same feel from going online.

#8 Great teachers. Thankful for those who invest in our kids, wish we could find a way to reward that, and put it those teachers that don't have it. Help them (not so great teachers) move on to another place, create a teaching environment where all are positive. There are a lot of teachers out there who would like to come teach here. I like this process. Glad that the district is asking these questions. I hope that as we move through this we don't lose what makes us special. I hope we are not so focused in finding constancies.

#7 not surprised about what I have heard tonight. It's a great school, great staff, I feel very welcomed here as a parent. The door has been open. Our kids were homeschooled for many years, and I was nervous at first to send them here, but it has been a very positive experience. My daughter is able to utilize her strengths, expand on the weaknesses.

#6 each year gets better for us. Maywood and Liberty great for us. Always able to find teachers each year he can connect to. Unique and special at Liberty, important connections, would hate to lose that. More can be done between teachers and students, differences don't need to be a roadblock, Can be enriching. Ask the teachers to do a little more (answer the questions at the end of the textbook). More consistency. Curious what the other schools are doing. Have we allowed academic freedom?

#5 how similar our experiences are. Interesting. Consistency is an issue for us. I know the district is seeking to that in this process. No standardization of community service opportunities. Different levels of expectations across the district. We can't have it both ways, but community service at IMS and not at Maywood was troubling. Liberty parents went through a process, we went through an upheaval. Because of our test scores we need to change. Grateful for this process, and the district for being willing to take it on. Strong sense for parents to be heard. This group is a great sampling and a good start, but other parents need to have an opportunity to weigh in. Need to let those parents engage, if not for any other reason that to just move on in a positive way.

#4 leadership is all coming together to look at what's different at Liberty is not always a bad thing. How we can help all of these students move forward and have a good hs experience. We have to keep moving it forward.

#3 we all hear what the other schools have and don't have. This is important to me, I respect the district that they have decided to listen. I know we can't have it both ways. Block schedule is great, and that we are different. Don't want us to lose that aspect. Each school should be different in their own way. Figure out what we want to make the same in each school and what we want to be aligned. Learned to be respectful of all cultures, great at Liberty,

#2 Optimal experience would be my son running home every day with an A in his hand. You can have consistency without changing the culture. These are a group of kids who were raised with love and logic. (Briarwood) I hope to move forward and hope that our kids can get through high school. There is a lot of pressure on them. They have to be able to know that tomorrow is still going to come, they need to be able to talk to their teachers, schedule change, not a lot of classes available for you to take. You may have to completely re-do your schedule. There are some things our school can improve on, but Liberty is a great school

#1 It's been a great experience for my daughter so far, in access and connectivity. I would say that the optimal experience should be more than the grades. It's about that this is the beginning, and education doesn't end here. Able to turn in things on time, good GPA, school needs to seed into them. Grades are fine for now, but there is more to each kid and growing them into a good person.

Susan: Genuine interest in thinking ahead in finding out what an optimal experience would be.

#2 when they do put this into a format for parents on the website. Most won't read it because it's not in a language they understand. Can you simplify it so more will take the time to read it?

#8 If next steps have been defined, can you explain what those are?

Susan: Focus groups will all of the schools, compile all responses, use a protocol to put it all together. Initially we'll take a look and ask what did we hear? What will we ask next, after examination. 4 phases to the process, notion that there is an optimal experience, first thing we're doing is closely looking at our schools. What do we have now? That should lead to other forms of examination. And investigation. Bringing good information in. Lead to identifying a HOW, how do we implement? Shorter term and longer term things that need to happen.

Participants

Liberty High School (students)

#1	Tucker Goodman
#2	Sammy Walsh
#3	Kate Faoro
#4	Sierra HUnt
#5	Andy Kubeja
#6	MArcell Bell
#7	Doug Sandstedt
#8	Ka Do
#9	Josh S
#10	Malcolm Dike
#11	Alex Hopper
#12	Claudia Hernandez

Liberty High School (Staff)

#1	Gary McIntosh
#2	Brian Lowery
#3	Mike Hausenfluck
#4	Mark Buchli
#5	Steve Valach
#6	Robin Barclay
#7	Susan Fesser
#8	Phil Donley
#9	Tracy Dennis
#10	Kathy Creveling
#11	Dorothy Hay

Liberty High School (parents)

#1	
#2	Scottie Price
#3	Alisa T
#4	Laura T
#5	Robin Callahan
#6	Anne Deex
#7	Jace Werre
#8	Linda Bergam
#9	Lori Beltz
#10	Kim Lorenz