

Optimal High School Experience Focus Group

Tiger Mountain Community High School

February 25, 2009

### **Staff Session**

#### Opening Statements

#1 Access for Tiger is unique. These beliefs. Access to the staff. Students need access to us. Difficult to do. Access is limited. Other schools it is access to sports, AP etc. Tiger it's different. Access to counselor, drug and alcohol counselors. Important that our students feel connected to Tiger. We're a micro community. One reason they are here, is that they lack citizenship skills. Here they have the opportunity to build respect, find a place in the community. After that they can develop citizenship skills. These kids are not always recognized at a larger school. (slip through cracks) Resiliency – run before you can walk. At Tiger we help them learn to walk, then teach them to run. For many it's survival mode here. Many come from horrific backgrounds. Resiliency they have isn't the same kind the principals had in mind when coming up with these beliefs. Their resiliency is being resilient to hardship and negative situations. Need to build self esteem first.

#2 Looked at mission statement when thinking about answering these questions. I think we do address these 5 points, and in some ways quite well. Might be nice to have a copy of this. Pull up mission statement (on board). Issues are citizenship, respect, responsibility, character. (3r's and 3 c's) embedded within the curriculum. In the mission statement it does speak to providing staff development to provide help to the mission. It does look a lot different in our school because of the nature of our students. Mini high school. Maybe we need to ask the question, who are we. Who are we serving? Changes every year. What works for the mainstream high schools might not work for us. Staff development...standard based teaching to multiple levels in the same classroom. How to develop individualized instruction. Teaching at risk kids.

#3 Tiger is unique, we're small, do not have all of the things offered in the other schools. These kids come with different needs, they didn't do well in the other schools. They are getting personalized education, someone who cares, we're small enough to be able to do something about it. When they come here, it's the little touches we can provide to help them feel valued. Example - I made muffins for history class because they have been working really hard. They love that! The other problem we deal with is with here is drugs and alcohol. They are in and out, not here all the time. After lunch sometimes not ready to learn. Sometimes more important to smoke than eat lunch. For some Tiger is a shelter. Here they fit in. Try to get that community developed. Hopefully we can keep them coming here. As long as they are coming, we can get them out of the fog, give them an education. A lot are not heading to college. Kids that will go straight to work, give them the skills to help them be successful. Get them off to Renton Voc tech to learn a skill. Chance to make some money, improve their living situation. Help show them they can get out of where you are, but the things they're doing may not be able to get them there. Drug and alcohol is a big one here. Being small we suffer on vocation and PE variety. Budget is

tight. Volleyball, basketball are all we have for PE. Would be nice to have some other options to keep everyone busy and interested.

#4 Appreciated the thoughtfulness and thoroughness that went into this. First one that came out was connectivity. Unique at Tiger. Affords a student the opportunity to stay connected within the district, school, community. Kids fell behind, weren't at school....Tiger offered them a change to finish their education. Thanksgiving meal that happens at Tiger (family style meal), Unique to Tiger. Graduations – can see how connected students are to this school and staff. Some connection we could improve on, still some students are not connected. Access – Tiger allows them to continue their high school education. Late start, flexible. Still meeting standards, how can students access that in a small setting? Access and online schedule would be good. Some can't fit in all classes (small). Tougher one was resiliency. Sometimes they can't get to some of these other things because of the circumstance in their life yond school (home). Tiger allows for expression, uniqueness. Some students are not always appropriate. Staff is good at redirecting. Some get it, some still a struggle to be appropriate. Drug and alcohol is impactful. Citizenship - one of our C's here at our school. Part of our mission statement. Represent society, school.

#5 Access – One of the things we've dealt with is transportation issues. Most of our regular ed kids have to be driven by parents. Really hard for parents to juggle. Attendance is a big issue. Not always the student's fault. Schedule is really tough, late starts, early dismissal. We need district transportation for all of our students. Easier for teacher when kids are there consistently, it would be easier for kids to get there, easier for parents (most are working parents) . Conn – we try really hard to connect every one of our kids into the school because we are so small. Some were viewed as big screw up at other schools, now leading assemblies here. (Mock trials judge example given). These are kids who would never have been given these chances at the other schools. Citizenship – A lot of these kids haven't figured out that life doesn't revolve around you. Language is an issue. I talk to their parents. Parents say the same things on the phone as the kids. Foul language. Sometimes having to retrain things that they have learned all through life. We have a lot of parents who have drug and alcohol issues, therefore the kids do as well. Some parents (and kids) don't see that it is wrong. Resilience – Have to feel safe here. We try to make this as safe a we can. Sometimes this is the only place they feel safe. They get very close to the staff. Being able to call us by our first names help foster that closeness. Friends rather than teacher at times. Many kids learn outside the box. Hard when we have such a strict set of standards. Some may never read above a 6 grade level, but their art is advanced. They struggle hard to graduate. These kids are very unique. They are the hardest people to work with, then other days they feel like the best kids to work with.

Are there connections you'd like to make with what others have said, or do you have an questions for one another? Is there anything that someone said that you'd like to expand on?

#5 Thanksgiving feast, grad ceremony. Every student is talked about by a staff member. We may have never met their parent, but they see that we made a connection with them, and see that we care.

Sometimes tough to know what you can say about a student. We know the students a little differently. May be different that the way the family views them. BBQ all the time. It's a family/community here.

#4 It's the culture at Tiger. The nature of what makes it unique

#2 The issues change every year, because of the influx of kids. Most schools do not have new students coming in many times a year . Causes quite an impact with a small school.. Like to see more activities revolving around community. Orientation class held, maybe revamp. Kids that were involved in orientation class did have a sense of more belonging. Not really an easy place to be flung into. It's a very entrenched community – many rules. Old school rules and new school rules.

#1 Looking at connection – two huge barriers that I see getting worse. Sense in this district that the idea of sameness, equal teaching, all the same. This is an alternative school. No model out there that will serve every single kid. Alternative schools are for the kids that do not succeed in the norm. Can't make this school the same as the other schools. Some students live in cars, have abusive parents, drug abuse. In a normal high school, you're going to miss them. Need a place that's free from that. Autonomy is needed. The more we are confined the more we've lost for connectivity with staff and student. An idea would be to shorten a day to bring in a program that will help the majority of our kids. (trade speaker or presentation) Sometimes there is something out there that we'd like to offer. Need the freedom to change schedule around, to offer these types of classes. For staff to be able to help our unique students. Nothing against rigor, but telling a kid to run before they can walk. Not ready to process at a high academic level. They need support. The staff has taken on that role. Double edge sword. Talk to teacher, get connected to the right person. I don't have the training to help these students. Need that support here, and we don't have it. Time restrictions need to be taken away, or a support personnel comes in on a consistent and regular basis so I can keep teaching.

Susan: Key threads – one of the obstacles in terms of access is a lack of flexibility around required teaching minutes. Key is to be able to use resources that would actually help these students find an interest to focus on for their future . (guest speakers, programs, presentations: trades etc)

#1 These are alternative kids. Many different reasons for being here. All reasons interfere with all of these things.

Susan: Expression – limited because of obstacles.

#2 These kids are eloquently inappropriate. Do not have the filter. Have to work so much on appropriate behavior in and out of the classroom. The swearing is really a problem. Huge issue at Tiger. I have set up a program in my classroom, pay me when they swear, goes back to the students, they vote on what to use it for. Fund for a party. (swear jar)

One element of expression – artistic abilities

#1 In a setting where you have academic focused programs, it is very difficult to teach about civility. In the past there were programs here where teachers teamed up, tough individual units. Very individual. Take the standard classes then we generate what we need to modify for our unique students.

#5 One thing this year. New course codes. Our codes are different that the other high schools. Yet we are told we have to teach the same things. They should either be the same, or be allowed to teach to our unique student body.

#2 Even in social studies. I do use the same US History book they use at HIS. If I were to teach just to that, and work in that manor, I would lose my entire class. There wouldn't be a way to do it, each day is a different class. Any given day you have 3 or 4 kids out. Have to come up with activities that will allow the kids to have access, connectivity and expression. Something new everyday. Some of us have many preps. (prep time) A lot of what works for the kids is when you connect it with real world. Try to make it into real world situations. Simulation. It seems they are interested in that process. Hispanic kid learning about European history – "I don't really want to learn about old, dead, white people" Need to keep their interest.

Susan: One barrier – access for students – trying to accommodate so many individuals. Always one or two that will either get burned out or burn you out.

#3 transportation – all over the district. Bussing would help get them to regular attendance. They don't care how much you know until they know how much you care. Sometimes they come in a little hostile – problems at home. Not sure what they are coming into here at school. Other principals in the room should take us to lunch, because we take problems out of their school.

Susan: Prep time. Trying to find cool things to fit in for certain kids to keep them interested. Lumber yard, etc

#4 training days. Continue to have training for our teachers for at risk students. Continue relevant training for our staff.

#3 Not just teachers that need that training, but the whole staff. (office) We all may be working with these kids, and we need to be able to deal with these kids. In the past few years we have been recognized as a high school. It used to be that we weren't considered one. Nice to see that recognition. Helps make our kids feel important and part of the district.

#1 important to reiterate that we need more flexibility in what we're able to do here. Teachers have insights that administrators don't . I hope that after 6 months or a year, there is some kind of review.

#2 Didn't touch very much on mental health issues. Something that we could use more, is time for collaborating as staff discuss behavior interventions and educations strategies. To support one another as necessary. Lost common time.

#3 We have aids here that connect with the kids. Wonderful, we couldn't get by without them. Kids gravitate to them.

Susan: What you suggest in raising the EA's and their value to the school that there are other people's voices that need to be heard on this.

#4 There continues to be a need for this school, I am happy to work here. There are hard days and very rewarding days.

#### Parent session

#4 Husband gave input as well. Son here at Tiger. Daughter at PCFC. Vastly different experience for their kids. Access – Believes that the principal here is good. Core classes. For high achiever these are easy, but in terms of the students who are independent thinkers who don't fit into the traditional high school mode. Challenging. Whether here or at other schools. Important that the kids get tied in tangibly. Son has trouble dealing with how school operates and how real life operates. Doesn't seem to be a connection. Son is a good student, was a national achiever before moving to Washington. Difficult transition to PCFC. If he was in an environment where there were more than just freshman, that would have helped him navigate better. All the same grade no hierarchy – they are all out of their mind at that age. Depends on the child, daughter tends to be self motivated, driven, but for some not as easy. Some are disinterested in school all together. At the second half of his freshman year, we discovered that he was doing what he had already finished in NC. He got a little bored. He started meeting other kids who were not interested in school. Concept of Tiger is good, like program and what they try to implement. Obstacle is getting the kids to buy into it. In terms of learning style. Son is kinesthetic learner. More interesting, more exciting, more participation. He holds a job, dealing in real life, never missed a day. Works through personality issues at work in the world. Having the ability to have different learning styles, in real world context. Appreciate everyone taking the time to have this conversation. We all realize that this is something that needs to change. (referenced drop out rate)

#5 Access jumped out at me. Son's experience this far in school. Initially we thought he had ADD. He actually has Aspergers, which was diagnosed during teen years. He has an IEP. He was only in a few special ed class in traditional school. Wanted him to have the full experience. Access – when we first talked to our son, and decided this wasn't working. Middle school he had gotten all A's, not happy (fitting in) no particular niche for him. Here at Tiger the access to faculty is the greatest difference. The teacher student ratio is the thing that helps him identify with the instructor and administrative staff. Does better with adults. Has been a real plus, with smaller class sizes. Trade-offs in life. Cannot look for perfection. Business, family and in school. Talking about classes. Classes are limited here. At Liberty he was taking cooking and exploring other things. We told our son whatever you put into it is what you will get out of it. It is a trade-off – not as many of the fun classes, but have been able to check out programs where he might not feel he has access to during the school day. The library, is small, but we head to the public library often. Hasn't been an issue at all for us.

#1 Access – is good. Limited as far as offerings. Youngest child brought here due to not being able to connect to the teachers at IHS. Part of the draw for him was that the classes were smaller. Has done well in the classes that he is motivated in and that interest him,. The staff here adapts to many different learning styles, and that has helped him a lot.

#2 Access – the one thing I have noticed with 3 kids is that here at Tiger. (less access to other things) But it allows them to focus on where they need to be. Get the one on one, and strengthen their weaker side. Coming from a community where we didn't have the extra perks (Alaska). (talking about electives and clubs) Wasn't issue for my kids when we came to Tiger. More than a fair trade-off to give up perks (electives) to have a smaller school. Feel lost in a larger school.

Susan: Smallness, helps access because they are willing to take some risks

#3 Daughter is here, I went over these questions with her in preparation for this meeting. Access feeds into all of the other belief statements. Most important part and the rest follows. In terms of supporting a good experience. Respect without being judged. One thing at Tiger, yes there is limitation to what's available. But the quality here is much greater. Given the option to explore yourself. Feel more solid. Reach to other sources if you need to. Overwhelming thing is participation. Small school it's easy. Larger school tough. One on one experience is important. You know me and I know you. Now I have confidence that I can explain my thoughts and ask questions. Trust building. Understanding. No question that Tiger has that quality to it. Smaller size, more connected, the kids feel more towards citizenship, part of a community. Not just a number in a crowd. Built up resiliency – Staff makes effort to get to know students without judgment. Ability to express themselves.

#1 I think mainstream high schools work well for most. Tiger takes the kids that aren't those kids who can just float through. They need more individual attention. Helps build resiliency. Son likes to debate. Personalities here help develop that, and work with him. For what he needs this environment works well.

#2 having had 3 kids through here – I saw each one come out of their shell. Moving them into Tiger. Like a nice little family. Comfort zone. Smaller classes allows them to come out of the comfort zone, take risks. Son has really opened up, (referenced talking with father-in-law, child's step grandfather). Taken defeat well, learned how to risk being wrong. Never took that chance before in the larger schools.

#5 choices are very important in the lives if these children too. Vulnerable age. Ripe for all sorts of opportunity. When son was at Liberty – with so many students, he never had a comfort zone, safety net. No place that he could feel comfortable sitting at lunch. Having an environment where all can find comfort. (Tiger) Enveloping all. Seems that he does have an opportunity now to take those risks, talk to people. Feels this is where he shines and grows and is accepted, because there are others like him. When he leaves here, he will have a good idea of where he will want to go next.

Talk about expression

#1 Son is pretty expressive. Several forms that allow him. Leadership. Likes to debate. The teachers allow and are more entertaining in what he has to say. Whether they agree with him or not, keep the dialog going. 3 R's – key for all parents. They are not going to be embarrassed about speaking out.

#3 daughter talked about that 3R's and 3C's. Very important. Enjoyed PCFC, felt connected, had a great time. Went to HIS, felt totally disconnected. Applied to get out of leadership, wasn't allowed. Leadership at Tiger, loves it.

Susan: Insights on expression?

#3 gets down to comfort zone. All feed into one another. If it doesn't start with access then expression is expressed in other ways perhaps the wrong way. Daughter is not a trouble maker it's just that she didn't have the expression, she was flat. Her access to expression has greatly improved. She has opened up more to me and my wife since she has been at Tiger. Before it was very separate. More to herself. Now opening up. Working at Kids Country. Has given her experiences as well. Come out of her shell. Resolving those interpersonal issues. (not wanting to work with certain personalities). Being at Tiger has given her the confidence. See what is happening here at school, how it may apply to the real world (working) , Has helped her expand and grow.

#5 expression – son, "I feel like I am being pulled in different directions with who I am". We are the roles we play. At home he is given as much latitude to express himself. Allowed to be off the wall, we show him unconditional love. Never felt comfortable in the larger schools. Could never really show who he is. Since being at Tiger, completely different. Never had friends at Liberty, here it's just incredible. Texts with the kids here, joking in class with teachers and other kids. Seeing a kid who is making that transference between home and school.

Susan: Haven't spoken much about citizenship.

#2 what I have noticed with each of my 3 kids who went here. They are involved in different projects with the groups and teachers at Tiger. Used to have mock trial here. Daughter went through that. She got to learn about other people, in a working environment. Helped to make connections with people they may not have had the opportunity to do otherwise. Small environment allows for these kids to experience on a different level. Faculty is more understanding, know each child.

#1 sense of community. Kids feel like a citizen in this community. All comes down to the kids. Them wanting to put themselves there.

#2 I see the kids helping each other. From two different poles, connecting with one another, helping. Want to see each other succeed. Work together as a team.

#1 leadership program here kids feel that Tiger doesn't get the respect that it deserves. Son speaks out for what he believes in. Sense of community and being part of it, is strong at Tiger. Foundation for strong building blocks.

#1 feels he has a voice here, doesn't like a lot of attention coming his way.

Closing statements:

#5 Citizenship. – Tiger fosters the grass roots understanding and feeling about serving the community. Important aspect. Political campaigning . As a family very involved. Kids understand connection to what goes on here, feeds your connection to the community and real world. Coat drive canned food drive. Talking about ideas to raise money, Something that helps them bond together on the group level.

#3 Citizenship – I am involved with the rotary club of Issaquah. First harvest collects foods from farmers that is nutritious but not marketable. Program where Rotarians, families, teams, (volunteers) go down to pack these items. Experiences part of what citizenship is about. Being able to help others, understand others and what their needs are. Daughter brings that here. Tiger is good as far as citizenship, due to smaller nature. She has actually developed more of a feeling about citizenship that goes beyond school. Daughter mentioned about food drives or anything else. “Tiger did better than IHS.”

#2 There is always room for improvement in any program. Tiger has been right on track for my kids. Son is at Tiger, defends his school. Has seen him change in how he is more confident in what he does. Smaller classrooms. Seen throughout all of kids experiences, changed since we were in school. Less communication between teachers and students. Like to see more communication. Often find out too late that he is failing. Transportation to this school is a problem. Nothing but good things to say about Tiger and the district.

#1 I am at the tail end of my kids high school career. Really is important that we have these conversations. Glad to see the district listening to all aspects of high school, making changes is great. I do think that kids at this age struggle. Difficult being a kid. Difficult to be a teacher or parent with this age. Takes a community to raise kids now. The most important thing for a teen is feeling connected with someone of authority or someone they respect. Earned. Not just a given. For them to be successful, they need to have someone (an adult) they can feel connected to. Access for parents (online) is great. More ways to reach a child, would be great. If they don't have a connection then they are the kids right under the wire. Improve relationship between staff and students.

Student session:

#1 Access – programs at Liberty for auto mechanics classes. No transportation for kids without license. I wanted to take auto mech. Have to have an IEP to take the bus to get here. Being able to go to school here, but getting here is hard.

#2 Not as many electives. Way more one on one time, smaller classes. Harder to catch up in larger schools when you fall behind. Connect with teachers, to stay up to date

#3 Relationship with teachers here. Sit down with every student, plan to finish on time. Larger school no way to have that relationship, harder to understand credits, where I am, what my plan should be.

#4 We don't really have a school nurse here, just once a week. If kids were able to go to the school nurse that would be good. Connection to a nurse as far as services. Availability

#5 Tiger has an issue with attendance. I know a lot of teen moms that would like to come, but no place for the babies here at school. Access for teen moms. Maybe not just a school nurse. Drug and alcohol counselor to relate with for the kids who struggle with that. Bradley does the one man show, difficult for one person to handle all issues at Tiger.

#6 I take Spanish at IHS, easy because I can walk. Other students have trouble getting to the other HS's if they want to take a class. Nice if was transportation.

#1 more of a variety (language). No German offered in our schools. Not everyone wants to learn the ones available.

#2Conn – they want us to be ourselves, not be afraid to take risks. If you're worried about getting in trouble, wont take risks. Our teachers here at Tiger sit with you, willing to work with you. Feel connected.

Susan: What I hear you saying is that the ability to just get to know your teacher allows you to be able to take risks

#2 If you know someone's personality you might interpret what they are saying appropriately, if you don't really know them you could misinterpret what they meant.

#4 At Tiger each student is able to develop a relationship with the teacher. Skyline teachers were very hard to have a relationship with. Each teacher works with you on your level (Tiger)

Susan: What do you see that tying back to?

#4 Resiliency –

#3 expression – kids come here due to problems at school don't fit in. Small, everyone gets along. Community.

#2 everyone knows everyone, gets along, encouraged to know everyone.

#3 expression in class., Tiger we have a lot of room to think what we want. Discussion. Freedom to say what we think.

#2 Teachers here listen to our opinion

#1 I am a hands on learner. Teachers here help out, understand different learning styles.

Susan: What I hear you saying is that you are accommodated, accepted, differing points of view are allowed. What does that tie into in terms of the 5 belief statements?

#5 tie back to resiliency – safe and structured place for us to learn and improve. Feel safe that teachers care about us. Grow from this experience. Learn from mistakes, learn to live successfully. More flexible here

#6 Relationships with everyone. Old school you had to really put yourself out there to talk to someone. Harder to speak your opinion.

#1 regular high schools, different clicks and groups. Here it is one big group. Come in and you're part of it. I came to Tiger just this year. After first day I felt like I had been here a while. More inviting.

#5 citizenship. – part of it is that we all can relate, whether it's the same reason or not. We're all here for the same thing (didn't work out at other school). Chances are that when you start talking about your past, someone can relate with you. Lot of support. We really do respect each other, help be the best that we can be.

Susan: Are there other thoughts that have come to you, notes that you have taken?

#5 no after school activities. Something that would be more enjoyable. When you look back, you probably had opportunity to connect with other students. We don't have access to any of that. No groups after school

#4 field trips – none this year. Never been on one since I have been here.

#3 access is limited due to no after school activities, or groups

#5 many put assumptions about us. No one wants to engage with us. If they could understand that we are kids trying to improve ourselves. To be given the chance to take part on field trips or sports would be appreciated.

#6 really happy with this school and the way it's run. Would like to see more classes/availability. Timing to take all of them, due to schedule.

Susan: What else is on your mind about this?

#4 one thing that would make Tiger better. More classes and options. That will help us choose a career.

#5 No career center. Skyline has a great center, options after high school. We don't have a library, career center, person running a center.

#4 A lot of smart kids here – don't have the resources to use to the fullest.

Susan: Ability here, but limited option to explore.

Susan: Expression – what happens here for you that supports you and what gets in the way?

#2 easier for me, I know no one is going to judge me, or put me down. Everyone here is there to help you succeed and graduate. We don't have the same accommodations as other high schools to succeed.

I assume that's why we're here so we can get your help on it. (purpose of this group) They treat us like how we need to be treated. Accommodate us who we are and what we need. Work with you, listen to you. Help you get things done.

#5 administration as a whole is working together. Expressing ourselves is what we enjoy doing. Limited here. Back to access – no mechanic or woodshop classes. No transportation. No sports teams for those interested in those. We have leadership class, currently teacher who is teaching that is in her first year. DECCA – at skyline was great, not offered here. Expression ties in to all other things.

Susan: I am hearing something from you – tension. The advantage of a small open accepting school, gives you access supports your expression, but then limits your access, therefore limits your expression.

#5 bittersweet (being at Tiger)

#2 good and bad about it

#5 no click issues with students. We still gossip – but no rumors. Not wanting to do something because of worry of big group. Larger schools given more money, we have less students so we get less money. In fact we need more, students here should not be cut short.

Susan: Review one more time the 5 beliefs – ask yourself – what else you like to share?

#5 I have an issue with school – motivation – grading system. I think it's really unfair. Kids who do a great job listening to teacher, do great. Some have to work really hard – study, take notes, quizzing. Not good at testing. Brought down GPA. Grading doesn't really work. Kids who aren't trying getting are a's some who try really hard getting c's some are cheating.

#3 when they try really hard see a c or d, get discouraged.

Susan: The way grades are represented

#1 how much tests are weighted. I do not take tests well. Even the things I know a lot about, take tests poorly.

#5 not an accurate measure of who we are. Not equal. Here is just pass or fail. For some it works great. College wants a GPA average.

#2 not fair to put the time into something then have to do it again. If you did all the work, but did poorly on the test, you shouldn't have to do the whole thing over again.

#6 if students are allowed to show what they do and what they know, it would be better to have a better grading system. Something that reported differently.

#3 testing is a big part of the grade in traditional high school. Here we learn differently, the teacher knows we know the materials. Through discussions, performances, etc. Small test together .

#5 one of the history and English teachers plays jeopardy with us to prove what we have learned. We're answering all questions. It shows her that we understood what was taught. We enjoy learning and sharing what we have learned with each other. Easier being at a smaller school. Each teacher knows us. They know if we're trying or not trying. Larger schools don't really get the chance to get to know them.

#3 when we do have tests the teachers give you a choice of open book or closed. Closed gets more points. Give up options to make it easier.

Susan: New insights – what has changed since you began this meeting. New or additional thinking

#3 One more thing to say about our school – Gym – sports court. During winter it's open and wet. Just basketball and volleyball. We should have a gym, like all the other schools. Optimal experience for me is having a little of both the larger and smaller schools. Combine some form each.

#4 resiliency – moving out of comfort zones and taking reasonable risks. Leadership class – need more options. Do have a prom and a few events. Can't do what the other high schools do

#1 bigger budget would help. Field trip or something.

#4 improve school lunches. Grub shop – just little snacks. We get leftovers from IHS, really gross. Teachers get mad for coming back late to class,. We have to go out to eat because the food offered here is terrible.

#6 Attendance – At old school my attendance was very poor. Once I came to Tiger I felt more comfortable, no homework. Old school if I didn't have my work done I was afraid to go to school. Every unit we're allowed two absences. Retrievals. Fail one unit, make up the work from it you can still pass.

#3 Cut out the WASL

#5 about attendance. My issue is that we only have 4 weeks in a unit only allowed two absences. Excused or unexcused. There are times when there are religious absences (Jewish) – this is very limiting. Had to go back and do a bunch of retrieval, when in reality I didn't miss the work.

#5 Not speaking on behalf of everyone else. When I look back in 10 years I want to make sure it wasn't a waste of time. I want to be able to stay in touch, find mentors with all my teachers. Here I look up top all of my teachers. Even with outside issues. I'd like to know that I involved myself. Here we have that option, would be more if we have the extra active.