

Parent Focus Groups Feedback

	<i>Strengths</i>	<i>Opportunities</i>
<i>Themes from this Group</i>	<ul style="list-style-type: none"> • Trauma-sensitive/ social-emotional support/ approach • Feeding programs • Array of programs and opportunity – HS IB, SS, AVID • Summer/ After-School programs • Fine Arts Program/ opportunities across district • Dedicated, caring, high quality teachers • Diversity – effort to increase diversity/ workforce, diverse population, community, “diverse” opportunities • School communication: 1:1 communication with parents, cultural brokers, conversations with teachers, positive phone calls 	<ul style="list-style-type: none"> • Lack of communication: parent/ teacher • Teacher/ teacher • Buildings to community/ family • Teachers to parents about academic performance • Communication varies building/ building, teacher to teacher, need more coherence • More continuity in buildings and between buildings: curriculum, programs, field trips, enrichment activities • Communicate that we CARE about students • Parent engagement • High expectations • Hands-on learning/ real life skills • Show passion and caring; make school welcoming • Diversity across staff/ professionals • Stability • Safe schools (traffic, parking, entry/ exits)

<i>Hopes and Dreams</i>	<i>Do Well</i>	<i>Do Better</i>	<i>Vision</i>
<p>After school for every school All schools are trauma sensitive All schools have \$ for enough books Always try their best Believe and understand that kids are safe Better communication/ support from district to building staff Better quality free food Better turnout for focus groups</p>	<p>1:1 conversations with teachers. Parent starts by asking how the child is doing. 21st Century program After school programs and work with community based organization for after schools</p>	<p>504s and IEPs need to be provided to all staff with student A/C (sometimes too hot) hotter than outside, too hard for kids to concentrate AC in all classrooms - good ones that work Accelerate programs - TAG and tracks for students Access kids' knowledge and expertise - elevate it by teaching to what they need Address how cultural difference impact work with students</p>	<p>Like: continuously improving dedicated engagement efficiency Accountability Missing: Low bar Ambiguous</p>

<p>Business and home owners Calm students are not consistently placed with louder students Capable of listening Classrooms are not too loud, chaotic Community gets better but not through gentrification Concise list of supportive services to students beyond the school day: what are the offerings? Confidence, pride, sense of belonging Confident kids who know they can do it Desire to achieve Destination district for students and employees Diverse staff that reflects community Diversity in faculty, administrators, advocacy roles Education is for who they are -- potential in all students Education is for who they are -- potential in all students Education that meets individual student needs Education that meets individual student needs Emotionally healthy Environment with rules, fewer disturbances. Teachers know how to manage and can remove students who disturb. Calm classrooms Everyone is different</p>	<p>Appreciate when a principal advocated for children; was present and listened Attract quality teachers from throughout the region: they are all education, organized, care for kids AVID program Backpack program Breakfast and lunch Building upgrades (Oneida) CHIME program Class Dojo Color rating/ behavior chart in folder at early elementary Communication when consistent: phone calls, emails, texts from teachers Community school - good concept in development; engages stakeholders. Make more! Culture brokers -- they communicate, they follow through, they are alert to issues beyond school. They connect with students and help them feel safe. They care for the whole family, always answer your calls, and in the community</p>	<p>Address students' differences - move faster to support or vary the work Address the stigma about Steinmetz. Student perception is that it is "bad" Adequate social worker support and counselor case loads Agree to use of gyms for girls' athletics Apply the community schools approach to accommodate parents for engagement Art teachers shut down my son, said she would talk to parents - let them be kids, don't ruin this time At some schools, not getting the right food choices Barrier exists between teachers and parents Basic directory of school staff early in year Be who you say you are Before school care/ education Better classroom and school environment Breakdown and lack of response Build kids up and be explicit about expectations Change transportation requirement esp. for younger children for mileage and safety and climate Classroom assignment at the end of summer, 1st day of school means not letter from the teacher in the summer. Would be helpful to have schedule in advance of Day 1. Challenging if you have students in multiple schools at same level. Communicate in advance with notice of events Communicate with families about what's available - tell the story Communicate within the system Communicated that you care -- not just herding sheep Communication - varies by school, school and district to parents</p>	<p>Checks and balances Measures Missing: advocacy, engage parents to be active Like: continuously improving, excellence, teaching and learning, efficiency Who do we mean by engagement? What does each word mean? Like: Continually improving Not all are dedicated Need more time to think on it Like engagement Equity? Efficiency? Continually improving</p>
---	--	---	--

<p>Feel safe in school Fewer teacher transitions during the year, poor substitute experiences Gifted and talented program Graduate with skills set- they have thrived here or in an out of district placement Graduation Grow, strengthen, communicate about Parent Liaisons. Head held high, not afraid to speak Healthy risk taking Hearing that school is not safe; want kids to feel safe Improved graduation rate Integrate trades in high school or earlier, hands-on learning, so kids know of options and that success can look different Keep trying, don't give up Kids don't feel bullied Know who they are Learn banking, checks, daily functions, accounting Less racism and we treat each other equally Less racism; treat each other equally Lose the negative reputation (crime, etc.) - need more positives and graduates giving back Love learning; passion for real knowledge More community schools to support parents with all services in 1 place</p>	<p>coming to your house to ensure safety. They love the kids. Dedicated teachers Depends on what school you are in Developing programs to feed the whole child Diverse school of ethnicities Effort to increase staff diversity Fine arts/ music at CPMS Free SAT during school Great email communication from some teachers High school art High school offers diverse opportunities for learning - can learn about their strengths - IB, theater -- keep investment Higher qualifications expected of teachers IB Program Know staff, friendly Live close to school LPP - opportunity for kids Lunch menu has fruits, veggies, options. They cook hot foods. Meals are free</p>	<p>Communication the actions you take to improve, be equitable Communication: Teachers should communicate about positives and give notice of academic performance, develop a mechanism to make communication more efficient and consistent (like portal) Consistency in teaching - see difference by teachers Continuity between schools and fewer transitions Continuity in programs, field trips, enrichment activities, arts District website - school contacts not up to date Engage parent volunteers Engage stakeholders to tell the positive stories Ensure that students get real-life work skills Extra help in large classes - reduce class size Extra money for teacher supplies Feel powerless, no choice for parents around curriculum, teacher they get, how they are instructed Full time librarian in all schools Gap in individualization for students at middle school Gaps in communication Get kids outdoors Give parents workshops to involve them in education Hard to find things on the website - district calendar Have high expectations - motivate students Have high expectations for all Have math books --share the instructions for homework Have meetings in the evenings and repeat them at different times Help families problem-solve and connect together Help parents learn the math children are learning so they can help - \$ incentive? High class sizes Higher teacher engagement that builds trust</p>	<p>reinforces the stigma of bad schools Dedicate to excellence is a plus No mention of students - negative Equity is important; diversity, too Engagement is hard with large class sizes Trying to be continually improving Engagement should include community, parents, it's improving but can be better, teachers too Room for improvement in efficiency Like engagement Do not have - equity between schools, learning,</p>
---	---	---	---

<p>More engagement: after school events, opportunities, support for kids More kids stay here after graduation, give back to here. More parental involvement More people move here More programs in district for students with disabilities, opportunities to learn social emotional skills More resources for district staff that benefits building staff More stability - changes in principals, schools, always something new Music, art, computer - more computers in school My kid's sensitive, empathetic, wish I could put him in a bubble Not a cookie cutter Not a cookie cutter Offer child care at school events Onsite food prep Parents get info in a timely manner Parents/ teachers work together to determine who the child is and discovers and supports potential Parents/ teachers work together to determine who the child is and discovers and supports potential Positive school culture - building a sense of community within the school Positivity</p>	<p>Middle school/ high school supply request reasonable More connections with colleges Music department gets kids engaged in band/ orchestra/ choir - strong high school program Night school options for high school One of a kind offerings for students (IB, CHIME) Parents are teachers too Positive phone calls that notice effort Principals and family liaisons participate with families and support Proctors partnership at HS Programs for students who struggle to graduate (LPP) PTO Activities w/ families at elementary Remind App SEAT opportunity Simple, short school newsletter Small, diverse community SMART Scholars - boost confidence, take college courses SMART Scholars for college credit</p>	<p>Hire people who live in or are from our community to understand How do students get support for college apps, \$ for applications, without AVID? If our schools are failing, there needs to be more ways for parents to help kids (textbooks, packets, updates on student in-class learning) If something is known about a student, share it with faculty who need to know Improve budget communication - where does the \$ go? Improve collaboration between school and home: Listen, open dialogue Inconsistent offerings across schools Inconsistent parent portal; better at high school Incorporate hands-on learning earlier - to many different things so kids learn what they are good at- computer repair, robotics Increase our opportunities for choice - of school, of teacher Inefficiency in finding communication information Keep trying to engage parents despite their work demands Lack of compassion for K on 1st day - didn't feel welcoming Larger class sizes - some too large as they age Learn from neighboring district s- what do they offer? Less inequities between schools Listen to parents about their child Losing schools without others opening More aides More awareness and accessibility for SMART scholars program More choice for students that excel (maybe a TAG school)</p>	<p>teaching, teachers, accountability, teacher supports</p>
---	--	---	---

<p>Prepare Prepared Productive citizens Ready for the world, whatever they choose, not disadvantaged because they went to SCS Ready for the world, whatever they choose, not disadvantaged because they went to school here Real estate people stop staying that low prices are b/c of the schools Recognize and walk in purpose Same opportunity regardless of ability/ disability in extracurriculars SCSD looked at as positive Seen improvement in parts of the city, now want to see improved reputation of whole city Sports equipment so that more sports are offered Stay healthy - mind, body, good thoughts, good eating Stay on the path to graduate Students don't feel bullied Students learn the job application process, get job experience Students move through the grades only when prepared to move Top of the line technology for all students in all schools Treat the whole human being - different opportunities like poetry, ideas, hands-on learning</p>	<p>Some schools you can feel the investment in kids Summer enrichment programs: hours, opportunities, kids liked it Summer program Superintendent is an advocate for equity and the community and takes action System recognized needs that required an alternative setting (BOCES) Teachers are doing the best they can; parents need to help Teachers that care Trauma sensitive schools approach Trying to accommodate community (like for this event, having options) Very welcoming We do a lot with a little Worked 1:1 with family and student collaboratively Wrap around services like dental, asthma, educational I have an 11th grader who had an amazing experience at Mont Pleasant for 7th and 8th grade. Most of the core teachers he had there</p>	<p>More classrooms as they get older More consistent healthy food options More field trips More genuine love, passion, care, concern, drive More options More sciences, nature, technology for kids who are bored More teachers who understand and try to help More teachers/ principals of similar race, gender, culture as students More value on students v. policies Navigation for new families Need mini-recess throughout the day Nice buildings, clean No flexibility for students who move and can't get into a new program (Pre-k), value of peer groups, negative impact on students No follow up on principal search at Paige El No gifted and talented No handicap entrance to office at Howe (no one to open door) No response from Talk to Me No transportation less than 1.5 miles, not flexible Not enough time for lunch and recess Offer cultural immersion to new employees Parent portal - no follow up Preset, low expectations -- should bring positive assumption PTO support to staff Recess as discipline strategy - punish entire grade level Reply to our emails and calls Request school supplies earlier with more time to get them Safety in parking lots and traffic, some are dangerous</p>	
---	--	--	--

<p>Treat whole human being -- poetry, ideas, hands on, different opportunities</p> <p>Treated fairly through all of their years</p> <p>Under pressure to elevate test scores makes it a challenge to individualize</p> <p>Under pressure to elevate test scores makes it challenging to individualize</p> <p>Understand that life is bigger than you; respect your life</p> <p>Want children to explore- college may be best or not, have choice</p> <p>Want to go to school</p> <p>We are prepared for a crisis (shooting) in schools - confidence, peace of mind</p> <p>We are prepared for a crisis (shooting) in schools - we have confidence and peace of mind</p> <p>What they want/ dreams</p> <p>Willing to do what's not cool if it is right</p> <p>Wonderful experience - "greatest" teacher, time, etc.</p> <p>Your name is everything -- be known for good things</p> <p>Safety and security (fences around playgrounds, no public access during school hours)</p> <p>Equal opportunities, access to learning</p> <p>Diversity</p>	<p>took jobs in other districts. Ms Grimes was one of his favorite teachers. She taught science and was in charge of several extra circular activities. One teacher I know of went to another nearby inner city school, another took a job at a district about a half hour further from her home. I have a 7th grader this year at Mont Pleasant and his teachers all seem great. I was impressed most by his energetic technology teacher, Mr. Duncan. What can we do to keep these teachers?</p>	<p>School start date not clear</p> <p>Science not offered at Elem (K-1), more hands on</p> <p>Serve our customers to know what's out there</p> <p>Should collaborate more and share great ideas</p> <p>Show drive to support student and family</p> <p>Skillset/ options for teachers to manage student behavior</p> <p>Smaller classes</p> <p>Snow removal - sidewalks cleared and salted</p> <p>Stability - redistricting, teacher changes, counselor social worker changes</p> <p>Stick with changes that work; collect data to see what works</p> <p>Still regret redistricting and los of magnet</p> <p>Students getting consistent information</p> <p>Success should be shared</p> <p>Summer courses for parents on the next grade</p> <p>Teachers' aides for certain schools/ classrooms</p> <p>Teachers could be more welcoming</p> <p>Teachers provide increased learning opportunities</p> <p>Teachers sometimes don't let kids talk, express their ideas</p> <p>Teachers who have lost their inspiration</p> <p>Tenured teachers without showing love</p> <p>Too expensive to use the gyms</p> <p>Treat girls' sports with more equity in equipment, opportunities, gym time</p> <p>Unclear communication</p> <p>Use group texts, social media</p> <p>We are not equipped to participate in decisions - don't listen to us</p> <p>Website - things are hard to find and you end up calling someone</p> <p>Weekly connections on students</p>	
--	--	---	--

<p>Supports for parents to dovetail and engage with in-school experiences (partners), academic and social experiences (citizenship) Members of a thriving and nurturing community Few transitions b/w buildings and more stability - keep core groups together Connections with other families</p>		<p>What's the plan for updating school facilities not included in the current projects? Are safety concerns addressed? Where have textbooks gone? Need resources for help with homework. Wish there were still modified supports; options for 7-8 grade after-school Personally I think graduation should be on a Friday like it has been for many, many years. It is ridiculous how it is on a Wednesday IN THE MIDDLE OF THE WEEK. This is very inconvenient for people that have jobs and it is harder to get a day off in the middle of the week than it is to get the day off for a Friday. I don't understand why they all of a sudden switched the day from being a Friday to a Wednesday. In my opinion this is ridiculous and should never have been changed. I'm an educator and advocate for those with special needs. It's a fact that I've learned everyone learns differently and academically, we all as learners have a special need. That is, from the students we consider requires an IEP—to the student with the highest GPA. All students should have an educational plan that encourages them to go beyond an educational objective so as to teach them to strive for academic excellence. That plan should include the student's input and not only an educator's professional opinion. I would like Teachers and administrators to reach for community and parent volunteers in various ways way more. I do not think there is enough adults that can actually relate (not sympathize) with the issues in these students communities/home environments therefore relevant tools of survival are not offered as often and how to cope with their surroundings do not seem realistic to our children. This is because they are based</p>	
---	--	---	--

off of what someone else's perception of the issues or what they sees as ideal behaviors which are from their cultural or environmental standards. These social differences DO make a difference in reference to education and I KNOW we can do better to bridge the gap and move away from treating our students like inmates. I am a first year SCSD parent but I am also an alumni with personal experience with what I would now like to avoid for my child. I had to work and was not able to attend a focus group.

Hi im a parent of three girls inc girls . My children have been going to girls inc for 10 years my oldest  from from girls and it opened up so many new things in her life so i decided to send all my girls its free safe and fun for youngs girls there would be more girls going but they cant due to lack of transportation to and from program . i would love you to consider a bus for these young lady so that the can get the experience to open there eyes to new things and have the opportunity to build strong leadership skills im a proud girls inc mom

I am still one confused parent, I don't understand why we are one of the only school districts who do not have a Sports and Academics policy in place. Our children should have to be focused on Academics first, working hard, and passing before they are allowed to put a uniform on. Even if they made a team, sorry until the grades come up you sit. After coming from last season and being told players who were failing 3 classes were still allowed to play, never benched or anything? So what are you teaching the children? If we are supposed to be preparing the children for their future this is certainly not! I really hope this is something that will be implemented as the children who do work hard get their work done and pass their classes are the ones who

		suffer! They either dont want to play sports anymore as they feel it's not fair, or they say hey so and so failed so many classs and still got to play so I can slack off a little bit! Yes peer influence is huge in the high school.	
--	--	--	--