

Dix	1/4/2024 13:25:54	Alanzo	1/4/2024	LUNA	<p>Elementary school students should be able to read at grade level.</p> <ul style="list-style-type: none"> -Students should be able to understand the role and function of government in the United States. -Students should be competent in math. -Students should be able to master practical skills in areas like math applicable to their every day life. Money, time, percentages distance -Students should have access to mental health support and resources. -Students should be able to identify, manage feelings, and express feelings and have coping skills. -Students should have conflict resolution skills and the ways to communicate. -Students should have access to training in "soft" skills. -Students should have access to physical books and should be able to read and read. -Students should have access to books and materials in many different languages. -Elementary school students should have access to learn another language early on rather than waiting till high school. -Students should have a basic understanding of economics, and have access to skills like budgeting, how earning money works -Students should have interpersonal skills and the ability to interact and relate to one another without technology. -Students should be able to understand basic anatomy and understand "good" touch and "bad" touch. -Students should learn the pledge of allegiance, and understand government, the concept of patriotism. -Students should have basic understanding of practical science like weather. -Students should be exposed to more practical examples of how to use all of the concepts they learn across subject areas. -Student should be able to tell time. -Students should have access to sports, extracurricular activities. -Students should have the ability to follow basic directions like standing in line, stop, step, talking. -Students should have a basic understanding of how they can stay safe in public. -Students should have common sense. -Students should have a basic understanding of self defense. -Students should have a basic concept that people are different, there are different family structures Different cultures and should learn ways to respect differences as a basis of more complex concepts. -Students should have respect for other cultures and backgrounds in a way that discourages bullying and emphasizes the value of diversity. 	<p>Students should be able to read and comprehend at grade level. Students should not just be reading but should understand and apply.</p> <ul style="list-style-type: none"> -Students should be able to do their own research. -Students should be able to write and express themselves through writing. -Students should have a better understanding of financial literacy. Examples like buying a home, handling personal finances, credit. -Students should be able to understand boundaries, understand what consent is and respect personal boundaries. -Students should understand protocol for reporting bullying and how to resolve that. -See education, Students should build on basic understanding they had in Elementary and begin exposure to more complex concepts. 	<p>Students should be able to write and maintain a resume</p> <ul style="list-style-type: none"> -Students should show more professionalism in their writing. -Students should be able to have access to mock interviews as a way to prepare for employment. -Students should have basic understanding of all major computer programs (word, PPT, Excel) -Students should have access to "Home Ed" exposure to more practical skills like changing a tire. -checking oil, how to fix a tank, use an iron, wash clothes, change a lightbulb, use a stove. -Student should be exposed to leadership skills. -Students should learn how to speak in public and how to present to a group. -students understand how to read their transcript and how to identify gaps/missing and recognizing the signs someone is using. -Students should learn basic first aid. -Students should understand what to do in an active shooter or emergency situation. -Students should have exposure to and understand entrepreneurial skills. -Students should be able to identify, research and use community resources 	<p>The district is doing a good job of featuring, supporting and expanding measures of and highlights of diversity.</p> <ul style="list-style-type: none"> -DMPs should keep providing orientation in schools. -DMPs should continue to strengthen community partnerships because the district can't do everything. -The district should continue to find ways to offer intentional inclusion of the community in decision-making. -Should continue to provide free lunch for everyone. -DMPs should keep safety belts for buses -Keep offering passes to DART 	<p>Appropriate support for IEPs</p> <ul style="list-style-type: none"> -The District should offer counselors to inform students on how to apply for scholarships. -The District should offer better safety on campus. That should include creating guards and safety on campus in general. -DMPs should offer more support for teachers, including mental health, pay, benefits. -Start offering extracurriculars for younger students but ALSO offer financial support. -checking oil, how to fix a tank, use an iron, wash clothes, change a lightbulb, use a stove. -The District should start offering a better living wage for teachers and all student facing staff. -The district needs to provide better food, not healthy food. -The district needs to have better transportation options for students. The two mile radius is too long. Students shouldn't have to walk two miles to school. -The District needs to consider the weather when considering whether to close schools. -Stop sending kids home for suspension. Find ways to keep kids in school but make consequences productive. -Start making some of the career and technical career trainings available at more campuses. -Start creating a better, more welcoming environment in schools. -More positive reinforcement of GOOD behaviors. -Have a better system for feeding kids on campus 	<p>Stop making schools look like institutions</p> <ul style="list-style-type: none"> -Stop delivering group consequences for individual bad behavior. -Stop letting kids get off campus for lunch. -Stop passing unqualified students. -Stop hiring people who are not fitting into the goals and guardrails the Board has set out. -Stop retaining teachers who are not meeting the District's standards. -Stop assuming students need ESL, because they have a Spanish surname. 	8 people, bi-lingual (Spanish)
Dix	1/4/2024 16:04:32	Alanzo	1/4/2024	Avenue Scholars-East High	<p>Elementary school students should be able to:</p> <ul style="list-style-type: none"> -Read at grade level -Learn how to speak up for themselves -How to write -control their behavior -tell time -should learn about mental health basics -basic math, adding -earnings respect for other people -should know about diversity -should learn how to be independent, social change, new friendships and a bigger workload -time management -learning that it's ok to ask for help -should have good communication skills -learn executive function - 	<p>Middle School students should be able to:</p> <ul style="list-style-type: none"> -Read at grade level -understand where to find resources -be more mature -middle school students should learn better study habits -middle school students should be able to learn how to multitask as they make the transition to high school -middle school students should be able to find balance -earnings respect for other people -should know about diversity -should learn how to be independent, social change, new friendships and a bigger workload -time management -learning that it's ok to ask for help -should have good communication skills -learn executive function - 	<p>High Schoolers should learn to be able to:</p> <ul style="list-style-type: none"> -keep college fare -Critical thinking and decision making -Learn how to be an adult -Learn how to write, maintain and build a resume. -Learn how to manage applications for scholarships -effectively promote the classes and programs DMPs offers -Understand what options you have for career pathways. -know how to prioritize physical and mental health after school is over. -Should know how to network and use communication skills in a professional environment. -should understand how to read their transcript and how to identify gaps/missing and recognizing the signs someone is using. -Learn effective time management skills. -Should learn independent living skills- paying bills, do finances, keep yourself safe, self care -Know how to save and how to use money -Learn how to communicate effectively. -learn how to communicate electronically, email, text messaging. Professional etiquette -good habits and good hobbies -basic self defense -how to speak cordily and effectively -good study habits - 	<p>-allowing students to create their own clubs</p> <ul style="list-style-type: none"> -keep college fare -Keep supplying feminine hygiene products for students -building community through feeder systems- career fairs, not just college - 	<p>-action on more funding for schools, not just talk.</p> <ul style="list-style-type: none"> -using more therapy and special education teachers for schools -recruiting teachers from a more diverse background -include students voice in recruiting efforts -the district needs to be more strict with students because students are mean to teachers. -growers night school-adding for students at night for kids. -effectively promote the classes and programs DMPs offers -provide more programs at home base schools. -Add curriculum to home school offerings that mirror some of the offerings at central campus. -retain great teachers but also maintaining the structure of the best practices they employed. -promote food pantry so more students are aware -cap class sizes -promoting mental health inside classrooms and through other curriculum -offer jobs to students so students can build skills and knowledge -bring businesses in that may hire students to make a career -provide more information for underrepresented students as it relates to college and beyond... job opportunities, scholarships. -hire more BFLs -more promotion of cultural diversity -if you're going to offer a sport at one school we should offer them at all of the schools -Start promoting the Arts and Culture more, all city, High School Musical, Theatre awards. -Give teachers more resources so they can offer resources to kids. Teachers shouldn't have to do the research to find programs. -reassess the math programing and see where gaps exist. -Making classes at central academy more accessible to younger students. -Students should understand the opportunities available to them at central earlier so they can achieve. -DMPs should do a better job preparing students for secondary education with higher expectations, more accountability -should start teaching students how to study -Should start enforcing deadlines for assignments and teach accountability -Students should be held accountable to deadlines -Colleges prep classes should better reflect what the atmosphere and expectations of a college environment will be -DMPs should start enforcing deadlines for schoolwork. -DMPs teachers style start pushing students to achieve more rather than slowing the curriculum because teachers believe the class isn't ready. -Students should have final exams. -DMPs should support teachers more with their own mental health or how to manage their personal life. when to ask for a break. -DMPs needs to do a better job of scheduling for students. Students should have more time to make decisions and have more options. Students shouldn't have to decide about their classes for next year... a week before. -DMPs should start communicating with students better so they understand opportunities if students want to try something. -DMPs should emphasize attendance and the importance and impact of attendance on your future. -The district should work to help kids understand the path forward at each part of their education. -DMPs should emphasize the diversity of their community. -The district should understand that some of the concepts like GPA may not translate for students who have just come from another culture. -free English classes. -DMPs should have a better idea who is coming and going from buildings for safety. -DMPs should have mental detectors. - 	<p>DMPs should stop:</p> <ul style="list-style-type: none"> -Assuming the district knows what's best for students and make more of an effort to get feedback from the community -Stop offering only milk or lunch... offer more options, even water -Stop overloading BFLs... should be more manageable -Stop preventing one sport over another -Stop putting teachers in classrooms with subjects outside their expertise. -Stop making the voices of students, allow students more of a voice in the programs they have to be a part of. -stop social promotion through elementary and middle school. Students who are passed along through classes, their lack of skills is exposed. -Stop passing the COVID Cohort through without the skills they need. 	42 in attendance
Knox	1/8/2024 15:16:55	Dix	1/8/2024	North HS Avenue Scholars	<p>Elementary School Students should be able to:</p> <ul style="list-style-type: none"> -Students should be able to read and write -Students should be able to effectively communicate with one another in person including expressing their feelings -Students should have social skills including learning how to express yourself, advocating for yourself, expressing your knowledge and feelings. -Teachers at Central Campus seem to like their job more than their home school. -Students need to know how to ask for help and how negative issues in their life can impact the outcomes at school. -Student should have soft skills including making eye contact and active listening. -Students should have elementary school should have manners, including courtesy for other people's space and feelings/empathy and personal responsibility -Elementary students should be able to take care of themselves including personal hygiene. Especially young women who may be starting their menstrual cycle. -Students should know etiquette. -Students should have an understanding that other people have feelings too. They should be able to respect other students and adults in the school. -Students should be able to master multiplication and division. Foundational math skills. -Students should have confidence in themselves and in their educational skills. -Students should start to have an idea of their strengths and interests to begin exploring interests in their life and path after high school. -Student should know it's ok to make mistakes and understand that's the way students grow. -Students should feel like the atmosphere of their school is one of acceptance and encouragement. -Students should begin to master the ability to speak or present in public. -Students should be able to acknowledge what is right and wrong, morals, and that your actions have consequences. -Students should have a mastery of strong writing skills including structure of writing, how to hold a pen. -Students should be able to express how they feel and understand that there are adults who can help them deal with emotions, and expression. 	<p>Students should learn how to introduce themselves, and how to make a good first impression.</p> <ul style="list-style-type: none"> -Students should begin to take responsibility of their grades and understand the implications of their grades. -Students should know how to show respect for adults. -Students should learn how to carry themselves professionally. -Students should understand the value of independence and confidence in yourself. -Students should know sex education, when to say no, consent. -Student should understand how to use a condom, how to take care of yourself so they can't get pregnant, students need to learn how to say no. -Students should have required sex education -Students should be able to tell the difference between a healthy and abusive relationship. -Students should understand the importance of their own identity in relationships, how to not become dependent on friends. -Students should understand they are part of a community and should understand how their actions play a role in their own future and how they impact to others. -Students should be able to read a room, emotional intelligence. -Students should learn time management, turning assignments in, understanding deadlines. Students should understand how to talk to teachers and be proactive about their relationship. -Students should be able to advocate for themselves. Students should be able to communicate about their home life, personal issues, and challenges. -Students should be able to build relationships with students, teachers and the community so they have a solid community of connections -know personal responsibility and the consequences of your actions on the entire community -students should begin to understand how their interests can translate into a career path, and the opportunities DMPs has for those interests. -Students should understand that their attitude and actions impact their grades and the environment around them -students should understand the benefits and the challenges of social media, how to use it as a constructive tool. -Students should understand how use of technology impacts their relationships and your personal growth. Students in middle school should have phones in school. -again: Phones should not be allowed in middle school. -students should understand how to use technology responsibly -students should have a better understanding about the impact of drugs and alcohol on the body and the dangers of issues like overdose, addiction, delayed development. -Students should have a sense of boundaries when they leave middle school and an understanding of how their actions can impact their entire life. -Students should understand more about mental health, how to see the signs of trouble in their own life and in the lives of their peers. 	<p>Students should have financial responsibility including savings, investments, budgeting, controlling your paycheck, how to do taxes, how to make money.</p> <ul style="list-style-type: none"> -DMPs should do a better job preparing students for secondary education with higher expectations, more accountability -Students should learn to be better aware of their surroundings. -Students should have more hands on experiences to help them better understand career paths. -Students should understand what learning style is best for them. Students should be able to communicate their learning style to teachers and be able to advocate for themselves in class. - 	<p>DMPs should keep having summer school.</p>	<p>Making classes at central academy more accessible to younger students.</p> <ul style="list-style-type: none"> -Students should understand the opportunities available to them at central earlier so they can achieve. -DMPs should do a better job preparing students for secondary education with higher expectations, more accountability -should start teaching students how to study -Should start enforcing deadlines for assignments and teach accountability -Students should be held accountable to deadlines -Colleges prep classes should better reflect what the atmosphere and expectations of a college environment will be -DMPs should start enforcing deadlines for schoolwork. -DMPs teachers style start pushing students to achieve more rather than slowing the curriculum because teachers believe the class isn't ready. -Students should have final exams. -DMPs should support teachers more with their own mental health or how to manage their personal life. when to ask for a break. -DMPs needs to do a better job of scheduling for students. Students should have more time to make decisions and have more options. Students shouldn't have to decide about their classes for next year... a week before. -DMPs should start communicating with students better so they understand opportunities if students want to try something. -DMPs should emphasize attendance and the importance and impact of attendance on your future. -The district should work to help kids understand the path forward at each part of their education. -DMPs should emphasize the diversity of their community. -The district should understand that some of the concepts like GPA may not translate for students who have just come from another culture. -free English classes. -DMPs should have a better idea who is coming and going from buildings for safety. -DMPs should have mental detectors. - 	<p>DMPs should stop letting students blow off deadlines and make up curriculum when when they don't turn it in on time.</p> <ul style="list-style-type: none"> -DMPs should stop going so easy on students. -Students feel like the districts expectations are too low. Adults should stop lowering expectations for students. -Five students all expressed the idea that DMPs is WAY too easy on students. All expressed that the academic rigor is too low. -DMPs should stop allowing the use of drugs in hallways -OSMHP should do a better job with safety. -Students who don't go to a certain high school shouldn't've been allowed into the building. 	19 students, diverse group, mostly upper classroom
TCJ	1/11/2024 18:03:30	KM	1/11/2024	DMEA	<p>Filling in some of background knowledge. Diversify the topics we are exposing our elementary students to. Creating opportunities for differentiation and using topics of interests that will be more engaging. Exposure to more, creating variety of topics.</p> <p>Meaning part of the GLEAM model</p>	<p>Critically think about what they are exposed to</p> <p>Collaboration and positive interaction with peers</p>	<p>Financial Literacy- save, invest, create wealth</p> <p>Emotional awareness of leadership skills and awareness of strong behaviors leadership and self regulation</p> <p>Look at curriculum for EL students. Needs of EL Students relate to the assessment process does not align.</p> <p>Our students need to know how to ask questions and feel empowered to do it.</p> <p>Self advocacy, emotional intelligence</p> <p>Smart decision making and critical thinking</p> <p>I would agree on aligning our curriculum and assessment system - FAST CBM requires elementary students to read non decodable texts as an assessment, but EL only works in a structure of decodables. (A gymnastics practice, so can't remove)</p> <p>Social Emotional Learning as it aligns to CASEL</p> <p>Understanding that SEL health and wealth improves academic</p> <p>Students in elementary really struggle with writing across the board. Writing complete sentences with capital letters in appropriate places, punctuation, spacing. Understanding the flow of writing a paragraph - not just copying from the textbook</p> <p>21st Century skills especially attendance, completion and accountability</p> <p>Writing is critical</p> <p>Foundation of core skills, read, write, core math</p> <p>my microphone is not working, but I would say that students should be able to read by the third grade so that they are able to access grade level curriculum and concepts in upper elementary and beyond. Also because of the strong ties to student outcomes when they are unable to read by 3rd grade</p> <p>Sarah (Renard) - Stakeholder Update - finding ways to celebrate students who make growth, even if they don't make the grade level goal... so many of them get down, even though they have made so much growth compared to where they started</p> <p>Start a problem, work on the problem, learn how to struggle with the problem when it's hard. Problem solving continuum. All needs.</p> <p>Preschool opportunities so that they are ready when they get to K-12 system</p> <p>Access to pre-k... and developmental gap for those who are 5 and not quite ready but there's no place for them to go but kindergarten</p> <p>colleges and career readiness</p> <p>Opportunities to see different futures...</p> <p>Sustained attention to complex and challenging tasks. Being self motivated and believing they can be successful -SEL</p> <p>I think also more look at how to usdnot use AI in classrooms</p>	<p>Encourage students to be tolerant of each other and recognition of diversity in our district</p> <p>Keep providing interventions at every school. Additional certified staff that work with students that are not classroom teachers</p> <p>Providing free breakfast and lunch for all students - keep doing Diversity</p> <p>Providing additional and alternative pathways to graduation interventions</p> <p>We need to continue with the learning around science of reading for our elementary staff</p> <p>DMPs need to maintain and expand our extra curricular offerings for our students including DMPs run programs and programs run through community partnerships</p> <p>Positive relationships in buildings, success workers and other staff</p> <p>Research based high quality curriculum</p> <p>And our community coordinators - the food pantries and donations that they get for us are crucial for students and their families</p> <p>the community schools coordinators positions are something we should continue to do and support</p> <p>What All students need to know. Understanding that leadership skills, and a high healthy emotional IQ leads to academic success. Some of these include productive struggle, 21st century technology awareness, cooperating with peers, and expanding aptitude towards differences is essential to be a successful student.</p> <p>BFLs</p>	<p>Developmental Kindergarten</p> <p>Pw-K</p> <p>DMPs needs to start offering alternative learning programs and models for our middle school students that reaches beyond an IEP.</p> <p>Early intervention for non English speaking students</p> <p>supporting access to preschool with transportation and wrap around care</p> <p>Address the violent students as a year old. First experience to school is a tough transition</p> <p>Younger student alternative setting to learn rules and routines</p> <p>We used to have a dual-language program for our newcomers where they would get intensive instruction in Spanish and English</p> <p>Set of district wide behavior expectations. Different from school to school. Understanding of expectations PK-12 that are available to parents</p> <p>district wide SEL and behavior expectations</p> <p>Transitional Kindergarten opportunities, staffing, happens too late. Improve process for evaluation of students.</p> <p>Improve on staffing for children, more efficient</p> <p>I do believe a TK option would help with students who we are staffing currently because it is the only option to get the support they need in a traditional kindergarten setting</p> <p>Staffing students with little to no evidence out of daycare</p> <p>More staff on the special education side. decrease caseload of the special education staff</p> <p>Something we should do more of - increased emphasis on Science at the elementary level. (My current 4th graders never had a science lesson before me) (8th graders take Science tests for ISAP without explicit instruction in that area).</p> <p>We have the opposite issue - kids who are clearly discrepant to experienced teachers who are delayed to be looked at merely for having no preschool</p> <p>Start doing real science NGSS science practices in elementary.</p>	<p>Stop positions that do not have a direct Eliminate the extra staff at the District that don't work with children</p> <p>Look at consolidation/ Vision question due to time constraints. All answers in what students know and are able to do are in the high school question.</p> <p>More mental health support and services for students who have interfering behaviors due to significant trauma - these students are evaluated and often placed in special education even though special education do not have the therapeutic expertise to truly meet their needs.</p> <p>Stop creating positions that are not in contact with students</p> <p>Maybe streamline middle management?</p> <p>We need to stop allowing students to misbehave the way they do. They are verbally and physically violent, disrupting the learning and creating a toxic environment for students and staff.</p> <p>Providing transportation for all preschool students so that we are able to provide early education for students so that more students are ready for kindergarten... something we can do better at</p> <p>Just as an FYI that the direction from preschool this year has been to slow down and give them more access and opportunity prior to suspending. This is making the process take even longer.</p> <p>Stop using outdated methods of behavior models</p> <p>SRQD Students, parents, and sometimes teachers don't understand it. It is supposed to be subjective, but that is not how it's currently utilized.</p> <p>Yes! Stop using behavior models that involve public shaming</p> <p>Stop behavior charts in classrooms</p> <p>stop lumping science and social studies into literacy for elementary school as the only access for these topics</p> <p>stop using restorative justice as a reason to not have consequences</p> <p>Stop punishing misbehavior and teach</p> <p>Stop inconsistencies in expectations amongst buildings that create inequity for students</p> <p>Stop having no consequences for students not engaging in any work. Stop passing students along if they haven't developed needed skills.</p> <p>Stop the over emphasis on fluency, especially with ML students. Expecting students to read really fast is unfair to students who are new to the English language.</p> <p>Example of outdated behavioral methods: Stop giving snacks and juice boxes when they come to the office because of behaviors.</p> <p>While we can't stop doing the high-stakes state tests, we can choose to not use those numbers that do not actually show student learning. Most students don't even try, nor are many of the questions equally accessible for the various groups we educate.</p> <p>Stop focusing on one subgroup</p> <p>DMPs needs to stop spending millions of dollars on supports/resources that are not directly serving students academic, behavior, and mental health needs.</p> <p>Stop pulling admin out of buildings for days in a row</p> <p>And! We need to remember that our high achievers need supports too. We often focus too much on bringing the bottom up and not supporting the top</p> <p>Stop passing students at the elementary and middle schools, who are missing most if not all benchmarks only to be expected to earn credits in high school and college. This is a recipe for failure</p>	Session was only 30 minutes
Maria Alonzo Diaz	1/15/2024 13:24:07	Jackie Norris	1/12/2023	NISSA (Nissa African Family Services)	<p>Read, Write</p> <p>Read, Write</p> <p>Read, Write, Math - FLUENT</p> <p>English as a Second Language</p> <p>Basic Math</p> <p>How to be healthy, healthy eating</p> <p>Being culturally different is unique and special</p> <p>The difference between school and home (rules and norms)</p> <p>Learn emotional skills</p> <p>How to express themselves in the context of cultural norms</p> <p>Equal opportunity</p>	<p>Know how to differentiate between healthy/unhealthy relationship</p> <p>Self love</p> <p>Read, Write, Math - FLUENT</p> <p>Sex education</p> <p>Drugs and alcohol education</p> <p>Self advocate</p> <p>Organizational skills</p> <p>Strong study habits</p> <p>Social media education</p> <p>How to respond to bullies and who to contact</p> <p>History</p> <p>Work as a team</p> <p>Critical thinking</p> <p>How to get into college - importance of good essay writing</p> <p>Career learning and exposure</p> <p>How education in middle school will help them in careers later on</p> <p>Exposure to American lifestyle</p> <p>Learning about Emotional intelligence</p> <p>Career Advisor</p>	<p>Financial Literacy</p> <p>Self Advocacy</p> <p>Network</p> <p>What classes to pick to help them in a career</p> <p>Access to pre-k... and developmental gap for those who are 5 and not quite ready but there's no place for them to go but kindergarten</p> <p>colleges and career readiness</p> <p>Opportunities to see different futures...</p> <p>Sustained attention to complex and challenging tasks. Being self motivated and believing they can be successful -SEL</p> <p>I think also more look at how to usdnot use AI in classrooms</p>	<p>Very good afterschool program that are low cost or free</p> <p>Bilingual Family Liaisons</p> <p>Community School Coordinators</p> <p>Interpreters</p> <p>Open Door Policy with Teachers and Principal</p> <p>Teach about gender sensitivity - but make it optional as is very different in religious and cultural communities.</p>	<p>Technology to translate when English language learners are in English only classes.</p> <p>Family education or orientation to DMPs</p> <p>Social studies curriculum should be jobed</p> <p>The parent app must be more highly used and advertised and include information about scholarships and college</p> <p>Open Door Policy with Teachers and Principal</p> <p>Teach about gender sensitivity - but make it optional as is very different in religious and cultural communities.</p> <p>Getting Black and African parents in the building to help volunteer, translate, support children</p> <p>Build relationships between parents</p> <p>Early awareness around students and family about graduation requirements</p> <p>Help parents and family members in your buildings</p> <p>Help community translators</p> <p>Start investing more in VERY new refugees - everything is completely different</p>	<p>Stop calling in English without a translator</p> <p>Letting athletes be social promoted</p> <p>Stop playing kids according to their age</p> <p>Stop feeding kids American Caucasian food</p> <p>Putting black males into alternative schools with limited supports</p>	9

Maria Alonso Daz	1/16/2024 15:57:13 None-Rosie assisted 1/10/2024 Monson	<ul style="list-style-type: none"> -The elementary children should be able to do the basic 3: Reading, Writing, Arithmetic. -Should have access to physical movement including creative. -Students should be able to learn about more cultures. -Students should be able to know and do proper hygiene. -Students should feel safe enough requests to use the bathroom. -Students should feel safe to ask questions of their teachers, such as if they are not understanding a learning concept. -Students should know and be able to learn another language in elementary school besides English. 	<ul style="list-style-type: none"> -Basic science, English comprehension and composition, Mathematics, Access to extra curriculars -Students should have access to good character-building activities/classes. -Competent in technology 	<ul style="list-style-type: none"> -Know how to take college entrance exams. -Know how to have good relationships with peers & adults around them. -Providing extracurriculars elementary through high school. -Know an additional language. -Know available resources both in school and community. -Know sex education. 	<ul style="list-style-type: none"> Keep books in libraries and not remove due to fear. Continue giving high school students homework. Providing extracurriculars elementary through high school. Be a leader in providing community safety. 	<ul style="list-style-type: none"> Should start offering elementary/middle school students more homework. Teachers say it is not mandatory and in the US they view parents as responsible for continuing the learning from school. However, this is hard for immigrant families, as they put their best completely in schools to educate the children. Books should do a better job communicating with families effectively about student issues like bullying. School officials should start learning about common cultural practices. Schools should start building better connections between parent & teacher. Schools should start offering more time to complete work in class. The district should provide all students in special education adequate support. The district should provide additional time between passing periods. The district should offer real sexual education. Start associating and building better relationships with communities. Teachers/admin/staff should begin attending neighborhood/community events. Work and make regular connections with sister organizations to help build and develop healthy communities. Access Monson for support in leading conversations around sexual violence, things like teacher grooming students/sexually assaulting. Should educate students/staff/leaders about sexual awareness. Bring more flexible with making exceptions with bus transportation. Encouraging district wide parent nights every semester to discuss things like truancy, credits, laws, accessing infinite campus, and student progress. And involve community organizations who can provide resources. District should have parent orientation district wide. Should promote diversity in their hiring. District should mandate all employees to complete DEI training including community engagement. District should provide mentorship program for ELL students. District should make sure that staff is computer literate. Encourage community organizations to go to the legislature to support DMPS. Should mandate students to wear uniforms. It helps equalize students. District should allow safe sexualization to discuss discrimination. 	<ul style="list-style-type: none"> Schools should stop assigning children as ELL plainly for their lack/accout. Stop teaching concepts of capitalism that are harmful, and instead encourage human rights socialism. 	<ul style="list-style-type: none"> 5 Participants of the Monson community, one based in Davenport, some parents/some community members, all female, various age groups. 	
Jackie	1/18/2024 10:33:38 Kim 1/17/2024 AMOS	All answers in High school response due to limited time	All answers in High school response due to limited time	<ul style="list-style-type: none"> Read Socialize Read for understanding Read write and be able to use cognitive skills to be able to think Understand/read cursive writing Math Communication skills Spelling Think and express those thoughts Behavioral skills Cursive writing Behavioral skills Regulate emotions Identify emotions and be able to handle it Cursive reading Empathy High school evaluate information discern good information from bad Keep 6th grade in elementary school Enlulate and problem solve Access to equitable PK education Access to transitional Kindergarten Holistic approach: kids are not the same. They have to want to learn. Involves parents, churches, organizations, bring everyone in. Young Black Men specifically. Problem getting black students to read. Need to get through to the child. Can the school system do it by themselves? The way we do things is not the same. Involve the community to ensure all kids succeed. All kids can learn at varying rates. Teacher has to be able to adapt to the needs of the students. Can the system handle it or reach out to the community to help. Have to focus in. If you want everyone to learn, some need a little more assistance, some need more care. Start holding parents accountable for their student's behaviors. We need to find someone to hold parents accountable. Parents should be invited I do not like that the board focuses on black males. It is not right. We have children of all backgrounds that need assistance. The data is not right. Take Black male goal away. Focus on kids and students. Give teachers principals and leaders the power to govern their buildings. Our principals are our bullfights. Our teachers are promoters and teaching to kids, and do not have the power. Power back to the people that are in the classroom on the front line. Quit listening to the district leaders that are not in the buildings. The schools are not helping the behaviors because there are not expectations in the buildings. There needs to be a higher level of respect for our children. Our kids need voices. Who is asking the kids what they need? Our kids need to be heard. Expectations by the schools, by the teachers, by the parents? Why are black males consistently low? It's community, where they are coming from, not... The system is failing our kids. Teachers have no power... Teaching curriculum, not teaching children. Access to school climate and environment where they feel like they are loved, that they matter, and people believe that they can be successful. Access to culturally competent educators with varying ranges Critical thinking skills Opportunity to imagine and be creative Safe supportive welcoming environment where they are met with someone believing that every child can be successful. Economic literacy political literacy emotional competence Relatable: kids feel disconnected to what they have been given. Competing with a smart phone, to talk and the internet. Access to relevant meaningful curriculum Art competencies Get away from the cookie cutter education. Not everyone learns sitting in a desk the traditional way. If we are aware of that an Reach students where they are Teach them how they can be taught Access to customized instruction I feel like children are afraid to say that this is not working for me. Students know what works for them. Self-advocacy Teachers are afraid to say this isn't working Equity and equality. We have a lot of equality but not a lot of equity The jobs that are available now were not available 10 years ago 	<ul style="list-style-type: none"> Central campus ESL Dr. Ian Roberts Implementation of MTSS Community Resource Coordinators Food pantry Donations SUCCESS Workers Let's Talk Now x 10 	<ul style="list-style-type: none"> Career Exploration Economic classes sooner than 12th grade Government courses sooner than 12th grade Support career pathways and alternate post secondary options Identification of opportunities to build their capacity to make money, exposure to gifts, talents, at an early age career pathways Bring back Saturday school instead of getting OSS 90 minutes talked about life, drug addition, family concerns, career conversations, kept the kids in school and engaged Fewer suspensions, need to be in school Supporting students that are being suspended for referrals/infractions Listen to teachers Bring in community Train that our educators are experiencing is not being acknowledged by the system. Educators are limited with what they can do, they have the trauma, and now they have to educate a student that has been violent with them. They will be better educators if we acknowledge the trauma. 	<ul style="list-style-type: none"> Stop suspending by policy Stop policy on second infraction suspension Stop new behavior policy Silos Teaching to the test Writing referrals for small infractions Standards referenced grading Standardized grading sites and structures Focusing on state standards Curriculum pacing Process for community partners is awful and challenging, the qualifications are not realistic. Change policy on past violations that would prohibit people from working. 	<ul style="list-style-type: none"> Only 40 minutes to facilitate Consolidated Vision into 1 question rather than differentiating by level 18 participants 	
Maria Alonso	1/18/2024 11:32:48 Jackie Norris 1/18/2024	Office of Latino Affairs	Use/access of technology	<ul style="list-style-type: none"> Use/access of technology Work in a collaborative fashion Learn English Global understanding How to navigate DMPS Career pathways Better academic training for college preparation Life skills Career training for English Language Learners Self awareness - Know how to navigate their social emotional health and well being Cultural competency for all students and teachers-especially NATIVE Comprehension and attainment of goals Conflict Resolution "Internet" Education Self advocacy for disability Comprehension and attainment of educational and workforce goals College ready - academic rigor Post secondary career pathways Cultural Awareness Accountability and Respect - to DMPS, to Staff, to Parents Mental Health Sex Ed 	<ul style="list-style-type: none"> Access to wifi AP and College Level Courses - for College Bound Welcome Center Bilingual Family Lessons Support for LLAG Support for Avenae Scholars Continue to support transportation for newcomers Future Ready Coaches Community School/Partner Resource Fairs Classes for Parents Financial Literacy - In Spanish 	<ul style="list-style-type: none"> DMPS orientation to school - for kids and families (bus, schedule, tours) AP and College Level Courses - for College Bound Extended programs for English Language learners - after/school/summer Career pathways Better academic training for college preparation Listen to young people ELL Access to Central Campus ELL Teacher at Central Campus Increased funding for English Language Learners at Central Campus Middle School Access to Career Programming - Field trips to Central Campus Parent education on career pathways Parent education Community Engagement at the classroom level Homework Raise the bar - academic rigor Strengthen Welcome Center - provide more services More bilingual family lessons Support LLAG and Avenae Scholars - Earlier Bring back AVID College Prep Programming - More More funding for BFL Center for New Americans Bring back Vuh Ngugn Held racist staff accountable - at the welcome center Held racist staff accountable - at the welcome center Held racist staff accountable - at the welcome center Held racist staff accountable - at the welcome center Held racist staff accountable - at the welcome center Held racist staff accountable - at the welcome center Held racist staff accountable - and follow through. ESL Welcome center ESL Welcome Center Partner with Polk County Welcome Center ELL Director - an accountable person w/ cultural competency 	<ul style="list-style-type: none"> Calling to talk about attendance with out understanding root cause reason Stop pushing college Social Promotion Putting students in harms way and not respecting their privacy or HIPAA, FERPA rights and white savantism Sharing photos or information about their students without releases - GET INFORMED CONSENT Stop sharing photos or information about refugees or political refugees - GET INFORMED CONSENT Stop sharing photos or information of domestic violence victims families - GET INFORMED CONSENT Putting non native leader in ELL "leadership position" 	<ul style="list-style-type: none"> 16 individuals who provide services to Latino/Latinas students 	
Maria	1/19/2024 19:35:49 Jenna 1/19/2024	Virtual - Public	Cursive Writing, 100% should know how to read before going to middle school. High standards in elementary school. Print handwriting. Should be a fluent reader before 3rd grade. Ability for elementary students to have self-direction - i.e. research projects. Master math facts and be able to read. Should have content to align with what they are learning and make what they are doing in the school meaningful. Ensure students should tell time - manual and digital i.e. how long it takes to get somewhere. Have a curriculum that includes the science of reading and teaches writing.	<ul style="list-style-type: none"> Have opportunity to be experience in basic skills back like home economics/Bring back classes around life skills - basic health. Being able to read cursive. Being able to understand the rules of grammar and write well. Having good research skills - what are the trusted sources. Be a critical thinker. Better understanding of geography and the world we live in - states and capitals, countries of the world, basic foundational geography. 100% of middle schoolers should be able to read. Know the alphabetic code. Time management skills. Show up to class on time. Know how to tell time. Understanding how to manage and tell their time. Have a computer class where students are using different search engines and understanding how to research and what is trusted. Having a more worldly understanding with representatives from different countries. Not being bullied. Give students more challenging work. Give them more extracurricular opportunities at middle school so students could do band AND choir and take more electives. Give middle schoolers more options such as drama. Give them opportunity to explore more interests. Ensure students are able to learn foreign languages. 	<ul style="list-style-type: none"> High school students should be able to complete an application on their own - college application, job application and have a resume. Understanding what is good on a resume - church, volunteering, etc. Students should know what they want to be or understand their own interests. If they don't need to go to college, we should not be making them. Have access to mentors. Understanding what their career path may be - 100% of our students should know how to read. Financial literacy. Knowledge of basic technology - knowing computer etc. Set a high bar that every student knows how to read in high school before they graduate. High school students should be able to do public speaking. How to take tests - test taking skills. Ability to think for themselves - understand how to do things without their phones, friends or parents. Have strong independence. 	<ul style="list-style-type: none"> Keep doing the after-school programming. The after-school arts program was a success - easier for him to make friends and he found something he was good at. Keep allowing kids more extracurricular activities. Community School coordinator helped allow for a lot of after school activities. Keep having project-based learning. Retain teachers and staff who are dedicated. Have dedicated staff. Keep the SACs in school. Good orchestra, band and art opportunities in elementary schools. The staff at the schools are amazing - keep the staff! Keep doing kid concerts - singing and band/Lat families come in and see programs. Keep supporting our high school bands. Keep encouraging our diversity. 	<ul style="list-style-type: none"> Tutoring services. Having high standards. Giving parents extra helps with teachers or other adults who are willing to help provide extra support. Start providing accurate historical information. Allowing teachers to teach decoding or additional supports beyond grade level reading in the classroom. Providing in-class supports who are new to the country in classroom. Allow teachers to use their professional judgment in delivering curriculum. Making teaching joyful for teachers again by giving them professional freedom. Trust teachers. Make the papers that are sent home have more details so parents can actually help! Teaching kids how to research. As a parent - hard to help high school students. Providing high quality education to prepare them for the next phase of their lives. Start protecting our children from bullying. Giving advanced learners more opportunities - they are being diluted by the discipline in class. They need special and more access. Giving students individual attention. Protecting students from discipline in the classroom. Identifying more students as part of ALP. Providing more educational opportunities for our students. Providing accountability among adults when bullying is reported. Having more adults of color in the schools - teachers and other mentors in the building. Having people who look like our students in our schools. Having community involvement in all schools! More parental involvement in the schools! Having our own DMPS high school or middle school kids do homework help. Allowing more volunteer involvement. Giving students opportunities to give back. Give after school programs into EVERY school. Community school coordinators in every school. Expanding project-based learning. Getting more parent involvement in the elementary schools. Expanding elective opportunities in the middle school and high schools. Allowing teachers in elected programs the ability to fully teach them - arts. Drama teachers also have to teach English and journalism. Giving more kids to take risks and exposed to their passions. Make a list of family advocates available for families to know for their students who may be identified with an IEP. Teachers, staff and parents should not be outsteered by school psychologist assessment when it comes to IEP identification. Making the bar high for ALL students. Do not settle for low goals. 	<ul style="list-style-type: none"> Providing inaccurate information in African History. Using the current lower elementary school curriculum - it is too rigorous, not developmentally appropriate and not successful. Stop using the EL curriculum - there are no access points for students. Failing teachers who walk through just because they miss one item not on the script. Sending home papers that don't have directions so parents can be helpful - need clear expectations and context. Penalizing students who are standing up to bullies or are reporting bullies. Making it so difficult to identify students as Advanced Learners. Neglecting our advanced learners. Allowing our students to have social media channels that promote bullying, fighting or violence. Change the curriculum because it does not teach writing and it does not align with the science of reading. Stop setting the bar low. 	<ul style="list-style-type: none"> 17 participants
Maria Alonso Daz	1/21/2024 21:31:54 Anna Campos 1/20/2024	Corning Educational Center	socializing, reading, math skills and understanding what they are reading. learn to problem solve. learn how respect others and their self's. Communicate their needs. Have a good core relationship with parent teacher and students. Reading comprehension skills, learning how to do things by hand and critical thinking. At the end of 5th grade students should be able to read to learn, and not to learn to read. to understand empathy, diversity, social emotional learning, learn basic knowledge i.e. address, phone, job listing shoes, learn human developments, know basic reading writing and math	<ul style="list-style-type: none"> critical thinking skills, media/ Social media skills, know basic research, learn civics, understand them selves express their selves. Learn Goal setting skills and how to understand them, learn how to Advocate for their needs. SEL learning, Coping skills, know how to spell 	<ul style="list-style-type: none"> prepare students for college, job ready skills, do community service, know technology. Know how to be a productive member of society, financial literacy, critical thinking skills. provide high school skills, what do they want to do after high school. Manage time. Know how to prioritize every day needs. 	<ul style="list-style-type: none"> continue with summer school, keep programs at central campus, support libraries, continue support Gifted and talented programs, support staff. Keep free meals, communication with parents in great emails, text, app), keep partnerships. Community Coordinator and BFL staff. Food parties 	<ul style="list-style-type: none"> transportation for all students that need it start including preschools as part of Language II. PreK to 12 instead of K to 12. Increase Pay, be and advocate for our students and teachers and staff at the state house. Better pay for teachers and staff. Giving parents the tools to understand the district grading system and curriculum, branding exams - understand the culture - collaborate with other schools/districts. Understand the importance of Preschool programs. Bring the community in the schools. Embrace all our cultures - dual language classes. Have staff that looks like these students - start make sure the kids want to learn - Check all students back packs from elementary - Middle school. School. Have school therapist and mental health pro. Start prioritizing funds - Hire personal - looking at have other elementary schools model the downtown school. parent learning groups to help our students re math is taught a different way then before - Start being school safety seriously. 	<ul style="list-style-type: none"> passing kids, stop treating bilingual students as special needs. Stop the putting hurdles in front of bilingual students and families. Stop ignoring the issues at the schools kids' behaviors. Stop the minimal with transportation. Stop grading the issues at the schools. 	<ul style="list-style-type: none"> 11 bilingual participants. 2We had members of the Corning Board, a DMPS kid service worker, a mother that volunteers at Capital view, a mother that is active at North high.
Jackie	1/22/2024 15:20:31 Jenna 1/22/2024	DMACC	How to be kind - social etiquette - manners, act in public, treat people, Cursive	<ul style="list-style-type: none"> Spanish in Middle School, Not prepared for freedom in high school. Advanced classes in middle school. Education on internet safety - social media, internet presence. Middle school typing class to all 7 class 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> 9 	

Maria	1/22/2024 20:56:12	Jenna	1/22/2024	ELL Families	Have a vision - why should they study, what are they preparing themselves for. Having a career path in mind. Preparing themselves for college. Read fluently and write legibly. Need to be fluent in English so they can be at or not doing well. Continue to speak English when they are not doing well and keep parents informed and providing them with resources. When students get alternate work to enhance their grade.	Students need to understand the impact of losing a day or missing a day of school - they need to be able to understand attendance. Basic math skills.	Values - respect, responsibility. Know what their rights are and what their responsibilities are. Teachers need to let them regulate what their responsibilities are and should be. Basic math skills.	Conferences in school in all grade levels. Notifying parents rights right away if students are not doing what they are supposed to be doing or not doing well. Continue to support students when they are not doing well and keep parents informed and providing them with resources. When students get alternate work to enhance their grade.	Students should not bring phones into the classroom. Many people agree with no phones in the classroom! Be more strict with students so they meet the goals. Enhance safety and security in schools. Do not let kids go outside to eat, keep them in the school. Start enforcing a dress code and enforce it. Improve the lunch food. Give other lunch options. Expand options for special classes. Start letting kids do physical activities in the morning to better focus during the day. Ensure shade on the playground for children. Teachers pay at students and need accountability for their behavior. There should be better understanding among both sides of a student argument. Teachers should do a better job of listening and understanding students. Students should get a prize or incentive to continue to come to school. Schools should have a complaint box to be able to express their concerns. Teachers need to be more available and present with students. Prizes for breaks. Ensuring students have boundaries around consent and touch. Schools need to have more after school activities!!! Do better job cleaning the sidewalks. Incorporating more games in to learning. Start doing more activities. Later start time for elementary students.	Stop being allowed to take backpacks in the classroom. Stop being so tolerant of drug usage in the schools and have better control of drug use. Students are coming to school under the influence of drugs and should not be allowed. Don't let the doors open for students who are late. Stop being flexible with a dress code. Stop allowing cell phones during school times.	91 participants. All ELL families. Everyone clapped that students should not have phones in the classroom! Everyone clapped when there was a reference to keeping students in the schools. Lots of people want the police back in school.
Maria	1/23/2024 9:40:50	Jenna	1/23/2024	Capitol View	Strong math skills - division. Ability to have some independence in the lunch room - prepared for middle school. Grade level work. Know what to do so you don't get detention or suspended. To be a proficient reader. Basic learning skills. How to be a good listener. Should be able to count money. Learning how to sell items and manage time. Knowing about decimals. How to clean up after themselves. Know the expectations and how to follow them. How to be a kind person - not making fun of other people. Not to be a bully. Show respect to everyone. Know where they can go for help and who they can go to help. How to safely access school building with the sidewalk. How to be financially responsible and save money. Know how to write. Giving students more flexibility to go to the nurse.	Knowing about science. They should be able to be responsible to go to class. Know history. Know how to address bullying and how to get help for bullying. There should be no fighting. Get a break. They should have self-control. How to cook. Should be prepared for high school. How to be honored - don't cheat on tests. Should have access to clubs and extracurricular activities. Should be able to use their actions in a positive way. Be responsible with their day - attending school.	Not have to worry about school shootings. Not have to worry about weapon's. To have breaks. Be prepared for college - know how it they are going to go to college or start a career. Know that they shouldn't smoke or vape or not to do drugs. To be respectful to teachers. Understand the economy and financial literacy. Have basic values to be respectful their peers. Should know how to protect themselves. That they should stay in the school and attend classes. Sense of responsibility so they have better opportunities for scholarships. Not vandalizing.	Keep kids safe from the weather. Keep giving students recess. Providing wrap around services such as providing books, hats and coats to kids. Keeping kids safe from outside visitors. Most teachers are making kids feel like they belong.	More security. More safety for children. Teachers should be nicer to students. Do a better job at motivating students to want to attend school. Longer recesses. Student snack cart. At lunch time students should have longer time to the arts. Longer time during lunch. Improve the lunch food. Give other lunch options. Expand options for special classes. Start letting kids do physical activities in the morning to better focus during the day. Ensure shade on the playground for children. Teachers pay at students and need accountability for their behavior. There should be better understanding among both sides of a student argument. Teachers should do a better job of listening and understanding students. Students should get a prize or incentive to continue to come to school. Schools should have a complaint box to be able to express their concerns. Teachers need to be more available and present with students. Prizes for breaks. Ensuring students have boundaries around consent and touch. Schools need to have more after school activities!!! Do better job cleaning the sidewalks. Incorporating more games in to learning. Start doing more activities. Later start time for elementary students.	Stop yelling at students. Teachers need to stop focusing on themselves and focus on their students. Stop having the elementary kids come so early. Stop letting high school and middle school out at the same time - it creates traffic jams.	Everyone wants more after school activities! 13 elementary school students and 4 parents.
Dix	1/23/2024 13:19:25	Dix	1/22/2024	Roosevelt Latinos in Action	-Students should be able to read at grade level. -Students should be able to read at grade level. -Students should be able to comprehend what they are reading. -Students should be able to know and identify their country on a map. -Elementary school students should know geography -Students should know and understand multiplication, and basic math at their grade level. -Students should be able to read and write their name! -Students should learn mindset and confidence. -Students should be working on their social skills, be able to interact with people. -Students who are in the EL program should -Elementary school students should have the social skills to relate to one another in an empathetic manner and be able to resolve conflict. -Students should be fluent in their native language. -Students should have basic math skills -Students should be able to write their full name -Students should know and understand American history -Students should understand their own learning style -Students should understand how to treat each other with respect. -Students should understand and practice basic manners. -Students should understand how to respect and treat one another. -Students should be able to control and regulate their emotions -Students should learn more culture, writing, poetry, music.	-Students should be able to read time management and be able to finish their work proficiently and on time. -Students should learn responsibility and understand that their actions have consequences. -Students should learn how to study and keep a schedule -Middle school students should understand how to structure their day, time management. -Students should be able to use more of their problem solving skills -Students should understand self motivation and stay on task -Students should begin to understand how their moods and values. -Students should be tolerant and patient. -Students should be able to read at advanced levels -Students should have a more advanced level of understanding history -Students should understand grammar and spelling -Students should learn about mental health and understand how to manage it -Students should understand general health and -Students should be able to manage change and understand how to -Students should understand basic manners and respect for others. -Students should understand how to control themselves and tolerate different opinion -Students should have basic self control -Students should have a basic understanding of basic money management and financial literacy - -	-Students should be able to understand life skills, finance, taxes, buy a car, take out a loan open a bank account, write a check, building credit. Personal economics. -Students should have basic knowledge of how a car should work, how to change a tire. -Students should be able to problem solve and handle issues and problems on their own. -Students should understand how their body works...How to manage illness and injury. -Students should have more basic life skills. -Students should understand how to keep an area clean. -Students should be able to keep their area clean. -Students should understand how to deal with difficult people, conflict resolution, interpersonal skills, tolerance -Students should understand emotional intelligence, how to resolve conflicts and interpersonal skills. -Students should be able to control and regulate their emotions. Students should understand how to disagree. -Students should be able to read and write at grade level -Students should understand more basic math and science skills -Students should know and understand how to apply for a job, build a resume. -Students should understand basic manners and respect for others. -Students should have job interview skills. -Students should know when to ask for help and when to persevere. -Students should understand how to network, have good social skills and have a good conversation with a stranger without backing out or being shy. -Students should understand the consequences of their actions both the benefits and the negative consequences of their actions. -	-Students should keep doing drivers education -The district should continue to work on smaller groups who need help in elementary school -Continued to support classes at central campus and academy -	-District should have drivers ed more on science able. -The district should focus more on writing in elementary school -The district should focus more on science in elementary school -The district should offer more help to teaching students how to apply for jobs and resume writing. -The district should offer more focus on writing on elementary school. -The district should offer longer lunches. -The district should start focusing on personal interaction in the classroom instead of interaction with technology -Teachers should invest more in teachers relating to students more. -The district needs to continue to emphasize multiple pathways after high school, not just high school. -The district should offer more access to entrepreneurial skills. -Students should learn how to write better. Students should learn PENMANGHP -The district should find teachers who are actually teaching and not just directing students to the curriculum in technology. -Invest more time in math skills and thinking skills not just strategies to remember tables. -The district needs to invest more in less in reading and more in comprehension -The district should be more inclusive of different learning styles and be aware of different student learning styles -The district needs to train teachers on how to be more inclusive of different learning styles -Teachers need to have more freedom with curriculum -Students should invest in a school that invests in every school and more mental health support across grade level. -The district should implement curriculum that lends itself to a wider range of learning styles. The district should better direct learning disabilities early in schooling. -Counselors need to start helping high school students who are not doing well. -Students should understand more respect for teachers. -The district needs to start helping students in high school learn how to take notes. -Teachers need to enforce and be able to execute current learning methods including the use of technology, or adding skills on activities. -Students need to start relying on something other than question. -The district should start enforcing grades more in middle school. Students know no matter what they do or how much they try they will pass no matter what in middle school. -Teachers should start understanding how to interact with students including skills around deescalating situations between students. -District should start hiring more qualified teachers. -Teachers should start acting on student feedback more. -The District	-Stop paying the teacher so little... qualify teacher take money -Stop hiring just anyone as a substitute, students skip classes because they know a sub is in the class -Stop requiring 9pm every year. -Stop putting students who don't need to be in ELL in the program just because they are immigrants (Comment was supported by 23 STUDENT!!!!) -Stop treating immigrant families like they are inferior or assuming they need the most basic skills when they may not need any ELL skills. -District should stop teaching ELL the way it's taught now. -Stop teaching elementary school students pronouns and LGBTQ curriculum. -Stop assessing ELL only on a test. Expand the ways to assess ELL. -Stop focusing only on English and focus more on grammar and writing in ELL. -Stop limiting ELL students opportunity for advanced learning because of ELL. -Stop putting students into ELL when they are fluent in two languages but are too shy to speak English regularly.	50 students, majority Latino students
Dix	1/23/2024 14:42:00	Alanzo	1/23/2024	Lincoln High School Student Voices	Elementary school students should be able to -Students should be able to have basic reading and writing skills... -Students should have social skills, how to communicate their feelings and communicate with people around them -Students should be able to execute basic math, be able to add and subtract -Students should be able to identify how they feel and how to regulate their emotions -Students should be able to understand and respect other people's boundaries, physical, emotional -Students should be able to Read and write -Students should be able to read and comprehend what they read. -Students should be able to socialize and feel confident -Students should be able to express themselves and think creatively -Students should begin to learn time management and how to balance different classes and priorities -Students should be able to feel confident and to speak in front of a group or speak up in class. -	-Middle school students should be able to -Students should be able to regulate their own behavior, show respect and manners "how to code switch" -Students should begin to develop the tools to explore career paths -Students should be able to work with groups and collaborate with others. -Students should have the skills to be more self aware of hygiene, and how your body is changing -Students should have the skills to understand the use of social media, the good and bad uses of social media -Students should understand and be able to deal with diversity in an empathetic way. -Students should learn organizational skills, organize your time -Students should understand the healthy use of technology -Students should be able to manage money, how to get a job, prioritizing what's important, Financial literacy -Students should understand how your actions impact other people. -Middle school students should be able to properly regulate their emotions. -Students should understand how to ask for help -Students should be able to have effective conflict resolution skills. -Students should socialize with each other and be culturally and socially aware. More group work would help students work as a team. -Students should understand the resources available for them to express their feelings. -	High school students should be able to know how to: -Know how to do your taxes -How to open a checking account, pay your bills, make a budget -Students should know how to identify, develop and maintain a healthy relationship. -Students should understand their actions have consequences long term. -Students should learn how appropriate and effective use of technology -Students should have a view of their career path or next step -Students should understand coping mechanisms to relieve stress -Students should understand how to make their own decision -Students should be able to offer auto tech -Students should understand how to be self reliant and resilient. -Students should be able to properly schedule and balance your day -Students should be able to gather information about what is going on in their community and how it impacts them. -Students should be politically aware, understanding the laws that are being passed, civic engagement. -	-the district needs to continue to celebrate support and enhance the district's diversity. -The district should continue to offer the same amount of time off. -Keep the calendar -the district should continue shorter, more frequent breaks -The district should continue to focus on student safety -the student should continue to do drills so students know and understand what they need to do in an emergency -Continue to support leadership and student voices class -Continue to support and enhance college readiness classes -Continue to offer auto tech -the district should continue to offer a wide variety of subject -the district should continue to offer a wider variety of history classes -continue to offer youth voice equity. -The district should continue to offer AP Human Geography -The district should support best buddies -The district should support and continue to offer Dream to teach	-The District should start offering a broader range and diverse set of history classes. The district shouldn't be afraid to go more in depth and offer students a broad view of historical facts. -Bring back the cultural room that school is important, that a diploma is a critical thing to have. The District should examine and revisit the hurdles for special race and cultural groups. -The district should continue to support speech and debate -The District should promote and educate students about the extracurricular activities available to them -The district should develop a program where students are set up as mentors for younger students. -The district should start using Lincoln High Football Field again, it promotes community -Start developing programs where adults come in as role models for different groups to help them see themselves as a career pathway. -Start coaching continue to promote pathways to trade careers. -Start giving outings to students in regard to mental health. Someone who "actually cares" -Start coaching specific ethnic and minority groups to provide and normalize self care for mental health that break down cultural norms. -The district should start hiring and training teachers who can relate to students and how to empathize and be compassionate. -The district should motivate and support teachers mental health. -Teachers should start making sure they communicate with parents when their students do something GOOD not just something bad. -Teachers need to communicate with students when they are doing a good job -The district should slow the pace of the year. -The district should be more equitable to students who need to make up work for personal reasons. -The district should start paying teachers more. -Making teachers know they are valued -start doing more frequent checks on high school classroom teachers. -start listening to students -Start bringing in officers for safety. -More staff that is trained and dedicated to safety -Students agreed strongly(15) that armed SROs should be back in schools.	-Stop serving bad food -Stop hiring bad teachers, teachers who can't/don't build relationships -stop tolerating racial bias in teachers -Stop tolerating teachers being hurt in student fights -stop suspending both students in a fight and try to investigate the fight more so appropriate penalties are.	-Complaints of teachers who show signs of racial bias, complaints of teachers
Patrick Dix	1/23/2024 18:51:09	Anna Campos	1/22/2024	The Ark Church	American history in it full context. Read at grade level and comprehension of reading. Elementary to understand government civics, social relationships and how to manage them. basic math skills for all. should understand math at grade level, comprehensive overview in the transition form. Reading and Math classes, elementary school students should know the value of volunteering understand their consequences. basic study skills	be able to learn another language, basic understanding of computer use. know Microsoft work, and keyboarding. Career preparation being to have a path. Know curvise writing and know how to have a signature. Writing skills. Social skills. Self-respect. respect for others and empathy. basic economics, basic life skills. access to express their creativity. Know how to be critical thinkers. understand their consequences. express themselves through writing, effectively express how they are feeling, understand copying skills. basic study skills take note, time management, management skills. read at grade level, comprehend, Stem Class, Articulate and express what they learn, Sexuality Education	basic study skill, know how to take notes, Three branches of government, understand our government and how they work. Money management, taxes, retirement planning, Communication skills effectively, disagree with each other. Problem solving skills, critical thinking school. Prepare for the future. How student to apply for jobs college. Basic interview skills, should have the understand or idea of a career path, research career path. Team Building skills, Delegation skills, Job skills, career placement, have the opportunity to learn volunteering skills, Active listener skills, Safe driver skills along with laws of driving Understand US civics and and national civics, learn basic geography. Know the Why.	being out in the Community, Protect 2nd language, continue the government and health food choices and free meal. keep food parties. Leadership 8th	prayer in school, giving kids opportunity to learn the scriptures, establish an Environment where learning is set up for ELL. Safety for all schools, making homework part of the curriculum, building prevention, start hiring people that look like them. Community, connecting kids with trades careers, encourage students to explore different groups to help them see themselves as a career pathway. -Start coaching continue to promote pathways to trade careers. -Start giving outings to students in regard to mental health. Someone who "actually cares" -Start coaching specific ethnic and minority groups to provide and normalize self care for mental health that break down cultural norms. -The district should start hiring and training teachers who can relate to students and how to empathize and be compassionate. -The district should motivate and support teachers mental health. -Teachers should start making sure they communicate with parents when their students do something GOOD not just something bad. -Teachers need to communicate with students when they are doing a good job -The district should slow the pace of the year. -The district should be more equitable to students who need to make up work for personal reasons. -The district should start paying teachers more. -Making teachers know they are valued -start doing more frequent checks on high school classroom teachers. -start listening to students -Start bringing in officers for safety. -More staff that is trained and dedicated to safety -Students agreed strongly(15) that armed SROs should be back in schools.	stop promoting students, the new start times, stop making it hard for teacher to teach/ expecting them to work on the planning time to cover other classes. Stop promoting thing that is not normal. stop doing things that can discourage other cultures. stop taking students work and communicate with the parents, blaming the teachers and admin for student's action. Stop hostile work environment, holding it administration accountable.	we have 26 participants, from all walks of life and cultures
Patrick	1/24/2024 9:37:53	Anna	1/23/2024	NAACP	At or above grade level, math skills, personal skills, solve conflict, share, be good listening good writing skills, able to write a paragraph, inter personal skills, with adults and peers. Learn curvise handwriting, secondary language, conflict resolution. Goal setting and how to identify it. know how to work with other cultures and ethics, learn second language, cultural competence, introduction to digital literacy. like programs as google docs and Microsoft, understand basic counting skills, how to hand and count money, understand what lays ahead (as in what does my future hold - perspective skills, know our full history being taught beginning understanding of basic history and cultures.	know basic economics, investing, saving money, basic function of the us economy, identify and respond to their mental and emotional needs, proactively and know resources understanding of tech, understand the value and practice of home, the knowledge and value of studying, understand and safe knowledge of AI. Reading to learn, critical thinking, different career pathways, entrepreneurship, not taking, spelling, Effective time management, Transitional class from middle and high school, opportunity to learn age appropriate - process of credit, innovation, self advocacy. Speak up for themselves, critical thinking, knowledge of career pathways. Know public speaking skills, understanding how to debate and understand and respect people beliefs	need and understand the concept of competing what professional behaviors. Reading career path research to write. Research terms for themselves, understand financial literacy, understand the long term consequences at school and online for writing, knowing g the value and function volunteer, post secondary prep, good sense of self awareness and their values and how they can be a better community member know the 3 branches of government and state and local government	make sure they feel supported, keep feeding our kids free school lunches and food pantries in schools. Celebrate all achievements, not just making honor roll, keep free lunch no matter if students would list under the guidelines of free/reduced lunch summer food programs. Ensure that Central Academy and Central Campus programming continues. De Moines Public schools are trying trying hard to teach young people what they need to be successful. Applaud their efforts on how they responded during the COVID epidemic. Continue to keep parents and community informed. I like the school mediation program (Let's Talk) - keep that up and EXPAND it to more schools. It worked gilled and talented central campus and academy, accepting volunteer help. Continue the student exchange program with our sister city in Koki, Japan. Continue the student exchange program with our sister city in Koki, Japan. I also like the role of "School Resource" person who connects students and parents to community programs and resources, support access to counseling, keep community coordinators, communication with emails and snap connect, continue with 2nd chance highening when appropriate that Dr. Roberts initiated, more of these listening sessions	barriers outside of the classroom, especially for black & brown students who face many barriers family/community barriers outside of the school, which leads to success manager support, need to start looking at the gaps in the resources of our special needs, outreach and support to families that do not know the Language, BFL, Better transition for ELL. Give them tool for the life skills, give them other ways to learn and articulate, better meal times. Sports in 6th Grade, SRO need to come back. Giving support to teachers effectively, encourage them to change the start time, doing better Transportation, SRO needs to be community and cultural using best practices, community involvement, Having accessibility in technology and access to internet access, Drug Prevention services, using the advocate, Start listen to our Admins teachers and parents Start holding the Staff accountable. Start looking at the people on top, start doing reviews, start offering strategies for parents. Start being transparent with families, start holding Dr admin Accountable	stop promoting students, the new start times, stop making it hard for teacher to teach/ expecting them to work on the planning time to cover other classes. Stop promoting thing that is not normal. stop doing things that can discourage other cultures. stop taking students work and communicate with the parents, blaming the teachers and admin for student's action. Stop hostile work environment, holding it administration accountable.	29 guests
Jenna	1/24/2024 10:14:04	Anna	1/24/2024	Hoover High 10 students and staff.	manage your schedule and be independent, being prepared, knowing how to use a planner, knowing how to advocate for yourself, research English skills, social communication skills, reading, vocabulary skills, responsibility skills, reading skills, basic skills set for going to jr know how to do a locker combo	accountability, responsibility in going to class, choices have Consequences, good study habits, importance of GPA, behavior matters understand the importance of being accountable, navigate the freedom that you have in high school, time management, understanding and recognizing procrastination, understand all the resources that we have in depth, know how to communicate with teachers, comfortable transition going to high school, engage in extra activities and sports, mentorship with highschool students, time management skills, learn the importance of school work, career pathways.	know how to set goal, know career path, know college application and faafa, money management, basic personal understanding of GPA, behavior matters understand the importance of being accountable, navigate the freedom that you have in high school, time management, understanding and recognizing procrastination, understand all the resources that we have in depth, know how to communicate with teachers, comfortable transition going to high school, engage in extra activities and sports, mentorship with highschool students, time management skills, learn the importance of school work, career pathways.	offering courses, free lunches and food accessibility, cultural night and community events	expanding central campus classes, start promoting about central campus, offering new trade classes, start promoting and offering more courses, offer, encouraging our student groups, as young black males as criminals. Stop promoting about Make sure that students feel safe. Get a food pantry in every school. Having a focus on financial literacy - how to write a check, how to complete a taafa. Focus on trades and post-secondary opportunities in the schools. Start promoting central campus or academy in students in the district and to surrounding districts. Playing teachers more. Having more engagement of counselors at all levels to address the mental health and SEL of students. Have a person who focuses on a career path separate from a counselor.	stop the school to prison pipeline, stop stereotyping schools.	12 students
Kim	1/24/2024 18:56:14	Jenna	1/23/2024	Bidwell	Must be proficient in reading.	NA	Students should be able to read. Students need to understand computers and technology.	Keep supporting students with IEPs. Providing food in the schools. Keeping a community school coordinator in their roles. Finding ways to transport students in the face of cuts to DART. Focusing on wrap around services for students and partnering with community to address those social determinants of learning. Keep our talented and kind teachers happy. Fostering innovation in the students.	Making sure teachers are able to adapt to different learning styles. Ensuring students can learn about things they are interested in. Keeping a community school coordinator in their roles. Finding ways to transport students in the face of cuts to DART. Focusing on wrap around services for students and partnering with community to address those social determinants of learning. Keep our talented and kind teachers happy. Fostering innovation in the students.	Cutting all the positions including the librarians.	2 participants
MARIA	1/24/2024 18:58:04	JACKIE	1/24/2024	LGBTQ AFFINITY GROUP	Understand their role and know how to function in a highly diverse society Self regulate and communication and self advocacy Know themselves Students should have access to a space that is designed systematically to take care of students SEL competencies	professional training/development for administrators to learn how to work with and serve diverse populations Expect teachers to treat ALL students as human beings and not talk to them disrespectfully or in a condescending way. protect SEL time at middle school embed SEL in all classes, lessons and environments start protecting staff from student abuse, physically or verbally start dealing with hate speech have ALL gender restrooms single-changing spaces start getting more messages from district about diverse beliefs recognize NATL DAY OF BILENCE-know this for LGBTQ+ community	
Maria	1/25/2024 16:04:03	Jackie	1/23/2024	Capitol View Elem	Math and curvise problem solving (reasoning) reading comprehension understand physical development Read and write Learn English Know how to work as a team Have self-confidence Know how to socialize Put what they are learning into practice Be able to explore what they would like Have access to extracurricular activities in and out of school-more options Play team sports to help them work as a team How to respond to bullying and have confidence to speak to teacher when they are being bullied Have more rules and discipline	Know economics, sexuality, safety and security Have an idea of what they want to do in the future Do math College preparedness Have good computer skills Do job shadowing, look for jobs, search them... Know risks of using drugs Know basics of finances Know about health and birth control	Pick good friends Know what they want to do after high school Know about violence and recognize red flags of abuse Finances Know about safety Sexuality How to find a job Make healthy choices when it comes drug use Know how to express themselves with peers and adults Communications skills Access to information and workshops from community leaders and role models about violence, drugs and abuse How to cross the street	Safety measures for adults entering buildings Giving students homework Support students who are behind Keep giving extra supports to students who are having trouble Have more info to parents regarding drugs and drug use Do back-pack and locker searches without telling students Have someone available to students so they have someone available to talk about difficult issues related to abuse (child, sexual or domestic) Extracurricular activities outside of school -learn sports with other schools in district Transportation for families who need to take children to afterschool activities Have activities for children who arrive early before bell rings Hire staff who are culturally responsive Recognize cultural differences about what parents know and what they contribute to their children's education Be open to parents helping	Stop letting students do everything on the computer-allow them to use their hands and mind Stop leaving students outside when it's cold Stop taking students to recess when cold Stop hiring staff that are not patient with children and yell at them Stop hiring racist people	16 participants	

María Abanzo	1/26/2024 7:20:20	Jackie Norris	1/25/2024	DMP5 Latino Affinity Group	<p>Read</p> <p>Read</p> <p>Read</p> <p>Count</p> <p>Write</p> <p>Critically Think</p> <p>Language Acquisition – Primary First</p> <p>Multilingual language Proficiency</p> <p>Self Regulation</p> <p>SEL</p> <p>Respect themselves and others</p> <p>Communicate basic needs</p> <p>Empathy</p> <p>Appreciate and respect for background</p> <p>Love of learning and curiosity</p> <p>Self control – everything you are thinking can't be said, impulse control</p> <p>Community engagement</p> <p>Speak their native language (be confident)</p> <p>Know who the staff/adults in authority at the building</p> <p>Advocate for themselves</p> <p>Feel safe</p> <p>The larger world – global citizenship</p> <p>Choices to learn different ways – differentiated curriculum</p> <p>Have fun</p> <p>Feel valued</p>	<p>Grammar</p> <p>Responsibility</p> <p>Self advocacy</p> <p>Self regulation</p> <p>Reading at their grade level when they get to MS</p> <p>Have the skills to build from where you were at elementary school</p> <p>Leadership skills</p> <p>Healthy relationships</p> <p>Career exploration</p> <p>INVEST more in the Community school coordinators</p> <p>Variability of skills</p> <p>Problem solving</p> <p>See ed and learning about bodies</p> <p>Be able to challenge oppression</p> <p>Tech 101 – digital citizenship – how to use the internet correctly</p> <p>Diversity and cultural awareness – appreciation</p> <p>Boundaries</p> <p>Self awareness – what do I like? What do I not like? Who am I? identity?</p> <p>Diversity and cultural awareness – appreciation</p> <p>Self confidence</p> <p>Exposure to the arts</p> <p>Self advocacy</p> <p>Math</p> <p>Reading</p> <p>Reading books</p> <p>Reading for fun</p> <p>Social awareness – less selfish</p> <p>Civility</p> <p>Courageous</p> <p>Exposure to real examples of successful people of color</p> <p>Authority</p> <p>Drug education</p> <p>Compassionate</p> <p>Better access to advanced learning programs</p>	<p>Write a college or scholarship essay</p> <p>Prioritize</p> <p>Life, college and career ready</p> <p>How to access college if they want to attend</p> <p>Be aware of taxes</p> <p>How to be competitive and successful</p> <p>Be a lifelong learner</p> <p>Healthy relationships</p> <p>Career exploration</p> <p>Navigate what the district has for them – public transportation, food,</p> <p>Transition from MS to HS, HS to Graduation</p> <p>Access to core instruction and learning regardless of language that you speak – w/out English</p> <p>Mentorship programs after school</p> <p>Build academic confidence</p> <p>Give back to your community – community service</p> <p>Executive skills</p> <p>Empathetic, community service</p> <p>Public speaking</p> <p>Social skills – how to interact</p> <p>Self advocacy</p> <p>Communication skills</p> <p>Situational awareness – understand code switching and how to behave</p> <p>Soft skills – in different environments</p> <p>Be resourceful in how to navigate the system of partnerships and support systems</p> <p>Who their counselor and who the adult leaders are and where the activities office is located - where to ask for help.</p> <p>Computer literacy – writing an email</p> <p>Social justice</p> <p>Recognize oppression and call it out</p> <p>Know graduation requirements and if they are on track/off track</p> <p>Understand IEP</p> <p>Same expectations throughout the building – consistency</p> <p>Know how to do well in open ended projects, hands on</p> <p>Drug education</p> <p>Self monitor attendance</p>	<p>Financial Literacy = Personal Econ</p> <p>Community and student support programs</p> <p>Affinity groups</p> <p>Community coordinators</p> <p>Laptops</p> <p>Blue contract, green, purple, opportunities for education</p> <p>ELL certification</p> <p>Offer some really good classes for diversity</p> <p>Equitable access to all programs (for kids without English language skills)</p> <p>Benefits</p> <p>Different types of schools – virtual, coxles, central, military.</p> <p>Materials and supplies for teachers and students</p> <p>Dual Language programs</p> <p>Keep supporting activities and ways to connect</p> <p>Food pantry, clothing, family rights, clothes drive,</p> <p>Continue to be culturally aware and diverse – a leader</p> <p>Free meals</p>	<p>Counseling</p> <p>More field trips</p> <p>MS Option to be fully virtual</p> <p>Kids with language barriers have Access programs equitably</p> <p>Digital Citizenship and Digital literacy</p> <p>MSOE language classes for family</p> <p>Paying more, hiring more, compensating more for language skills regardless of position</p> <p>Staff present in the community representing DMP5</p> <p>Equitable access to all programs (for kids without English language skills)</p> <p>Benefits</p> <p>Different types of schools – virtual, coxles, central, military.</p> <p>Materials and supplies for teachers and students</p> <p>Dual Language programs</p> <p>Dual language programs</p> <p>Dual credit classes</p> <p>BIP-OC in admin</p> <p>BIP-OC instructional coach</p> <p>Equitable access to blue contract</p> <p>Figure out how to retain</p> <p>Culturally responsive teachers</p> <p>Hiring quality teachers</p> <p>Allow non traditional paths to teaching for DMP5 staff</p> <p>Evaluate instructional coaches</p> <p>Evaluate administrators treatment of staff</p> <p>k-12 alignment of multilingual programs by an ELL director – under one umbrella</p> <p>Welcome Center</p> <p>Reanalyze the metrics of effectiveness – not just teaching. Are we measuring the right things</p> <p>Start doing a better job of SEL between staff and students</p> <p>School staff wellness – support them</p> <p>Holistic approach for building a community (within schools)</p> <p>Get more counselors</p>	<p>Allowing teachers to be culturally insensitive</p> <p>Making teacher feel disposable/indispensable</p> <p>Calling out just black males when Latino is not called out in board goals x 7</p> <p>Allow MTSS Levers that focus on just one population as it directs resources heavily in instruction</p> <p>Frequency in building location based on geography.</p> <p>Allowing unsafe behavior – violent, physical, emotional (in and outside of building)</p> <p>Financial inefficiencies</p> <p>Facilities inefficiencies</p> <p>Personal inefficiencies</p> <p>SEL</p> <p>Stop doing new things as teachers before you master it</p> <p>Stop creating positions and then when they are good, reduce them</p> <p>Stop cutting teachers while protecting instructional coaches and admin positions</p> <p>Stop exploiting me</p> <p>Stop thinking transportation is not an issue</p> <p>We need more drivers</p> <p>Stop having parents held accountable</p> <p>Stop being so lenient</p> <p>Stop adding so many responsibilities on the counselors</p> <p>Barriers to school</p> <p>Stop labeling everyone all kids of color as ESL – home language survey – limiting</p> <p>Stop saying we have these great programs but we don't – in reality there are so many barriers to them</p> <p>Stop saying resources that don't work on the web site – fake, deceitful</p> <p>Stop over identifying learning disabilities, behavioral</p> <p>Stop identifying students for ALP without offering actual resources in MS</p> <p>Stop allowing a violent person being in the same room with teachers and students. Stop exposing them to potential negligence.</p>	19 DMP5 Staff (Latino)
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María Abanzo Diaz	1/27/2024 10:26:54	Rosie Ros	1/22/2024	King Elementary, Better Opportunities Inc, BCOI	<p>*Students must have good spelling and penmanship.</p> <p>*Students should have a comprehension of foundational work required in order to learn.</p> <p>*Students should know how to be learners, how to take ownership of their learning and how to take pride in their learning.</p> <p>*Students should have the knowledge & appreciation of different cultures, including their own and those in the community.</p> <p>*Students need to know how to access and embrace AI (Artificial Intelligence) as a tool in their education.</p> <p>*Students need to fully understand the material, not just passed year to year.</p> <p>*Students should be able to count real money.</p> <p>*Students should have a better understanding of the intervention process, how it is monitored and the communication of goals with the families must be better.</p> <p>*Students should be able to read proficiently. Small children should be learning to read and then reading to learn.</p> <p>*Kids should be able to read a book and visualize themselves as the characters, this creates pride and enjoyment in reading.</p>	<p>*Students should be able to regulate their emotions.</p> <p>*Students should know and understand that they will face difficulties in life and be taught how to properly face it.</p> <p>*Students should have emotional intelligence. They should have strategies to deal with difficult situations. This will alleviate teachers who have to step in often to manage conflict.</p> <p>*Students should be proficient in Math at grade level. Especially black males & females.</p>	<p>*Students should have more opportunities to do resume/job applications, learn about civics/government, learn about taxes, and have financial literacy.</p> <p>*Make sure that our students know and understand about mental health services offered in the community and make them accessible.</p> <p>*Students should have financial literacy</p> <p>*Students should confidence in risk taking.</p> <p>*Students should have a good understanding on how our country is set up. (civics/government/advocacy)</p> <p>*Students should be comfortable in losing. Encourage you to try harder.</p> <p>*Students should be able to access professionals in the community, like construction industry.</p>	<p>*Diversity is our strength. But we need to share it more with our community and elevate it as a good thing.</p> <p>*Keep doing our listening sessions.</p> <p>*Keep expanding our diversity in teachers & kids. Our kids have unique identities at home.</p> <p>*Continue conversation and relationship with our community organizations. Offering access to the parents as well so they know of the resources available to them.</p> <p>*Continue offering wrap around services through our community partners.</p> <p>*Keep Reading</p> <p>*Keep Central Campus.</p> <p>*Keep LAG and leadership programs in high schools.</p> <p>*Continue SEL messages past advisory class. Create and instill empathy, be more intentional about meditations. It needs to be foundational across all classes.</p> <p>*DMP5 should keep books in our libraries, fiction and non-fiction that represent the kids in classes. This includes varying genders & ethnicities.</p>	<p>*Start meeting students where they are in their learning styles.</p> <p>*Start supporting the students that have a learning challenge, but good grades. Make sure that they understand the work appropriately.</p> <p>*Start empowering our teachers, instead of approaching it as what teachers can't do.</p> <p>*Find more teachers aware of the cultures & diversity in the community.</p> <p>*Allow parents to come into the classrooms. Encourage more parent involvement.</p> <p>*Focus on providing alternative educational opportunities for non-traditional students by offering more space and resources. For example, there are only 4 flex teachers at Lincoln high, not enough for credit recovery.</p> <p>*Validate student emotions in order to create an optimal environment for learning.</p> <p>*Screen every student for dyslexia and the dyscalculia.</p> <p>*Provide enough resources to teachers to do their jobs.</p> <p>*Start recruiting teachers who are specialized in English Language Learners and provide intense support to the students who do not have a mastery of the language.</p> <p>*Reintroducing homework.</p> <p>*Bring back homework, treat the value and importance of education. Prepares them for post-secondary studies.</p> <p>*DMP5 should advocate for professional development opportunities for existing teachers.</p> <p>*Focus from our community, making sure our students feel comfortable with staff that looks more like them.</p> <p>*Bring people from our neighborhoods. Ensure that our staff looks like our community.</p> <p>*Have a newcomer's program that teaches them about the expectations in the county/state/district and we can also learn from them and their cultures/experiences.</p> <p>*The district should start prioritizing physical and mental health-keeping kids active outside of normal school hours. (Focus on middle school students so that they can carry it into high school) Create more opportunities outside of school hours.</p> <p>*The district should start providing more resources for students.</p> <p>*The district should teach students that their actions have consequences and we must hold them accountable.</p> <p>*Advise LAG, it is accessible to every student.</p> <p>*Start investing in local Black Farmers-There are grants available. Let's teach about agriculture in our schools, we are an agricultural-rich state.</p> <p>*Treat our reading deficiency as a state emergency. Have intentional summer reading camps as well as yearlong opportunities.</p> <p>*Start offering adults & student cultural competency training that focuses on microaggressions.</p> <p>*Start giving parents access to information on school resources for families and children. Communicate better.</p> <p>*Start making advisory classes mandatory. Especially in upper grade levels.</p> <p>*Start making sure that programs (both athletic and non) are equitable for children by providing resources to those that can't purchase on their own.</p> <p>*Create & enforce clear safety & anti-bullying policies to keep our children and schools safe.</p> <p>*At the end of a year, do a comprehensive exam about what they learned and review with the child's parents. Allow parents & teachers to collaborate to go into the next year.</p> <p>*Hire additional staff for Metro who have the education/knowledge to help students with behavioral issues. Provide additional resources/training to the metro staff to help these kids.</p> <p>*Start focusing on emotional regulations. Create a plan for students when they are not ready to learn.</p> <p>*Start an anti-bullying awareness priority campaign. It needs to be engrained in the district's culture.</p> <p>*DMP5 should start creating a district where our own community wants to return, live and work. DMP5 has 33k students which could be potential teachers.</p> <p>*Support newcomers to the district. There are lot of cultural norms that our newcomers don't understand and many of theirs that we need to learn about.</p> <p>*Start making sure that kids know the resources that are available to them. Especially refugees and immigrant children don't know or understand the process by which they can get support.</p> <p>*Start offering more mental support counselors available in school, during a community forum a lot of students said they have mental problems but no one to talk to. Their problems get reduced to behavioral issues and punished.</p>	<p>*Stop telling students that their test scores don't matter.</p> <p>*Stop focusing on equitation programs that kick kids out instead of bringing them in</p> <p>*Stop having a simple approach when bringing/accepting volunteers. Understand and evaluate each case, as there are some candidates who are immediately excluded for their records.</p> <p>*Stop addressing behavioral issues with a blanket approach, create differential approach to a multi-faceted problem.</p> <p>*Don't teach students as machines, they are humans first. We need to see them as students first and honor who they are.</p> <p>*Stop allowing there to be so many roadblocks that prevent educators from doing their main job.</p> <p>*Stop addressing behavioral issues with a blanket approach, create differential approach to a multi-faceted problem.</p> <p>*Stop only investing in athletics.</p> <p>*Stop acting like we are a small city school. We are metro. We can't be politically correct.</p> <p>*Stop hiring teachers that aren't willing to adapt to a child's learning curve. Our district has diverse learners.</p> <p>*Stop allowing parents to sway administration to only benefit their child.</p> <p>*Stop excluding student's access to Central Academy, Central Campus, LAG, etc. by using grades & behavior. Keep it equitable.</p> <p>*Stop allowing leaders that are out of touch make decision for our students.</p> <p>*Stop removing kids out of their IEP in 5th grade before they are moving into 6th grade/middle school.</p>	approximately 40 attendees, majority of community members, black (afican american)
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