EDUCATIONAL SUMMIT

FOSTERING A CULTURE OF RESPECT AND HIGH EXPECTATIONS

ISSUE: Respect/Pride

IDEA/RECOMMENDATION/ACTION:

1. Acknowledge family takes a large part and we need less combative and more collaborative approach
2. We should all be held to same expectation
3. Bring ideas from lower grades i.e. respect week
4. Basic rules for taking pride in building i.e. pick up trash
5. Administration – more visible and welcoming, inclusive, not a police state with students, more inclusive, administration more warm
6. Mandatory etiquette, mandatory service requirement built into curriculum
7. Transparency
8. On every level – age appropriate community service project
9. Build community for freshmen – stay in at lunch in cafeteria
10. More parents having volunteer roles to the day – monitoring hallways and cafeteria
11. Pride in building – library is a mess – bathrooms no toilet paper or soap
12. Fix building
13. Study halls – conflict resolution, community service

ISSUE: Academic Expectations

IDEA/RECOMMENDATION/ACTION:

1. 9th grade teachers meet with middle school teachers to get a sense of the incoming class
2. Parents need more guidance – families need to be looped in – send cohesive grade level reports of what is happening in classroom
3. Need to reinstate senior peer leaders going to mentor 8th graders
4. More ambassador programs – maybe incorporate film class – YouTube Q and A
5. Switch to elementary – middle – high school should be seamless “clear verticle articulation” responsible for transitions
6. How do you combat challenges of differentiated learning?
7. How do middle schools articulate with high school
8. Some kids don’t know how to study or take notes, they aren’t prepared for higher level classes at Columbia, could we have a required study skills at transition program based on high school curriculum
9. Role of teacher responsibility and accountability when a student struggles
10. Can we set up automatic warnings on Powerschool
11. Student government needs to be more proactive

**ISSUE: Non Honors Vs. AP Experience**

**IDEA/RECOMMENDATION/ACTION:**

1. Powerschool notifications when children are struggling
2. Teachers enter data earlier
3. Behaviors differ in honors vs. not
4. Middle school students shouldn’t have to come to high school for revamp schedule – grade level lunch time, bring back homeroom, it creates community
5. Conference period where students can meet with teachers
6. Change mentality that AP and honors is important and you aren’t in it you are a failure – need more enriching experiences i.e. computer sciences
7. Need more alternative means of educating our kids
8. Maybe we need to re-educate parents about what is right for their children
9. Need more restorative measures for disruptive students
10. More focus groups with administration to develop program for community service requirements
11. How can we make this happen given our resources
12. Articulate a “mission” for the high school
13. Freshman program – 9th grade transition year
14. Separate freshmen more, maybe another wing
15. Want to hear more about implementation of Equity and Excellence
16. Is access going to work – parents and students will be able to opt in to whatever level classes

**ISSUE: Creating a stronger sense of community for all students, beginning in Freshman year**

**IDEA/RECOMMENDATION/ACTION:**

1. All students at CHS report to a homeroom every morning (something done in the past). The belief was that you feel rooted somewhere when you see this core group of kids and teachers every day for your entire school career.
2. Incoming Freshmen would be assigned a homeroom and teacher based on their homerooms in middle school, so there is a flow and transition there.
3. Freshmen would also stay on campus for lunch and the lunch period would include some instruction/life skills like conflict resolution, study skills, etc.
4. We would use homerooms to direct students in their mandatory community service projects (many of which could be about school beautification, gardening, etc.).
5. These homerooms would then stay the same group (as much as possible, of course) throughout the student's career at CHS.