



COMMUNITY ENGAGEMENT QUESTIONS

1. What do you expect from a graduate of our school system?
In other words, what should he or she be prepared to do?

Be able to walk into environment and be able to work w/ different perceptions about an issue and listen to all sides rather than have preconceived notion; openness to a diverse world.

Go to college.

Sustain and achieve at the next level whatever that may be.

Think critically.

Communicate well in English.

Have excellent reading comprehension skills.

Students have two distinct tracks—college and non-college. System should give them tools to go head to head w/ other students around the country—those that don't want to go to college have the same breadth of knowledge. FCPS is a mini-college prep system—doesn't always have to be college

Basic core of knowledge and skills that will enable them to continue in higher education or as productive citizens of our society. Sorry to see knowledge and basic core skills is not how I see the mission—that's the primary mission in education.

Take their place as members of the community.

To have a healthy respect for different types of intelligences and be able to work w/ people who have different strengths and perspectives and respect those in a peer relationship.

The ability to solve problems, critical thinking; be able to collaborate with people of diversity.

To be tolerant and understanding and accepting of others.

Strong ethics.

To have had the opportunity to have their talents strengthened; those w/ different talents have opportunity to explore, foster, develop well.

Identify strengths and work on those strengths.

Communication both written and oral; interview skills.

Graduates who know our history of our country, how economic system works, how government system works.

Appreciate diversity and other cultures; understand and value the good things about this culture.

English is really important; know from first hand how important the language is.

2. Do you believe these goals will accomplish those expectations?

- Are they appropriate and relevant?
- Are they ambitious enough?
- Are they too ambitious?

When I think of goals, the next piece is that we're going to be able to determine if we met those goals; some measurement. We can measure communicate in at least two languages; but how do you measure their full academic potential? Don't disagree but if we're giving you feedback—1.1 isn't specific enough to measure.

You need to keep it broader because of wide spectrum of students we have; those w/ IEPs; can't just say you're going to pass your SOL.

You might have a student who might need to be in six AP classes to meet the goals.

Communicate in two languages—doesn't include English. Need to have write, communicate, in English; very important and not in here.

Communicate in two language—what constitutes a language? Would it be American sign language; computer science? So if someone doesn't have strong verbal skills; a special ed kid that might be an issue and they might never get to that point. Concern for me. Full academic potential—how do you measure against that? We don't know what a kid's potential is; need to maximize and get to a level—but how do you measure?

Goals are for every student to have an IDP (similar to an IEP) so they would be measured against their own goals for achievement; parent/counselor/student developed plan. That would be something that could be measured.

Don't think you could ever put concrete thing on a goal but could measure effective rate of change or progress; each has a different goal; rate of progress could be measuredtotally different goals and wouldn't be able to categorize; but more important to me that you could measure rate of change.

Other than tests that come up, do you deal w/ diagnostic testing at early ages? Should involve social, academic, and other tests. So individual plans are made.

Guidance would be something that I'd like to see it take a more creative role; I find that guidance is usually doing damage control; if adults want to change careers they can read a book but don't know if system does that kind of thinking. We're talking about goals; the system has some older ways of thinking and we're trying to improve. What about system of goals—proven that those w/ written goals accomplish so much more than those that have oral goals and especially above those w/ no goals; to me that's an essential life skill. They should be written and in front of them to review. Looks to me that your items 2 & 3 look slightly redundant; like the ideas but like to see more specifics—that would be one of the goals.

Concerned when you've got special ed that if we make categories that "all students will"—need to have goals for teachers will, administrators will, and how they protect rights of students for special ed; have to have goals for them specifically.

1.2—communicate in at least two languages; either too ambitious or too vague. I assume communicate means to be fluent and I think that’s remarkably over-ambitious for our students. “encourage” would be appropriate; not appropriate that all students would be able to communicate. Agree w/ point about adding English. 1.3—having trouble w/ section about arts; need quantifiable means of achieving these goals and not sure how you measure this.

Remember this is a public school system; there’s a minimum I expect for the use of my money for the schools and your goals should be to achieve that minimum and I don’t see that here. Full academic potential is too squishy for me—need to define like the SOL a minimum; above that you do what you can.

Disagree w/ that because you’re talking about the main goal being a world class school system and in that you just don’t talk about minimums—not just the floor.

Don’t agree; if you focus on the floor you’ll be mired in mediocrity.

Full academic potential is squishy; academic progress and make gains. Some kids will pick up culture of a language, but can appreciate the country or the culture that the language originated from. Combine 1.4 w/ 1.2.

Languages are taught as part of a culture; modify 1.4 to take into account what some have said here—understand American history and culture, as well as diverse cultures of the world and their interrelationships and interdependence. You’re learning about culture as part of the global community—this is our history and theirs and how it works together. Issue of goal setting—we have to find a new way to help kids set goals and

reach them; most of my experience is at high school level. Everyone here probably sat w/ kids from 7th grade on and how to get from here to there; some don't have that skill, and when they get to 11th gr they're not ready to go to college—what's missing here is parent involvement. In terms of resources, would like to see it spent on more counseling and parent involvement together in goal setting to get to this.

In looking at the US fits in academically, seems like we're always low on math and science. Not producing enough engineers or kids who can successfully complete engineering courses; business bring in people from other countries. We have a whole section on communicating in two languages, which I don't think is necessary at all; then a whole thing on arts. Need to have something on math and science in here—more important than learning a second language.

Value the arts but don't say anything about valuing American history; don't say anything about valuing anything besides arts—doctors, engineers, teachers, firemen; we're only valuing artists and the only place we've used that.

Think two languages is important; we're a very global society, but perhaps it could be fluency in English and ability to communicate in a second or another language. Stressing fluency important in English but important to emphasize another language.

Second language is not just academic exercise but an entrée into another culture; once you begin to feel it internally you understand that people are different and have different priorities.

Tolerant and accepting and would not want to see that come out.

Fluency of English and knowledge of a second language.

Effectively use technology—not academic but a life skill; would expect fcps students to be fluent in that—it’s a tool that every graduate will know—word processing and the basics.

Speak up in support of the arts: don’t think this is valuing a profession of artists. Basically this is a life enhancing quality; quality of life issue that students learn creativity and appreciate arts; different from learning social studies; not saying someone who’s an engineer shouldn’t be valued.

Arts section was adding to 1.1. like that children are exposed at a very young age to another language; maybe it isn’t fluency, maybe knowledge of.

Majority of world is multi-lingual. We are using our own fears as adults. Children don’t know any different; majority of engineers that we’re outsourcing are tri-lingual.

Nothing in here about physical education. It’s an academic course in high school and increasing concern in US that we’re not doing enough to promote physical education.

3. The School Board has identified what it considers to be essential life skills. Are there other specific skills you would add to this Goal?

Critical thinking skills and problem solving skills—need to add.

One of our priorities at CCPTA has been healthy life styles for children; under 2.2 some subheadings that would specifically talk about PE, healthy eating, lifetime physical activity choices that kids would make in addition to FLE.

Essential life skills should include such skills as word processing, basic child care, personal financial management, driving a car, and being able to find and hold a job. Would expect every graduate to have.

To be able to deal effectively and productively in unfamiliar situations, environments, cultures, or sub-cultures.

Financial management—crisis in this country and an essential life skill. People should know compound interest and credit cards; got to know how much money you've got to save; totally critical to me; should be a class every day. Critical life skills—on my wish list is speed reading; if that were taught I'd love it because I'm a slow reader.

2.1G.—acceptance and tolerance needs to be added.

2.1—to learn to dialogue and work collaboratively w/ people who hold different perspectives. On 2.4, add "...manage conflict nonviolently." Huge issue and lot of systems don't teach that skill.

In academics, talked about being able to measure these achievements—are we going to hurt the student who's obese, if they get traffic tickets, if it shows they're not doing these things how are you going to measure that?

Drop the word courageously from 2.6—it's unnecessary.

2.5 & 2.6 are both squishy—in 2.5 is the intent rather to be inspired to pursue education or demonstrate some skill. In 2.6 not sure what that means—are we trying to get at understanding the avenue to pursue and create their own goals rather than identify. Prefer be able to demonstrate skills in developing their own personal goals.

Back to possess the skills to manage conflict—someone said nonviolently. I was thinking about internal conflict, as well as interpersonal conflict—would rather leave it because that's a much broader topic.

Be inspired to learn throughout life—getting at disposition for life long learning, whether college, work force, military, or whatever they choose, that learning doesn't stop when you leave high school. That's important because we want citizens who continue to learn.

Don't want to specifically word some kind of formal education or learning; even if you go directly into an industry will continue to learn and grow in whatever direction.

Would add another 2.7—to enjoy participating in competitive activities and appreciate fair play. Competition can get pretty cut throat; anything works as long as you don't get caught and that's not fair—good sportsmanship

There are quite a few members that don't feel these are responsibilities of school system; should be worded that system is not responsibleand think that's the parent's job and school can be safety net. School system should enforce the home environment in doing these things and not take over the job.

When I think about what school is doing that's a partnership w/ families; don't see school does these pieces and family does this, but they collaborate together to attain goals.

I'm looking at these things and think these are what parents do—manage conflict and be inspired and play fair and make healthy choices—where are parents responsible for anything? Don't expect schools to teach them everything; that's why you have families.

Part of whole plan—to some extent agree that finances are something school could help on; lot of parents could use some help; 2.2 making healthy and safe life choices not sure where that's going. There were some safe life choices—sometimes reasonable risk is important to take but not excessive risks and those have to be taught.

Health choices could be more specific in terms of a Greek model—maintaining physical exercise, awareness of the importance of physical activity through life.

Reinforce that some things are parent things—in reality lot of parents aren't involved w/ kids and need a safety net; if parents don't provide it then schools have to. That's how lots of us grew up w/ significant others in our lives that helped us be adults.

You started off defining us as a world class system—that's a leader in the community and creating the kinds of educated, thoughtful citizens that this document describes. To achieve that we need to get parents involved and empower them. Parents need skills how to help kids, how to get involved, how to be the partners we need to have to get the kids to this level; if we don't empower the parents the burden will be on the school.

Typically the groups that are meeting like us it's mostly Anglos—the group I have in school is underrepresented by ethnicity—need to focus on my child and those where nobody is at the table because there are so many other cultures; really hard to get that. Have to keep awareness that we represent more than the faces of the kids here.

4. How would students demonstrate that they are productive citizens?

“Know” and demonstrate the responsibilities and rights of citizenship.

Add something about volunteer work and giving back to the community.

Part of that is incorporated into their senior year with community service hours.

Highly encouraged to register and vote before they’re 18 yrs old.

Students can demonstrate that they’re productive citizens by possessing a sufficient knowledge of American history and government to make informed decisions on matters of public policy.

Lose w/ the word citizen, and can be members of the community—not just citizens that are supporting the system, throughout this need to be more clear. Students who aren’t American citizens and don’t intend to become citizens; careful of wording not to confuse American citizen w/ a resident or participant of the community. Not going to require every one of them to vote because they’re not all citizens.

Add “understand and respect the diversity of the surrounding community and the world.”

This is one place where stating the negative is important—think w/ citizens important they understand the dangers of non-participatory of non-residency. Allowing the rest of the world to take over; in this case maybe the negative is important. Should know the results of not being participatory and the consequences.

There should be something about advocacy—being able to advocate for their own beliefs as citizens or participants in society, as well as others.

Importance of individual participation toward success of a community; in there in general terms but emphasize that.

To augment the citizenship, knowledge of American history; beyond history related to what happens when you don't participate but world history in general; come out of school thinking there's only American or European history and don't have a sense of Eastern significant cultures and history.

Get a job.

If you can measure how many students are getting tickets, graffiti, gangs—that's the bad stuff; one way of measuring that is graduating w/out black marks on your record, or any interaction w/ police.

Requirement for community service—think we'd like to see is a more specific definition of meaningful

Confidentiality when we talk about –can see disruptions on child’s record in SASI.

In school types of community involvement would help to indicate that students are getting it; involvement in school related groups whether it’s leadership group, mentor groups, or other activities within the school.

Leadership—key word; doesn’t come up in this topic at all; leadership roles and potential—everyone have something that develop.

Back to life skills—develop time management and organizational skills.

Measuring whether students are achieving some of these citizenship goals—issue of their ability to dialogue and collaborate; importance of learning history and learning world history; kids in our classrooms now who can teach a lot about lessons of history. What an American history class is like for those kids who left a country w/ a dictator or their parents were shot—don’t have to dig up Nazi Germany to get the same lessons as to what America is all about. Learning to respect each other and collaborate and share knowledge about what citizenship really means.

Community service that is involuntary is an oxymoron. What we’re looking for is community involvement to include employment, sports, youth groups and religious activities; be involved in your community. Not just

mandatory service but community involvement. Not curricular at all but being a member of your community.

Dialogue mentioned and hear what's being said about community involvement; what about writing down their experiences—don't know who would collect it but experience that some bring from other countries; think a journal of sorts could talk about the importance. Could be cataloged in some way.

Need to somehow bring out issue that we want kids to grow up to be adults involved in community not just for self interest but for betterment of community at large and see beyond the personal. (follows 2.1.H)

Heard religion—did that get in there someplace; know it's a public school but obviously that's so critical in our future; really paramount; people need to have some knowledge of world religions at some level.

Support that; after 9/11 had to read about what's going on in Muslim world; religion has been involved and is part of history.

Find it ironic—suggest that as a floor every kid goes to college and people take exception to that but don't take exception to every kid has to be religious. Need to get out of people's lives about religion and leave that to them; outside the purview of the schools.

That could fall under 1.4—understand diverse cultures “and religions”

Talked about arts—can't have education in art or music if you don't study religious art or music; how can you have a music program and not have Handel's Messiah?

Under vision—all people can or are able to contribute—not “do” contribute to society.