

**Public Engagement Session**  
**Board of Education / Members of Strategic Planning & Advisory Council**  
**Tuesday, January 12, 2010**  
**Students Engaged in their Learning**

<b>What does it take to keep kids engaged in schools?</b>	
<b>Robin Johnson table discussion</b>	<ul style="list-style-type: none"> <li>▪ Involved parents</li> <li>▪ Relevancy of curriculum in real world</li> <li>▪ Learning style</li> <li>▪ Warren Tech does a great job</li> <li>▪ Curriculum needs to be revised almost daily</li> <li>▪ Beating kids over the head with math for some is not relevant</li> <li>▪ Homeless kids/families often don't have the tools to be successful in school</li> <li>▪ Ex: need for computers</li> <li>▪ Ex: costume shop used for older kids too</li> </ul>
<b>Jane Barnes table discussion</b>	<ul style="list-style-type: none"> <li>▪ See more engagement at elementary level – at what point does that change?</li> <li>▪ Encouragement from relatives, parents, and friends – support the development of a 'want to' attitude – help them resist the 'wrong crowds'</li> <li>▪ Knowledge of careers and what is important to them</li> <li>▪ Extracurricular activities, athletics, arts</li> <li>▪ People in schools who connect and encourage students</li> <li>▪ Hope exists – they can overcome failure</li> <li>▪ Kids have sense of belonging – connection/relationship with a teacher</li> <li>▪ Feeling safe at school – free from bullying</li> <li>▪ Teaching content – relevancy, challenging, creating curiosity</li> <li>▪ Relationship, relationship, relationship</li> <li>▪ High expectation</li> </ul>
<b>Laura Boggs table discussion</b>	<ul style="list-style-type: none"> <li>▪ Complaints around technology (smart boards, air boards); technology helps to keep them engaged (laptops and wireless allows internet)</li> <li>▪ Elementary perspective – technology is engaging and makes more interesting – brings different methods to teach the same thing</li> <li>▪ Disengage when school is not challenging enough or when too challenging – good teacher balances with differentiation</li> <li>▪ Teacher – able to deal with differences – talented teachers matter</li> <li>▪ Kids are engaged when they are 'hands on' – working – ppt – on the Board</li> <li>▪ Fundamentally, kids stay in school when they feel successful (just like us in our jobs) – we all want to feel successful</li> <li>▪ Identification with someone or something that makes them want to stay in that area of education – CONNECTION</li> <li>▪ Creative outlet for students</li> <li>▪ In summary: Rigor – Relevance – Relationships</li> </ul>
<b>Paula Noonan table discussion</b>	<ul style="list-style-type: none"> <li>▪ Quality teachers</li> <li>▪ Extracurricular activities</li> <li>▪ Parent involvement</li> <li>▪ Rigor, Relevance, Relationships</li> <li>▪ Integrate our content within the school</li> <li>▪ Self-regulated, engaging study (seminars)</li> <li>▪ Education for today's youth must be a hybrid that incorporates technology, human interaction for cultural responsiveness, and relevance for their world</li> <li>▪ RtI – monitoring system; providing strategic and intensive interventions (RtI instructional model)</li> </ul>
<b>Dave Thomas table discussion</b>	<ul style="list-style-type: none"> <li>▪ An engaged teacher – someone who cares</li> <li>▪ A teacher who has high expectations</li> <li>▪ A teacher who is prepared</li> <li>▪ Passion spreads – both in students and teachers</li> </ul>

**What warning signals should we be looking for that tell us students are becoming disengaged?**

<p><b>Robin Johnson table discussion</b></p>	<ul style="list-style-type: none"> <li>▪ Unstable situation at home</li> <li>▪ Credit recovery – online vs. summer school</li> <li>▪ Small, community based assistance is needed</li> <li>▪ Veterans would be excellent mentors</li> <li>▪ Downturn in student employment after school is discouraging – must find alternatives for kids growing up to feel ‘self worth’ – society’s role, not schools’</li> <li>▪ Look at early signs and focus some efforts on middle school age</li> </ul>
<p><b>Jane Barnes table discussion</b></p>	<ul style="list-style-type: none"> <li>▪ Tardies; absences</li> <li>▪ Behavior – inattention in class</li> <li>▪ Rules without relationship create rebellion</li> <li>▪ Lack of turning in assignments</li> <li>▪ Lack of achievement</li> </ul>
<p><b>Laura Boggs table discussion</b></p>	<ul style="list-style-type: none"> <li>▪ Coming back from break – hard to get going and questions of relevance – lack of enthusiasm as they get older</li> <li>▪ Older ‘not as cool’ to engage</li> <li>▪ Quality of work and lazy mistakes</li> <li>▪ When students start feeling lack of interest of/connection with teachers</li> <li>▪ Teacher should be the best read</li> <li>▪ Parent portal is a useful resource (but not always up to date – varies by school)</li> <li>▪ Students become disengaged when parents become disengaged</li> <li>▪ Lack of enthusiasm, decline in work quality, teacher feedback</li> </ul>
<p><b>Paula Noonan table discussion</b></p>	<ul style="list-style-type: none"> <li>▪ Attendance, tardies</li> <li>▪ Behavior</li> <li>▪ Grades</li> <li>▪ Credit deficiencies</li> <li>▪ Parents’ lack of involvement</li> <li>▪ Homework not turned in</li> </ul>
<p><b>Dave Thomas table discussion</b></p>	<ul style="list-style-type: none"> <li>▪ Tardiness and absenteeism</li> <li>▪ Need to be valued by peers – if not, students struggle</li> <li>▪ Student behaviors – not fitting in, boredom, illnesses</li> <li>▪ Student academics begin to fail – failure overall</li> </ul>

**What should we do when students are becoming disengaged?**

**Robin Johnson table discussion**

- Ex: geometry principles
- Ex: PAH program at Pomona HS
- Create more flexibility in courses at neighborhood schools
- Latch into kids' goals
- Concurrent enrollment
- Be open to paths other than 4-year college traditional model
- Provide kids understanding that success and happiness is measured in more than salaries they'll make

**Jane Barnes table discussion**

- How do we create sense of 'team' or 'home' at the secondary level?
- Begin building relationships – talk to them, know them
- Convey: 'We know you can do it'
- Second, third, fourth chances
- Follow up, find them, call home – convey you want them there
- Create buy-in to goal setting – provide feedback and recognition
- Find ways to challenge kids
- Express that you believe in their success
- Earlier intervention
- Create opportunities for parents – planning conversations
- Provide choices for their education – some control over their education
- Teach how to study, find missing skills (reading) – managing complex tasks
- Reading interventions
- Encourage questions – convey that it's okay not to know
- Learn more about norms kids come to school with – values, ethnicity, culture and teach how to adapt to school environment
- Teacher training

**Laura Boggs table discussion**

- Conversations with students
- Activities to engage parents
- Utilize tools available
- Break down barriers to parent involvement (in later grades less draw from teachers)
- Positive Behavior Programs – mixing it up – relevant rewards program
- Assessment of game changer for re-engagement
- Community engagement – choice enrollment impacts of dices neighborhoods (to different schools)
- How can we get our senior citizens involved? (Community nights with potential volunteer programs)
- Volunteer coordinators

**Paula Noonan table discussion**

- Increase communication – different modes
- Use interventions
- Deeper data
- Better/more teacher training
- Home visits – daily and weekly parent notes
- Better understanding of cultural issues (cultural proficiency)
- Volunteers within parent group and from the nonparent community
- Mentors
- Early intervention
- Stop and help students stop spinning
- Engage teachers

**Dave Thomas table discussion**

- Every staff member needs to make a connection with a child/student
- Should be a job expectation in Jeffco
- Professional development should be provided to support this core value
- Teachers should be more proactive in working with students and parents
- More flexibility in working with students – grading and behaviors
- Be more proactive

**Why do you think we lose kids?**

<b>Robin Johnson table discussion</b>	<ul style="list-style-type: none"> <li>▪ Kids aren't provided options and choices</li> <li>▪ Achievement gaps can be closed if we focus on 'how can we keep every kid interested in school' more than programs</li> <li>▪ Goals of high CSAP scores and AYP sometimes are counterproductive to keeping kids in school</li> <li>▪ Some kids are pushed out or not accepted because they are not the 'right kids'</li> </ul>
<b>Jane Barnes table discussion</b>	<ul style="list-style-type: none"> <li>▪ NO COMMENTS</li> </ul>
<b>Laura Boggs table discussion</b>	<ul style="list-style-type: none"> <li>▪ Why do they stop coming to school?</li> <li>▪ Lack of interest</li> <li>▪ Teachers' attitude plays a role</li> <li>▪ Teachers – students – parents</li> <li>▪ Life got in the way</li> <li>▪ 'Not feeling it' – some are just done and we need to keep checking in</li> <li>▪ Teach parents how to be good parents – help them be part of education community</li> <li>▪ Strategies to ensure parent involvement and support</li> </ul>
<b>Paula Noonan table discussion</b>	<ul style="list-style-type: none"> <li>▪ Address personal problems of teachers that interfere with student needs</li> <li>▪ Kids aren't having success in school and grow to hate it – feel not wanted because I speak Spanish, look/act differently</li> <li>▪ No advocates, don't feel values</li> <li>▪ Teachers are not engaged in the work</li> <li>▪ No time for teachers to do the right work</li> </ul>
<b>Dave Thomas table discussion</b>	<ul style="list-style-type: none"> <li>▪ Students don't have the skills set to succeed</li> </ul>

**Give us your recommendations for groups of kids the Board should talk to.**

<b>Robin Johnson table discussion</b>	<ul style="list-style-type: none"> <li>▪ How do you find the truly disengaged to talk to? The homeless, the ones that live in cars. Only by talking to SROs, counselors can you find these kids.</li> <li>▪ Go to schools and talk to kids there</li> <li>▪ Elementary students who are the food bank 'backpack kids'</li> </ul>
<b>Jane Barnes table discussion</b>	<ul style="list-style-type: none"> <li>▪ Kids in alternative programs – Brady, McLain, Long View</li> <li>▪ At beginning of school year – kids who made it, let them tell their stories</li> </ul>
<b>Laura Boggs table discussion</b>	<ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ Engaged parents</li> <li>▪ Disengaged parents</li> <li>▪ Students – success stories; sad stories</li> <li>▪ Representative group of kids: Not GT; Not IEP; Status quo kids (low maintenance kids); Get kids from parents who we need to talk to; Cross section of all kids</li> </ul>
<b>Paula Noonan table discussion</b>	<ul style="list-style-type: none"> <li>▪ Talk to those you don't often hear from – those not doing well</li> <li>▪ The B- kid (not highest or lowest)</li> <li>▪ Athletes</li> <li>▪ Artists</li> <li>▪ Band students</li> <li>▪ Students who are employed</li> <li>▪ Students who smoke</li> </ul>
<b>Dave Thomas table discussion</b>	<ul style="list-style-type: none"> <li>▪ Teacher cadets</li> <li>▪ Diverse population of students</li> <li>▪ 'Atrium 101' – students in the halls</li> </ul>