



## SMALL GROUP WORK ACTIVITY

### STUDENT INVOLVEMENT AND WELLNESS • COMMUNITY ENGAGEMENT SESSION #3

**Instructions**

Each group should select a **recorder** and a **facilitator/spokesperson**. The **recorder** is responsible for writing the information from the discussion on the worksheet printed on color paper. This worksheet will be collected at the conclusion of tonight.

The **facilitator/spokesperson** should facilitate discussions and keep the group focused to complete the work in the allotted time. At the end of the session, the **facilitator/spokesperson** from each table will be asked to share the group's information.

**Please make sure the information recorded on the group's work activity reflects the *collective thought/decision or general agreement* of everyone at the table, not just the opinion of one or two individuals.**

**ACTIVITY**

**TASK #1: STUDENT INVOLVEMENT: ATHLETICS, ACTIVITIES AND INTERNSHIPS**

<b>TASK #1: POSITIVES</b> - <i>Discuss with your group the positives in regard to District 211 athletics, activities and internships.</i>	
TABLE #	POSITIVES
<b>#1</b>	1) Career tracks available to all students 2) Wide variety of activities to meet needs of all students 3) Large # of kids involved
<b>#2</b>	1) Large variety of activities 2) Teaches leadership skills, i.e. debate club 3) Make friends with similar interests
<b>#3</b>	1) Variety of opportunities some of which are student driven and of student interest 2) High percentage of participation which can stem from staff encouragement 3) Exposure to career paths-some of which are more non-traditional careers
<b>#4</b>	1) # of options 2) Good coaches & good teachers 3) Open to new clubs & activities 4) Place for everyone
<b>#5</b>	1) Academics are the main emphasis 2) Positive encouragement of involvement 3) Diversity of opportunities
<b>#6</b>	1) Large amount of activities available 2) Very kind, nice leaders of activities 3) Always seeking new interests
<b>#7</b>	1) Variety – club options/release from school rigor 2) Increase in student academics 3) New friend opportunities

<b>TASK #1: POSITIVES</b> - <i>Discuss with your group the positives in regard to District 211 athletics, activities and internships.</i>	
<b>TABLE #</b>	<b>POSITIVES</b>
<b>#8</b>	<ol style="list-style-type: none"> <li>1) Many choices in all areas</li> <li>2) Belonging/spirit to their team</li> <li>3) Team building/respect student led, feeder teams</li> </ol>
<b>#9</b>	<ol style="list-style-type: none"> <li>1) Wide range-many opportunities</li> <li>2) Every student has a chance to participate and express themselves through athletics, activities</li> <li>3) Manufacturing program, internships, business leaders offering opportunities to students</li> </ol>
<b>#10</b>	<ol style="list-style-type: none"> <li>1) Great variety</li> <li>2) Many options-something for everyone</li> </ol>
<b>#11</b>	<ol style="list-style-type: none"> <li>1) Lots of choices/Schoolology</li> <li>2) Club meeting times vary</li> <li>3) Recognizing all players</li> </ol>
<b>#12</b>	<ol style="list-style-type: none"> <li>1) Great facilities for athletics, media center</li> <li>2) Video &amp; animation (Flash Point)</li> <li>3) Digital/graphic animation &amp; engineering</li> <li>4) Interested in Columbia</li> <li>5) Encourage internship</li> <li>6) Trade schools/program manufacturing</li> </ol>
<b>#13</b>	<ol style="list-style-type: none"> <li>1) Lots of clubs &amp; groups</li> <li>2) Teacher willingness to sponsor clubs</li> <li>3) Ease of access</li> </ol>
<b>#14</b>	<ol style="list-style-type: none"> <li>1) Several opportunities-Variety of choices-it's not just athletics</li> <li>2) Something available for everybody</li> <li>3) Teaching students to manage time</li> </ol>
<b>#15</b>	<ol style="list-style-type: none"> <li>1) Lots of opportunities for involvement</li> <li>2) Staff is supportive</li> </ol>
<b>#18</b>	<ol style="list-style-type: none"> <li>1) Great opportunities, try something new</li> <li>2) Coaching is great, encouraging</li> <li>3) Good facilities and equipment</li> </ol>
<b>#21</b>	<ol style="list-style-type: none"> <li>1) 90% of students are involved</li> <li>2) Data supports better involvement-better grades-better attendance</li> <li>3) Transportation kids to participate</li> </ol>
<b>Ind</b>	<ol style="list-style-type: none"> <li>1) Lots of choices/welcoming</li> <li>2) Unfamiliar w/internships</li> <li>3) Club meeting times very/Schoolology</li> <li>4) Coaching playing by rules</li> <li>5) Recognizing all players</li> </ol>
<b>Ind #11</b>	<ol style="list-style-type: none"> <li>1) Very wide selection in activities</li> <li>2) Directors and atmosphere</li> </ol>

**TASK #1: POSITIVES** - *Discuss with your group the positives in regard to District 211 athletics, activities and internships.*

TABLE #	POSITIVES
<b>Ind #12-1</b>	<ol style="list-style-type: none"> <li>1) Athletics too much emphasis not enough on scholarships</li> <li>2) Technician training (appliance repair) (refrigeration)</li> <li>3) What types of internships are you working for-office work?</li> <li>4) Hours available full day?</li> <li>5) Internships Freshman.</li> <li>6) Weekend Basketball</li> </ol>
<b>Ind #12-2</b>	<ol style="list-style-type: none"> <li>1) Possible internship options (coming)</li> <li>2) No cut options</li> </ol>
<b>Ind Sp.</b>	<ol style="list-style-type: none"> <li>1) Health reasons</li> <li>2) Motivation</li> <li>3) Responsibility</li> </ol>
<b>Sp #27-1</b>	<ol style="list-style-type: none"> <li>1) To develop in a healthier environment</li> <li>2) To learn discipline, team work and leadership</li> <li>3) There is minimum requirement in participation</li> </ol>
<b>Sp #27-2</b>	<ol style="list-style-type: none"> <li>1) Opportunities to work with a team</li> <li>2) Discover how to be a leader and have character and transportation</li> <li>3) Kids exhausting energy, good ambience</li> </ol>

**(TASK #1: CONTINUED)**

**TASK #1: STUDENT INVOLVEMENT: ATHLETICS, ACTIVITIES AND INTERNSHIPS**

<b>TASK #1: CONCERNS</b> - <i>Discuss with your group any concerns in regard to District 211 athletics, activities and internships.</i>	
<b>TABLE #</b>	<b>CONCERNS</b>
<b>#1</b>	<ol style="list-style-type: none"><li>1) Gender bias in sports/different treatment among sports/clubs (Football always #1)</li><li>2) Financial cuts may take away activities</li><li>3) Kids unable to stay after for clubs/activities</li><li>4) Feeling less valued</li></ol>
<b>#2</b>	<ol style="list-style-type: none"><li>1) Schools not always equal-some have better coaches or programs or experience than others- need to try to make it more equal among schools</li><li>2) When activities to conflict-which one do you go to</li><li>3) More recognition for non-athletes so they get rewarded too</li></ol>
<b>#3</b>	<ol style="list-style-type: none"><li>1) Activities/athletics need to be consistent with eligibility-is there a minimum?</li><li>2) Transportation and child care for students living in poverty or with other dynamic @ home preventing participation</li><li>3) Does the participation rate drop off at some point in high school?</li></ol>
<b>#4</b>	<ol style="list-style-type: none"><li>1) Good leaders needed</li><li>2) Should be fun</li><li>3) Difficult to attend summer &amp; summer camps (both are at the same time)</li><li>4) With AP classes is there time to play sports</li></ol>
<b>#5</b>	<ol style="list-style-type: none"><li>1) Athletics takes priority over other things</li><li>2) Allow family time during breaks (no rehearsals or practices)</li><li>3) Too much stress on college prep. as incoming Freshmen</li></ol>
<b>#6</b>	<ol style="list-style-type: none"><li>1) Many clubs seem to be on same day-Tues/Thurs (trend)</li><li>2) Activity hours are very long...less time to do work at home</li><li>3) Substance abuse and consequences for offenders, act/athletics a privilege</li></ol>
<b>#7</b>	<ol style="list-style-type: none"><li>1) Not meeting coach/sponsor needs (field house)</li><li>2) Balance between extra cir./academic/social</li><li>3) Equity of programs by building</li></ol>
<b>#8</b>	<ol style="list-style-type: none"><li>1) Same schools are so much smaller that competition is so unbalanced</li></ol>
<b>#9</b>	<ol style="list-style-type: none"><li>1) Conflicts arise when involved in multiple activities</li><li>2) Letter grade being dropped when a student can not attend a performance event due to athletics or work</li><li>3) Must at-risk students have financial impediments then how can we make sure they can get involved</li></ol>
<b>#10</b>	<ol style="list-style-type: none"><li>1) Too many choices so prioritizing academics is difficult</li><li>2) Too much pressure for students to take AP classes</li></ol>
<b>#11</b>	<ol style="list-style-type: none"><li>1) Unfamiliar with internships</li><li>2) Foot concussions</li><li>3) Work on expectations in Junior High</li></ol>

**TASK #1: CONCERNS** - *Discuss with your group any concerns in regard to District 211 athletics, activities and internships.*

TABLE #	CONCERNS
<b>#12</b>	<ol style="list-style-type: none"> <li>1) Competition between coaches for different sports and activities can't do this if you want to be on the team-also practice schedules</li> <li>2) Money management</li> <li>3) Want to see more trade internships – Unions – more respect for field trades – can always move to management later</li> </ol>
<b>#13</b>	<ol style="list-style-type: none"> <li>1) Equal support for boys &amp; girls sports</li> <li>2) More internships (diversity of internships)</li> <li>3) Academic support for athletes</li> </ol>
<b>#14</b>	<ol style="list-style-type: none"> <li>1) Students may feel it's necessary for college entrance</li> <li>2) Too many options? Difficult to choose</li> <li>3) Student has interest but staff may not have expertise.</li> <li>4) How do parents get information</li> </ol>
<b>#15</b>	<ol style="list-style-type: none"> <li>1) Not enough support to fine arts activities</li> <li>2) Counselors pushing student toward AP classes &amp; not as much toward extra curricular activities or classes of interest/elective classes</li> </ol>
<b>#18</b>	<ol style="list-style-type: none"> <li>1) Climate/environment was not conducive to excel</li> <li>2) Lack of awareness and availabilities or internships</li> </ol>
<b>#21</b>	<ol style="list-style-type: none"> <li>1) Upgraded competitive facilities</li> <li>2) Internship opportunity/programs promoted more</li> <li>3) Facilities-not able to accommodate needs – limited space</li> </ol>
<b>Ind</b>	<ol style="list-style-type: none"> <li>1) Time management/no announcement of clubs</li> <li>2) Work on expectations in Junior High</li> <li>3) Football/concussions long lasting problems</li> </ol>
<b>Ind #11</b>	<ol style="list-style-type: none"> <li>1) *Athletics – parents should be cc on all emails;</li> <li>2) *If a student wishes to terminate the sport within the first couple of weeks of practice, it should be honored-students shouldn't be shamed to staying on the club because of pressure from the coach!</li> </ol>
<b>Ind #12-1</b>	<ol style="list-style-type: none"> <li>1) Lone Match.com idea for activities-kids often don't know the club exists (riding club, etc) especially as Freshmen</li> </ol>
<b>Ind #12-2</b>	<ol style="list-style-type: none"> <li>1) Overlapping sports practice schedules, especially summer</li> <li>2) Counselors not reaching often/enough</li> <li>3) Competition between coaches/staff i.e. promoting their sport or not</li> </ol>
<b>Ind Sp</b>	<ol style="list-style-type: none"> <li>1) Emotional health</li> <li>2) Familiar economy</li> <li>3) Social situation</li> </ol>
<b>Sp #27-1</b>	<ol style="list-style-type: none"> <li>1) Students treated differently on varsity and junior varsity teams</li> <li>2) Some trainers from the varsity soccer are very rude and aggressive with students and a lot of discrimination</li> <li>3) Monitor the work of coaches</li> </ol>

**Sp**  
**#27-**  
**2**

1) Intimidation

**(TASK #1: CONTINUED)**

**TASK #1: STUDENT INVOLVEMENT: ATHLETICS, ACTIVITIES AND INTERNSHIPS**

<b>TASK #1: SUGGESTIONS- <i>Discuss with your group suggestions in regard to District 211 athletics, activities and internships.</i></b>	
<b>TABLE #</b>	<b>SUGGESTIONS</b>
<b>#1</b>	<ol style="list-style-type: none"><li>1) Freshmen Foundations for all schools (current program at Hoff. Est. HS)</li><li>2) More info to find out about internships</li><li>3) Peer mentors for incoming students</li></ol>
<b>#2</b>	<ol style="list-style-type: none"><li>1) Freshmen mentoring-help them pick activities</li></ol>
<b>#3</b>	<ol style="list-style-type: none"><li>1) Need assessment for students not participating</li><li>2) Mentorships with professionals not any teachers</li><li>3) More user friendly online program for athletic/activity eligibility</li></ol>
<b>#4</b>	<ol style="list-style-type: none"><li>1) Focus on training &amp; leadership of sports &amp; activities</li><li>2) Don't ask what club you play on (for sports)</li><li>3) Do cut sports all 3 seasons!</li><li>4) ACT credit for internships</li></ol>
<b>#5</b>	<ol style="list-style-type: none"><li>1) Not so much emphasis on "college prep" allow children to transition into high school</li><li>2) Advertise more information about school/the internship program</li><li>3) More cohesive attitudes between Varsity, Jr &amp; Freshmen athletic organizations</li></ol>
<b>#6</b>	<ol style="list-style-type: none"><li>1) More education on LST teams, how counselors can help</li><li>2) More counselors, individualized support</li><li>3) Getting information out about internships</li><li>4) On April 19th or testing day, career exploration day career tracks for those not testing with guidance</li></ol>
<b>#7</b>	<ol style="list-style-type: none"><li>1) District PLT for activities</li><li>2) More personal outreach to clubs/activities by advisors</li><li>3) Consistency of involvement opportunities at Jr. High</li><li>4) Change in offered sports (hockey, boys bowling)</li></ol>
<b>#8</b>	<ol style="list-style-type: none"><li>1) Boundary change or changing conference which small schools compete with small schools</li><li>2) More intramural sports for those who are not very athletic but enjoy sports</li><li>3) Presentation high school kids mentoring-Junior High school kids interest</li></ol>
<b>#9</b>	<ol style="list-style-type: none"><li>1) Protocol to reduce or eliminate overlap between activities and athletics (i.e. band concerts and baseball games)</li><li>2) Someone at the school to help students learn how to balance activities and school responsibilities</li><li>3) Someone at school to go to for assistance on how to priorities</li></ol>
<b>#10</b>	<ol style="list-style-type: none"><li>1) Teaching the importance of time – management &amp; balance</li><li>2) Lighten &amp; balance case load of counselors</li><li>3) Get a list of students who are not involved &amp; track them for counselors to encourage</li><li>4) Make involvement a graduation requirement</li></ol>

<b>#12</b>	<ol style="list-style-type: none"> <li>1) Full year consumers education</li> <li>2) More community services</li> <li>3) By class-more focus on internship/real life than AP courses</li> </ol>
<b>#13</b>	<ol style="list-style-type: none"> <li>1) Transportation for away games for parents &amp; students</li> <li>2) Promote more awareness of internships &amp; benefit of internships</li> <li>3)</li> </ol>
<b>#14</b>	<ol style="list-style-type: none"> <li>1) Have parents work with staff if staff does not have expertise</li> <li>2) Have opportunity to experience the different clubs, athletics to help choose</li> <li>3) Provide parent with information internship fair for students, activity fair during lunch</li> </ol>
<b>#15</b>	<ol style="list-style-type: none"> <li>1) Better communications of internships &amp; other opportunities that exist</li> <li>2) Promote clubs throughout the year and not just @ the beginning</li> </ol>
<b>#18</b>	<ol style="list-style-type: none"> <li>1) Intramurals for students not athletically gifted for example Varsity soccer if Seniors don't excel in soccer then <u>they are out</u></li> <li>2) Intermediate-level sports</li> </ol>
<b>#21</b>	<ol style="list-style-type: none"> <li>1) Partner with businesses to create corporate sponsorship for funding</li> <li>2) Share facilities – field houses, community resources, Harper</li> <li>3) Trade off between "share internships"</li> </ol>
<b>Ind</b>	<ol style="list-style-type: none"> <li>1) Coaching open to a relationship w/parents &amp; teachers</li> <li>2) Electronic media for parental access</li> <li>3) Workshops on schology</li> </ol>
<b>Ind #11</b>	<ol style="list-style-type: none"> <li>1) The club because of pressure from the coach!</li> <li>2) *The coach should respond to any or all emails from parent.</li> <li>3) Treat our kids as kids. They are not adults</li> </ol>
<b>Ind #12-1</b>	<ol style="list-style-type: none"> <li>1) Encourage businesses to participate</li> <li>2) Contact Schaumburg Business Association (SBA) and Rotary Club, etc.</li> </ol>
<b>Ind #12-2</b>	<ol style="list-style-type: none"> <li>1) More community service events</li> <li>2) "Life skills" class-\$, resume, social skills</li> </ol>
<b>Ind Sp</b>	<ol style="list-style-type: none"> <li>1) Personal attention</li> <li>2) Support families</li> <li>3) Parents commitment with the school</li> </ol>

<b>Sp #27-1</b>	<ol style="list-style-type: none"> <li>1) Listening to the complaints and suggestions from parents and students</li> <li>2) Start immediately with more support and information for internships, college major, and career opportunities</li> </ol>
<b>Sp #27-2</b>	<ol style="list-style-type: none"> <li>1) Seek interns for technical administration</li> <li>2) Water breaks-more breaks</li> <li>3) Spring breaks not biased towards kids that go to athletic group over the ones that don't</li> </ol>



## TASK #2: SOCIAL AND EMOTIONAL WELLNESS - CELEBRATE

*Discuss with your group what District 211 is doing right to ensure the social and emotional wellness of high school students.*

<b>TASK #2: SOCIAL AND EMOTIONAL WELLNESS - CELEBRATE</b>	
<b>TABLE #</b>	<b>CELEBRATE</b>
<b>#1</b>	<ol style="list-style-type: none"> <li>1) Community involvement (St. Baldricks/Water for Flint)</li> <li>2) Intervention teams/staff cares about students</li> <li>3) Communication through Infinite Campus &amp; education seminars/awareness</li> </ol>
<b>#2</b>	<ol style="list-style-type: none"> <li>1) Guidance counselors to help kids pick classes, colleges &amp; if they have problems</li> <li>2) Counselors really work well with Seniors to make sure ready to graduate (college &amp; everything to come in the future)</li> <li>3) D211 good job motivating kids to volunteer in the community</li> </ol>
<b>#3</b>	<ol style="list-style-type: none"> <li>1) Healthy eating/breakfast/meeting the basic needs of students</li> <li>2) Interventions that are in place</li> <li>3) Higgins Educational Center-supporting students' families contribute to student success</li> </ol>
<b>#4</b>	<ol style="list-style-type: none"> <li>1) Coaching, teachers, leaders</li> <li>2) Some schools have mental health days</li> <li>3) Taking care of students needs (Hawks Nest)</li> </ol>
<b>#5</b>	<ol style="list-style-type: none"> <li>1) Instructors go above and beyond to support our children's emotional well-being</li> <li>2) Staff exceeds the expected level of personal support &amp; commitment</li> </ol>
<b>#6</b>	<ol style="list-style-type: none"> <li>1) Many opportunities to be at school, day, night, weekends</li> <li>2) Free admission to all athletics</li> <li>3) Teachers promote activities, clubs &amp; sports</li> </ol>
<b>#7</b>	<ol style="list-style-type: none"> <li>1) Team counseling</li> <li>2) Anonymous way to report issues</li> </ol>
<b>#8</b>	<ol style="list-style-type: none"> <li>1) Operation snowball, health &amp; safety fair</li> <li>2) Integration of students with needs is well done</li> <li>3) Students are very accepting of differences (inclusive &amp; diversity of students)</li> </ol>
<b>#9</b>	<ol style="list-style-type: none"> <li>1) Leadership for Life Course</li> <li>2) Coaches/teachers are available to talk to</li> <li>3) Intervention teams</li> <li>4) Operation Snowball</li> <li>5) Free test prep and after school tutoring</li> </ol>
<b>#10</b>	<ol style="list-style-type: none"> <li>1) Intervention teams</li> <li>2) Accessibility</li> </ol>
<b>#11</b>	<ol style="list-style-type: none"> <li>1) Recognition for all/blessings in a backpack</li> <li>2) Diversity is encouraged</li> <li>3) Special needs kids on prom court</li> </ol>
<b>#12</b>	<ol style="list-style-type: none"> <li>1) Peer counseling, tutoring, incentives</li> <li>2) Amount of staff available for programs</li> <li>3) Impressed w/number and types of activities available to kids</li> </ol>
<b>#13</b>	<ol style="list-style-type: none"> <li>1) Supportive teachers</li> </ol>

**TASK #2: SOCIAL AND EMOTIONAL WELLNESS - CELEBRATE**

TABLE #	CELEBRATE
#14	1) Supports are in place for students 2) Teachers/staff are very aware of students 3) Students are informing staff
#15	1) Block schedule allows kids to balance workload if doing other activities
#18	1) Self contained classes for students 2) Diversity and inclusion 3) *Counseling for parents w/students for non ESL 4) *Parent awareness * involvement 5) -Monthly counseling for parents, prevention
#21	1) *PST's interactive teams, support staff involvement with kids 2) *Create relationships with adults through access to opportunities 3) *Diversity within our clubs & teams
Ind	1) Recognition for all-Blessings in a Backpack 2) Diversity is encouraged 3) Special needs kids on prom court
Ind #11	1) Soar program 2) Class-Leadership for Life!
Ind #12-1	1) Special Ed teachers in classroom to assist teachers & students reach & instruct each student. (Can have better training of expectations and needs of main teachers)
Ind #12-2	1) Variety of peer/social groups available
Ind Sp	1) Better facilities for community support 2) Qualified personnel to attend the students 3) Promoting the participation of the students in the clubs
Sp #27-1	1) Access to our own language (Spanish)
Sp #27-2	1) Being organized 2) Social workers 3) Counselors

**(TASK #2: CONTINUED)**

**TASK #2: SOCIAL AND EMOTIONAL WELLNESS - GREATEST SURPRISE**

*Based on the presentation, what were the greatest surprises for your group in regard to the social and emotional wellness of high school students?*

<b>TASK #2: SOCIAL AND EMOTIONAL WELLNESS - GREATEST SURPRISE</b>	
<b>TABLE #</b>	<b>GREATEST SURPRISE</b>
<b>#1</b>	1) # of students needing support (levels of interventions) & time spent on intervention plans 2) Students not involved-4x's more likely to get referrals
<b>#2</b>	1) That so many kids are unwell 2) Coaches are monitoring kids to make sure grades are ok
<b>#3</b>	1) Surprised there was even an intervention system in place 2) Percentage/number of students on homebound 3) 400 hospitalized
<b>#4</b>	1) Amount of services available 2) 400 students in hospital (amount of students)
<b>#5</b>	1) Discrepancy between involved & uninvolved students 2) Disturbing statistics on the percentage of children that will be home-bound or hospitals
<b>#6</b>	1) How many students are hospitalized 2) Number of social workers and psychologists, more than
<b>#7</b>	1) Nearly all students participate
<b>#8</b>	1) Huge spike in homebound students 2) Increase of students with emotional imbalances or substance abuse 3) Not just the student that sits in the back of the room it's anyone (Athletic, popular, demographics)
<b>#9</b>	1) The number of students that are homebound 2) Coaches monitor academic progress
<b>#10</b>	No Response
<b>#11</b>	1) How much power athletics have 2) Healthy positive experiences @ Huffman 3) Freshman kickoff
<b>#12</b>	1) How many students on medication 2) Number of support staff (Great!!!) teams 3) Academic requirements (Eligibility) higher than the state-coaches help to get tutors & keep track
<b>#13</b>	No Response
<b>#14</b>	1) The number of homebound students 2) Number of support groups
<b>#15</b>	1) Offering in-home services & for students who are being hospitalized 2) Our district what it takes to make a well rounded student

**TASK #2: SOCIAL AND EMOTIONAL WELLNESS - GREATEST SURPRISE**

TABLE #	GREATEST SURPRISE
<b>#18</b>	1) No (100's) of kids in hospital for depression/suicidal 2) No. of kids receive medical attention at school -substance abuse-
<b>#21</b>	1) 500 students HB 2) 400 hospitalized 3) 10% IEP's
<b>Ind</b>	1) How much power athletics have 2) Healthy positive experiences @ Hoffman 3) Freshmen kickoff
<b>Ind #11</b>	No Response
<b>Ind #12-1</b>	No Response
<b>Ind #12-2</b>	1) # of students on medication
<b>Ind Sp</b>	1) High statistics of students with emotional problems 2) High participation of students in sports 3) Types of intervention and services offered
<b>Sp #27-1</b>	1) College programs and career exploration
<b>Sp #27-1</b>	No Response

**(TASK #2: CONTINUED)**

**TASK #2: SOCIAL AND EMOTIONAL WELLNESS - GREATEST CONCERN**

*What concerns your group the most about the social and emotional wellness of high school students*

<b>TASK #2: SOCIAL AND EMOTIONAL WELLNESS - GREATEST CONCERN</b>	
<b>TABLE #</b>	<b>GREATEST CONCERN</b>
<b>#1</b>	<ol style="list-style-type: none"><li>1) # of activities could become overwhelming</li><li>2) School start time too early</li><li>3) Standard Testing-too much pressure to do well on standard testing not enough focus on what kids should be learning</li></ol>
<b>#2</b>	<ol style="list-style-type: none"><li>1) Kids who don't choose to participate</li><li>2) Kids bullying each other, especially in sports</li><li>3) Kids who don't like crowds-it is a big school where do kids go during lunch for example</li></ol>
<b>#3</b>	<ol style="list-style-type: none"><li>1) Manage the tutors for homebound or students who need extra support</li><li>2) Need to integrate the academic and social/emotional skills together not seen as separately</li></ol>
<b>#4</b>	<ol style="list-style-type: none"><li>1) Bullying</li><li>2) How to fit in?</li><li>3) Wellness should have been first topic-not the last</li></ol>
<b>#5</b>	<ol style="list-style-type: none"><li>1) Tremendous pressure put on children to succeed (to secure funding) on standardized tests</li><li>2) Not enough "down" time. Allow them to "unplug" from the daily grind</li></ol>
<b>#6</b>	<ol style="list-style-type: none"><li>1) Making sure a professional helps sort through level of concern</li><li>2) Having students have a connection at school, a trusted adult</li></ol>
<b>#7</b>	<ol style="list-style-type: none"><li>1) Not equal at each building</li><li>2) # of students on homebound/have needs</li><li>3) Students being pulled out of academic classes</li><li>4) Clear communication of rules (positive intervention)</li></ol>
<b>#8</b>	<ol style="list-style-type: none"><li>1) Ratio of counselors to students</li><li>2) High increase of student substance abuse</li></ol>
<b>#9</b>	<ol style="list-style-type: none"><li>1) Kids not only balancing expectations, but knowing how to balance it well</li><li>2) Counselor availability &amp; knows resources are there (expressed counselors are not available)</li><li>3) Kids do not realize they need help until it is too late</li></ol>
<b>#10</b>	<ol style="list-style-type: none"><li>1) Nutrition-not having lunch AP students</li><li>2) Adult stress vs child stress</li><li>3) Validation</li></ol>
<b>#11</b>	<ol style="list-style-type: none"><li>1) Depression/do kids feel safe</li><li>2) Coaches picking favorites</li><li>3) Intense coaching in sports</li></ol>

<b>#12</b>	<ol style="list-style-type: none"> <li>1) Time commitment AP courses, the sacrifice of other options, don't push so hard</li> <li>2) Attention focused on troubled youth</li> <li>3) Counselors – what will that really do AP-school looking at doesn't look at weighted GPA</li> <li>4) Talk to parents (Educate parents with the children)</li> <li>5) Need to and more career and college guidance</li> </ol>
<b>#13</b>	<ol style="list-style-type: none"> <li>1) Counselor involvement (complete reform)</li> <li>2) Need more counselors (300 students per counselor is too much!)</li> </ol>
<b>#14</b>	<ol style="list-style-type: none"> <li>1) Identifying students and making sure students don't fall through cracks</li> <li>2) How do you identify the students that need help?</li> <li>3) How much influence social media has on students wellness</li> </ol>
<b>#15</b>	<ol style="list-style-type: none"> <li>1) Amount of work given to students may no allow for balance</li> <li>2) The amount of anxiety in students</li> <li>3) Counselors are not accessible, students don't seem to be using them</li> </ol>
<b>#18</b>	<ol style="list-style-type: none"> <li>1) Lack of discipline for disruptive students in class*</li> <li>2) Lack of teachers training for dealing with behavioral challenges</li> </ol>
<b>#21</b>	<ol style="list-style-type: none"> <li>1) *15% of students are in need of intervention</li> <li>2) *Immediate rapid communication through social media &amp; how can we intervene to educate them</li> <li>3) Top 2 tiers of students are part of a culture that is self perpetuating – parents can't give what they don't have</li> </ol>
<b>Ind</b>	<ol style="list-style-type: none"> <li>1) Depression/do kids feel safe</li> <li>2) Athletics get too much assembly time</li> <li>3) Intense coaching in sports</li> </ol>
<b>Ind #11</b>	No Response
<b>Ind #12-1</b>	<ol style="list-style-type: none"> <li>1) Some kids stay home to babysit younger siblings who are home school sick</li> <li>2) What can we do? Kids are good/nice, kids fall behind get frustrated</li> <li>3) Breakfast for low income students-fresh fruit, protein bars/drinks-girls don't eat bagels</li> </ol>
<b>Ind #12-2</b>	<ol style="list-style-type: none"> <li>1) Focus on college/typical path</li> </ol>
<b>Ind Sp</b>	<ol style="list-style-type: none"> <li>1) Lack of information</li> <li>2) Lack of interest</li> <li>3) Low level of commitment</li> </ol>
<b>Sp #27-1</b>	<ol style="list-style-type: none"> <li>1) Access to more information for prom and all activities</li> <li>2) Culture clash (between Spanish and American culture)</li> </ol>
<b>Sp #27-2</b>	<ol style="list-style-type: none"> <li>1) Cultural transition, young people who are under tension</li> <li>2) More communication between the school and home</li> <li>3) Very difficult for Latin parents to send kids to prom-parties-sleep over</li> </ol>

**(TASK #2: CONTINUED)**

**TASK #2: SOCIAL AND EMOTIONAL WELLNESS - SUGGESTIONS**

*Discuss with you group suggestions in regard to the social and emotional wellness of high school students?*

<b>TASK #2: SOCIAL AND EMOTIONAL WELLNESS - SUGGESTIONS</b>	
<b>TABLE #</b>	<b>SUGGESTIONS</b>
<b>#1</b>	<ol style="list-style-type: none"><li>1) More assemblies-motivational/informative fund to promote unity among the school</li><li>2) 20 minute homeroom to "wake up" to mix groups, cliques &amp; age groups</li></ol>
<b>#2</b>	<ol style="list-style-type: none"><li>1) Need better way to make sure teachers know about 504/accomodations-if kid (Freshman) has this to make sure not only kids responsibility to tell them</li><li>2) Improve new student orientation so they don't feel so overwhelmed-help them to transfer from Junior High to high school</li></ol>
<b>#3</b>	<ol style="list-style-type: none"><li>1) District needs to look at other schools and success they've had</li><li>2) Caseloads of counselors needs to be lessened</li><li>3) Need to be more proactive vs reaction staff surveys</li></ol>
<b>#4</b>	<ol style="list-style-type: none"><li>1) Peer mentors</li><li>2) Wellness visits (with students)</li><li>3) Leadership for life class for all students</li><li>4) More emotional intelligence</li></ol>
<b>#5</b>	<ol style="list-style-type: none"><li>1) Create time to unwind from the pressures of the stressors!</li><li>2) Pay closer attention to the children who can easily fall through the cracks</li></ol>
<b>#6</b>	<ol style="list-style-type: none"><li>1) Informing students who and where they can talk to if concerns</li><li>2) More parent involvement and education on new concerns and trends</li><li>3) Private spaces for students to ask for help. Connecting physical health to emotional health</li></ol>
<b>#7</b>	<ol style="list-style-type: none"><li>1) Communicate resources/remove neg. stigma</li></ol>
<b>#8</b>	<ol style="list-style-type: none"><li>1) Anonymous hotline for students could voice an issue that warrants adult help</li><li>2) More crisis intervention specialist/go to person</li><li>3) More mental health &amp; emotional wellness introduced in Junior High</li></ol>
<b>#9</b>	<ol style="list-style-type: none"><li>1) Make students aware of the resources available</li><li>2) Help students monitor their progress and understand when to ask for help</li><li>3) Help students manage stress and understand anxiety</li></ol>
<b>#10</b>	<ol style="list-style-type: none"><li>1) Teaching wellness in a relatable manner</li><li>2) A program for parents to be informed about student wellness</li></ol>
<b>#11</b>	<ol style="list-style-type: none"><li>1) Scholarships for clubs</li><li>2) Make it ok to quit a sports team</li><li>3) Getting football players to support the band</li><li>4) Teachers should recommend clubs</li></ol>
<b>#12</b>	<ol style="list-style-type: none"><li>1) Meeting with counselors-once a month</li><li>2) More career &amp; college guidance-educate parents on pros &amp; cons of AP course</li><li>3) Reduce stigma of trade schools and understand Harper College for 2 years to help make decisions</li><li>4) Later start Schaumburg HS not healthy-or nor core classes 1st period</li></ol>

**TASK #2: SOCIAL AND EMOTIONAL WELLNESS - SUGGESTIONS**

TABLE #	SUGGESTIONS
#13	1) More support for lower classmen from experienced upper classmen 2) Diverse college fair 3) Allowing D211 alumni to come back and talk to students (about college experiences)
#14	1) Are students aware of all the support groups that are available? 2) How are parents informed of the support in place? List on website 3) Have outside source or in house psychologist have workshop for students
#15	1) Targeting services to at risk students as a preventative 2) If the school wants to push extra curricular then there needs to be concessions on some academics 3) If there needs to be balance for wellness then there needs to be balance in academics & extra-curricular activities 4) Counselor explain more about the time commitment of classes
#18	1) Additional staff 2) *More support for students who are not involved* not gifted, less social & involved 3) More options for vocational/certification for students
#21	1) Sunday/parent university
Ind	1) Getting football players to support the band 2) Ok to quit a sports team 3) Coaches pick favorites
Ind #11	No Response
Ind #12-1	1) Early start at Schaumburg HS too early to be healthy-or no core classes 1st period
Ind #12-2	1) Have counselors meet w/students and family 2) Have counselors meet w/students and family more often
Ind Sp	1) Bilingual support 2) Keep the students in activity 3) Commitment of the parents with the education process
Sp #27-1	1) More help understanding the American culture
Sp #27-2	No Response



### TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS

What if every high school student had an *Individual Student Readiness Plan* displaying a student's strengths and areas for development in each of the five Key Components for Student Readiness: Academic Readiness, College Major and Career Exploration, Global Competitive Skills, Student Involvement and Wellness?

#### TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS - BENEFITS

*Discuss with your group the benefits of every high school student having an Individual Student Readiness Plan displaying a student's strengths and areas for development in each of the five Key Components for Student Readiness.*

TABLE #	BENEFITS
#1	1) Encourages teachers to look at whole student not just another score 2) Another tool to help guide students
#2	1) Make them better citizens 2) So they are aware of their strengths & weaknesses 3) Individual for each student
#3	1) Potential student reflectiveness 2) Encouragement of student involvement of <u>all</u> students 3) Encourages well rounded view (not only academic)
#4	1) Way to set goals 2) Harper promise
#5	1) High School provides a good forum for life skills
#6	1) Help with individual student visions for future 2) Encourages students to become life long learners 3) Students take charge of own plan
#7	1) Have a snapshot of the future citizen 2) Making connections from academic to student involvement
#8	1) Knowing the whole child inside and out 2) Teachers, parents, student all working together to wrap around all aspects of the child
#9	1) Students would understand the importance of being a balanced individual 2) For students to see it and put it on paper it becomes real
#10	1) Identify strengths & weakness of individual students
#11	1) Help identify defiance of a child
#12	1) Fantastic idea. Good fit for College, advantages of trade school & potentials 2) Tracking if they know what late fees/options 3) More individualized curriculum/not one size fits all 4) Measuring successful understanding specific life skills and life options quantitative measurement
#13	1) The wheel is a great idea
#14	1) A focus on a well-rounded student 2) Being able to track how student is doing
#15	No Response

**TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS - BENEFITS**

*Discuss with your group the benefits of every high school student having an Individual Student Readiness Plan displaying a student's strengths and areas for development in each of the five Key Components for Student Readiness.*

TABLE #	BENEFITS
<b>#18</b>	1) Will make them more holistic student and adult 2) Help them in future career choices
<b>#21</b>	1) 2 schools in our district that have a homeroom to create a place connected with a caring adult 2) *Create student awareness of student ownership; accountability the importance of building relationship & finding support
<b>Ind</b>	No Response
<b>Ind #11</b>	No Response
<b>Ind #12-1</b>	1) Less stress on sports more on skill development 2) Graphic arts-for AP students 3) Reduce stigma & increase praise for these other clubs
<b>Ind #12-2</b>	1) Awesome idea
<b>Ind Sp</b>	1) Promote the excellence of the student 2) Better quality of the education 3) Build better citizens
<b>Sp #27-1</b>	1) Student will have better future 2) Be able to contribute more to society 3) Programs like "Snowball" that support and help all the students
<b>Sp #27-2</b>	1) They will be able to contribute to society 2) To be prepared

### TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS - CONCERNS

#### TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS - CONCERNS

Discuss with your group any concerns in regard to every high school student having an **Individual Student Readiness Plan** displaying a student's strengths and areas for development in each of the five Key Components for Student Readiness.

TABLE #	CONCERNS
#1	<ol style="list-style-type: none"> <li>1) Time to prepare individual plans (how would that affect teachers)</li> <li>2) How much detail &amp; how often</li> </ol>
#2	<ol style="list-style-type: none"> <li>1) If they have low scores-they give up on whole thing</li> <li>2) Whole thing overwhelming</li> <li>3) Too structured-need to simplify</li> </ol>
#3	<ol style="list-style-type: none"> <li>1) Who is going to manage these plans? and maintain and follow through</li> <li>2) Could damage students self esteem and create a feeling of failing</li> <li>3) Want it to be done right</li> </ol>
#4	<ol style="list-style-type: none"> <li>1) Who defines readiness?</li> <li>2) Not everyone should or needs to go to college</li> <li>3) Discuss how to pay for college</li> </ol>
#5	<ol style="list-style-type: none"> <li>1) Too much pressure to have a readiness plan as Freshmen</li> </ol>
#6	<ol style="list-style-type: none"> <li>1) Another thing to take away from class time</li> <li>2) Would this be another test?</li> <li>3) Does this handcuff them to a specific plan, not allowing them to try new things?</li> <li>4) One more stressor for students. Do 15 year olds need to know their career?</li> </ol>
#7	<ol style="list-style-type: none"> <li>1) Generic plans due to time (How are they modified?) How would they be individual?</li> <li>2) Pressure to decide on a career and student may not have a plan</li> </ol>
#8	<ol style="list-style-type: none"> <li>1) How to implement efficiently</li> </ol>
#9	<ol style="list-style-type: none"> <li>1) Many adults involved how will this be reported?</li> <li>2) Could this be student tracking-who will they go to for help reporting?</li> <li>3) Open-ended, abstract</li> </ol>
#10	<ol style="list-style-type: none"> <li>1) Time-who is going to have that much time or responsible</li> <li>2) Very difficult to sustain &amp; implement</li> <li>3) Parents need to be involved</li> </ol>
#11	<ol style="list-style-type: none"> <li>1) Kids come in as an eighth grader</li> <li>2) Childrens interests change</li> </ol>
#12	<ol style="list-style-type: none"> <li>1) Should be done more often-measure their interests-best fit for career</li> <li>2) Counselors should be advocates for the students</li> <li>3) Practical yet flexible</li> </ol>
#13	<ol style="list-style-type: none"> <li>1) What happened to soar tickets?</li> <li>2) Better execution of the wheel</li> <li>3) Drug intervention</li> </ol>

**TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS - CONCERNS**

Discuss with your group any concerns in regard to every high school student having an **Individual Student Readiness Plan** displaying a student's strengths and areas for development in each of the five Key Components for Student Readiness.

TABLE #	CONCERNS
<b>#14</b>	<ol style="list-style-type: none"><li>1) Who is doing the assessing? Evaluations?</li><li>2) Student needs to be connected with the staff in order to get good picture of student</li><li>3) Will parents be involved?</li><li>4) How will students that come from broken home, lack of parent involvement be assessed?</li></ol>
<b>#15</b>	<ol style="list-style-type: none"><li>1) Pushing Freshmen into paths too soon</li><li>2) Once you have this information how will it be used?</li></ol>
<b>#18</b>	<ol style="list-style-type: none"><li>1) Staff assistants to teachers for specialized learning</li><li>2) *Not enough exposure to different jobs/trades (internships)*</li><li>3) No labeling</li></ol>
<b>#21</b>	<ol style="list-style-type: none"><li>1) * Increased demands on staff</li><li>2) *Could pigeonhole students into 1 career track</li></ol>
<b>Ind</b>	No Response
<b>Ind #11</b>	No Response
<b>Ind #12-1</b>	<ol style="list-style-type: none"><li>1) That makes them well-rounded &amp; give them a better skill set for survival</li></ol>
<b>Ind #12-2</b>	<ol style="list-style-type: none"><li>1) Individuals, possible, negative feedings</li><li>2) Career "test" results setting an inaccurate track</li></ol>
<b>Ind Sp</b>	<ol style="list-style-type: none"><li>1) Nutrition</li></ol>
<b>Sp #27-1</b>	<ol style="list-style-type: none"><li>1) Information and motivation regarding the student activities</li></ol>
<b>Sp #27-2</b>	<ol style="list-style-type: none"><li>1) Information and motivation regarding the students activities</li><li>2) Spanish classes by Spanish teachers with good pronunciation</li></ol>

### TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS - COMMUNICATION SUGGESTIONS

<b>TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS - COMMUNICATION SUGGESTIONS</b>	
<b>SUGGESTIONS</b>	
<i>Discuss with your group suggestions for effective parent, student and school communication regarding a student's Individual Student Readiness Plan.</i>	
<b>TABLE #</b>	<b>COMMUNICATION SUGGESTIONS</b>
<b>#1</b>	<ol style="list-style-type: none"> <li>1) Using infinite campus</li> <li>2) Software to track your own progress</li> </ol>
<b>#2</b>	<ol style="list-style-type: none"> <li>1) Parents get too competitive &amp; aggressive about these scores-now have another thing to "grade" kids on</li> <li>2) Help identify where kids have a weakness so they can help them</li> <li>3) Bilingual parents-help them to understand &amp; know they can call school</li> </ol>
<b>#3</b>	<ol style="list-style-type: none"> <li>1) We of short road map/goals</li> <li>2) More interaction from feeder districts</li> <li>3) Have counselors work on relationship building not just schedule planning</li> </ol>
<b>#4</b>	<ol style="list-style-type: none"> <li>1) Fill out a readiness plan using an App</li> </ol>
<b>#5</b>	<ol style="list-style-type: none"> <li>1) More supportive methods for creating an environment to develop a readiness plan rather than an "in your face" approach right off the bat as Freshmen</li> </ol>
<b>#6</b>	<ol style="list-style-type: none"> <li>1) Involve parents</li> <li>2) Teaching kids to self advocate</li> <li>3) Have a topic before the Booster Club meetings, possibly a half hour of information</li> </ol>
<b>#7</b>	<ol style="list-style-type: none"> <li>1) Home room to run Student Readiness one teacher for the student for all four years</li> </ol>
<b>#8</b>	<ol style="list-style-type: none"> <li>1) Identify programs based on their profile</li> <li>2) Like a match.com for students for activities/clubs or sports</li> </ol>
<b>#9</b>	<ol style="list-style-type: none"> <li>1) Central location of information and contacts</li> </ol>
<b>#10</b>	<ol style="list-style-type: none"> <li>1) Focus on teaching parents how to prepare students</li> </ol>
<b>#11</b>	<ol style="list-style-type: none"> <li>1) Teacher/parent communication</li> <li>2) Class where kids learn to be leaders</li> </ol>
<b>#12</b>	<ol style="list-style-type: none"> <li>1) Parent-teacher conference rather than Open House/Curriculum nite-email/text/phone for face-to-face meetings</li> <li>2) Mandatory counselor meetings with parents (counselor-teacher meeting (at least once per year-not to select classes-that is a separate meeting</li> </ol>
<b>#13</b>	<ol style="list-style-type: none"> <li>1) Fund innovative ways teach kids reading out of a book is not enough</li> </ol>
<b>#14</b>	<ol style="list-style-type: none"> <li>1) Have a checklist/tool for the students to track components</li> <li>2) If student has lack of parent involvement, have opportunities for students to come together with staff</li> <li>3) Seminars during lunch</li> </ol>
<b>#15</b>	<ol style="list-style-type: none"> <li>1) Helping them to get to explore areas of interest earlier</li> </ol>
<b>#18</b>	<ol style="list-style-type: none"> <li>1) D211 has to put more research on indentifying careers for kids with special needs</li> <li>2) Parents help the kids decide career at early stage</li> </ol>

**TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS - COMMUNICATION SUGGESTIONS**

*Discuss with your group suggestions for effective parent, student and school communication regarding a student's **Individual Student Readiness Plan.***

TABLE #	COMMUNICATION SUGGESTIONS
<b>#21</b>	1) Create homeroom 2) Faculty advisors to work within the homeroom with students 3) Increase encouragement for student involvement-Freshman Advisor Program-student to student recruiter 4) Have school specific community engagement programs
<b>Ind</b>	No Response
<b>Ind #11</b>	No Response
<b>Ind #12-1</b>	1) Better orientation-1 week-instead of one day for Freshman
<b>Ind #12-2</b>	1) More communication-parent/teacher conferences 2) Easy/ready access to students info. (for parents mandatory) 3) Meeting with counselors more often
<b>Ind Sp</b>	No Response
<b>Sp #27-1</b>	1) Information and motivation of sports clubs 2) Summer camp should be more accessible and free 3) More accessible hours
<b>Sp #27-2</b>	No Response

## OTHER SUGGESTIONS

What other suggestions would your group like to provide to the Facilitating Team as we move forward with this community engagement program? Please list your suggestions in the space provided.

OTHER SUGGESTIONS	
TABLE #	SUGGESTIONS
#1	No Response
#2	No Response
#3	No Response
#4	No Response
#5	No Response
#6	A "parents corner" on websites, to list parent information
#7	No Response
#8	No Response
#9	No Response
#10	No Response
#11	No Response
#12	No Response
#13	No Response
#14	No Response
#15	No Response
#18	No Response
#21	No Response
Ind	No Response
Ind #11	No Response
#Ind 12-1	Kids need Spring break to be spring break – No extra curricular activities allowed during winter & spring break
Ind #12-2	*Like the "baggage" "test" mentioned during reporting
Ind Sp	No Response

<b>Sp #27- 1</b>	No Response
<b>Sp #27- 2</b>	No Response