

School District 27J Board of Education  
 Linkage meeting with seniors  
 January 10, 2017  
 Meeting Notes

1) What are your plans for the future and do you think you are prepared for the next steps? Why or Why Not?

<i>Plans</i>	<i>Feel Prepared?</i>
Mesa University	Yes, from being a TA in special ed, psychology, running, cross country.
CU Denver, major in an 8-year medical program	Yes, from bio-med program, which helped get them ready but feel like high school classes were a bit less rigorous than some college classes.
College and play baseball	First generation in family to go to college, has a fear of the unknown. Personally feels prepared 'okay.'
CSU - human health & services, maybe med school	Feels partly prepared
University of TX @ Dallas, CU Boulder - Business and Political Science. After politics, state department and prepared educationally for college.	Life skills iffy, especially financially.
Pursue love of music in a local band	
Music comp - UNC	
Community college - psychology child and teen social work	Iffy
Major in psychology at California - San Diego or Santa Barbara, or CU Boulder.	Feel ready to take it on. Some classes to get a taste of college credit, concurrently enrolled (in college and high school credit)
Major in political science and government. East coast, Georgetown, CU Denver	Teachers have helped, personal connections. Counselor, student government.
Plan to go to college and degree - naval	

academy, nuclear engineering	
Choosing between college, math, minor psychology, social, music tech	Not prepared because they hold our hand too much, shelter us too much
Air force, security forces. Community college for associates degree. K-9 unit criminal justice	
Nursing, CNA @ BHS. Regis and UNIC.	Regular classes have helped with education. Somewhat get treated more like middle school than becoming adults. Slowly taking away little freedoms may make it hard to transition

- Balancing work/activities/school
- Life - feel exposed to the world
- Worried about getting off plan
- Haven't given enough options outside of college like work ethic, skills, critical thinking. Honors and AP good, time and effort there but general class students kind of bring it down, teachers want to do more but students are holding them back.
- Want to see more help for scholarship instead of college
- FCCLA - life management

2) What part of high school have you enjoyed the most? What part have you disliked the most?

Liked Most

*Relationships:* teachers that make learning easy and help focus on bettering himself for the future. Teachers make all the difference. Friends. Bolt Connect Community. **Relationships was mentioned most often in the student responses.**

*Experiences:* different experiences, choir (went to NYC, All State Jazz Audition), field trips

*School spirit activities:* Rivalry games, Color Week, Rivalry Week, sports

*Classes:* math - able to test up and take different classes, science and bio classes,

Disliked Most

*Teachers:* not having patience, teaching fast and leaving him behind - hard to understand the teacher. Treating seniors like sophomores. Teachers "punching a ticket" and not caring.

*Other students:* some kids do not have the same attitude to achieve as others

*Environment:* overall environment is mundane. Waiting for fun classes or experience. Hard to wait for the favorite classes. Passing periods are not fun. Orientation.

*Schedule:* The split schedule was an issue for two students, affecting sports, clubs and work. Also, block schedule with extra long classes made one student lose focus.

*Curriculum:* math, and lack of diversity in curriculum (too much European history). Absence of enough AP classes.

*A few students had no dislikes.*

3) What do you feel your greatest challenges will be after high school?

Future

- Walking into the unknown
- Learning to be self-motivated
- Focus on task, life
- Adjusting to unstructured environment
- Discovery and exploring
- Worried about rigor of college classes
- Scared but prepped

Time Management

Money

Most feel supported in decisions and prepared academically, either from parents, teachers, counselors.

4) Do you have a teacher that made a difference in your school career? Tell us why they made a difference to you.

- Choir teacher convinced me I could go to college, and I want to go to Metro to be a choir teacher like her. I now know that music is what I want to do.
- Teachers from different grade levels: 1st grade teacher made me work harder, made me an overachiever. My yearbook teacher for 3 years, and AP Lit teacher as well.
- Piano teacher encouraged independence, allowed me to go outside of normal curriculum. Was relatable.
- Guidance counselor not just a teacher/counselor but genuinely cares about me, is connected to me, and notices when something is wrong outside of school.
- High school teacher, bonded with me, provided positive growth.
- On the negative side, a former teacher didn't support my life choices (student identifies as gay) and brought his personal feelings/values into the classroom. Affected my attendance and caused me to skip classes for the only time ever.
- Teacher acted as a father figure, allowed healthy arguing/disagreement, challenged and supposed me to not just come up with ideas, but figure out how I would actually achieve them.
- On the negative side, a teacher in strength and conditioning in her early high school years pushed her and other girls too hard, instead of recognizing what growth she was making. Compared her too closely to boys in the class.
- Surprised to say this, but the teacher that made the biggest impact on me was my math teacher. Very task oriented, but always there for help. A lot of folks don't like him, he's rough around the edges, but I learned more than in any other class and achieved a great grade.
- I like teachers that push kids, have clear expectations, but aren't jerks. Love teachers that don't go by the book, with looser structure. The scripted formats (like the "hamburger"

method of writing) don't work for me, and I don't want to be assessed on conforming to them. On the negative side, there are teachers that I feel like are holding me back if I don't think in the box they expect.

- In my junior and senior years, teacher is not afraid to embarrass himself to teach a lesson. He has the ability to be goofy and silly, which makes me want to work harder.
- On the negative side, a teacher last year that newly took up an AP class did not have the chops to teach the class. Is a "copy and paste" teacher for lessons from the web. She is in over her head, and the AP test scores averaged a 2.
  - Music instructor changed my perspective on my musical ability and made him recognize the wide artistry of percussion.
  - On the negative side, his honor's chemistry teacher last year just pulled everything off the internet. Seemed lazy, just there for the paycheck. (NOTE: another student said they had even heard of this).
  - Anatomy/physiology teacher was great, with great notes, use of models for complicated/intricate topics, and was very interactive.
  - Biomed teacher was fantastic, encouraged her to apply for an internship at Children's Hospital. She was great at explaining things, and coming up with mnemonic tricks to remember complicated sequences.
  - On the negative side, her AP Physical teacher in the past made her hate physics. Taught concepts way in the abstract, but never in the nitty gritty. On the AP test, she got a 2 (she is a co-valedictorian), the other co-valedictorian got a 1.
  - Teacher was impactful, actually encouraged him to explore going to ERA. He did, but it wasn't for him. He still credits it as a transformative experience (he is at BHS now). Teacher is great at helping students figure out who they are, and prep for real life. His coach is also super supportive and helping him figure out plans for college.
  - On the negative side, his recent teacher didn't put in enough work and was really biased, politically skewed, and brought it in the classroom.
  - (A lot of names/teachers, but not a lot of details)
  - Elementary teacher opened his eyes to the honors path, sparked the work ethic.
  - Chemistry teacher "has to be one of my favorite people on the planet." She'd be there at 6:00am to help. She convinced him he could do AP-level Chemistry work, but also supported him when his extra-curricular activities were too much.

5) Tell us about the non-academic activities available to you, did you participate and what would you like to participate in if available?

Activities available and participated in

*Sports:* track and field, swimming, volleyball, basketball, cross country, lacrosse, football

*Arts:* band (percussion), marching band, vocalist in a metal band, musical theater, wind ensemble

*Clubs:* Sources of Strength, LINK, NHS, HOSA (medical), student council, homecoming organization, yearbook, BOLT Connects, Gay-Straight Alliance

*Other:* TA for Special Ed, class games (bring folks together), Mr. BHS, work, event planning, Brighton Youth Commission, League of Latin American Citizens

*Would like to participate in:* debate, bowling class/club, recreational basketball, hockey, art club, financial skills

6) How do you feel technology affected your learning?

- Google Classroom - Sharepoint
- Texting
- Google Documents
- Infinite Campus
- Good balance - research
- Problems:
  - Social divide
  - Harder to find and cite
- Need:
  - More labs
  - Type access
- Bolt - online was easier
- Math - easier not on a computer
- Communicating with teachers
- Brighton
  - Discouraged
  - Encouraged
- Less dependent

7) How did your life outside of school (work, sports, friends, home, homework) affect your life in school?

- Working with customers, both good and bad customers, taught patience in working with other students and teachers.
- Working together with people from different backgrounds
- Relationships are important
- Family all lives near each other and everyone is close; this has taught her how to collaborate, work with people, communication, and learning to meet people and talk to them. She appreciates a lot of perspectives.
- Sometimes it is important to take emotion out of decisions.
- He goes to school because his friends and sports are there.
- She lives ½ hour away from school, which makes it a challenge to wake up earlier and take the bus. It is a struggle to have friends over because she lives far from school.
- Teachers don't understand what students have outside of school. After work, there is no time for homework and she is tired after a long shift.
- Homework is hard if home life is not good.
- Priorities: work is more important than homework, if your family is depending on the money.

- Extracurriculars take time too.
- With sports, you learn how to manage your time.
- Schools dictates her outside life, not the other way around. Everything revolves around that, especially her homework from AP classes.
- Extracurriculars - band, winter percussion - is where he made his friends circle, and dictates his schedule. In order to do these, he needs good grades.
- If they don't get enough sleep, they go to school tired.
- They grow accustomed to the chaos and stress; it becomes expected, it becomes normal.
- School helped them figured out what they want to do.
- School protects students from the real world, and gives them a safe place to make mistakes.
- Learning to balance homework, school, crossfit and extracurricular; he makes it work by finishing his homework in his off hours.
- Biomed classes are aligned with extracurriculars. She shadowed a doctor and saw the parallels with her biomed class.
- Time management and priorities: she was taking advanced classes and had to drop basketball.
- Shadowing and interning, being exposed to the terminology, helped in biomed classes.
- Coach pushes athletes to keep up academically.
- When asked why they came to this Linkage meeting: she wants more AP classes and likes science more, and at Northglenn they offer up to Calculus 3 but not the case at her school. He wanted to give student opinions a voice; there are things that students want to change and they don't like them. They want more opportunities like other schools have, more languages like German, and more extracurricular activities.
- With sports, he plays on a club baseball team on the off season, and it is a 50 minute drive which makes it tough to find time to get homework done.
- Teachers get frustrated when they do homework in their class.
- He got his professional motocross license, was out weeks at a time racing, and missed out on a lot of opportunities academically but plans to take advantage more in college.
- Too many hours of homework. They understand some of it, but not the "book work" - sitting and answering questions out of a book.
- Teachers say it is "not that much homework" but it adds up with multiple classes.
- Teachers don't understand when a student has a job - they say "you chose that."
- They want more understanding from teachers. They appreciate teachers that get to know the student, and when they feel that the teacher truly wants to be there.
- Meeting deadlines is a challenge
- Stress at work, stress with homework - it is not good or bad, just stress.
- When making choices, it is important to know your personal boundaries.
- They cope by making a list and prioritizing; they say multi-tasking does not work well for them. This applies to both home and work.
- A therapist at school told him, "Give yourself room to freak out" as a way to deal with stress
- She says it helps to allow yourself to detach (from the stress/activity).

- He learned how to prioritize and make lists by playing video games. In an adventure game, the character goes from one objective to the next; this is how he approaches life.