

CCSD Board of Education – Community Listening Session Notes

Q1: Looking into the future, how should we be able to describe a graduate of Charleston County School District?

- A well-rounded individual qualified for the next level.
- Question about the Board's will to revamp the goal presented by Supt. Kennedy
- Do you know how to balance a checkbook, find housing, and basic necessities?
- Shouldn't be dependent upon college.
- Think about the definition broadly, not tied to a particular path.
- Have a strong sense of self-worth
- Have peaceful conflict resolution skills
- Have essential life skills
- Understand how to seek healthcare insurance
- Group was intentional about not listing academic standards as the goal
- home ec skills
- sense of direction
- well-rounded, problem-solvers, critical thinkers
- back to basics - home ec, carpentry, electrician
- etiquette
- environmental consciousness
- interact with all people
- strong work ethic
- create firsts - especially in bilingual families - kids should be able to obtain things that parents were not. Best of both worlds, taking family to the next level
- Work-based skills
- Realize that no matter how much money a parent has, the students still want the attention - "bad behavior" is usually driven by the need for attention - that cannot be labeled as "poverty" because it transcends socioeconomics.
- A graduate should be a student who has met or exceeded the charleston county curriculum's academic standards.
- Tech savvy - know how to navigate the world we live in.
- County standards so all students can receive EQUAL opportunity
- Proficient in reading and writing
- that children read and progress academically at all levels, college and career ready, equipped with basic skills, can communicate verbally and in written form, math skills needed to make accurate economic and financial decisions, community leaders, lifelong learners, technologically advanced, social and emotional equipped to handle failures, and leadership skills.
- College and Career Ready, Academically ready (reading, math, writing, and science), Advanced in Life Skills (communication, timeliness, Effort), Hardworking and goal orientated
- Prepared for the future, well-rounded, hardworking, future readiness, accomplished, organized, satisfied, eager to learn, respectful
- As a very bright student and very smart. I want to be able to draw and I want to be able to do everything
- Smart, respectful, well mannered ready to work, well educated; able to work with other people
- Smart, encouraged, motivated and hard working
- I think we should ?? than as strong, confident, and resilient
- Well educated, never give up, just keep going, being respectful to get where I need to be, achievements

- Someone who made it even when hard times, communication skills
- Responsible
- Handle adversary, never giving up, academic achievement, critical thinking
- Handle adversary
- Well educated, full of knowledge, able to do vital signs/health related stuff
- Para estar preparados para un correcto trabajo, que estén listos para la vida p+2 inteligente, sabiduría que hago
- Responsible, resilient, well educated, hard worker, work well with others, comprehension skills, soft skills, critical thinking, discipline
- Able to think in the world
- A respectful well deserved hardworking person who knows right from wrong
- Well mannered, well versed in topics, career ready, able to work with other people
- Smart, respectful, they never gave up, you got this, responsible, respectful and honest
- To learn respect and to have a career, hard work
- Respectful, well mannered, smart, critical thinking
- I want people to know that you will have great opportunities when you pay attention in school, responsible, good team work
- I want to be remembered as a hard worker and as someone who never turned down a challenge, completing a multiple course class
- You should be able to describe them by saying what they did during their high school years
- Educated, respectful
- Life Long Learners, choices with educational path, college and career ready, SEL ready, advanced in reading, math, and writing, life ready, informed citizens in civics, diversity in skills (trades, professional jobs, operating businesses)
- Graduates should be able to...
 - -read.
 - -read at a proficient level (all students).
 - -express themselves verbally.
 - -critically think.
 - -identify scientific articles vs. propaganda.
 - -express themselves verbally and in writing.
 - -resolve conflicts.
 - -possess communication skills.
 - -apply cultural awareness.
 - -well-rounded.
 - -know SC and World History.
 - -have emotional regulation skills.
 - -experience evidence-based science.
 - -have a sense of purpose.
 - -experience art and music.
 - -know diverse cultural beliefs (i.e. holidays, practices).
 - -participate in community service opportunities (volunteer).
 - -know how to access mental health services as needed.
 - -display cooperative behaviors (anti-bullying)
 - -use environmental health knowledge.
 - -have mentors (hobbies).
 - -diversity in relationships.
 - -be academically challenged and have opportunities to apply skills in the real world or their chosen profession (prepared for their future occupations).

- Schools should be...
 - -flexible based on community.
 - -equally supported.
 - -need more foreign language in elementary schools-keep families on James Island
- Proficient in reading and math, competitive, career informed (know next steps in how to access work, technical college and 4 year college, and careers), hold an Associates Degree; ACT score of ≥ 24
- well-rounded, college and career ready, community members that feel included and valued, socially aware, feeling worthy, equal access to resources, ready to engage in 21st century learning in a technological world, financial literacy, empowered to be change makers, equitable access, awareness, multiple tracks to success, prepared citizens, academically proficient, more than minimally adequate, communication skills, advocates, real life skills, accountable. exposure to pathways, emotionally intelligent.
- Ready for whatever
- A SC diploma that prepares college students prepare for whatever
- Skills:
 - reading writing financial literacy
 - computing thinking problem solving facilitation w/ technology
 - well rounded
 - interviewing
 - communicate
 - how to think for themselves and learn from each other
 - restorative practices
- prepared for the 21st century workforce, valuing jobs, trades, assoc degrees, and higher ed; well rounded person, including having had exposure to many experiences; critical thinkers, have an ACT score ≥ 24 , proficient in reading, writing, and math skills; prepared to choose their own path, ready to pursue a trade; mature, simmers, life long learner; cooperative, ready for teamwork; have life skill; Restorative Practices skills, SEL, invested in giving back to their community; experience with volunteer service; civically engaged, good communicators, mentally, emotionally, and physically healthy; ready for the real world (know what resources are available in their schools while there and how to access resources, including job, housing, health, after graduation)
- Health and mental health (addiction, reproductive counseling)
- Well rounded
- Sense of community
- Love for learning and education
- Basic K-12 skills- Reading, Math, Writing
- College and Career Ready
- Parent and School Relationship
- Soft Skills (Valued Member of Community)
- Well-Rounded
- Profile of the SC Graduate
- Healthy and Academically Successful Young Adult- Life long learner and critical thinker
- High ability of literacy
- Succeed independently
- Life Skills (Helps a young person identify and access resources)
- Financial Literacy
- Timing- Start supports at the beginning
- Early childhood focus
- Supports if child is falling behind
- Resources need to be aligned to achieve goals

- Health and Wellness (Physical and Mental)
- Understanding the resources that are available
- Mental Health Supports
- Open mind around mental health
- Graduates knowing options after high school and confident to choose their own pathway
- SEL healthy
- Confident
- Financial literacy (starting in elementary school)
- Digitally literate
- Communication skills (verbally, written)
- Financial literacy, ability to problem solve with strategies (So busy with curriculum that we aren't focusing on life strategies), characteristics of the South Carolina graduate, socially and emotionally ready, able to advocate for themselves, politically ready to engage, communication, Problem solver/critical thinker
- Civically engaged- involved with community
- Civically responsible
- Motivated
- Resilient/ persevering
- Working together/ Collaborating
- Interpersonal skills
- Self-direction
- Self-advocate
- Self-efficacy
- Self awareness and how to learn their learning style and strengths
- Integrity
- College/Career Readiness
- Problem solver
- Critical thinker
- Civically responsible
- Motivated
- Resilient
- Collaborative
- Self directed
- Self advocate
- Self awareness of their learning styles and strengths
- Integrity
- College and career ready
- Profile of SC graduate
- Well rounded
- Integrity
- Perseverance
- College and career ready
- Community preparedness
- Creatively
- Critical thinking
- Self advocacy
- Collaboration
- Blossoming adult, career ready, positive morals, clear achievable goals, well prepared, professional, had required basic classes, had career specific classes, certification for career path, confidence in self

and abilities, planning skills, good time management skills, employability skills, networking skills, internship programs, financially stable, education to go to college, self-sufficient, well prepared, positive mindset, determined, be able to go into a high-paying workforce after graduation, able to meet employer needs, able to work well with others, able to manage money

- Ready, good grades in school, proficient act scores 24+, reading speaking, writing and math on grade level and appropriate, access to associates and certifications with little or no cost to families, able to speak English, well rounded, exposed to different cultures, the arts, languages, etc. , skills to transition from comfort zone and confident to try new things
- knowledge of fundamental skills, communication, critical thinkers, strong values and commitment to country, organizational skills, time management, advocates, kindness, accountable, life-long learners, college and career ready
- Profile of an SC Graduate; civic, responsible citizen; always prepared for what comes next; independent adult; communicator, both oral and written; well prepared to enter workforce or continue educational journey; respected, ready for life; critical thinkers; confident; proficient in reading, writing, math, applied science, etc; strong work ethic; read to progress in life and/or higher ed debt free; responsible local citizen; prepared for workforce, career, post-secondary education, independent living; are critical thinkers, possess interpersonal skills, be able to communicate effectively
- well rounded; respectful, responsible citizen; exposure to arts, coding, mental health access; able to compete in marketplace; SEL at all grade levels; self advocacy; state description of SC graduate; have had equal opportunities; will be ready to take advantage of many levels of opportunity; valued for all types of knowledge and skills; need wide range of exposure during school to different knowledge and experience; highlight different types of accomplishments; ready to work; ready to further education or skills; ready to be part of society; all students have value, regardless of learning level or goals; be people who enjoy learning; life long learners; deep understanding of core curriculum; someone ready to move into the global marketplace; ready to be a meaningful part of society; can adjust to change

Q2: What are things you'd like CCSD students to know or be able to do to be successful by the end of elementary, middle, and/or high school?

- Reading
- Math
- 3 ELA
- Notes: more time outside, phonics, less screen time - more textbooks, math like the "old days", multiple learning modes for students - varying pedagogy. Be aggressive with ages 0- 4th grade. Eliminate
- Personal finance
- Better Communication skills
- Instilling an idea of acceptance for all
- note - digital literacy
- Make sure every child knows how to find help at every level. Ok, to ask for help
- Know CIVICS and SC History - voting, government policy, geography - ownership of where you love
- By the end of 9th grade know what your "trajectory" is
- on target academically in reading and math, emotionally stable, Growth mindset, having the social skills and ability to work through differences, financial literacy, career exposure, problem solving skills, self esteem, college and career readiness, literacy and numeracy, importance of civic engagement, confidence.
- Financial literacy(taxes, credit scores, mortgage, etc), being prepared for the real world, able to get a job, problem solving, drivers Ed.

- Exposure to new experiences, financial literacy, college and career readiness, life skills courses (taxes, college advising, etc.), time management, communication, respectful of opinions, SEL skills, involvement, self advocacy, relationship building
- "Never give up, life is hard and it will get better"
- Have good communication skills; able to work with others, can speak out loud and clearly
- Make sure you are paying attention, focusing, keep up with grades
- Good communication skills, work ethic, patient, attendance, paying attention, accountability
- Hard work by listening, study, learn, common sense
- communication skills, leadership skills, problem solving skills
- Problem solving, leadership
- Good work ethic, attentive, patience, accountability
- communication skills, problem solving skills, leadership skills
- Have patience and common sense, accountability
- Ganar mucho dinero en un trabajo que me gusta emanuel, nada so un Rochstery trabagar Tadeo, Estudiar wpiter, army andar en el coiliente josselin, Estudiar, me voy a poner peda exsil
- Have patience and common sense, accountability
- Make sure that your paying attention and getting everything done, focusing, keeping up with your grades
- Have good work ethic, communication skills, comprehension skills
- Be caught with all your work, keep a high GPA, it will help you to get into a good college, make sure students have good test scores, give better education/programs/systems, better attendance
- I would like for students to know how to be able to go out into the world and be successful and being in control of their own choices in career
- The ability to ignore distractions, college and career readiness, basic skills, communication
- Stay focused, keep pushing when things are hard for you, show up on time
- How to communicate with others, solve problems respectfully and accurately, respectful towards different kinds of people, moral standards, academically inclined by standards before passing on
- Students should be able to tell right from wrong, a good idea of the real world and what its like when you get out there, students should know some more of the serious matters in life
- I want to learn how to make money, how to manage things
- Good thinking skills, basic working skills, confidence, clarity
- It gets easier and harder, missing days will hold you back, have fun but make sure your work is done first, great bonds with teachers and admin, socialize, focus worry about you and your grades
- Elementary-
 - -Different purposes of reading and writing; understanding different types of writing
 - -Solid foundation of reading and writing and math; interventions needed to be successful by 3rd grade and so on
 - -Love of learning - to include the subjects as well
 - -Have levels (scaffolded learning) to help students where they are
 - -Socially happy; being confident and ready for the MS environment
 - -Age appropriate social efficacy
 - -Children of color at the same level as their white peers
 - -Support for students in poverty - district hasn't been able to address issues of safety
 - -Invite families into school life
 - -Allow children to see themselves as part of the story of the country through reading and access to diverse texts
 - -Read widely and deeply
 - -Start being able to think - compare and contrast
- Middle

- -Own their own educational experiences; choose their path and understand why they are taking the courses, tests, etc. they are
- -Subject area knowledge on grade level
- -Continue scaffolding the learning
- -Sense of accountability for their own learning
- -Age appropriate social efficacy- feeling safe
- -Children of color at the same level as their white peers
- -Support for students in poverty - district hasn't been able to address issues of safety
- -Invite families into school life
- -Continue learning to think about different ways of living and different cultures; true history of our country
- High
 - -Fluent in reading and writing and math, US History at grade level
 - -Knowledge of what they want front the world and what their path will be
 - -Exploratory opportunities for diverse career and job opportunities
 - -Knowledge of full potential in this world
 - -Age appropriate social efficacy- knowledge of socio-economic factors and knowledge of the world
 - -Children of color at the same level as their white peers
 - -Financial literacy and entrepreneurship
 - -Support for students in poverty - district hasn't been able to address issues of safety
 - -Invite families into school life
 - - Continue learning to think about different ways of living and different cultures; true history of our country
 - -Ensure we are not hindering or comparing and ostracizing students who don't learn at the same pace
 - -Support for trauma and environmental factors for students
 - -Mental health
 - -Preventative measures
 - -Academics must be a priority, but social ills exist there and we must address them in the school system because it is where they are.
 - -Community should be invited in to assist with this
- In elementary school, students need to be able
 - -To read, write and communicate.
 - -Mechanics of reading should be in place by the end of elementary school.
 - -Students need to be reading proficiently by third grade.
 - -Students need to learn different languages.
 - -Schools need culturally diverse teachers and administrators.
 - -There needs to be cultural competency training for staff.
 - -Recess is needed 3 times a day and schools need to start later for healthier brains and emotional regulation.
 - -Students need art, music, and gardening.
- In middle
 - -School-reading comprehension needs to be the focus.
 - -Conflict resolution skills, anti-bullying skills, and self-soothing skills.
 - -Students need clubs and PE.
- In high school-students need to be reading authentic texts.
- Overall, there is a need to integrate the curriculum-too much of a focus on reading and writing right now.

- Students need to experience real science with hands on learning and relate learning to the real world.
- Question asked -"Is gifted learning for some or is it for all?" All students need to be taught using gifted techniques.
- In high school, there needs to be STEAM programs, whole-health education, exchange student programs, and career choices/development beginning in 9th grade.
- Students need school trips
- students should be at grade level for reading and math at every grade; have financial literacy and understand financial responsibility, know how to self-advocate, have confidence in the adults around them; be Kindergarten ready after ECD; have career awareness at Elem, MS, and HS levels: know pathways to careers; know about how to access resources and pathways; know more about themselves and their goals.
- Conflict resolution with peers without intervention, restorative practices for all students and teachers, black boys can learn, reasoning and logic, processes information effectively, community orientation and ties, vibrant and involved community members, GRIT, know who they really are and the true history of where they came from, "you can do it" mentality, SEL proficient, self esteem, safe and belonging, equitable and holistic education, whole child learning, Charleston and SC history, fuller and richer knowledge of history, learn to research and be critical thinkers, curious, proud of school.
- need for early childhood and health at an early age
- restorative practices for students and teachers
- mental health available at all schools
- individualized ? for students and teachers
- Deep conversations with principals
- ramp up community support
- meeting students where they are
- don't lose proficiency based on timeline
- Read to learn-individualized learning
- critical thinking skills for high school
- proficiency in academics
- skill building
- EL curriculum
- Foundation in reading, math, and emotional intelligence by end of Elem that continues to grow into skill sets in MS and HS, adding life skills related to entrepreneurship, career, etc, and becoming more independent in HS and be planning for the future; Know that they are more than their test scores--that they are people with knowledge and skills, not just a number; change adult behavior to focus on what students know than on their test scores; have critical thinking skills and plenty of practice through MS and HS; reading competency by 3rd grade; also place value on pre-K education; need recognition that students learn at different rates and that there is often a need to reteach material or help students catch up via interventions--thinking of SPED learners, but also the student who has a little trouble keeping up; need smaller class sizes, want effective and quality afterschool care; rigor, want teachers with high expectations and who are trained to teach reading.
- Supported and Confident
- Strong Mental Health Background
- Well Rounded Citizens
- Critical Thinking- Age specific and grade appropriate
- Find and vet information
- Make own decisions
- Emotional Intelligence
- Don't stop at the first no
- Self Worth- Language to express thoughts and feelings- SEL Proficient. Finding themselves capable.

- Ability to Network
- Conflict Management Skills
- Literacy (9th grade Algebra)
- Budget
- Financial Literacy
- Respect for others
- Elem- Literacy, Good socially and emotionally balanced, reading on grade level
- Middle- proficiency, understanding civics, having voice, diversity on how they obtain and digest information,
- High- Application of thought, critical thinking, engaging in healthy conversations, understanding history in most recent form, engagement in political process, and importance in voice
- Workforce expectations
- Contributors to community
- Basic Literacy and Math Skills- Foundation Basic K-12 skills- Reading, Math, Writing
- College and Career Ready
- Parent and School Relationship
- Soft Skills (Valued Member of Community)
- Well-Rounded
- Profile of the SC Graduate
- Healthy and Academically Successful Young Adult- Life long learner and critical thinker
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- Health and Wellness (Physical and Mental)
- Understanding the resources that are available
- Mental Health Supports
- Open mind around mental health
- Graduates knowing options after high school and confident to choose their own pathway
- SEL healthy
- Confident
- Financial literacy (starting in elementary school)
- Digitally literate
- Communication skills (verbally, written)
- DEIA- Teachers being able to identify with black and brown students
- Comprehensive learning grounded in history
- Understanding in knowing who we really are
- STEAM
- Foreign Languages
- Financial Literacy
- Social and Emotional Learning
- Stepping stones of financial literacy (investing, taxes, credit, etc.)
- Career exploration (reverse funnel- wide range of exposures in elementary grades and more focused in older grades)

- Technology that's appropriate at each level- Core set of technology and more specialized in high school.
- Education for parents- ensuring that parents understand what children are learning and the resources.
- Takes a Village of support.
- Read a passage, not even at grade level, but read and comprehend
- Think critically about what they read
- Self advocacy, sufficient communication, empathy
- Independence, responsibility
- SEL is big
- Great programs, but no consistency to really dive in and understand if what we have is effective
- Academically on grade level and socially competent for grade level
- Independent learners and thinking
- What does it look like for students with special needs when we say all students need to read on grade level?
- Critical thinking
- Self regulation
- Team work and working together
- Reading on grade level
- Leadership skills
- Communication skills
- Challenges with equality among schools, health
- Flexibility
- Allocating funds and resources
- Reading on grade level
- Academic goal for each areas in accordance with tests
- Soft skills
- Family and community partnerships
- Elem: Self-control, basic language, basic math knowledge, social skills, respect, self-discipline, common sense, positive outlook, know how to have fun, read, count, history, spell, general math
- MS: Self-regulation, appropriate communication, resist peer pressure, understand one's self, learn how to establish, mentally and physically prepared, communication, responsibility, write emails and checks; Know that failure is on the beginning
- HS: Career ready, money management, be themselves, make connections, prepare for your future - college and career, overcome challenges, solve problems, finance, marketing, soft skills, speech, social skills, being respectful, overall life-skills
- Elem: solid foundation in reading, on task and above expectations, on grade level in math and ELA, access to mental health supports, received opportunities to explore from guidance and had the chance to be referred if needed, career pathways introduced in K for their exploration, multi-lingual - at least 5, math proficient, emotionally intelligent- able to express themselves
- MS: On grade level expectations met, able to describe their ideas about future, able to express themselves, ready for a career pathway program
- HS: Ready for career having received mentorship, knowing mission and vision, able to prioritize, assured about why they are learning what they are learning, able to behave and contribute to school climate, socially responsible"
- Basic fundamental skills (reading, writing, math), ability to advocate for ones self and others, ability to ask questions, interpersonal relationship skills, conflict resolution, emotional regulation, SEL, college and career ready, Goal setting
- Meet expectations (or higher) on SC Ready; at least a "C" or equivalent on all HS assessments (EOCs, SC Pass, etc); emotionally and mentally prepared at all levels; Reading and math proficient with a love

of learning beginning in Elem; developing trust in the school system and confidence in MS; HS--have a clear path and plan for the future, be able to overcome adversity, have strong soft skills/life skills; reading at or above grade level at all levels; respect different perspectives and views; meeting or exceeding expectations on all subjects, not just ELA and Math; well rounded socially and academically; be able to navigate the world; Elem: read for comprehension; MS technical, sophisticated vocab; HS literate for the goals they have for themselves--i.e., for workforce vs college vs specific trades; reading is key to the world; reading and math; know how to learn independently; have a love of learning; kindness, goodness, helpful; home ec and industrial arts areas of learning;

- more counseling, longer school, year round school; rural areas need proficient teachers; confident sense of self; feel supported by CCSD; hope and resilience; public speaking
- fundamental skills in Elem;
- critical thinking in MS;
- life skills in HS;
- be developmentally appropriate at all levels--i.e., introducing critical thinking too early in Elem creates a false sense of rigor;
- MS/HS transition--need good homework habits; back to basics:
- EL, grammar, cursive writing, other ELA basics, MS getting ready for HS, HS, planning for the future based on their interests; touch typing; home ec, industrial arts; all levels need more parent resources re: development, technology (IT support), PD for parents;
- Elem: at or above grade level on core curriculum, need foreign language, smaller class sizes, other resources; fully fund all kinds of classes at Elem level; classes/workshops on bullying, social media, conflict resolution; resources and methods to prevent discipline issues from occurring; teachers need Professional Development--must be overseen by the board; Elem career fairs, visitors, etc;
- MS, deeper dives, band, art, comprehensive health ed (nutrition, sex ed, personal boundaries); IGP counselors need more training; more internships and better promotion of; positive feedback for students to understand what they are good at and how they learn; non-teaching staff could be utilized better for their perspective and ability to relate to students; self awareness 0 be able to describe themselves and their skills from a place of confidence; exposure at early ages to many different skills: math, ELA, music, art, trades, etc, create a foundation; need time for "catch-up" during the school day; initiatives to connect students and teacher to be invested in the student's learning; accountability and mentoring; full learning community with parental involvement; mentoring by teachers and by HS seniors; how to get to next level --job, further ed, etc; sex ed every year; ready for college, vocational ed, or meaningful employment

Q3: From the list you just made in the previous question, what do you believe should be the top 3 priorities of our school system?

1 Reading, 2 Math, 3 ELA

1 Better Communication skills
2 Instilling an idea of acceptance for all
3 no third

1 Make sure every child knows how to find help at every level. Ok, to ask for help
2 Know CIVICS and SC History - voting, government policy, geography - ownership of where you live
3 By the end of 9th grade know what your ""trajectory"" is

Academically on track in reading and math, positive SEL development, college and career readiness.

Financial Literacy, Being prepared for college and career, and able to secure a job.

College, Career, and Life Skills Readiness, Communication skills, and SEL skills

communication skills, problem solving skills, leadership skills

Clarity (making sure you understand and others understand you), relationships with teachers & staff, financial stability

Ability to focus, responsible/mature, good common sense

Solid foundation of reading and writing and math; interventions needed to be successful by 3rd grade and so on.

Socially happy; being confident and ready for the MS environment

Allow children to see themselves as part of the story of the country through reading and access to diverse texts

Subject area knowledge on grade level

Exploratory opportunities for diverse career and job opportunities

Interactive learning -hands on learning-integrated learning-experimental-applied learning styles-enriched learning

Tests for SAIL- Is the test culturally relevant?

More time for science and social studies

Career awareness at Elem, MS, and HS know pathways to careers: know about how to access resources and pathways and be ready to get a job, pursue a career, or enter higher education

Community Ties and Involved in the Community, Know who they really are and true history, Whole child learning and equitable.

Eliminate the disparity that separate black and brown students and students in poverty

Maslow's Hierarchy of needs

most experienced teachers and principals in most challenging schools, teachers are well trained to use data to help students improve
support teachers

order not important (1) Foundation in reading, math, and emotional intelligence by end of Elem that continues to grow into skill sets in MS and HS, adding life skills related to entrepreneurship, career, etc, and becoming more independent in HS and be planning for the future; (2) Know that they are more than their test scores--that they are people with knowledge and skills, not just a number; change adult behavior to focus on what students know than on their test scores; (3) have critical thinking skills and plenty of practice through MS and HS

Supported and Confident
Strong Mental Health Background
Well Rounded Citizens

Critical Thinking- Age specific and grade appropriate
Find and vet information
Make own decisions

SEL proficient, academically proficient, life skills proficient

1. Flexibility
2. Allocating funds and resources
3. Reading on grade level"

1. Understand one's self/emotions
2. Be themselves
3. Know that failure is on the beginning

1. SEL
2. Math and language skills

On grade level, on a career trajectory and fully knowledgeable about available options
Basic fundamental skills, SEL skills, and college and career ready

no particular order: (1) reading at or above grade level and performing at or above a "C" or meeting expectations for all subjects and assessments at every level; (2) civil discourse and social skills; (3) life skills, including being able to navigate the world and be literate for their next steps and goals

from one individual on a prepared response (not discussed in group at any point): providing a safe learning environment; educating students; retaining good teachers

1. Flexibility
2. Allocating funds and resources
3. Reading on grade level

no particular order, (1) practical skills - typing, sewing, home-ec related, industrial arts related; (2) student self awareness; (3) proficient in foundational skills and knowledge at all levels

Q4: With the priorities you've identified in the previous question in mind, what do you believe Charleston County School District should avoid or stop doing as it focuses on accomplishing those priorities?

- Avoid placing teachers in areas unfamiliar to them. (moving teachers) unsure of how to offer support to a culture the teacher doesn't understand - more well-rounded teachers placed in area schools
- Avoid emphasis on testing or test scores - scores shouldn't determine a student's status. Some students may not test well.
- Socioeconomic - avoid placing the emphasis where there is a high socioeconomic level - they should not get more support (uncomfortable calling areas ""high poverty"") Uplift areas with lower socioeconomic areas. Split all funds equally - divert funds to the students who need it more. Why are schools funded by demographics - ""why is poverty a thing.""
- Provide time for changes to take place - avoid altering the curriculum or standards - each time there is a change; there is a dip in achievement.
- Respect differences - don't deal with social issues; deal with academics in the classroom. We have to Deal with gender situations, LGBTQ issues, and black/white issues.
- No selective history - we need the full picture
- Avoid assuming all parents have the academic or parenting skills - support and embrace parents by offering opportunities and parent counseling to support students at home. Equip parents to better engage with school
- Avoid educating in ways that are reliant upon all parents' ability to support continued education outside of the classroom. Working parents, etc.
- Avoid funding structures that does disadvantages students with high socioeconomic need
- Provide venues for parents to understand what their child is learning - increase parental engagement through encouragement of knowledge
- Learning center on Johns Island - increase academic preparedness - reduce discipline. If we don't fix the issue in elementary lower grades we will not fix it.
- Work with police force, vocational colleges, vocational opportunities after school and during the summer
- Overtesting, too many tech based programs, switching curriculums and not investing enough in supports, charter schools, last minute meetings and communication with parents, school choice, providing resources based on enrollment vs. needs, dependency on electronic devices in all areas, lack of core focus, not focusing on whole child supports, lack of school autonomy, limiting access to Spanish speaking families, being interest group guided.
- flexibility with rules and requirements and the same standards across the district, separation of church and state, more choice in credits, additional student supports in academics, focus on mental health, more individualized focus, balance between work, home, and school, flexibility and adaptability for different learning styles, additional flex hours and breaks, respect from staff and teachers, more flexibility in allowing movement in classes (specifically, students with ADHD), cultural competency, grading in a timely manner.
- judging students on just test scores, limiting responsibility and freedom, creating negative school environments, tedious assignments and summer work, overtesting, rigid classroom environments, more hands-on activities and field trips, overlooking student voices, dress code, red tape around field trips and experimental classroom activities, restricting learning to just the classroom (should consider hybrid options for learning), no follow-up with student concerns, limiting sessions with guidance counselors
- Students should be able to pick what they want to learn
- Some teachers should actually teach instead of just giving them videos to watch or be prepared to teach the subject instead of relying on a video to teach it to them

- Phone rules (cubbies),??? if its one student that is the problem, don't push the class, accommodate to students
- Stop putting time limits on how fast a student should learn a topic, don't neglect learning styles, students should be able to attend what ever school they choose, don't neglect personal learning styles
- Active teachers
- Don't allow too much freedom for students, don't judge, don't rush the way students learn
- Not keeping as I should move then as I should?? turning in work late, not being on track as I should
- Teachers should teach the lesson until everyone gets it, not finishing your work, not understanding work and not telling teachers, teacher running thru their lessons fast without explaining
- More discipline, more interest in the lesson, don't judge a student based on what school they attend, understand people have different learning styles
- I think they should let students be kids, let us be free a little and gives us a free space
- Do not look at lower budget schools as objects or mindless people
- I want them to be able to give us breaks, our brains need to breath from time to time
- Different learning style
- Lesson plan, don't neglect environment
- Language barrier, disruptions
- Politicization not be in our schools and we focus on getting kids what they need to achieve in reading, writing, math and US History; focusing on learning in elementary and middle school
- -Keeping politics out of school; teachers are afraid to do what they need to do for children
- -Support our teachers, who are professionals with degrees, who know how to teach
- -Don't buy into prescribed programs that are supposed to support all kids
- -Teachers should have the freedom to meet the needs of their students
- -Stop focusing on tests
- -Stop neglecting schools that are in high poverty areas; cannot catch up when the schools don't provide what they need
- -Must distribute resources to communities/schools that need them
- -Stop neglecting diversity among the professional staff
- -Presence of black teachers is almost zero - men and women
- -Stop using lottery system in the way it is today
- -Stop overusing the internet/technology
- -Reinforce the importance of hand writing and using traditional methods
- -Stop using outdated educational system to educate today's students
- -If we are going to make students accountable for their own education, the system must change
- -Take pressure off teachers so they can do what they love
- Stop using a scripted curriculum/program
- -Allow for teacher empowerment
- -Decrease high stakes testing
- -Do not overemphasize reading and math at the expense of science and social studies
- -Third party reviewers to evaluate how money is spent
- -Consider how schools are leaving out culturally diverse experiences i.e.,holidays)
- -Mandate PBIS and restorative practices
- -Equitable resources for each school
- Stop investing time and money in studies that reiterate the same problems and narrative that black students aren't learning; stop allowing communities which oppose change to have major influence; stop doing the same thing over and over again; don't pilot all new programs in Title I schools; don't add/use more standardized testing than what is required; stop changing focus every 2-3 years; don't fail to include parents in the education process

- Stop discriminating in hire practices, policy making, equity lens across the district, be intentional to combat racism , reduce complications in school registration, school applications, social choice, and magnets, accessibility and eliminate barriers to entry, restructuring or eliminating school choice, don't allow policies that create division, don't allow inequities in school, create options and access to the same resources and programs, don't neglect teachers and staff issues, don't lose focus on diversity of staff and students, don't let the louder voices dictate the district, create universal Pre-K for all, look at budgeting differently vs. using just student numbers, stop spending so much money on tech platforms, stop third party operators.
- stop changing the curriculum
- School Board to stop meddling in administrative affairs, politics and dealing with adult issues and focus on student outcomes
- stop putting new teachers and principals in low performing schools
- stop the bureaucracy and ??of respect teachers free time, provide healthy boundaries that teachers need to be effective in the classroom, mental health needs of teachers
- stop using student data to incentivize teachers--students that are further behind should receive more incentive--incentivize entire schools-stop teaching to the test and teach to the child
- Find a way for teachers to share their experiences anonymously
- don't change curriculum so often; don't put newer, inexperienced teachers in low performing schools; don't neglect to retain good and qualified staff; don't neglect to provide choices for Professional Development; don't ask 3rd party inexperienced operators for advise or input on how to run our schools; don't assume all SICs are effective and don't neglect to provide sufficient support to them; Stop spending resources on 3rd party research that repeats what we already know; don't count out Constituent Boards and other groups who are closer to the public for communicating and providing input; don't neglect that adults in our schools need to respect our students--respect goes both ways
- ***Have board dialogue and Q&A's for future community engagement sessions****
- Stop distributing decision making and funding to private organizations- 3rd party operators
- Stop excluding teachers and administration in key decision making decisions
- Stop looking at children as test scores
- For the board and district to stand up for minority children (children of color, transgender, non-binary, and CRT) Stand up for best practices and listen to the professionals on supporting ALL students.
- Discontinue 3rd party operations to give input and advice- Listen to teachers
- -Stop ignoring the diverse population that exists and the needs.
- -Avoid the hard conversations with the diverse backgrounds
- -Expand on the districts cultural literacy
- -Not all schools need the same things, individualized approach for schools and students.
- -Don't focus on rules vs. the child
- -Lean into and understand the inequitable system.
- - Stop assuming that all students have the ability to be college and career ready.
- -Stop assuming that all students learn the same way is compromising our educational system.
- -Stop not communicating with parents
- -Stop the bureaucracy
- -Stop politicizing education and students.
- -Stop blaming and pointing fingers so we can all get on the same page and move forward.
- - Stop making decisions that aren't in the best interest of the kids vs. political game
- -Testing should not be the only narrative
- -Curriculum should be more truthful and cultural
- -Stop the inequitable treatment of students.
- -Acknowledging the fatigue and stress on teachers.
- -Equip teachers with the tools to make it in the classroom. RESOURCES, SUPPORT!!

- - Space for informal learning
- - Stop ignoring outside Community supports
- -Exposure to new things
- -More investment in wrap around services
- -Listen to feedback
- - Be Strategic around teacher shortage. Make sure that teachers have the experience necessary to support kids.
- -District needs to look at data, assess teachers, alternative schools, referrals, etc.
- Stop adding to teacher's plates - specifically SPED because there is a disconnect between general ED and SPED
- Having career paths, engaging community partners to make them more career oriented
- Don't rush the process of handing out resources and expecting results. Staying consistent with resources, time and support.
- Stop giving standardized curriculum without teacher feedback
- Stop neglecting tracking and metrics for SEL, don't just do the programs, but assess it
- Don't keep increasing class size
- Don't neglect teachers' input when it comes to policies or curriculums
- Don't force all teachers to use the same curriculum \
- Don't forget to consider impact to diverse teachers and students
- Don't change curriculum and keep continuity
- Continuity of standards in science and social studies, etc. teachers working on something for so many years"
- Don't rank intelligence based on test scores
- stop putting restrictions on career options
- stop silencing student voices
- Stop sugar coating history
- Get rid of freshman focus
- Stop strong pressure for perfection
- Enforce teaching of money management/life skills
- Stop wearing uniforms
- stop hiring anyone off the streets: teachers should respect students like they demand it
- Stop neglecting school activities other than sports
- Stop ignoring teacher quality
- Stop neglecting independent learning"
- stop allowing cell phones during the school day
- don't have inconsistent policies across schools
- decrease disciplinary issues
- do not allow poverty and inequitable measures to dictate what happens to students
- stop spending money on research firms and studies to tell us what we already know - that black and poor kids are failing "
- Stop rating schools, reduce classroom sizes, create individualized learning opportunities, create more wrap-around support services, provide teacher supports and resources, encourage parent involvement, create project based learning, support year-round school, don't bypass basic fundamental skills, utilize community resources to expose students to new opportunities, be stronger legislation advocates, limit technology and social media access, provide adult and student learning opportunities.
- don't neglect teacher Professional Development (P.D.) and other resources they need for support; phone policy, discipline policy, counselors in schools; don't allow short contracts for counselors; stop limiting planning time and time for P.D.; stop one size fits all for schools; stop changing curriculum; don't neglect rural schools; stop separation of students based on Magnet concept; some students learn

better from other students; stop inequities in district; consider year-round learning; more programs for working parents; stop mandating a singular approach; don't hamstring principals; CCSD should stop indoctrinating students with whatever is currently in fashion politically and focus on education; don't be opaque--need more transparency; don't neglect helping parents to support students, especially math; CCSD/BOT--don't transfer responsibility to unelected people; stop ignoring parent feedback and suggestions; be more accessible to public; listen to Constituent Boards, respect and utilize their connection to the public;

- rural areas need proficient teachers;
- stop allowing inequities district wide for students and staff; don't tie bonuses to standardized testing; stop experimenting on Title I schools with private funding -- i.e., no more public/private partnerships; don't neglect counseling resources and PD; stop switching curriculum; stop removing skills like keyboarding, cursive; stop the divide and conquer mentality among students, parents, staff, communities; don't neglect working with other agencies; don't neglect health needs of students--we are the heart and health of the community; don't avoid accountability for not teaching students; don't ignore that students have different lives and different schedules outside of school; don't ignore teacher input; don't make students into statistics; don't allow slow grading/feedback (e.g., more than 7 days); do'nt operate with one size fits all; don't ignore different homelife, working parents, limited time for homework; don't neglect communication with community leaders, teachers, parents, stop rationalizations; don't neglect teachers' emotional and physical support needs; don't ignore teachers; don't schedule meetings when parents can't go; don't overwhelm when communicating at all levels or when requiring communication

Q5: From the list you just made about what CCSD should avoid or stop doing, what do you believe should be the top 3 of those items?

Avoid placing teachers in areas unfamiliar to them. (moving teachers) unsure of how to offer support to a culture the teacher doesn't understand - more well-rounded teachers placed in area schools

Avoid emphasis on testing or test scores - scores shouldn't determine a student's status. Some students may not test well.

Socioeconomic - avoid placing the emphasis where there is a high socioeconomic level - they should not get more support (uncomfortable calling areas ""high poverty"") Uplift areas with lower socioeconomic areas. Split all funds equally - divert funds to the students who need it more. Why are schools funded by demographics - ""why is poverty a thing.""

Provide time for changes to take place - avoid altering the curriculum or standards - each time there is a change; there is a dip in achievement.

Respect indifferences - don't deal with social issues; deal with academics in the classroom. We have to Deal with gender situations, LGBTQ issues, and black/white issues.

No selective history - we need the full picture

Avoid assuming all parents have the academic or parenting skills - support and embrace parents by offering opportunities and parent counseling to support students at home. Equip parents to better engage with school

Avoid educating in ways that are reliant upon all parents' ability to support continued education outside of the classroom. Working parents, etc.

Avoid funding structures that does disadvantages students with high socioeconomic need

Provide venues for parents to understand what their child is learning - increase parental engagement through encouragement of knowledge

Learning center on Johns Island - increase academic preparedness - reduce discipline. If we don't fix the issue in elementary lower grades we will not fix it.

Work with police force, vocational colleges, vocational opportunities after school and during the summer

overtesting, school choice, and constant changes in curriculum

Additional Academic Supports, Flexibility with different learning styles, More individualized focus.

Not respecting or listening to student voices, red tape around field trips and experimental classroom activities, restricting learning to just the classroom.

-Stop focusing on tests

-Keeping politics out of school; teachers are afraid to do what they need to do for children, Support our teachers, who are professionals with degrees, who know how to teach

--Stop neglecting schools that are in high poverty areas; cannot catch up when the schools don't provide what they need

-Focus on professional development on cultural competencies and restorative practices.

-Treat teachers as professionals-give them the tools they need and trust them to apply them.

-Decrease high-stakes testing.

-Equitable funding and access to resources for all schools-equity in opportunities

did not prioritize as a group. Will submit written comments from some of the participants as well.

Eliminate barriers to entry, stop discriminating, don't neglect teacher and staff issues.

Build trust /community/75 Calhoun/schools

Not enough time for this process- therefore not enough authentic engagement based on number of people that are participating

order not important (1) don't put newer, inexperienced teachers in low performing schools and don't neglect to retain good and qualified staff (2) don't change curriculum so often (3) don't ask/be influenced by 3rd party inexperienced operators for advise or input on how to run our schools or use resources on 3rd party research which repeats what we already know

Stop distributing decision making and funding to private organizations- 3rd party operators, For the board and district to stand up for minority children (children of color, transgender, non-binary, and CRT) Stand up for best

practices and listen to the professionals on supporting ALL students, Stop excluding teachers and administration in key decision making decisions

Stop not communicating with parents, stop the inequitable treatment of students, stop ignoring the stress and fatigue of teachers- provide them with the necessary resources and support.

Don't rank intelligence based on test scores, stop putting restrictions on career options, Enforce teaching of money management/life skills

Overcrowding classes, not providing adequate resources for teachers, create more wrap-around services.

no particular order: (1) don't neglect or limit PD time and/or planning time; (2) stop using one size fits all; (3) listen to and utilize Constituent Boards

rural areas need proficient teachers

no particular order, (1) don't neglect teachers' emotional and physical support needs or their input; (2) stop experimenting on Title I schools with private funding -- i.e., no more public/private partnerships; (3) don't operate with one size fits all (different homelife, working parents, different schedules outside of school; limited time for homework)