

Capturing Student Voice

Planning Commission Study—February 2026

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Objective of Study

Understanding how our students feel about the climate and culture of our school community is essential to our growth. Capturing student voices offers firsthand insights into how students experience school life-academically, socially, and emotionally.

- How are we currently capturing student voices at all three buildings to help inform decisions and guide our work?
- What does research say about effective school culture and involving student voice?
- Are there best practices of neighboring schools?
- How might we take steps to engage student input in a systematic way?

Process of Study

Our study group read current research on the importance of student voice. We generated questions based on grade level bands (3-5, 6-8, and 9-12) to survey both students and teachers in Madeira City Schools. Finally, we reached out to other school districts, Mariemont, Sycamore, Indian Hill, Wyoming, and Cincinnati Country Day, to identify, understand, and generate additional ways to incorporate student voice into daily instruction, future planning, and decision-making.

What does the research say?

→ **Student Voice Means More Than Feedback — It Involves Influence**

Student voice isn't just about asking students what they think; it's about **students actively participating in decisions that shape their learning, school policy, and school culture.**

→ **Student Voice Enhances Engagement and Ownership**

When students feel heard and see their ideas included in classroom or school decisions, they develop a stronger **sense of ownership over their learning**, which boosts motivation and engagement.

→ **Responsiveness Is Critical — Not Just Receptivity**

Research shows that the *impact* of student voice depends on whether adults genuinely **respond to student ideas**. Students will not keep offering input if nothing changes as a result.

→ **Student Voice Builds Trust and Belonging**

Participation and input help strengthen relationships between students and teachers, fostering **trust, collaboration, and a sense of belonging** — key elements of a positive school climate.

→ **Student Voice Supports Academic Outcomes**

Students who perceive that their voice matters are more likely to show **higher academic engagement, intrinsic motivation, and may experience better outcomes in attendance and achievement**.

→ **Student Voice Requires Shared Power Structures**

True voice involves shifts in power dynamics where students are seen as **partners**, not just respondents — influencing policy, curriculum, and leadership decisions.

→ **Student Voice Occurs Across Contexts**

Voice isn't limited to classroom discussions — it can span **classroom learning, school improvement planning, student leadership bodies, surveys, and community engagement efforts**.

→ **Student Voice Needs Safe and Supportive Conditions**

Students are more likely to participate when they feel psychologically safe — that is, when there is **no fear of retaliation and confidence that adults will listen and act constructively**.

Why do these components matter in practice?

Taken together, research supports the idea that **student voice is both a pedagogical approach and a cultural practice** — one that:

- increases student agency and engagement,
- improves teacher-student relationships,
- produces more equitable and responsive schools, and
- strengthens academic and social outcomes when students feel *heard and acted upon*.

Surveying Students in Madeira City Schools

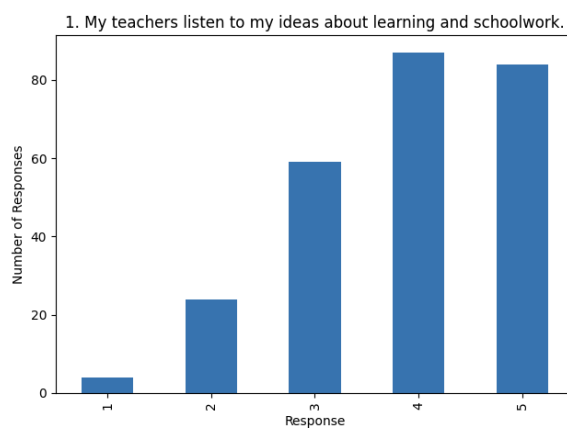
- [Elementary Student Voice Survey](#) (Grades 3-5)
- [Middle School Student Voice Survey](#) (Grades 6-8)
- [High School Student Voice Survey](#) (Grades 9-12)

MES Survey Analysis (258 students):

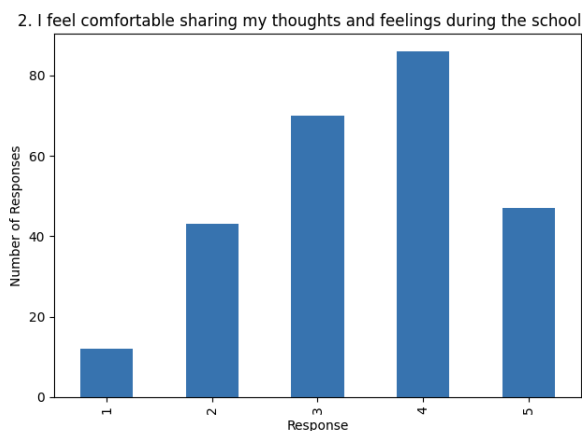
Overall pattern: Students report the strongest evidence of student voice in **teachers listening to ideas** (Q1), and weaker evidence in **being asked for opinions** (Q3) and **comfort sharing thoughts/feelings** (Q2).

Likert results (1–5 scale-Never to Always)

- **Q1: “My teachers listen to my ideas about learning and schoolwork.”**
 - Mean **3.86**
 - **66.3% favorable (4–5)**, 22.9% neutral, 10.9% unfavorable



- **Q2: “I feel comfortable sharing my thoughts and feelings during the school day.”**
 - Mean **3.44**
 - **51.6% favorable**, 27.1% neutral, 21.3% unfavorable



Follow-up Question: “*What helps you feel comfortable sharing, or what would help you feel more comfortable?*”

1. Being listened to — without interruption

This was the **strongest and most repeated idea**.

Students consistently said they feel comfortable when:

- “Everyone is quiet when I am talking”
- “People actually listen and pay attention to me”
- “Not everybody is talking when I am talking”
- “When people don’t interrupt me”

2. Trusting relationships (teachers & friends)

Many students referenced **specific adults** or friends as the reason they feel safe.

Common ideas:

- “Knowing I have a safe adult to talk to”
- “My teachers are very kind”
- “My friends have my back”
- “Talking one-on-one with my teacher”

3. Preference for small groups or private sharing

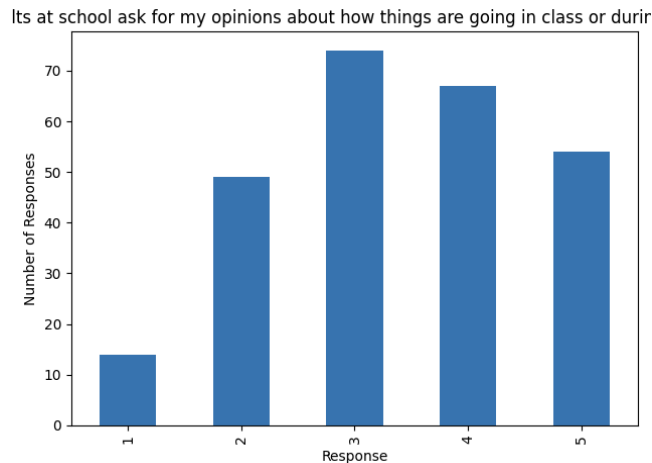
A large number of students expressed discomfort with whole-class sharing.

Students shared:

- “I would feel more comfortable sharing in private”
- “Being in a smaller group”
- “Not being in front of a lot of people”
- “I like sharing with my friends, not the whole class”

- **Q3: “Adults at school ask for my opinions about how things are going.”**

- Mean **3.38**
- **46.9% favorable**, 28.7% neutral, 24.4% unfavorable



Follow-Up Question: “What is something you wish adults at school would ask you about?”

1. “How are you doing?” (Emotional check-ins)

This was by far the most common desire.

Students repeatedly said they wish adults would ask:

- “How are you doing?”
- “How is your day going?”
- “How are you feeling?”
- “Are you okay?”

2. Help, breaks, and support

Many students want proactive support.

Examples:

- “Do you need help?”
- “Do you need a break?”
- “Are you struggling with this?”
- “Can I help you?”

3. Opinions about learning and school structures

Some students want more say in school decisions.

They mentioned:

- Lessons and activities
- Homework
- Projects
- Recess and lunch time
- Classroom changes

4. Interests, hobbies, and life outside school

Students frequently mentioned:

- Sports
- Pets (dogs came up a lot 🐶)
- Weekends
- Family
- Enrichment activities

Interpretation:

Voice includes being known beyond academics.

5. A significant number said “nothing” or “I don’t know”

This is important — and meaningful.

Possible reasons:

- Adults already ask them
- They feel content
- They aren't sure what is allowed to be shared

MMS Survey Analysis (363 students):

Across all four questions, 363 students generally report that **their voices are acknowledged**, especially in:

- **Classroom learning feedback**
- **Social-emotional support**
- **Extracurricular activities**

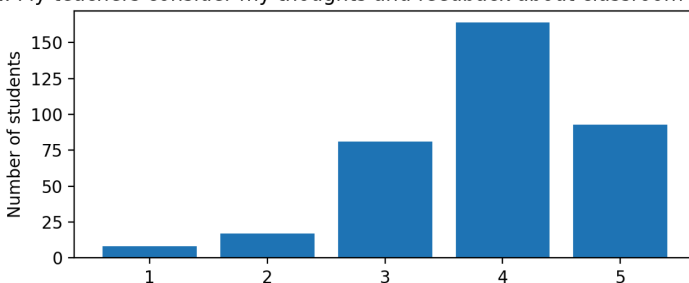
The **weakest area**, and therefore the clearest opportunity for growth, is students' perception that they don't have **real, consistent opportunities to influence classroom or school decisions**.

Question-by-Question Analysis

Q1. "My teachers consider my thoughts and feedback about classroom learning."

- **Mean: 3.87 / 5**
- **Favorable (4–5): 70.8%**
- **Unfavorable (1–2): 6.9%**

1. My teachers consider my thoughts and feedback about classroom learning



Interpretation for student voice:

Most middle school students feel that teachers **listen and respond** to feedback about instruction. Open-ended responses commonly reference:

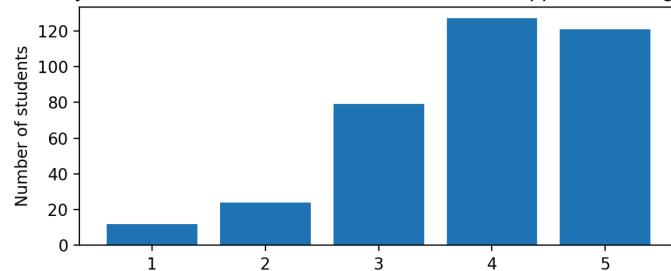
- Choice in partners or activities
- Teachers adjusting instruction or routines
- Some students reporting they have "nothing to suggest," which may indicate either satisfaction or limited perceived invitation

This suggests **teacher-level practices** are a relative strength.

Q2. “I feel that my social and emotional needs are heard and supported during the school day.”

- **Mean: 3.88 / 5**
- **Favorable (4–5): 68.3%**
- **Unfavorable (1–2): 9.9%**

that my social and emotional needs are heard and supported during t



Interpretation for student voice:

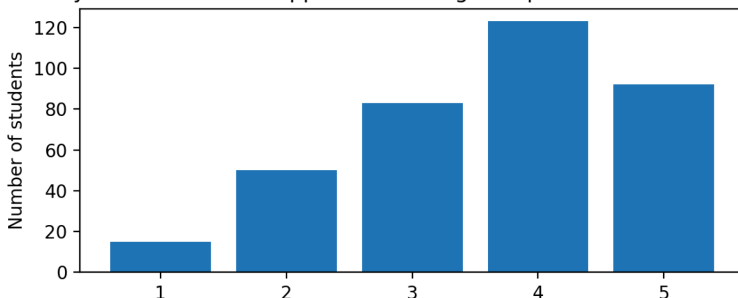
Students largely feel supported, with open-ended responses emphasizing:

- Friends and peer relationships
- Teachers who notice and help when students are upset
- Adults creating a safe and caring environment

Q3. “Students at my school have real opportunities to give input on classroom or school decisions.”

- **Mean: 3.63 / 5**
- **Favorable (4–5): 59.2%**
- **Unfavorable (1–2): 17.9% (highest of all questions)**

its at my school have real opportunities to give input on classroom or s



Interpretation for student voice:

This is the **lowest-scoring item** and the clearest signal for improvement.

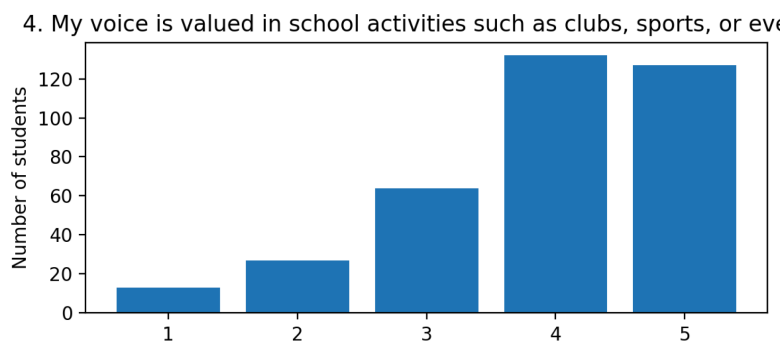
Student comments suggest:

- Desire for more say in daily classroom decisions
- Interest in structured discussions, Light-day choices, seating, and routines

This reflects a gap between **being heard individually** and **having influence institutionally**.

Q4. “My voice is valued in school activities such as clubs, sports, or events.”

- **Mean: 3.92 / 5** (*highest mean*)
- **Favorable (4–5): 71.3%**
- **Unfavorable (1–2): 11.0%**



Interpretation for student voice:

Students feel the strongest voice in **extracurricular contexts**. Suggestions include:

- Student-designed activities
- Broader listening beyond student council
- More inclusive decision-making within clubs and teams

Follow-Up Question that received the most feedback: “How could school activities better include or listen to student voices?”

A meaningful portion of students said:

- “I feel like my voice is heard”
- “Coaches listen to us”
- “Clubs do a good job already”
- “I don’t really have any issues”

Identified growth area

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- Q3 provides clear justification for **expanding structured student input**, especially around:
 - Classroom routines
 - Instructional choices
 - School-wide decisions

Students notice when feedback **does not lead to action**.

Students shared:

- “We give ideas but nothing changes”
- “Surveys work only if adults actually listen”
- “It feels like they already decided”
- “Our opinions are shared, but nothing happens”

Interpretation:

Authentic student voice requires **transparency and follow-through**, not just input.

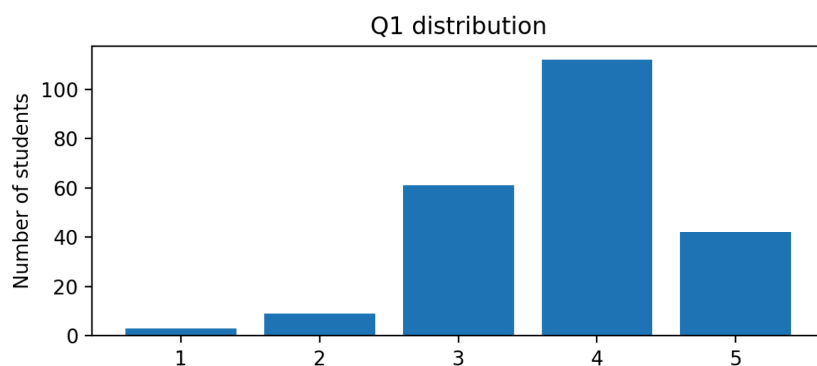
While Madeira Middle School students largely feel heard and supported by teachers, survey data indicates a need to strengthen consistent, school-wide structures that allow students to influence decisions that affect their learning and daily experience.

MHS Student Survey-227 students

Overall, students report moderately strong evidence that their voice is considered, with the strongest area in extracurricular settings and slightly lower (but still favorable) perceptions in classroom, support, and decision-making contexts.

Q1. Academic voice is acknowledged and acted upon

- **Mean: 3.80**
- **Favorable (4–5): 67.8%**
- **Neutral (3): 26.9%**
- **Unfavorable (1–2): 5.3%**



Follow-Up Question: “In what ways do you feel your academic voice is or is not acknowledged?”

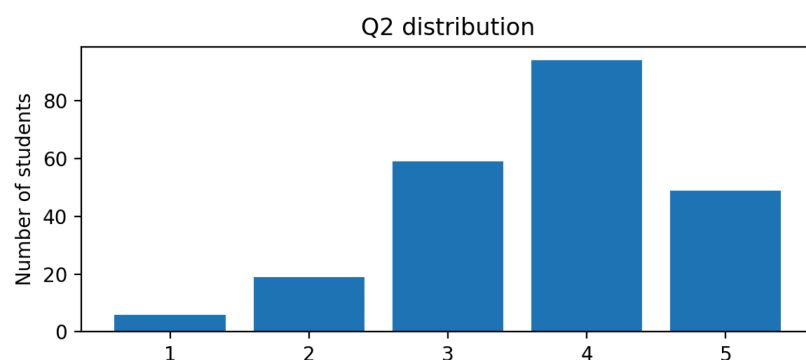
Teacher responsiveness varies by class:

- Students noted voice depends heavily on *individual teacher practices*
- “Some classes more than others”
- “It depends on the teacher’s personality”
- Students referenced surveys, forms, and opportunities to respond
- Many questioned whether feedback leads to real change
- Students described being talked over or dismissed
- Some expressed reluctance to engage because “why speak if nothing happens?”
- Several students reported feeling heard and supported academically
- Especially in discussion-based classes

MHS students reported that their academic voice is acknowledged inconsistently and often depends on the classroom or teacher. While surveys and feedback opportunities exist, students expressed uncertainty about whether their input leads to meaningful change. Some students feel confident sharing their ideas, while others hesitate due to fear of being overlooked.

Q2. Adults recognize/respond to social-emotional needs

- **Mean: 3.71**
- **Favorable (4–5): 63.0%**
- **Neutral (3): 26.0%**
- **Unfavorable (1–2): 11.0%**



Follow-Up Question: “What would improve the social or emotional support you receive?”

Students are generally positive, but a meaningful minority report gaps.

- More direct emotional check-ins from adults
- Being asked “Are you okay?” or “Do you need help?”
- Increased flexibility during high-stress academic periods
- Feeling genuinely listened to, not rushed

Students emphasized the importance of adults proactively checking in on their emotional well-being, especially during periods of academic stress. Many noted that small, consistent actions—such as asking how they are doing or offering flexibility—would significantly improve support.

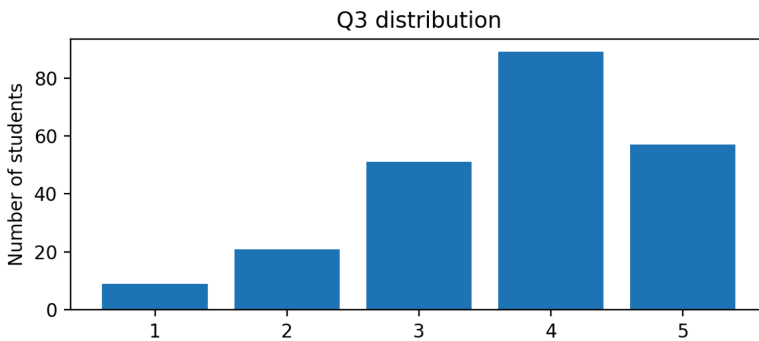
Q3. Meaningful opportunities to contribute to decisions

Mean: 3.72

Favorable (4–5): 64.3%

Neutral (3): 22.5%

Unfavorable (1–2): 13.2%



Follow-Up Question: “What opportunities for student input should be added or strengthened?”

1. Desire for more authentic decision-making

- Students want input on policies, schedules, workload, and school-wide decisions
- “Students should be involved in decisions that impact them”

2. More surveys — but with follow-through

- Students repeatedly asked for:
 - Regular surveys
 - Suggestion boxes
 - Focus groups
- Emphasis on *acting on results*

3. Leadership beyond student government

- Students want broader leadership opportunities
- Not just elected positions

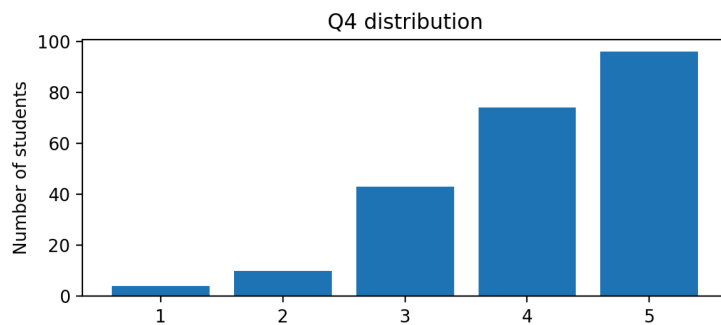
Q4. Extracurricular voice is taken seriously

Mean: 4.09 (*highest*)

Favorable (4–5): 74.9%

Neutral (3): 18.9%

Unfavorable (1–2): 6.2%



Interpretation: Students perceive extracurricular voice as the strongest setting for being heard.

Follow-Up Question: “How can extracurricular programs elevate student voice more effectively?”

1. Strong relationships with coaches and advisors

- Many students reported positive experiences
- Coaches who listen were frequently praised

2. Desire for equity across programs

- Students noted unequal attention, resources, and recognition
- Smaller programs and non-varsity students felt overlooked

3. Increased student leadership and collaboration

- Suggestions included:
 - Player-led meetings
 - Captain feedback loops
 - Student-designed drills or activities

4. Communication and respect matter

- Students want leaders to acknowledge life outside school
- Academic and emotional balance was frequently mentioned

Madeira High school students demonstrate a strong understanding of authentic student voice. They value opportunities to provide feedback, but consistently emphasize that voice must be paired with action, transparency, and equitable treatment to be meaningful.

Surveying the Teachers in MCS

- [Elementary Teachers Regarding Student Voice](#) (K-5 Teachers)
- [Middle School Teachers Regarding Student Voice](#) (6-8 Teachers)
- [High School Teachers Regarding Student Voice](#) (9-12 Teachers)

MES Teacher Survey Analysis (13-Teachers)

Below is a **teacher-perspective analysis of student voice at Madeira Elementary School**, based on **13 elementary teacher responses**. The findings are organized by survey question and framed explicitly to support a determination of **how teachers consider and implement student voice** in academic, social, emotional, and schoolwide contexts.

Elementary teachers report **strong and intentional use of student voice**, particularly in:

- **Academic decision-making**
- **Emotional support and classroom climate**

Student voice is **less consistently embedded** in **schoolwide events and activities**, which reflects developmental differences and limited access for younger students rather than lack of teacher commitment.

Question-by-Question Analysis

Q1. Academic Voice

Students are encouraged to share ideas and take part in academic decisions.

- **Mean: 4.31 / 5**
- **Favorable (4–5): 100%**
- **Neutral: 0%**
- **Unfavorable: 0%**

All responding elementary teachers report actively incorporating student voice in academics.

Examples include:

- Choice in activities and learning strategies
- Daily sharing and discussion
- Flexible approaches to demonstrating learning

This indicates **strong, universal teacher commitment** to academic student voice at the elementary level.

Q2. Social Voice

Students express preferences about social experiences (group work, routines, recess).

- **Mean: 4.00 / 5**
- **Favorable (4–5): 76.9%**
- **Neutral: 15.4%**
- **Unfavorable: 7.7%**

Teachers describe:

- Class meetings and morning meetings
- Choice in partners and group roles
- Student ownership of routines and class norms

A small percentage of neutral/unfavorable responses suggests **variability by grade level or classroom structure**, but overall social voice is well supported.

Q3. Emotional Voice

Students communicate emotional needs, shaping classroom practices.

- **Mean: 4.62 / 5** (highest mean)
- **Favorable (4–5): 84.6%**
- **Neutral: 15.4%**
- **Unfavorable: 0%**

Teacher interpretation:

Teachers consistently reference:

- Daily emotional check-ins
- Calm spaces and alternative seating
- Class agreements and peer support

This indicates that **student emotional voice is deeply embedded in daily practice**, aligning strongly with elementary developmental needs.

Q4. Schoolwide & Activity Voice

Students' opinions are considered in events, clubs, or activities.

- **Mean: 3.62 / 5**
- **Favorable (4–5): 53.8%**
- **Neutral: 30.8%**
- **Unfavorable: 15.4%**

Teacher interpretation:

- Voting on themes or activities
- Leadership roles (more common in upper elementary)
- Developmental limits in early grades (e.g., kindergarten)

This suggests student voice is **present but structurally constrained** at the schoolwide level, especially for younger students.

- **Elementary teachers intentionally and consistently incorporate student voice** in academic and emotional classroom decisions.
- **Social voice is embedded through routines and class structures**, with some variation by grade.
Schoolwide student voice is emerging, with stronger opportunities in upper elementary and leadership contexts.

Teacher survey results indicate that student voice is a core instructional and relational practice at Madeira Elementary, particularly in academic learning and emotional support. Opportunities exist to expand developmentally appropriate student input into schoolwide activities, especially for younger learners.

MMS Teacher Survey Analysis (8-Teachers)

Below is a **teacher-perspective analysis of student voice at Madeira Middle School**, based on **8 teacher responses** to the *Student Voice in Academic, Social & Emotional Decisions* survey.

Teachers report **strong incorporation of student voice**, particularly in:

- **Emotional decision-making**
- **Schoolwide activities and leadership**

The area with the **greatest opportunity for growth** is **academic decision-making**, where teachers report moderate levels of student input and a high proportion of neutral responses.

Important context for the report: this is a **small faculty snapshot**.

Question-by-Question Analysis

Q1. Academic Decision-Making

Students have meaningful opportunities to share input on instructional methods, assignments, and learning options.

- **Mean: 3.62 / 5**
- **Favorable (4–5): 50%**
- **Neutral (3): 50%**
- **Unfavorable (1–2): 0%**

Teacher interpretation:

Teachers describe using:

- Reflection surveys
- Student choice within assignments
- Informal feedback to adjust instruction

However, the high neutral percentage suggests that **student voice in academics may be situational or teacher-dependent**, rather than systematic.

Q2. Social Decision-Making

Students are encouraged to voice opinions about group dynamics, classroom norms, and social structures.

-
- **Mean: 3.88 / 5**
 - **Favorable (4–5): 75%**
 - **Neutral (3): 25%**

Teacher interpretation:

Teachers commonly cited:

- Co-created class rules
- Open dialogue
- Group work structures
- Student organizations influencing norms

This indicates **consistent teacher practices** that elevate student voice in social contexts.

Q3. Emotional Decision-Making

Students' emotional needs influence classroom climate decisions.

- **Mean: 4.25 / 5**
- **Favorable (4–5): 87.5%**
- **Neutral (3): 12.5%**

Teacher interpretation:

Teachers overwhelmingly report:

- Reading classroom climate
- SEL check-ins
- Informal conversations
- Student-led problem solving

This aligns strongly with student perceptions that emotional needs are heard, suggesting **clear alignment between teacher intent and student experience.**

Q4. Schoolwide Activities & Leadership

Student voice is utilized in programs, extracurriculars, and leadership.

- **Mean: 4.38 / 5**
- **Favorable (4–5): 100%**

Teacher interpretation:

Teachers consistently reference:

- Student Council
- SOS
- Clubs and surveys
- Student-led feedback loops

This is the **strongest reported area of student voice** from the teacher perspective and mirrors student survey strengths.

- **Teachers intentionally value and incorporate student voice**, especially in emotional support and extracurricular leadership.
- **Structures for social and emotional student voice are well established** and consistently practiced.
- **Academic decision-making represents a growth opportunity**, where clearer, more visible systems for student input could strengthen alignment with student expectations.

Teacher survey data indicate that Madeira Middle School educators strongly value student voice, particularly in emotional support and schoolwide activities. While many teachers incorporate student feedback into academic decisions, responses suggest this practice may be less consistent across classrooms, highlighting an opportunity to strengthen systematic student voice in instructional decision-making.

MHS Teacher Survey Analysis (11-Teachers)

Below is a **teacher-perspective analysis of student voice at Madeira High School**, based on **11 high school teacher responses** to the *Student Voice in School Decision-Making* survey. The results are organized question-by-question and framed to support a clear determination of **how teachers consider and incorporate student voice** at the high school level.

High school teachers report that **student voice is most consistently incorporated in schoolwide and extracurricular contexts**, while **academic, social, and emotional decision-making show mixed and less consistent implementation**. Compared to elementary and middle school teacher results, high school data suggest that **student voice is more structured outside the classroom than within daily instructional practice**.

Question-by-Question Analysis

Q1. Academic Input

Students influence assignments, assessment options, classroom policies, or learning pathways.

- **Mean: 3.27 / 5**
- **Favorable (4–5): 36.4%**
- **Neutral (3): 36.4%**
- **Unfavorable (1–2): 27.3%**

This is the **lowest-rated area** of student voice among high school teachers. While some teachers describe incorporating choice or feedback, over one-quarter report unfavorable perceptions and over one-third remain neutral. This suggests:

- Academic student voice is **inconsistent across classrooms**
- Structures for student input may exist but are **not embedded system-wide**

Q2. Social Input

Students' perspectives shape classroom culture and collaboration.

- **Mean: 3.45 / 5**
- **Favorable (4–5): 54.5%**
- **Neutral (3): 18.2%**
- **Unfavorable (1–2): 27.3%**

Just over half of teachers report favorable incorporation of student voice in social dynamics. However, a sizable unfavorable share indicates:

- Student input into collaboration norms and classroom culture is **not universal**
- Practices may depend on teacher style rather than shared expectations

Q3. Emotional Input

Student emotional needs influence classroom routines or support structures.

- **Mean: 3.45 / 5**
- **Favorable (4–5): 54.5%**
- **Neutral (3): 9.1%**
- **Unfavorable (1–2): 36.4%**

This item shows the **highest unfavorable percentage**. While some teachers actively use emotional feedback, others report limited influence of student emotional voice on classroom decisions. This suggests:

- Emotional student voice may be addressed **reactively** rather than proactively
- There is an opportunity to strengthen **consistent SEL-aligned practices** at the high school level

Q4. Schoolwide & Extracurricular Decision-Making

Student voice influences policies, events, clubs, athletics, and leadership.

- **Mean: 4.09 / 5**
- **Favorable (4–5): 63.6%**
- **Neutral (3): 36.4%**
- **Unfavorable (1–2): 0%**

This is the **strongest area of student voice** at the high school level. Teachers consistently cite:

- Student leadership organizations
- Clubs and athletics
- Schoolwide feedback structures

Student voice appears **most formalized and visible** in extracurricular and leadership contexts.

Based on teacher data, you can conclude:

- **Teachers value student voice**, but its implementation varies significantly by context.
- **Student voice is strongest where formal structures exist** (clubs, leadership, activities).
- **Academic and emotional student voice are less consistent**, suggesting a need for clearer expectations and shared practices.
- High school student voice appears to be **opportunity-based rather than embedded** in daily instruction.

High school teacher survey results indicate that while student voice is well established in extracurricular and leadership contexts, opportunities for students to influence academic, social, and emotional classroom decisions are less consistent. This highlights a need for intentional, schoolwide practices that embed student voice into daily instructional and relational experiences.

Local School Districts' Best Practices



1. **Academic Input**—What are some ways that students have meaningful and consistent opportunities to influence academic decisions such as assignment formats, course pathways, classroom policies, or assessment options?
2. **Social Input**—How do students express their social perspectives, and how has this influenced your practice?
3. **Social Emotional Input**—Describe how student social emotional feedback impacts your classroom decisions.
4. **Schoolwide & Extracurricular Decision-Making**—How is student voice gathered and used in school-wide or extracurricular decision-making?

Mariemont Elementary: Anne Dunn, 2nd Grade

Academic Input

- A lot of discussion (turn and talk) about ideas and concepts; sharing about ideas
- Free choice time
- Self selected reading/writing
- Choice of subject for various projects throughout the year
- Students often decide whether to work individually or with a partner
- Vote on how to use class rewards
- Student leader each day makes various decisions throughout

Social Input

- Students choose partners to work with
- Students run the morning meeting (question of the day, songs to sing)
- Monthly class meeting includes discussions about conflict resolution - students offer their voice/ideas

Social Emotional Input

- Check-ins about how they feel about things (thumbs up/thumbs down/thumbs to the side)
- Students can choose to go to a calming corner if they need to. Allows time for emotional check in
- Choose Mindful Moments

Mariemont Junior High: Aaron Pfeffenberger, Principal

Mariemont has a club called *Student Voices* (grades 5-6, 7-8, 9-12) led by grade supervisors (teachers) - looks to get input from students, e.g., what is the experience of new students and how they transition into the school, how do diverse students feel in school, how is the PBIS system working for students. The club is open to any and all students. Targeted invitations are extended to ensure a diverse range of students. Teachers and administration introduce topics they would like feedback on and students are also welcome to speak on topics of their choice. This club covers all areas - academic, social, and emotional needs.

Social Emotional Input

Mariemont Jr. High gave the Insights Behavioral Assessment this year. This is an assessment of each student's social-emotional skills. Helps inform teachers of areas of skill and challenge for each student.

Insights Behavioral Assessment

- Gives insight into different social-emotional skills and helps guide conversations and skill-building
- May form some Tier 2 (small group) instruction groups based on skills

Indian Hill Elementary School, Sarah Kelleff-IHES Counselor (Gr. 3-5)

Academic Input

- Focus groups for opinions for SEL and academic playlists with choice
- Class mission statement in each homeroom and unified arts
- Go Time-choose with survey-assessed each quarter.
- PBL groups-in ELA/Math–
 - Kids were getting stung by bees during recess. They problem-solved to generate a pollen garden-which a student group takes care of.

Social Input

- Focus groups to plan playground-students built models
- Procedures-kids put in answers to questions-and generate the procedures and rules for shared areas-cafeteria, recess, etc.
- Student Post Office- students write letters/postcards to each other on postcards read by counselor-she generates a postal staff to separate and deliver letters–everyone gets a letter during the year
- Learner profiles-how do I learn best and what do I need?
 - Stock Market Challenge
 - Robotics

Social Emotional Input

- Brave Room
- Wellness Days-What are student SEL needs?
- Responsive Classroom K-5
 - Morning Circle
 - Problem Solving
 - Learning Climate

Schoolwide & Extracurricular Decision-Making Input

- Go Time-10 years strong-started by Melissa Stewart-Activity changes quarterly
 - Daily enrichment-kids choose their own passion
- Student Leaders

Indian Hill Middle School, Sandy Gemmel, Intervention Specialist (6-8)

Academic Input

- Choice in all encores
- Quarterly reading with choice novels
- Career exposure-core classes take time to explore careers science, social studies, which is student driven
- Advisory-20 minutes all three years all staff
 - MWF-Belonging Days- T/TH-Academic Days 8-8:20am

Social Input

- Choice seating
- Grouping may be teacher directed
 - Often student-directed grouping for work and projects

Social Emotional Input

- English– “Smiles and Frowns”
 - SEL student check-ins
- Balancing tests, projects, assignments
- Small class sizes is really beneficial for student SEL
- 7th teaches 4-sections
- Shifting as needed-8th teaches 5-sections to meet student needs

Schoolwide & Extracurricular Decision-Making Input

- Strengths-want something, IH will make it happen
- 4-kids and an “overseer” to form a club
 - Beyblades Club is a new one this year
- Clubs back in full force after COVID
- Club meetings can be done during advisory allowing kids to participate

Sycamore Community Schools, Maple Dale Elementary, Micki Bates, 4th Grade

Academic Input

- Students do not have many opportunities for academic decisions. It is the classroom teacher who is making those decisions with the input from the intervention or special ed teachers. For example, I am currently working with the tech guy on how to use KAMI to upload documents for the student to use. My student is severely dyslexic and needs to have everything read to her.
- Students at this level have more opportunities for choosing how to make a product to show their learning.

Social Input

- We have classroom meetings. We have a committee called Everyone Counts Every Day. Each week or each month we spotlight different groups to learn about them. My class is buddies with a 1st grade class.

Social Emotional

- We have PBIS (Positive Behavioral Interventions and Supports) that is in the classroom and schoolwide. Students can spend their points at the School Store. This semester we are going through training provided by 1N5 - Social and Mental Supports. We will meet once a month for training. I think this will be a big one as it evolves. Next month we will have Erin's Law Presentations.
- We are also partnered with Children's Hospital. We have our school counselor. But through Children's we have a therapist at our building full time. She meets with kids throughout the day/week/month. It is an amazing program. As a teacher, you have to adjust your planning to get all the academics in the day. The amount of time devoted to some of these programs is challenging as more is placed on the classroom teacher. Do more and get high scores.

Schoolwide and Extracurricular

- I would say this is more driven by our PTO. There is a small group of kids who are part of the Flight Crew. Kind of like a student council, but at an elementary scale. They seem to mostly have a canned food drive or help with kindergarten orientation.

Wyoming City Schools, Dr. Ericka Simmons, Assistant Superintendent with input from the Superintendent and Director of Pupil Services- (Elementary-High School)

Academic Input (Elementary School)

- At the primary level, some teachers use choice boards during ELA and Math workshop rotations. These allow students to choose activities that align with their interests, strengths, and readiness, while still working within clear learning goals. These opportunities help students feel invested in their learning and support creativity, reflection, and ownership.

Social Emotional

- At the primary level, morning meetings are an important part of this work. These daily check-ins give students a chance to share how they are feeling and build connections with peers and adults. Teachers use what they learn during these moments to adjust their approach with students, provide additional support or create opportunities that help students feel grounded and ready to learn.

Academic Input (Middle School)

- Across levels, student feedback and observation continue to inform instructional decisions such as pacing, grouping and supports, which supports creating learning environments that are responsive and engaging.

Social Input

- Students share their social perspectives through student clubs and student council at the middle school and high school levels. These spaces allow students to express their ideas, raise concerns and collaborate with peers and adults around school culture, activities and community needs. The student voice has influenced how we think about connection, belonging, and inclusive practices.

Social Emotional

- We gather student social emotional and well-being feedback through a variety of surveys and tools that help us better understand how students are experiencing school. This information supports classroom and schoolwide decisions related to pacing, flexibility, and support, and helps educators respond thoughtfully to student needs.

Academic Input (High School)

- Across our district, we try to be intentional about giving students real opportunities to have a voice in their learning. At the high school, there is a flex schedule offered two days a week that gives students choice in how they use their time whether that's seeking academic support, collaborating with peers, working independently or engaging in enrichment. This structure supports student

agency and engagement and encourages students to think critically about what they need to be successful.

Social Input

- Students share their social perspectives through student clubs and student council at the middle school and high school levels. These spaces allow students to express their ideas, raise concerns and collaborate with peers and adults around school culture, activities and community needs. The student voice has influenced how we think about connection, belonging, and inclusive practices. .

Schoolwide and Extracurricular Decision-Making Input

- Student voice is gathered through student council, clubs, surveys and ongoing conversations between students and staff. At the middle school and high school levels, student leaders regularly provide input on school events, extracurricular offerings and aspects of school climate. Student perspectives are valued and used to inform reflection, planning, and continuous improvement. In the past we have surveyed students about course selections to get an idea of what they are most interested in academically. Also our superintendent holds regularly scheduled senior lunches which gives good insight from the students which is then shared with the high school administration and teachers.

Cincinnati Country Day School, Al Beauchamp-Director of Academic Affairs

Academic Input (Elementary School)

- Students often are given choice of how to represent what they know by writing, drawing, building, or even audio/video; students have input into classroom norms and expectations of what our virtues look like and sound like; choice in learning opportunities, such as interest-based book clubs; peer giving each other feedback; exit slips where students give teachers feedback; homework, that's differentiated.

Social Input

- Classrooms hold morning meetings each morning to reflect, set norms, and problem-solve.

Social Emotional Input

- Sources of Strength program allows for us to gain social emotional input from each student.

Schoolwide and extracurricular decision-making Input

- Third and fourth graders apply to become a House Leader who help shape assemblies and house meetings, and support the school in varied ways from the admissions department to other extracurricular programs. House leaders are changed every semester to maximize opportunity.

Academic Input (Middle School)

- Generally, students have opportunities to influence academic decisions in the classroom through individualized meetings with their teachers. Teachers work reasonably to individualize the learning experience for the student based on feedback from the student. Students have opportunities at the beginning of the year to influence the classroom routines and procedures that are used. At times, students will have choice as to how they choose to demonstrate their learning.

Social Input

- Students are free to socialize with whomever they please during lunch and recess times, as well as before and after school. Teachers are always present in these spaces and are able to observe and recognize student relationships. This helps teachers know and nurture students inside and outside of the classroom.

Social Emotional Input

- Students provide social emotional feedback to their teachers and school administration through surveys, direct communication, advisory and the Sources of Strength program. Teachers use this information to optimize the learning environment through strategic groupings of students, flexible furniture use, and student choice.

Schoolwide and Extracurricular Decision-Making Input

- Student surveys and student-led clubs provide input on school wide and extracurricular issues. Student input is gathered by school administration and used to make decisions. Students select after school clubs and athletic teams they want to join.

Academic Input (High School)

- Students are free to select their courses each semester and are able to carve out unique pathways of learning for themselves to meet their unique learning goals and desires. Students have opportunities to individually meet with faculty to ask questions and receive guidance on their learning needs within the course during office hours (Designed to emulate a college campus, office hours allow students to meet with teachers during designated times throughout the week), class time, and free periods.

Social Input

- Students freely socialize at appropriate times throughout the day. Many students join affinity groups as another opportunity to express their social perspectives. Faculty are knowledgeable of the social circles and **affinity groups** to which each student belongs, this supports the knowing and nurturing of students within and outside of the classroom.
 - Affinity groups offer safe spaces to students where they can connect over shared interests or experiences. They are most often racially or ethnically based, and, this past year, the number of affinity groups has almost doubled. The implementation of affinity group time at Country Day marks a significant step toward fostering inclusivity and cultural awareness within the school. By providing students with spaces to share, connect, and celebrate their identities, these groups have really enriched school culture. The allocated affinity group time is Thursday afternoons. *Shiva Shyam '26*

Social Emotional Input

- Generally, students have reasonable freedom to make choices and decisions about their social emotional needs as they see fit. In many (not all) cases, students have free choice of seating in the classroom, can take breaks as needed, and can access mental health support personnel when needed. Advisory, peer-mentoring, and the Sources of Strength program also provide teachers and administration with information about student social emotional needs. As a result of these many opportunities, the classroom environment maintains a strong focus on the daily learning goals.

Schoolwide and Extracurricular and Decision-Making Input

- Student surveys and student-led clubs and groups provide input on school wide and extracurricular activities. Student-led groups such as student council facilitate weekly student-led assemblies and activities. These groups make decisions about annual school events and school spirit opportunities (ie. White out at basketball games, winter formal, and homecoming). Individual students are given independence to choose from a variety of service-learning opportunities, athletic teams, and participation in the arts.

Recommendations

- Continue actively seeking feedback and honoring student voice through consistent surveys and other student input opportunities.
 - ie. end of course surveys, end of season surveys, superintendent luncheons
- When feedback is obtained, consider putting student feedback into practice/action
 - Reflecting on ways that our students are getting their voices “heard”
- Find opportunities to make sure that **all** students are involved in at least one extracurricular experience to build connections.
 - tracking student participation
 - make student recommendations for clubs and activities
- Incorporate more Problem-Based Learning experiences across all three buildings to problem-solve challenges and incorporate student voice.
 - What are current challenges that need solutions?
- Utilize our neighboring districts with areas of expertise.
 - Mariemont (Sources of Strength)
 - IH (Problem-Based Learning/Go Time/Advisory Time)
- Student Suggestion Boxes