Leadership Class: Integrated Guidance Brewer

Tuesday, December 10 · 8:30 – 9:30am

19 students grade 10-12 2 students grade 9 Total 21 students

Demographics of the group

15 –White 1-Asian 1-Hispanic 2-American Indian 2-Black

1-Parent’s immigrant More than 15 year 20-Born in USA

LGBTQ2SIA+ 16-No 3-Yes 1-Bisexual 2-Prefer Not to say

21-English 1st language

Disability 18-No 1-Yes 2-Prefer Not to say

Experiences –Majority of students answered “None of the above”

3-Foster Care

5-Free or reduced school meals

1-Jail, prison, juvenile detention or other correctional facilities

A slideshow was present to the students explaining what Integrated Guidance is and what is does and could do for students. Listing current funded supports as PE, Sped Teacher, Consumer Finance electives, CTE supplies, EA’s, Teacher supports for student’s success & on track, Running start program.

It was explained to students how data is reviewed and helps guide the district in making strategic plans and decisions with school funds. For example, do to CMHS being a targeted school for math, a plan for this school year is an additional support person for math. Students were asked what they felt school funds should be used for. Students stating additional math supports, having only 1 teachers, puts the burden on teaching and grading all math classes on 1 teacher, which does not allow the teacher time to give a lot of extra support. They also stated having more than 1 math teacher allows them to learn from a different teaching perspective. Additional needs the students felt are important; Make the school look more cheerful, brighter colors, more inviting environment. Maintain and update area used by the students, weight and locker rooms. Have more student clubs, students really enjoyed WIN classes last year and would like to see them come back.

Story Circle-What made you feel that you belonged or did not at school or in your community?

WIN classes was the #1 answer. Student felt this gave them an opportunity to discuss subjects with other students that had the same interest, but maybe were not in their circle of friends. This gave them a security being able to share their thoughts and feels about a subject that their peers could relate too. Because these classes were geared around a subject the student enjoyed, they were more excited about learning more and wanted to dive deeper into understanding the subject. This enthusiasm is then shared among the class, giving them a since of belonging together. This also may force a student to be with peers that they would not have normally hang out with and possible build new friendship. Student also felt that having supportive staff, made them feel more comfortable at school.

Lastly, field trips and the importance of them to students. Again being with students that share the same or similar interests gives them a since of belonging. Being able to experience learning in a different environment brings better understanding to the students. Being able to experience, it with their peers allows them to communicate at a deeper level, as well as sharing in the experience as a group. Additional needs to students expressed were, making learning fun. Students feel that too much time in the classroom is spent on their laptops. They want more hands on learning, being more interactive with their peers. With so much time spent on laptops during COVID, they would like to go back to more time spent in the classroom doing experiments, discuss groups, and time to get schoolwork done in class. Students were asked how they felt about the no cell phone policy. Students said they are more engaged with their peers, have less stress, and overall in better mood.