

Building Our Future Through Community Conversation

Glads, Sads, Mads: *“Based on your knowledge and/or experience with the Frederic schools, what are you GLAD about, SAD about and MAD about regarding the education of our students?”*

Students

Glads: opportunities to help us continue to learn and have fun: bells, sports, ITV, college; great environment for close relationships; for the few teachers who care about us individually and are passionate and teach content

Sads: lack of programs (the quality of programs); lack of school pride/spirit and student involvement; teachers leaving

Mads: lack of quality and opportunity of certain subjects and college ready courses; poor treatment by students of school property; teachers failing to teach course content

School Board Members and Administration

Glads: quality staff; community and school pride; and opportunities we have accomplished

Sads: lack of funding; mental health and trauma; quick to judge

Mads: lack of state support vs. expectations; generalizations and absolutes; easy to blame

Teachers #1

Glads: great educational community; individuality matters; numerous opportunities

Sads: lack of time; declining enrollment; lack of parent involvement/support

Mads: poor communication; feeling powerless; lack of respect

Teachers #2

Glads: dedicated staff; friendly and caring students; students are utilizing some new technologies

Sads: lack of opportunities for kids; lack of communication (admin – staff; staff – parents); lack of student motivation

Mads: emotional stress on students/trauma; limited resources due to budget cuts (supplies/training); lack of outside support for education

Support Staff

Glads: great staff; positive/caring towards students; opportunities for students (clubs/sports)

Sads: lack of core education; drama/trauma; lack of student respect for others

Mads: lack of funding/support; behaviors: disrespect for students towards teachers; non-parent involvement

Former Staff

Glads: small classes have provided good learning opportunities; staff has been cohesive and student-centered; board had the vision to update the facilities in the 90's

Sads: declining enrollment; funding is a constant issue and problem; sad that we don't have as much positive parental support and parent involvement

Mads: staff members don't live locally and not involved in the community; lack of funding for mental health issues and addition/bullying; mad can't attract and keep more teachers

Parents #1

Glads: small class sizes and one-on-one opportunities; positive school environment; lots of opportunities to try new things (extra-curricular)

Sads: lack of course opportunities: challenging coursework, arts/music/drama, life skills; amount of focus on required mental health/trauma/behavior issues; lack of school spirit

Mads: focus on testing; lack of staff retention, community connection, and communication; elective course opportunities (lack)

Parents #2

Glads: caring, involved community/collaboration; creative use of resources – teachers and support staff; thinking outside the box and innovative programs

Sads: lack of funding/program cuts; teachers over extended and leave; low parent involvement and mental illness

Mads: no community resources – gather areas/pool; lack of parent discipline, yet teachers can't

Parents #3

Glads: infinite campus; small class sizes; invested community with rich history

Sads: lack of course selection; loss of staff; too many "bad" kids taking up class time

Mads: bad school lunch; staff leaving; accountability of students and students leaving the district

Parents #4

Glads: happy with teachers who invest in children's education; good facilities allow increased class options; improved administrative staff

Sads: lack of face to face and hands on electives and specialty programs; low extra-curricular activities due to lack of interest, parent and student motivation and staff motivation (coaching); family issues impacting kids learning/experience

Mads: grading system; administration's lack of addressing kids social and family issues; lack of vocational/life skills classes

New Families

Glads: opportunity to participate in helping school thinking/community involvement; small community; independent (attention recognition) from school staff; business/churches reaching into community and schools

Sads: annual traditions: not being maintained because of lack of support, funding, volunteers (ex. Family days, parades, kindergarten circus); teacher turnover; testing, testing, testing

Mads: adult/parent choices effecting children's lives; non all children learn the same way; nothing to bring them back after school/graduation

Long-Term Families

Glads: small classroom sizes; great teachers and staff; community pride and support

Sads: lack of opportunity: music, home ec, votech, higher education; open enrollment/transferring out; stress/social issues

Mads: teaching to test; reduction of music and arts; family and social issues

Retired

Glads: the staff we have now; great school facilities; that many of us graduated from Frederic!

Sads: children coping with too many stresses; declining enrollment; lack of cursive writing taught and used

Mads: drug use: adults and children; lack of critical thinking; lack of job opportunities

Employer #1

Glads: New high school principal; nice facilities; good student-teacher interaction

Sads: one size fits all curriculum; drug use/mental health/family unit; lack of vocational/home education

Mads: lack of school employees living in the district; discipline; state/federal control of curriculum

Employer #2

Glads: small school environments/setting; great elementary education and teachers; increase in tech-ed classes coming back

Sads: open enrollment; loss of great, long-term teachers; lack of vocational education/choices

Mads: school/parent communication; lack of class electives: music, cold weather activities; restriction on religious freedoms; learning how to fail and recover from it

Non-Parent

Glads: great staff and students; curriculum offerings; social media presence

Sads: declining enrollment – families choosing to leave; too much focus on sports over academics; not enough volunteer involvement

Mads: parents blame the school and school blame the parents: not working together; teachers and staff leaving; excessive cell phone use/social media