

Education Town Meeting
Session 1

A. Institutional Racism

a. Borough 50 yr plan

- takes a long time to get to (s) level
- how do we speed up process
- practical tools and info for (ss)
- liaisons for ASs to bridge cultures
- where do other cultures go?
- is there a student level liaison
- dominant and non dominant cultures have tools to work together well
- Change system 10 (ss) know if they have problems they will be addressed
- system accessible to all and advantages

b. Action Plan (discuss further)

- community- wide group *
- Cultural celebrations
 - arts
 - food
 - all people
 - not superficial
- teachers /Parents/ Student (community)
- strategies for getting issues on the table*
 - media
 - comprehensive training (such as roach)
- Community wide members: Bill Bailey, Wendy Dominique, Kristina Bruphy, Brenda Sadler Badger, Kattie Cook, Traci Gatewood, Donna Baum, Barbara Short, Bob Sawyer, Fawn, Karen Gabork
- Transition from high school and college
 - jumping through hoops
 - challenges of the process
 - need for support
 - advantage for those “ in the know”

- smaller learning communities
 - connections and help available
- g. realationships
 - formal/ informal
 - adults and students
- understanding student – where they come from
- educating teachers
 - zero tolerance of derogatory remants
 - respect differences
- youth counsels
 - class/ retreats/ learn about cultures
 - elective → requirement

C. Supporting Families

- a. what do we do as a school district to support families?
 - drop out prevention in highschool
 - generalist in e
 - connect parents with resources to help
- parents don't know what services are available in headstart level
- central source of readily available information for families with structured dissemination of info
 - community based info- not necessarily school based
- before/ after school option for working parents to cover 10 hr block
 - silent families who need support lack community support for youth and young parents
 - opportunities for children's activities community wide, not just within the schools
 - efforts to get families clean and sober

b. Action Plan

- make schools more available for after school activities
- master list of support for families
- how to reach out to families at risk
- support quality early childhood education
- corporate support for employee help/ mentoring in the schools
- more of a community support rather than school district effort.

- Homevisiting

D. Foreign Language starting in at primary levels

F. Bridge the disconnect between early childhood education

- transitions between EC programs and Elementary for Families
- preparing EC children for kindergarten
- understanding EC goal to help develop social-emotional skills/ language rather than academics
- Volunteer universal Pre-k
- Pre-first step class*
 - between kindergarten and 1st grade transition for children that don't quite have the maturation for 1st.
- Support for birth to 5 yr. families and children
 - imagination library
 - getting information to families
 - (idea) create a "first night" within community to inform population of resources similar to current "first Friday's"

b. Action Plan (?)

- Implement to school district to have full-time aids in kindergarten classrooms
- (idea) support lower ratios in kindergarten- 2nd grade classes (15-20students max)
- Get rid of "flex time" unless that is the 20 head count max per class.
- (idea) create oppurtunities for community early childhood programs to work with head start to pool ideas and practices that are working and learn from each other.
- (idea) develop a strong community awareness plan to develop awareness of what children birth to 5 yr need for success
- Develop resource pool(\$) to help educate parents and early- care providers of appropriate needs for children birth to 5yr.

G. Bridging high school to college student

a. Student preparedness

- look at elementary level to begin to broaden their view.
- needs to be clear goals. Help kids to develop long term goals.
 - over arching leadership to create expectations
- RAHI experience for urban students → inside out

- Study skills in High school
 - study skill courses/ workshops
 - basic life skill course
 - problem solving
 - job reading
 - course planning
- early identification skills
- greater communication between high schools and college
 - coping skills, adaptation
 - real communication
 - two way learning experience
 - open environment
 - recognition of learning styles
 - How do we break the barriers?
- *Communication* possible solutions
- ask to be part of prof. Dev days
- reframe message of education/ future preparedness
 - Tools
- convene key players to identify standards of college readiness
- evaluate instruction leading to that.
- Expand the K-12 model to K-16
 - includes discussion of mastery of subjects.
 - expectations are too low
- Early college opportunities
 - expand to all schools
 - Dual credit
 - Peer mentors
 - tech prep
 - study skills
 - cohort- learning environment
 - developmental support
 - Challenge : rotating schedule
 - Blow up the calendar

b. Action Plan

- early college option to all schools an all students

- expand school year and ditch rotating schedule to expand student options for more challenging options and engaged
- Provide developmental support for students
 - clerical support for scheduling
 - counselors do counseling
- Convene UA and HS key players to define preparedness and open communication
 - identify standards

H. Brain development

- birth to 3 Important
- by 8 80% of adult
- neural development/ synapse forming strengthening with repetition and exposure
- form rapidly / easily thru 8
- pruning “(decrease) by 10
- 2nd language easily when young sound exposure pre-8 months
- reading / writing/ vocabulary important
- parental/ caregiver speaking
- *Community education*
 - Alaska native ads- speak to children
 - teaching brain/ child development to high school students
 - early childhood educators/ caregivers
 - broadcast science of brain development
 - Thru public health
 - parenting ed classes
 - school borough resources Dr. Amen
 - Gloria Digaetano
 - curriculum department
 - daycare- childcare resources and referral
- books, resources
 - David Sousa : how the brain learns
 - Daniel Amen : adolescent brain
 - Dev. (esp. for depression drug and alcohol use)
 - Di Gaetano: importance of early conversation (birth- 3 yrs)
 - Impact of Screen culture on birth -3 yrs. Development
 - Parental education

I. Career education for students not getting 4 year degrees

a. Summary

1. Better awareness of all that is available in career tech ed and how to increase access and opportunities outside classroom.
2. Mandated career readiness course as defined by industry.
3. Funding for cte programs including instructors (m certified)
 - o Especially for areas we don't have already
4. What do you want to be when you grow up? Not all college
5. Parents should know about apprenticeships.
6. Support system for businesses who hire teens ..training support
7. Need more career ed. Re-introduce more trades
8. More options for career tech that hutch
9. More apprenticeships
10. Got retired trades people into school to assist programs
11. More access to career ed
12. Go to trade schools for hs credit
13. job coaches hs and / or college job sharing
14. Need to teach employment standards more clarity more intentional on the teaching of those skills
15. Goal setting skills need to figure out a plan for after hs.
16. Portfolio of career interest k-12
17. Identify child's natural aptitude and intelligence.
18. Transition programs for all students
19. Better utilize the facilities we have to increase access
20. More counseling for career and aptitude state district
21. Funding formula needs to change for career tech ed
22. Create academic curriculum 6-12 that has integrated with career tech
23. Seniors help mentor younger students
24. More applied academics
25. Comprehensive proper include "work keys" assess it
26. Need to get everyone aware of all the opportunities in our community
27. Coordinate communication between employers and schools what do employers want?
28. Need qualified instruction- good part
29. Job readiness skills class

K. Gender differences in education (summary)

1. K-8 magnet school most subjects separated by gender
2. Some subjects separated by gender k-12
3. more male teachers elementary prek-k-6
4. some separation, some mixed subjects for socialization
5. Uniforms

L. Unique learning environments of adolescents

- Choices of environments for many needs (do a needs survey)
- Active
- Relevant
- Builds interest
- Nurture/ love -a connection to a caring adult
- Morning academics - every afternoon careers service learning
- Build confidence- “I can handle anything.”
- Understanding multiple futures
- Change out current model
- *Problem solving curriculum- students are active participants who ask the expert for help.
 - active learning not passive learning
- magnet schools for middle and high.
- get teacher buy in and let them choose where they want to teach.
- Research - backed
- hand more responsibility to students → build the culture recruit diverse groups
- Schools with emphasis areas other versions of diploma
- Pick your own path
 - but have ability to move paths.
 - keep old system as a possible choice
 - small groupings connections 2 adults per group same teachers
 - Middle school= try out different strands 7-9th grade
 - Get as far away from current model as possible we’re stuck in a rut!!
 - High school is just one stage and college isn’t the end
- Teach students how to be continued learners, not containers of facts
- Teach process
- Teach how to think like a scientist historical
- Info. Overload- access and get inform sorted out
- Emphasis on technology as a **tool**

- student processes the info
 - Whole different mindset of teachers.
 - Focus on future. -attain a ways to access info all the time where's the connection
 - Opportunities to look at a broader future- not just college.
- b. Action Plan-- Tree Diagram: Elementary Core Idea
- Pick your own path but have ability to move paths
 - Responsibility for own learning.
 - Small groupings connections to consistent adult
 - Schools with emphasis areas- other versions of diploma
 - Problem solving curriculum students are active participants who ask the experts for help
 - Educators who are willing to adapt

M. Non Violence Education (no notes)

N. Setting and maintaining high standards

- Confused as to educating public about standards.
- Fnsbsd has ~ 60 diverse groups
- Cookie cutter ed?
- What are high standards?
- Disconnect between what teachers and parents know and do about standards
- Are teachers adequately prepare to teach diff learning styles?
- State standards are minimum standards.
- Kids meeting minimum standards through h.s. are not necessarily prepared for college
- We need to have a broader view of standards for our children for success in life
- Connectedness with community and conversations is needed.
- What are the other "living skills" standards./ social/ work."
- How do we assist community in realizing helping with these standards.
- Need conversations about what is essential and integrating at all levels.
- Sat standards there's a presumption of control.
- Are grades needed important?
- Nclb made a lot of diglicts etch. Set up to the plate. It's checks and balances
- Big hole, not enough parents and teachers helping to do this job."
- Grade levels not important
- Kids are still graduating with out basic skills and trying to make it in college.
- Only persons responsible for a students education is the student and his parents

- Parents need to continue to stay involved in middle schools and beyond
- Teachers set expectations and standards in classroom.
- We want to de mystify the standard and set them up in levels. We can't help if at the "needs assist" level an move on to acceptable level.
- All children can believe that they can achieve to their highest potential.
- Historically expectations have been low and students / parents continually only live up to those
- This is not an over night fix

High expectations must come from home and students themselves.