

Education Town Meeting
Session 2

A. Designing and supporting adult education

General Notes

- a. Education to empower all people (Alaskans) to move forward in career in technology and resource management.
- b. Some opportunities for remediation for adult learning, but who pays?
- c. Proof of abilities—"certifications" vs. "grades"

B. Respect and involvement

General Notes

- a. Already have compact of shared responsibilities.
- b. Parents/student involvement—less at higher grades.
- c. Parents volunteer (at home parents help more), have business time off.
- d. More service learning opportunities Less emphasis on exit testing (graduation exams).
- e. More emphasis on job training.
- f. Training in what parent involvement actually is.
- g. Truancy.
- h. PTA involvement.
- i. Create a course on respect for adults and kids (reciprocal—2-way street).
- j. Individual learning styles.
- k. Teachers learning how to do with disrespectful kids.
- l. An outspoken society needs to learn social etiquette.

Action Plan:

- i. Respect is a two-way street.
- ii. Utilize different parent support and involvement.
- iii. More service learning opportunities direct toward individual learning styles.

C. Development learning for the kindergarten students

General Notes

- a. Universal kind—fully funded state programs.
- b. Universal preschools that are developed using State of Alaska Early Education guidelines in conjunction with National Association for the Education of Young Children (NAEYC).
- c. Parent education.

D. Creative arts as a valued component of education

General Notes

- a. What is being learned when we are involved in the arts?
- b. Should not be used as emotional leverage.
- c. Arts as a component of graduation requirements.
- d. Educate the public at every opportunity.
- e. Recognize how arts affect how we interact in our communities.
- f. Internalize and reorganize learnings that are expressed out to our interactions with others.

- g. Arts help you look closely at the world and then you are able to describe it.
- h. Arts support self-regulation and self management skills.
- i. Gives tools to be more creative in the jobs they do.
- j. Allows students to develop who they perceive themselves to be.
- k. Leads to good jobs in technical and commercial art industries.
- l. Communicate the values and importance of the arts to funding groups.
- m. Develop alternative models and integrate art as critical component of education.

Action Plan:

- i. Develop alternative school model that integrates arts
- ii. Constantly educate various constituents (policy makers, funding groups, public, parents, administrators).
- iii. Educate to parents the value of arts at early development.
- iv. Expectations for elementary classrooms to have weekly arts (art, dance, drama)
- v. Have an arts graduation requirement

E. Gifted/I.B.

General Notes

- a. High school counseling needs
 - i. Multipotentiality
 - ii. 2E
 - iii. gifted in arts
- b. Good program—keep strong
 - i. UAF Scholar Program
 - ii. Keep graduating kids in AK
 - iii. Keep scholarships commensurate with costs
 - iv. Honors courses
- c. Not all kids need to go straight to college
- d. Teach how to learn
- e. Wider range of courses

Action Plan:

- i. Acceleration
 - 1. subject
 - 2. grade skipping
 - 3. early entrance
 - 4. compacting
- ii. Increased awareness of research support for acceleration
- iii. Training for school counselors in special needs of gifted
- iv. High school scheduling—counsel not just dropouts and juvenile delinquents

F. Promoting self-sufficiency in students and young adults

General Notes

- a. Lots of kids don't relate to school. Tie in life skills—make what they are learning relevant.
- b. Different kinds of diplomas

- c. Promote students taking responsibility for own education.
- d. Can't take away need for support
- e. All students need to have a plan
 - i. Okay to ask questions
 - ii. Mechanics of scheduling get in the way of career counseling
 - iii. Tie in parent education—help them learn how to raise self-sufficient kids
 - iv. Mentorships encouraged
- f. General business class (checkbook, loans)
- g. Are we saying that our children are less self-sufficient than we were?
- h. Generational loss/shift/difference—the society is not the same that I grew up in.
- i. Some very smart kids don't function well, don't do well in school
- j. Amount of information available has impacted the approach to education
- k. Different ways to attack and use information—How to learn how to use it and be self-sufficient?
- l. A lot of countries require military or civilian service between high school and college—gives discipline and maturing tool
- m. What is self-sufficiency (checkbook/check card)?
 - i. Pace of life
 - ii. Economic
 - iii. Oral/written communication
 - iv. Skills you need to live outside your parents' home
 - v. What's more/less important—values
 - vi. Be happy
 - vii. Know how your actions affect others
 - viii. Awareness of place in the world
 - ix. Learning how to think clearly and make decisions
 - x. Not being afraid to tackle problems
- n. Balance between survival and self-sufficiency—we need to recognize that many can't get beyond survival
- o. Self-sufficiency looks different in different countries
- p. Families bridging village and urban life
- q. Alaska standards address things other than academics
- r. Responsible for own health, family, and community health and safety
- s. Role of before/after/extracurricular activities in developing self-sufficiency
- t. Awareness of resources and support system
- u. Service learning

G. Slow learners in high school/drop outs

General Notes

- a. Family support is important
- b. Tutoring in schools
- c. Resource Education (reading/writing), Title I
- d. Study skills—must qualify
- e. Slow learners—drop out

- f. IQ 70 or below—get help
- g. Life skills—organization, difficulty with rotating schedule
- h. Parents sometimes “not parenting”
- i. Teaching skills often taught in the home
- j. Abnormal social development—could teach teachers in Professional Development
- k. Problem solving—how to deal with problems
- l. Does not connect with social atmosphere—what is challenging?
- m. Better support in K-6
- n. 7-12 multiple teachers
- o. Working up to potential
- p. Middle school—team concepts
- q. Parent support in personalizing schools

Action Plan:

- i. Personalize connections (need to feel important, sense of belonging)
- ii. Hutch—more available
 - 1. small schools, schools within schools, mentor programs, trades back in schools, a community within the school, ownership of small schools
- iii. Identify drop outs before
- iv. Sports—accepting/supporting

H. Computers to diversify education (no notes)

I. Out-of-school time education programs

General Notes

- a. Link between activities in school and out of school time programs
 - i. Science-grad students helping in programs
 - ii. Projects in schools supported by out of school time programs
- b. Speakers from different careers—K-12 and career education linked
- c. Encourage non-tradition careers for each gender
- d. Field trips—industry partners
- e. Career exploration opportunities or demonstrations (demos, very hands on, interactive)
- f. Career fair K-6 age appropriate
- g. Help youth to see career trades and what draws people to those fields
- h. Hands on learning

Action Plan:

- i. Community liaison to bring career trades/schools/out-of-school time programs/BI Partnerships
- ii. K-8 Career Day

J. Pre-school for children with special needs

General Notes

- a. FT Art Special Ed. Instructor
- b. Educate parents on early intervention
- c. Pediatric Awareness
- d. Connection between Head Start and school district

- i. Both services available to families
- e. Specific location for all pre-school classes with the school district
- f. SD Ask for input from professional in field to help make decisions

K. Creating a community culture that values and supports success

General Notes

- a. Community picnic
- b. Youth talent event
- c. Increased awareness of sense of place
- d. Developing sense of responsibility
- e. Clearing house of interactive programs
- f. Advertising more success
- g. Fostering a mentoring culture
- h. Emphasis on tutoring
- i. Community based classes on topics of youth interest
- j. Technology computer bridging
- k. Awareness of community websites (FBKInfo.com)
- l. Youth forum workshop
- m. Youth friendly approach to gathering input
- n. Creating larger communities of support to incorporate the smaller community
- o. Community resource for whole families
- p. Developing relationships with youth
- q. More old fashion weed and seed approach
- r. Incorporating the wisdom of elders

Action Plan:

- i. Focus on engaging families
- ii. Removing barriers
- iii. Community showcase/Nordale—annual event
- iv. Media based approach featuring upcoming events
- v. Coordinating information to be user friendly—building a network.