

## **Final Notes From Education Matters Town Hall Meeting June 5, 2006**

### **SAFE, HEALTHY ENVIRONMENT**

- Nutritional whole foods in the school cafeterias (no papas fritas, no soda, no candy, chips, etc.)
- Nutrition classes
- Drug and alcohol information classes
- Safe from gangs / bullying
- High School campus closed at lunch time
- Monitor halls and buses
- Pride in school environment

- Teach negotiation skills
- Teach parents how to teach kids
- Recognize non-mainstream learners and “at risk” kids
- Develop a homeroom check in system
- Replace DARE with “Character Counts”
- Partner with Service Clubs to get kids involved in community.
- Find time in the day to do these things.

### **PREPARATION FOR LIFE / POST GRADUATION PLAN**

### **WHOLE CHILD**

- Language / culture / art / music electives
- Real life experiential learning
- Mentoring from locals, retired people, leaders, elders
- Seven intelligences / learning styles addressed
- Etiquette / social behavior taught
- Accountability and problem solving emphasized
- Recognition programs
- Leadership opportunities for students
- Mind / body connection education
- Partner with organizations (e.g. Boys and Girls Club) in non book learning, character development, sportsmanship
- More trained counselors
- Whole family focus
- Integrate responsibility and individualism into lesson plans
- More parent networking
- Respect for kids, increase self-esteem
- Small class size (ideal = 10)
- Address cruelty on the playground

- Good values
- Respect for people
- Love for the family
- Involve parents in choice of classes
- Mentoring through internships
- Involve retired people, Chamber of Commerce, community people in career education
- Teach life skills: checkbook balancing, typing, shopping, cooking, time management and organization
- Increase awareness of career choices
- Acquire work skills via the education system
- Problem solving: there’s more than one right answer
- Certificate vocational programs
- More guidance counseling
- Look at other successful school districts
- Exposure to the world beyond Tahoe
- Offer work / study programs
- Offer AP courses / college courses at high school
- Community college will help

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- Create an environment in which you think you have a future
- Educate parents about possible career options
- Use student resources within the district to provide real world experience
- Field trips

### **LEADERSHIP / MANAGEMENT**

- \* Bragging rights
- \* Teachers willing to take risks
- \* No fear of drugs / alcohol/ gang peer pressure
- \* Feeling like a team
- \* Use feedback from universities, employers in area
- \* Articulate district goals / objectives and methods to implement / achieve them
- \* Involve all in changes
- \* Be aware of county wide and beyond trends and changes
- \* Have an ombudsman
- \* Communication among District Office, principals, staff, parents, students
- \* Hold Board of Education financially responsible
- \* Evaluate administration sites
- \* Accountability and Trust
- \* Dramatic increase in test scores
- \* Decrease drug and alcohol use
- \* Kids know leaders and leaders know what kids want
- \* Strong, safe, inspired, optimistic
- \* Building teams with different levels
- \* Use a common organizational chart, structure
- \* Everybody moving toward same goal
- \* Attend to mini goals along the way
- \* 90/90/90 schools

- \* Schools are critical part of community

### **QUALITY STAFF**

- ✦ Happy teachers
- ✦ Small classes
- ✦ Better teacher pay
- ✦ Additional pay for additional work / activities / meetings/ trainings/ continuing education
- ✦ Freedom in teaching methods
- ✦ Incentives for temporary staff
- ✦ More support staff: nurses, counselors, librarians
- ✦ Strong moral values
- ✦ Energized teachers and students
- ✦ More professional development
- ✦ Decrease burn out
- ✦ Validation from many sources: parents, students, peers, community
- ✦ Increase substitute teacher pay
- ✦ Affordable housing in community, low interest loans, rentals
- ✦ Grant writing help
- ✦ High quality facilities
- ✦ Increased parent involvement
- ✦ Resource network for teachers
- ✦ Willingness to change what to do to meet student needs
- ✦ Recruit staff from wider geographic area
- ✦ Resources to make teaching here attractive (free skiing?)
- ✦ Funding for continuing education and collaborative time
- ✦ Financial support for summer or year round continuing education
- ✦ Funding to help communication between staff and district office
- ✦ Need an HR department at district office
- ✦ 360° reviews

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- ✦ Explore corporate sponsorship for teacher conferences
- ✦ Teachers: credentialed in subject; innovative; passionate about subject and teaching
- ✦ Pay for performance
- ✦ Build extra hours into salary for home visits, mentoring, etc.
- ✦ Foster teacher involvement in whole school not just own classes
- ✦ My child was able to prepare for his/ her future at school
- ✦ There is something for me at school
- ✦ Opportunity to stay in the community whatever ambitions
- ✦ Students gain confidence to think outside the box
- ✦ I'm going to graduate
- ✦ Offer technology classes and lab time before and after school
- ✦ Proud to be in "best" district
- ✦ Increase self esteem – better choices
- ✦ Decreased parent complaint, increased parent involvement
- ✦ Enhanced with music, art, hands on activities
- ✦ Increase bilingual teachers

### **DIVERSE CURRICULUM**

- ✦ Offer Mexican history class
- ✦ Challenging courses, work at child's brain level
- ✦ Customized for learning styles
- ✦ Differentiated instructions to meet each child's needs
- ✦ Curriculum relevant to real life
- ✦ Basics and Beyond
  - Engagement time not time of task essential to learning
  - Emphasize interrelatedness among course
  - Read/write/math/listen /speak across all curriculum areas
- ✦ Older kids mentor younger ones
- ✦ High attendance
- ✦ Excitement, engagement, want to be at school
- ✦ Range from college prep to vocational training
- ✦ Offer course catalog at high school
- ✦ More career options: business, marketing, trades
- ✦ Integrate course work across the curriculum
- ✦ Help for students who don't like to study to find enjoyment in school

### **INTEGRATING CULTURES & SUCCESSFUL LANGUAGE PROGRAMS**

- ☆ More English support for adults
- ☆ Exchanges between schools, field trips, cultural field trips, magnet schools
- ☆ Leadership voice from Latino community
- ☆ Visual – seeing and accepting diversity
- ☆ Build friendship starting in preschool
- ☆ Integrate kids in classroom, lunchroom, playground
- ☆ More blended classes
- ☆ 50/50 bilingual composition classes
- ☆ Gringos learn Spanish
- ☆ All students learn English and Spanish
- ☆ Increase training in language acquisition theory
- ☆ Integrated adults
- ☆ Respectful staff

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- ☆ Input and ownership at all levels
- ☆ Open dialogue
- ☆ Use technology to integrate and communicate
- ☆ PTO sponsored family fun nights (movies, BBQ, bowling, etc.)
- ☆ Strategies to reach 2<sup>nd</sup> language learners beyond bilingual program
- ☆ NO segregation
- ☆ Integrate age, socioeconomic, special needs
- ☆ Wearing uniforms = equalizing
- ☆ Learn about:
  - World awareness
  - Mexican history and culture
  - Global curriculum
- ☆ Multicultural staff
- ☆ Separate emotional /political correctness from what's best for the child
- ☆ Choice in language programs for ELL
- ☆ English speaking from the start
- ☆ Truckee Boys and Girls Club
- ☆ Clean streets / Calles limpios
- ☆ Look at TTUSD policies that effect language acquisition and integration
- ☆ Offer bilingual counseling
- ☆ Adapt teaching methods in individual student populations
- ☆ Standardize district wide English language program
- ☆ Ensure resources are available
- ☆ Close achievement gap
- ☆ Educate immigrants about our education system
- ☆ Model 90/90/90 schools
- ☆ Look at inter district transfers to balance populations
- More one on one instruction
- Less standardized
- Kids on the floor, at a table, hands on learning
- Fewer students falling behind
- Universal literacy
- Updated facilities, no modulars, larger classrooms
- Parental involvement in classes
- More expertise in the classroom
- Customized curriculum
- Happy, smiling children
- More prep time for teachers
- Address auditory, visual, kinesthetic learning modalities
- Meet the CHILD'S interest
- Curriculum with guidelines
- Different times of the day
- Parents satisfied with children's experience
- Children happy to be at school
- Individualized assessment and curriculum
- Good quality, authentic assessments
- Second chances for tests, assignments, papers
- Excellent GATE program
- No more "no child left behind"
- Flexible groupings
- Teach creatively, teach where child is
- Wilderness programs
- Creekside's IEP program
- Play space learning
- Respect
- More instructional assistants

### **INDIVIDUALIZED INSTRUCTION**

- Smaller classes