

Regional Education Meeting – Sept. 15 – Northwest – Post-it Notes

- Education is more than ELA, Math and science. We know that we must address the needs of the whole child but our accountability system holds us back. Please provide parameters that allow us to use our time and resources to focus on these other priorities as well.
- Effective teachers for all students most important.
- Make the educational profession have the financial value so our top flyer students will consider it as a life calling.
- Teachers getting involved to know students. This will make students feel more comfortable and want to learn. Spread the word about agriculture education.
- Every student has a great teacher that they can develop a connection with. Resources available for students to be successful.
- Having teachers to develop our premier leadership; personal growth, career success - FFA
- That all students or children be provided teachers who not only know their content but have respect or them.
- That students want to learn more and teachers have a passion to why their subject is important, teach the “whys” not just how to take a test.
- Teaching teachers how to use technology so they can be more productive. Less stress more time to be a strong leader. All students matter.
- Educators that embrace educating the whole child: social emotional, academia with excitement that is contagious and willing to provide opportunities for students to learn through a variety of media, project based applications.
- Local control within the parameters of limited state and national guidelines. i.e. – let communities define success.
- Local control/student success
- Vibrant fine arts classes/experiences that will help our kids be able to think on their feet, problem solve creatively and have the grit to be part of something bigger than themselves.
- Are we preparing students to be self-starters who can innovate and compete for jobs that don’t exist yet?
- Individual students are loved as individuals and provided individual support to achieve their individual potential.
- In Silicon Valley schools, the focus on creativity. No computers are allowed K-*. Here is where the top techies send their kids. They say there’s time for technology. They want creative thinkers. Stop “regional” involvement. Let local communities run their own schools. Teach innovation, creativity, relationships.
- Transitioning from same old tire required subjects for our kids to more liberal courses that allow them to expand individual educational before graduation.
- That ALL students are provided with the opportunities and supports necessary to achieve the high expectations individualized for each for them, to achieve their goals and potential.
- Don’t tell the children what to learn, teach them how to learn.
- The Students! Maintaining their curiosity and passion. Providing an environment which addresses their interests.

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- What matters most is students are cared for in a safe and rich environment with high academic expectations and emphasis on excellent character traits and social skills.
- Shifting the focus/public view of putting so much to more effort in scores and letting kids be successful/find success in what they want to do.
- It is important that kids individual success be recognized and celebrated.
- That our focus is always doing what's best for our students.
- When a student walks through the doors of their school feeling confident that they're going to have a good day, either emotionally or academically.
- Equity in educational services for all children.
- Student success for all students.
- Student success and motivation to learn.
- That all children feel success on a daily basis.
- The kiddos and staff.
- That children learn objectives together with necessary modifications to reach each learner in the classroom. To expect more of all learners.
- 99% of students being taught in general education classroom with appropriate supplementary aids and services being taught with universal design for learning principles.
- Adequate support for schools to have high expectations for students and resources to reach targets. All students should feel safe and valued.
- That we do what is best for All kids in everything we do!
- Accountability beyond cognitive measures; support/resources for both cognitive and non-cognitive; Intentional "whole" child education for all children.
- My kids!
- Student success! Fostering students to become intelligent, articulate young adults who feel prepared to find employment that suits their passion or take their lives into their own hands and forge a brand new path.
- Feeling like I, as a student, am valued as a person, a voice, a contribution to the community – not just a child with test scores.
- That students at each grade level have a direction and vision for their life. And that they know that they are important and matter.
- That children absorb the information, learn rather than remember for a test.
- For each student to be noticed and encouraged to advance.
- Being understood by teachers, family and the community that we (the students) work at different faces for success and that being supportive and having help from our peers is one of the best things to do to help us for success.
- Students and peers who are happy, enjoying what they are doing and making a positive difference in their lives and others.
- Community involvement educating all students
- Increased parent, school and community engagement leading to every child fulfilling their potential.

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- Community involvement making the school the hub of the community once more and hiring quality positive open minded accepting teachers.
- That students are engage early in learning in ways that create agency in both the child and the child's family (supported by the community) so that the child/family are deeply learn in ways that will enable them to find the richest path that can help them earn their dreams and share it with others.
- Preparing that student to be a part of the community in a productive manner.
- The individual child developing self-efficiency as they acquire knowledge, skills and deposition to live a quality life
- The chance for a great job.
- All students acquire the skills, both academic and social/behavioral to become contributing members of society.
- Opportunity for students to be what they want to be.
- A happy student who leads a healthy productive live.
- That students are given the opportunity to be successful, because the school community has supported them in their goals.
- Students that believe that they are successful .. both in school and after graduation.
- Students with skills and work ethics to get a job and contribute to the greater good.
- Well-rounded young adults leaving our schools
- Building life long relationships as we mentor and are mentored.
- That students become lifelong learners and continue to learn throughout life.
- Preparing students for the world outside of high school; broadening students horizons to bigger and better things.
- Growing the leaders for tomorrow, home, business, schools, etc.
- Helping students who value education and that they want to be in school. To learn and love a career field that will lead to a love and happy brighter future. Having happy successful lives full of purpose.
- Successfully preparing students with educational tools to continue learning thru stimulating passion and curiosity to better themselves there by becoming productive members of society.
- Every student reaches his/her potential and is equipped to be a positive contributor to society.
- Developing capable, contributing caring citizens
- That students received the support necessary to become independent successful adults.
- Seeing our program valued and that all of our students reach their goals to find their definition of success.
- Career education.
- Prepare each student so that they can live a happy productive life after graduation; teach them the value of hard work, being respectful and being responsible; a more flexible education environment.
- Students are taught by caring qualified teachers enabling them to be socially, emotionally and academically successful as adults.
- Preparing students for the next step in their education/life. No matter what level.

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- Children that feel important, have a life plan and are independent and contributing individuals.
- Building the “whole person” – soft skills; academics; practical skills; civic pride
- Preparing students to move forward in whatever direction they want to go.
- Flexibility in helping students find their passion and the help them cultivate the skills necessary to make it a career and be successful in it.
- Schools produce productive, effective students that will be successful in whatever they choose to pursue.
- What matters most to me is providing the opportunities for all of__ students to learn and create a pattern for their future.
- That schools are not limited by \$ or staffing when educating students. Fair is not equal impoverished community schools should not be limited.
- Being involved and having the teachers and administrators actually care about their students well-being. Getting to know them on a personal level will make them more comfortable to learn in the classroom.
- Relationships with parents – not just kids; more ways to get parents actively involved in public education K-12 = not just in elementary.
- Encouraging and positive interactions.
- Being able to actually interact with my students and make a positive difference in their lives to better their futures.
- Public education needs to be able to help the students be successful in the career or by being a ___ of society, also the school can_____ push the students to do ____ _.
- Funding!! 2) local control 3) State led accreditation; 4) Respect for Teachers 5) Kids love to learn.
- Fair playing field. Public schools vs. private school; rural vs. urban (academically vs. athletically.)
- To recognize and respect the work of schools and educators (from parents, gov and society and the media.)
- By decreasing quantity and duration of standardized tests and school-teacher ranking schemes. Making student learning in all subjects engaging and meaningful.
- Planning for ESSA standards should include an organization that represents disability or parents of learners with disability or self-advocate.
- Improve graduation rates.