

Wall Notes from PAA's Network for Public Education workshop April 16, 2016

We asked attendees to form small groups and draw or otherwise envision the elements of an ideal school in the context of our presentation about the uneven playing field for students of color and/or poverty.

Here are the wall notes:

Group 1's notes

- Adequate funding for services, programs, operations, safe haven
- Community centered- communication between teachers, parents, and students – equal voice for all stakeholder groups
- Community voice in making of laws and policies
- Inclusion of immigrant populations – diversity and culturally sensitive curriculum and instruction
- Elimination of state- and federally-mandated testing
- No \$ from hedge-fund, etc. - No dirty money
- Support for parents, teachers and others
- Address institutional racism

Group 2's graphic presentation

Community School (center items are those closest to school?)

		Reasonable class sizes		
	Resources	Naps		
		Access to decisions and participation in building a vision of the school	Conversations between parents and school workers	
		Language access		
	Funding	Play		
		Culturally-relevant curriculum	Real choices	
		Health care		
	Quality training	Food pantries	Time to eat	
Living wages		Understanding of structure and process	Time with families	
		Discussion about racism		Affordable transportation
Health care		Unstructured time		
				Jobs
Child care				

Group 3's notes – Schools communities deserve

Student-Centered

- They are the reason why we do what we do
- All decisions are about them

Leader-Resourceful

- Whatever it takes! attitude
- Community connections
- Welcome parent involvement
- Transparent

Teacher-Supported

- Leader gets resources they need
- Teachers collaborate/share ideas

Group 4's notes - Ideal School

- Wrap-around social/health services
- Community/neighborhood oriented
- Culturally-based curriculum
- Diverse staff
- Anti-racism training mandatory
- No high-stakes standardized tests

Group 5's notes –

Building with STEAM = Safe – Clean - Supportive

Integrated

Library with librarian

Rich curriculum

Child-centered

learning circles

nurturing environment

culturally-sensitive

diverse

not sorted by standardized tests

low-ratio of students/teachers

In all of these – restorative practices – understood at all levels, students/teachers/community