

CONCERNS

1. I am wondering about the difference between students exploring career options under CCL and students exploring their passions/interests at Steller. I don't want to be narrowed down to career focus. 2. I am concerned that the Academy Model will be focused on creating workers that benefit industry, rather than society. 3. I don't want to lose Steller's focus on community service and activism (eg. what would happen if students wanted to protest against an industry partner?) 4. If we become just another academy like any other then we lose an important distinction from other programs, and risk program creep. Eventually it will be hard to argue that we are unique and special and therefore deserve the exceptions we are currently getting from ASD. 5. The academy model has required courses that might mess with Steller's required courses (for example Seminar and speech).

6th graders in Chugach Optional vs Steller

6th graders should remain in Elementary school. Stella should keep 7-12 grade.

9th/10th grade is too early to pick a career pathway, or even to limit exploration of interests/passions by having to choose a pathway. It undervalues the benefits of a well-rounded liberal arts education and of allowing students to explore areas of interest as they change and grow.

I can see positives of moving to a 9th-12th model, allowing more high school class options and slightly bigger class sizes, but worry about recruitment and lack of options for alternative middle schools (and thus lack of obvious feeder schools to a Steller high school). A shorter time period at Steller also might mean fewer students growing into leadership roles (ie the school leaders might be those natural leaders vs those who need to watch and grow into leaders, so a lost opportunity.)

Class sizes

I have concerns about the academy model as it is being discussed by ASD; I hope Steller feels empowered to keep making the kind of choices that preserve the unique culture there, and does not feel pressure from the district to adapt that new model, despite some of its similarities with Steller's current curriculum.

I looked over the presentation from this week and found it really helpful. Thank you! I don't think I have specific concerns.

I think my questions alluded to my concerns. I want Steller to remain an option for rising 7th graders coming from alternative elementary schools who've opted to retain their 6th graders. I don't see 9 - 12 being a viable option without an alternative Jr high/middle school option in our community. I value the alternative Steller provides and I don't want us to be boxed in trying to meet the districts requirements for a CCL model. The academy model won't work for everyone and Steller might see an increase in enrollment as an alternative to the big 9 schools (even more so with these coming changes).

I think the class offerings will be more limited with too much ASD control over content of electives.

The move by ASD to force the academy structure on alternative or optional schools essentially makes them alternative/optional in name only. Even with the promise of an alternative school committee, the district seems intent on forcing the academy structure on alternative schools in some form.

If we move to 6-12, which I'm inclined to support, how does this affect teachers? Will they get to teach what they love and have flexibility over content within a given subject? For example, the English and Social Studies classes at Steller offer more creative options than the typical traditional classes offered at other schools.

I understand the goal is to prepare students for whatever career they want, including college if that is their goal, but I would argue the current curriculum already does that and the proposed academy strays too much towards vocational.

As a manager in my current job, I don't see students getting meaningful mentorship in private sector partnerships. A typical qualified new hire employee requires a lot of training and time, but they quickly start making meaningful (and monetary) contributions. What private employer really has the kind of time to spend meaningful quality time mentoring a student? I fear the student will be assigned menial chores because staff have work to do. This is how the real-world works. Even when a firm takes on an intern, the best intensions are usually swept aside when projects that pay the bills have to get done. I've experienced this firsthand at a private engineering firm and here at the municipality of Anchorage with college interns. It is a great idea but doesn't typically work in practice.

I'm concerned about Steller being able to handle an extra grade of children and the stretching of the curriculum ability needed for what would be 7 grades in the school.

I'm concerned at the High School level with the move to 'academies'. I worry that it will become just job training education, who's content and emphasis will be on creating what industry things they need rather than what is best for each child's potential, economic and personal.

I'm concerned about the 6-12th or 9-12th
with the 6th graders it's going to be a lot more students but with the 9-12ths graders it's going to turn into just a highschool

I'm worried that they'll tell us we can't get a bigger building and still tell us to be 6-12 but not give us what we need to make it happen

I'm worried there isn't enough space for another grade of students in the building

If 6th grade is added to Steller will it necessitate hiring elementary educators and then decrease the number of electives for high school students? Are there other staffing certification requirements that would change staff if there were 6th graders.

If Steller moves to a 9-12 only, that might cut funding to a level where Steller won't be financially capable of running.

if we have 6-12 there will be so many people in our little singular hallway of classes. it will be flooding and it will be terrible

If we join the Academy cohort officially we will simply be subsumed under their obligations - we will lose the flexibility we have now to create courses that reflect student interests.

The board hasn't actually decided the details of how this will look in the big 8, let alone the alternative schools. They are building the plane while flying it. Our teachers have been through enough since Covid. Let them have a break.

If we don't get in front of this they will make their decision without us.

We may do all this work, and still be ignored.

We are being asked to decide things but still have many decisions.

If we become a 9-12 school then the 6 to 8 kids that don't fit the mainstream schools won't have anywhere to go.

Starting at grade 9 loses important time to teach students "the Steller way".

There are only a few classes that integrate 7-12 (advisory, music, PE?). PE with 11 year olds and 19 year olds is challenging. If we separate them then we start becoming two schools in one building.

I'm concerned that workplace focus is on creating good workers for industry, rather than creating good working conditions for humans.

That workplace settings will not know what to do with students and they will be a waste of time, and/or free labor.

I see many missing partners at the planning level. Arts councils, labor unions are two big ones.

Including 6th graders will draw resources from our existing students to meet the new 6th grade requirements.

If we had a larger number of high school students, our students would potentially have more options/opportunities.

It seems that choosing one track will be harmful to a school of Steller's size. Bigger schools have the staff and capacity to support multiple "Academy" options to be housed at one building, Steller does not. Will limiting our school to one focus area further restrict our already limited ability to offer a variety of classes, and further limit the number of students who will choose Steller?

Maintaining programs and staffing if we do not have enough students

My concern is 6-12 seems too great of an age gap for the Steller community.

Also if schools like Chugach are able to retain 6th grade this creates a fracture for the transition and philosophical partnership that these two schools have naturally had for 50 years. How would Chugach kids get a space at Steller?

My concern is that Steller won't survive if it becomes just a high school, especially if it's a high school doing the career model. What would make anyone pick Steller over their local school?

My primary concern is that there should be an option for Chugach (and other Open Optional philosophy schools) students to continue their middle school and high school education in similar philosophy schools. Today, the connection is fairly seamless, but the proposals on the table threaten the continuity of this educational path.

Needed to do this

Slashing middle school might keep new students away. There are so many small elementary schools with similar ideals as ours like Chugach Optional (my school), if we eliminate middle school those students will probably not find their way here.

Students getting pigeon-holed needing to select their track/career at such an early age.

