



# Comments

We live in a globalized society and we need to prepare students with cultural awareness, critical thinking and understanding for others. World Languages contribute to the development of the whole child. We need your support to keep World Languages programs working for our students.

Name: Haydee Taylor-Arnold

Organization: Lame Horton Watkins HS



# Comments

DESE,

Thank you so much for this opportunity to come and be heard. As a representative of MD-

Department of Mental Health I'm confident in the effectiveness of collaborative and best practices of DESE.

Name: Kadesh Burnett

Organization: Department of Mental Health-Disabilities Services Regional Office.



# Comments

Why do we not have social emotional standards for our state?

Name: Mollie Bolton

Organization: SSD



# Comments

We need <sup>all of</sup> our schools to  
be Funded adequately  
and equitably.  
Universal pre-k must  
be added and Funded

Name: \_\_\_\_\_

Organization: \_\_\_\_\_



# Comments

Schools meet children's  
need for education while  
taking into account their  
individual needs. Children  
should receive the same  
education/support regardless of  
Name: their zip codes. Schools

should be held accountable for

Organization: \_\_\_\_\_

measuring academic achievement.

Renita Jones. PARENT



# Comments

Has there been further  
discussion to rethinking  
the compulsory of?

Name: Paula D. Knight

Organization: St. Louis Public  
Schools

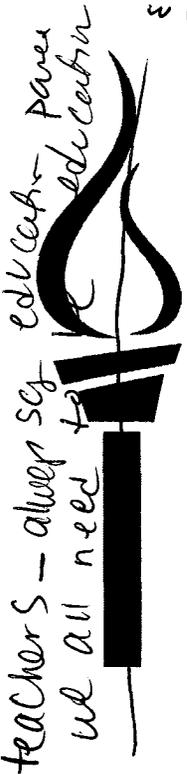


# Comments

We need to know what is replacing Compass for 3.1-3 for 2016-17 APR Analysis

Name: Cheryl VanNoy

Organization: St. Louis Public Schools



# Comments

what happen when a teacher fail a student, they don't set it

The slide on the students talking need to be more diversity students. In the begin of the slide there was a clip of diversity students.

Name: More diversity interviews

Organization: on the slides



# Comments

I really appreciate you all conducting such a thoughtful and important conversation. I hope this type of structure is used for other important ideas/concepts going forward.

Name: \_\_\_\_\_

Organization: \_\_\_\_\_



# Comments

In this age of college & career

readiness, the need for cultural awareness,

& the importance of communication

& collaboration, please consider the

important role DSSB agencies the

Seal of Bilingual world play. Especially in the light of our growing EL population

**Name:** \_\_\_\_\_

a world language program

**Organization:** \_\_\_\_\_



# Comments

Look @ how ESSA

wants districts to use

Specialized Instructional

Support Personnel AND then FUND these positions.

**Name:** \_\_\_\_\_

Rim Harrelson, LCSW

**Organization:** \_\_\_\_\_

Sswam.org Association of Missouri.



# Comments

School psychologists want & need

to be involved in ESSA

discussions & decisions

**Name:** Kara Long, karalong333@gmail.com

**Organization:** Missouri Association of School Psychs  
Graduate Association of School Psychs



# Comments

Until there is unbiased and equality in the disbursement of funds to assure all school districts have equal resources to educate children we will have struggles.

Name: \_\_\_\_\_

Organization: \_\_\_\_\_



# Comments

School Psychologists need to be involved in ESSA discussions & implementation.

Name: Jared Leppert

Organization: \_\_\_\_\_



# Comments

Imperative to end Institutionalized Racism & School-to-Prison Pipeline. Pool \$\$ across state (i.e. taxes) like Arizona so ALL students have equitable funding. Consider old/abandoned buildings & IEP students.

Name: Candy Boyd

Organization: Community



# Comments

Please provide extensive training and support for all Missouri teachers to be trained in restorative discipline and trauma informed practices.

Name: Carolyn Randozzo

Organization: Metropolitan Congregations United



# Comments

I am very concerned with Missouri's ability to address and remediate Dyslexia.

The national and state laws list Dyslexia as a learning disability, but Office

Name: of Special Education Compliance

Organization: Statutes don't maintain it on

the criteria for learning disabilities. Thus, parents are told that Dyslexia is a medical term and not addressed by special education. While the new legislation and new task force starts to address this, it does not address the problem. OSE compliance criteria, the policy will still be broken.



# Comments

Please send local school  
administrators to Regional School

Assembly: Keeping Our Kids in Classrooms

Sun Nov 13 3pm-5pm @

Maplewood-Richmond Heights HS

**Name:** Lauren Lyerla

**Organization:** West County Community  
Action Network

over →

We are working to interrupt the school-to-prison pipeline at its starting point ~ the schools.

Black + brown youth are suspended more often than white students (regardless of infraction) which puts them at higher risk for increased absenteeism, dropping out.

One step for beginning:

eliminate suspensions for kids preK - 3rd grade.



# Comments

A parent refused to give  
me a definition of success

because he said, "those

people know what they  
are going to do, the meeting  
Name: is a sham. (2008)

Ed Grooms

Organization:

MAGE

In short - Build/Restore  
trust



# Comments

I would really like to see MO  
Schools be a leader in the field of  
mental health. 7 of the characterist.  
on the skills for the 21st century

would be supported by mental health professionals  
and the rest would be indirectly supported

**Name:** because the students would be able  
to learn the skills if they are mentally

**Organization:** Healthy.

School social workers are those professionals.

(please  
see back)

Throughout the discussion Q's I heard a common  
theme. Social emotional health was a huge concern.  
We need to allocate our resources to truly support  
these actions for our students and our families!

Again, the only specialized professional that  
encompasses the home, school, and community  
(and mental health) is the school social worker.  
Clinically

The schools need to take ownership of these  
employees to ensure that there is less turnover  
and more school control over this special population  
who need our most support.



# Comments

① We often speak of individualizing for our  
students, but there's not a one size fit  
all in programs & jobs. However, it feels  
as though assessment & accreditation is  
a one-size fit all. Rural, suburban,  
urban are all looked at in the same way ~)

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Policies are created, often to the detriment of  
urban schools -- (ex. 90/90 Attendance -- no  
recognition to how much work can go into  
getting students to class, but the full work  
are done).

② Why is it that the St. Louis region has a majority  
of the students in the state, yet we do  
~~seem~~ ~~seem~~ seemingly have a small say  
in how things are done.



My name is Holly Adams and I have three students transferred to Mehlville out of Riverview.

It was a savior for my youngest daughter. She has special needs and Riverview really didn't know how to handle her. They were always suspending her and sending her home. She used to hate school and I had to drag her to the bus stop kicking and screaming. I was going to have to home school her but then transfers became an option.

Since she's been in Mehlville she's never been suspended or sent home not even once in the past three years. I can see she's really learning. I love how Mehlville took the time out with my daughter's learning and with her behavior issues. They add things to the lessons to help her with her needs. They have a ball for her to sit on when she gets restless. They have manipulatives to keep her hands busy to reduce her need to tap on her desk. Instead of suspending her they find something to make it work.

My niece loves Mehlville because she is challenged. She's doing 12<sup>th</sup> grade work in 11<sup>th</sup> grade. She's getting ready for college and has big plans to be a brain surgeon.

My older son wasn't so lucky and slipped through educational cracks at Riverview High School. He graduated with two diplomas at a 6<sup>th</sup> grade reading level. They just kept passing him up each year. Sometimes kids need to be held back. Still to this day he can't get a job. I won't let this happen to another one of my children. If Riverview regains accreditation I will homeschool or move out of the district.

There is obviously something wrong with our accreditation system if Riverview could regain accreditation with the lowest math and reading scores in the state. We need bigger and better goals for our children. We need to aim higher.

Regardless if Riverview regains accreditation please let the kids stay in their schools.

## Questions to Guide Discussion at the Meetings with Possible Talking Points.

### Identifying Missouri Priorities

*As a general overview, I think arts advocates at these meetings should talk about all that the arts have to offer to a well-rounded high quality education. The message is give us a place at the table and let us work our “magic.” And magic is what it appears to be to many because it is hard to quantify the process. But the results speak for themselves. Two of the top 20 elementary schools in the state (according to SchoolDigger.com) are arts integrated schools and the rest all have strong art and music programs that compliment their “regular” classrooms. Interestingly enough, the top rated elementary school in Missouri, Kennard Classical Junior Academy in St. Louis, is one of the few in the state to have a drama teacher on staff in addition to art and music.*

#### ◆ What matters most in public education?

*1) If we talk about subjects taught, we want students to have a ‘well-rounded’ education. The arts (all of them) feature as an important component in that ideal. 2) If we talk about processes rather than content, student engagement is crucial. We can have all the great methods and content we want, but if we cannot engage students, they are worthless. Arts courses and arts-influenced teaching has been shown to maximize engagement by students. 3.) If we talk about having good teachers in the classroom, then having them trained in the best methods and techniques is crucial. Few teachers have training in arts disciplines and even fewer have any training in how to use those disciplines to improve their students’ learning. Advocate for adequate training and continuing professional development. 4. If we talk about outcomes, preparing students for the workforce is not enough. We have to prepare them to be good citizens—good people. Arts education increases empathy, creates skills that are associated with positive behaviors. Students in arts are more likely to be engaged in the community and civic life after they graduate as well. Even if we focus on the workforce, in Missouri alone there are over 42,000 jobs that are directly related to study in the arts. That does not even consider professions which might use artistic skills to better perform their jobs. (Missouri Employment Research and Information Center) Much more economic impact information can be found at Americans for the Arts on their advocacy page.*

#### ◆ What does a good school look like?

*A good school is not necessarily a quiet one. Students actively engaged in learning in a wide variety of areas of inquiry. If we talk about facilities, then an area where people can assemble and watch performances is just as important as a gym. If we talk about subjects/skills taught, then students should have access to qualified instructors who teach a variety of necessary skills. Students should have access to a variety of content areas.*

#### ◆ How would you measure what makes a good school?

*1. Student test scores are one component. If that is important, then note that students in the arts achieve better results than the rest of the population. 2. ESSA allows for schools to be measured by school climate and student engagement. As you might expect, schools with active arts programs score better on those measurements. 3. Equity! Schools can be compared to one another. If one school is lacking an auditorium while another has a multi-million dollar facility that is a matter of denial of equitable educational opportunity for the students. The same goes for schools that lack programs, depth of instruction or opportunities for students. Students should not be denied the right to a ‘well-rounded’ education just because of where they live.*

My name is Nicole Bell and I have two children transferred into the Parkway School District.

My oldest son transferred when he was in 8<sup>th</sup> grade. He entered on a 6<sup>th</sup> grade reading level and it took him a whole year to catch up. He is now more engaged in school, I don't have to be on top of him for his homework. He does all of that by himself. He was denied tutoring because they said I needed to be on assistance. In Riverview he was getting into fights. When he got to Parkway the kids were at another level. The environment made a big difference.

I have another child who was in the Riverview early childhood program for the past two years and I didn't notice that much of a difference from when he started. My son is autistic and has a speech delay and just started as a kindergartner in the Parkway district this year. He has improved so much since he's been there. He's trying to talk more just within a month!

Riverview claims to have made big improvements but can tell you from having been in Riverview schools for these past two years that they have not.

I don't think they should get their accreditation back if they are at a 24% in reading. Please change the accreditation system because the kids are our future. We can't send them out unprepared for life. If Riverview regains accreditation I am prepared to move.