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# Reaching All Students

June 17, 2020



# Norms for Work Group #3 Meetings

- Start on time, end on time
- Everyone seeks to attend
- Come prepared
- Self monitor during discussions
- Trust in the good intentions of others
- Practice patience

# Equity: In the context of our work

Ensuring all students have access to a free and appropriate education, are able to access the Missouri Learning Standards, and have the supports needed to progress in their learning.

# Our Work Group Goal

This group will provide recommendations for reaching all students with strategies to accelerate learning. This will include discussions of equity, meeting the needs of Missouri's most vulnerable, economically challenged students, students in the primary grades, and responses to the social-emotional needs of students and educators.

# Everyone's voice

- Every participant's voice matters
  - New members:  
Susan Ross Miller, Shari Seiver, Rene Yoesel
- Large group remote conversation challenges
- Hear everyone, but always know you should record individual thoughts on the Google Worksheet.

# Work process

- **Interim discussion:** Centers on questions developed from participant comments on the Google Worksheet and charge from the Task Force
- **Work Group:** clarify, elaborate, refine, reiterate emerging recommendations from Interim discussion
- **Task Force:** Report out Work Group #3 progress
- **Continuous individual input:** through Google Document



- Today's focus:
- Review Draft of Question #2 recommendations
- Discussion of Q#3
  - Identify “Big Rocks” from Q#3
  - Begin to draft Q3 recommendations
- Presentation of finalized WG#3 recommendations at June 24 Task Force

***What plans are necessary to leverage learning for all students as we move forward into and throughout the SY 20-21? How is equity foundational in those plans?***



## **Q2 Recommendation #1**

**In order to leverage learning for all students, our workgroup recommends:**

**Districts develop flexible, alternative scheduling models including expanded before-and-after school options. While schedules should be designed to ensure highly effective teaching and learning are taking place for all students, careful consideration should be given to at-risk or vulnerable students while enacting this recommendation.**

# Recommendation 1 Actions

Action statement:

Provide or require remediation outside the regular school hours for students who are in the gap.

Consideration:

167.640,  
RSMo. <https://revisor.mo.gov/main/OneSection.aspx?section=167.640&bid=8390&hl=> allows for districts to collect state aid for required remediation outside of the regular school day - if promotion is conditioned on it.

Needs an Action statement:

• [Are "Corona Schools" The Gateway To An Education Revolution?](#) This article focuses on the positives when reopening a school "post-corona". Lots of great insight and interesting observations.

[What Will Schools Do in the Fall? Here Are 4 Possible Scenarios](#)-This article is rather succinct but it does focus on how schools could reopen

# Recommendation 1 Action

Students will be given access to apps to support their learning during off school hours. Some apps should have offline capability.

Utilize support staff such as classroom Aides or ancillary teachers to provide before and after school care. Specialist teachers could provide art, music, pe and library during that time period.

- Promote place-based learning that promotes authentic learning experiences that require little to no technology
- On days the students are in the building, the learning should be focused on ELA and Math only. Specials, Science, Social Studies, etc. can be done virtually. The only exception being introducing science concepts face to face and then students receive experiment kits to take home for hands- on learning experience.



## **Q2 Recommendation #2**

**In order to leverage learning for all students in SY 2020-2021 and beyond:**

**Our workgroup recommends that districts use flexible staffing models to meet students' specific physical, social, emotional and academic needs. Careful consideration should be given to at-risk or vulnerable students while enacting this recommendation.**

# Recommendation 2 Action

Action: Address teacher shortages and secure additional staff for compensatory services.

Request that the governor waive state statutes that limit the use of retirees for the 2020-21 school year.

# Recommendation 2 Action

## Action: training

- Teachers do need not just technology training. PD on recognizing bias, equity, and inclusion is also necessary.
- Training about bias/implicit bias will be important as this pandemic increases the amount of anti-asian sentiment and discrimination against other diverse populations
- They also need to be provided updated information about community resources that can assist their students and families
- Teachers will need training on scaffolding lessons to make connections between what they don't know and what they need to know without getting stuck in remediation mode.
- Teachers will need training on scaffolding lessons to make connections between what they don't know and what they need to know without getting stuck in remediation mode.
- Teachers will need training in creating engaging, authentic lessons that have real world connections when they have the inability to take field trips and provide hands-on instruction.



## Q2 Recommendation #3

**In order to leverage learning for all students in SY 2020-2021 and beyond:**

**Our workgroup recommends that districts focus on acceleration of learning with necessary accommodations and scaffolding rather than large scale return-to-school remediation. While giving careful consideration to at-risk or vulnerable students, districts should identify and mitigate gaps that stand in the way of inclusion, equity, and excellence for all while enacting this recommendation.**

# Recommendation 3

- There are several things added...
  - Let's look at them from the worksheet

Wakelet invite:

- All resources

# Today's Discussion

## Question 3.

*What additional supports and accommodations are necessary for our most vulnerable students and their families to facilitate their return to school and their success in SY 20-21? How is equity foundational in those plans?*

# What are our Big Rocks?

- What are 2-3 'Big Rocks' from our two rounds with this question?

# Next

## Task:

- Review the recommendations and corresponding considerations and scenarios.
- What other things are needed that have not yet been discussed?
- Small group to draft an introduction to our recommendations by June 22.

## Expectations:

- Input based on your area of expertise

# Our Task

Discuss common considerations for equity across subgroups, as well as specific considerations within the following populations: students with individual education plans (IEPs), English language learners, and students at-risk (broadly defined). **The considerations discussed by this task force group are not meant to create an exhaustive list of possible equity needs; rather, they are intended to focus on specific additional considerations due to the current COVID-19 crisis that should be noted in any Learning Acceleration or Return-to-Learn Plan.**

Further, equity in this context is focused on ensuring all students have access to a free and appropriate education, are able to access the Missouri Learning Standards, and have the supports needed to progress in their learning.



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