

TO: Board of Education
FROM: Randy Squier
SUBJECT: Maximize Student Access to Extra-Help
DATE: May 2015

Issue for Discussion

Secondary teachers shall be available a minimum of 150 minutes per week to provide extra help to students. As the administration finalizes next year's schedule, what are best options to maximize student access to extra-help?

Reason(s) for Consideration

As student expectations rise in response to the implementation of revised state standards, the faculty as a professional learning community must be able to answer with certainty and clarity the third learning question, *"How will we respond collectively when a student(s) needs more time and support to reach mastery of the content?"*

Background

The district has long had a "9th period" for students to access teachers for extra-help. This occurs at the end of the student day. There have been several revisions to the teacher collective bargaining agreement to better define the purpose and expectations for faculty during this time period. The most recent MOA's were signed in early 2011. These MOA's dealt with allowing one day for student clubs and that "teachers will offer 9th period remediation for their students."

Student attendance based on teacher logs has been sporadic. The perception had been that only teachers could assign students for extra help. The district has a bus run at the end of 8th period, thus creating a perception by students that their day concludes at the end of 8th period and 9th period is "extra." All would agree that many students who would benefit from receiving extra-help are not utilizing this time. 9th period has taken on the trait of being voluntary.

Current Status

A new collective bargaining agreement was signed in November 2014. It removed all former language related to the teacher work day. In regards to providing students extra-help, the CBA states, *"Secondary teachers shall be available a minimum of 150 minutes per week to provide extra help to students."* This leaves open the right of administration to assign students for extra-help when failing or other benchmark (assigning students to a specific teacher could constitute as one of the six teacher assignments) and when to provide the 150 weekly minutes during the student day.

Future

The district is committed to providing responsive intervention services to all students.

The first level of intervention is quality classroom instruction. Interventions must be timely and cannot be voluntary. Any successful intervention program must be school-wide, and take a collective approach to help all students. Each school at C-A has a team of teachers, known as instructional support teams (IST) who review student data every five weeks to determine if students need additional level two or three interventions. These occur only after sufficient evidence is provided by the primary teacher that level one interventions have been unsuccessful. Primary instruction that includes formative assessments to inform future lessons by the classroom teacher has been found to support learning for 80-85% of students.

The IST may recommend Level two interventions that would include additional time during the day to master specific skills and concepts the student is struggling with under the direction of the classroom teacher. Level two interventions are found to support the needs of an additional 10-12% of students.

The additional 150 minutes secondary teachers shall be available provides time for level two interventions.

Level three interventions may include special education services, and additional small group instruction that often includes remediation in addition to intervention.

The district must determine how best to make interventions not voluntary and to develop the perception they are not “after the student day.”

The district is also committed to allow flexibility during this time to allow students to meet in their clubs and engage in other enrichment activities.

Summary

There are several options that could maximize student access to extra-help. Each option would need to be reviewed for logistical barriers and how best to address them. Below are some items that could be considered:

- Have extra help available during another time during the student day.
 - Beginning of the day, middle of the day, etc.
- Eliminate the 2:30 bus run and end the student day at 3:09.
- Better manage which students are required to attend extra help sessions.
- Utilize the time for both extra help and enrichment to intrinsically motivate students to do well in order to access enrichment.

Recommendation

Direct the administration to work with their teams and students in order to provide a recommendation to maximize student access to extra-help for the July meeting.