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Reaching All Students

June 3, 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
- 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 Considerations/Scenarios for Question 1 to draft 2-3 potential recommendations
- Present at June 10 Task Force our draft recommendations

Guiding question 1

What plans are necessary to support the social-emotional needs of ALL students and staff upon returning to school in the aftermath of the Covid-19 closures? How is equity foundational in those plans?

- Worksheet



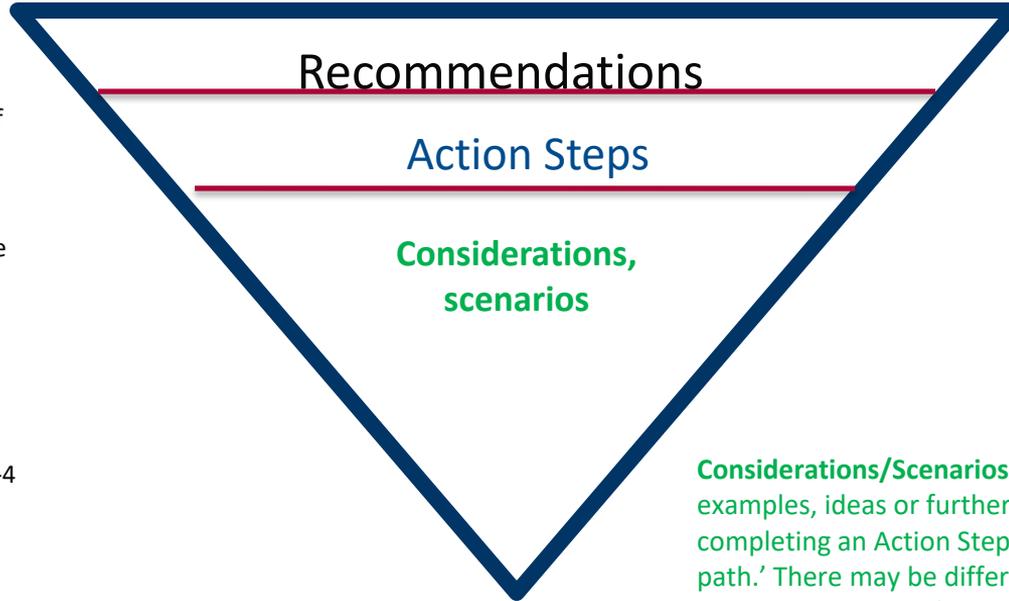
- What recommendations can we make based on our understandings after discussion Question #1?

Note: *Today's work is only a preliminary draft. We will revisit this work on Monday, 6/8 and have through Monday, 6/22 to finalize.*

Developing a Recommendation



Recommendation: A brief narrative drawn from understanding the content of the actions and supporting considerations. It uses clear, directive statements to express a significant idea. The recommendation should capture the sentiment of the action steps and supporting examples. It is the 'birds' eye view' understanding of the action steps and supporting examples. There should be 3-4 recommendations per work group discussion question.



Action Steps: A precise, imperative sentence that addresses the essential "how" elements from the narrative. This is the 'path view' of the Recommendation. There should be no more than 4-5 action steps per recommendation.

Considerations/Scenarios: These statements include details, examples, ideas or further explanation to consider when completing an Action Step. These are the 'cobblestones on the path.' There may be differing numbers of these details dictated by the complexity of the action step and the resources suggested by work group members.

Next steps...

Task:

Complete Mentimeter to answer question 2:

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?

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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