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Reaching All Students

June 10, 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 Draft of Question #1 recommendations
- Continue discussion of Q#2
- Identify “Big Rocks” from Q#2
- Begin to draft Q2 recommendations
- Present draft recommendations at June 17 Task Force

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?



Recommendation #1

Our task force group recommends the curation of a repository to serve as an information source and exchange for district-recommended resources and quality information regarding the physical and social-emotional needs of our state's students, families, and educators/staff in response to Covid-19 challenges.



- Hello everyone! During the pandemic I find my district is sending out a lot of surveys to families to gather information about their needs and input as to our back-to-school plan for the fall. The communications themselves are automatically translated, but the surveys themselves are not. Often I find out about the surveys after they have gone out, and they are such quick turnaround there isn't a lot of time for translation.
- How are other districts handling this to make sure that when surveys go out, you are gathering information from speakers of other languages as well, and that it is still in a timely fashion along with the English language intended timeline? Thanks!



Recommendation #2

Our task force group recommends the organization of readily available pre-recorded and live professional development opportunities addressing return to school anxiety, trauma, trauma-informed discipline, social-emotional learning, creation of affirming and inclusive learning environments, and virtual tools/virtual learning for our most vulnerable students.

Wakelet invites:

- Q1. <https://wakelet.com/i/invite?code=3871799>
- Q2. <https://wakelet.com/i/invite?code=53c6de9>
- All resources:
<https://wakelet.com/i/invite?code=f9bf7dd>

Today's Discussion

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?

What are our Big Rocks?

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

Question 2 discussion feedback based on Menti input

- **Scheduling Options**
 - ❑ Additional face-to-face time needed for IEP, EL and at-risk students
 - ❑ Before and after school options
 - ❑ Narrowed focus and integration of content
- **Staffing**
 - ❑ meeting necessary IEP and ELD requirements and assessments
 - ❑ substitutes
- **Resources:**
 - ❑ Curriculum accommodation, remediation, and enrichment
 - The Assessment of Learning Loss and Learning Acceleration Task Force groups are addressing curriculum. Our task is specifically focused on the equity side of leverage learning for ALL learners.
 - ❑ Virtual and non-virtual access to quality instructional materials targeting the most vulnerable students.
 - ❑ PD on:
 - scaffolding and accommodating
 - the difference between remediation and acceleration

Next steps...

Task:

Complete Mentimeter to answer 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?

Voting link: <https://www.menti.com/8ta63rdfkw>

Note: Mentimeter limits the number of characters for a question, so, the questions has been abbreviated on the site.

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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