

## Glen Ellyn 41 Orientation Homework

Three articles were assigned. As tables, team members who read the article he or she was assigned were asked to post their two-three most important take-aways from the article. I have categorized what was posted. Table numbers for each comment are in ( ).

### **Article: *A Nation at Hope***

#### Social-Emotional Learning (SEL)

- Teaching of “foundation of SEL; learning environments (5)
- Teach the “whole” student (5)
- Responding to students’ social emotional needs to build relationships which in turn strengthen learning (6)
- The article stresses the importance of growing the whole child (2)
- Theory vs application – we all believe in the whole child but time... (2)
- Social-emotional development is the foundation for all academic learning (3)

#### Community Engagement

- There’s an opportunity to have a conversation about community activities tied into the district to provide opportunities for participation (6)
- Build capacity of stakeholders around meeting the needs of the whole child through instruction, learning env., resources, PD re: child develop.

### **Article: *NLMP Call to Action***

#### Community Engagement

- Strong community engagement to make the best decisions for all students (1)
- D41 needs to focus on involving all stakeholders especially parents in their language (4)

#### Structures & Collaboration

- D41 has built these collaborative structures and have kept them in place over time (4)
- The process is focused on collaborative, shared leadership decision making among all stakeholders (3)
- Shared responsibility and collective leadership leads to every child being afforded lifelong benefits to attend a great school (1)
- By building sustainable structures, we can create student centered goals for all students (3)
- Insuring that we have communication structures in place for all stakeholders - “rich web” (6)
- D41 is doing a lot of this work and has a lot of these structures in place (6)

### **Article: *Ensuring Equity***

#### IL Subgrouping Formula

- The higher n-size of IL subgroups (45) hides needs and disparities but also needs to balance student privacy \* we believe IL has since changed their # to 20 (2)
- We shouldn’t just key on n-size data to represent the supports within a given sub-group, or to determine allocation of resources (2)
- Subgroups exist that are not represented due to not meeting the n-size requirement (1)
- Why isn’t the Federal government setting the n-size for subgroups? (4)
- Politics is preventing students from getting services they need (4)
- Goal is to lower your “n” – regardless of state definition (5)
- Missing out on funding/resources due to not identifying students that need support and the gap has the potential to widen (1)

#### Inequities

- Article allows inequitable practices (5)