The following information is a collection of ongoing district activities to support the educational needs of all students with a specific focus on economically disadvantaged students. Please keep in mind that some of the activities listed are district-wide, while others are occurring in specific schools and classrooms.

While ESE is not formally endorsing specific activities included here, we believe that it is important to share this information with you as you continue to develop your own strategies for student support.

### Professional Development and Training

- **PLCs and book study groups**
- **School-based or district-wide professional development series on:**
  - Brain-based science and the impact of poverty on student learning
  - Stressors, cognitive capacity, and working memory
  - Effective engagement practices, including building relationships with students and families
  - Co-teaching, Positive Behavior Intervention and Supports (PBIS), and Universal Design for Learning (UDL)
  - Peer mentoring for educators to promote engagement in the work
  - Cultural proficiency

### Student Supports – Academic and Nonacademic

- K-12 working group focused on inclusionary practice
- K-12 working group focused on school culture and climate
- Linking social emotional focus and priorities with the instructional focus
- Building in “safe spaces” for students in classrooms
- Teaching students mindfulness, relaxation, and resilience
- Implementation of Tiered System of Supports (MTSS)
- Measuring the impact of positive social emotional classroom strategies on student behaviors through data reporting
  - Promoting access to the arts, extracurricular activities, and enrichment activities for students from economically disadvantaged families (e.g., no charge for instrument rental and music lessons, free tickets to events)
  - Summer mentoring programs for students

**Student Support Teams**

- Evaluation of student support/child study team process and practices
- SST focus includes evaluation of classroom based activities and supports prior to referral for special education eligibility evaluation
- Using data to identify individual student needs (e.g., EWIS, discipline data, assessments)
- Recognizing the difference between opportunity gaps and disability
- Increase translation of documents, including assessments
- Understanding students’ backgrounds by expanding screening tools and communication with families

**Community and Family Engagement**

- Guided staff walking tour of community to promote awareness of and connections with families and community-based service agencies
- Initiating home visits to promote family engagement
- Engagement and coordination with municipal priorities focusing on supporting families with economic disadvantage
- Understanding families’ expectations and needs regarding their children’s education

**Collaboration**

- Collaboration and coordination with other districts to share practices and resources

Thank you for your continued efforts to support successful student outcomes!