

*A Toolkit for School and District Leaders*

# Enhancing Equity in Education





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## Purpose

Schools and districts that undergo a careful analysis of data and information make better decisions about what changes are needed and are better prepared to institutionalize systemic change. The purpose of this toolkit is to provide schools and districts with resources and protocols that are useful for working to enhance equity in education. Since developing, implementing, and sustaining equitable conditions is an iterative process and schools and districts are at varying stages of readiness for the work, this toolkit contains a variety of paths to explore and undertake.



## INTRODUCTION

Data shows that students in the United States face significant disparities in educational opportunity and outcome (United Negro College Fund, n.d.). This is especially true for students of color and students from low-income communities. Focusing on equity in all aspects of schooling is one of the most influential ways to address these disparities.

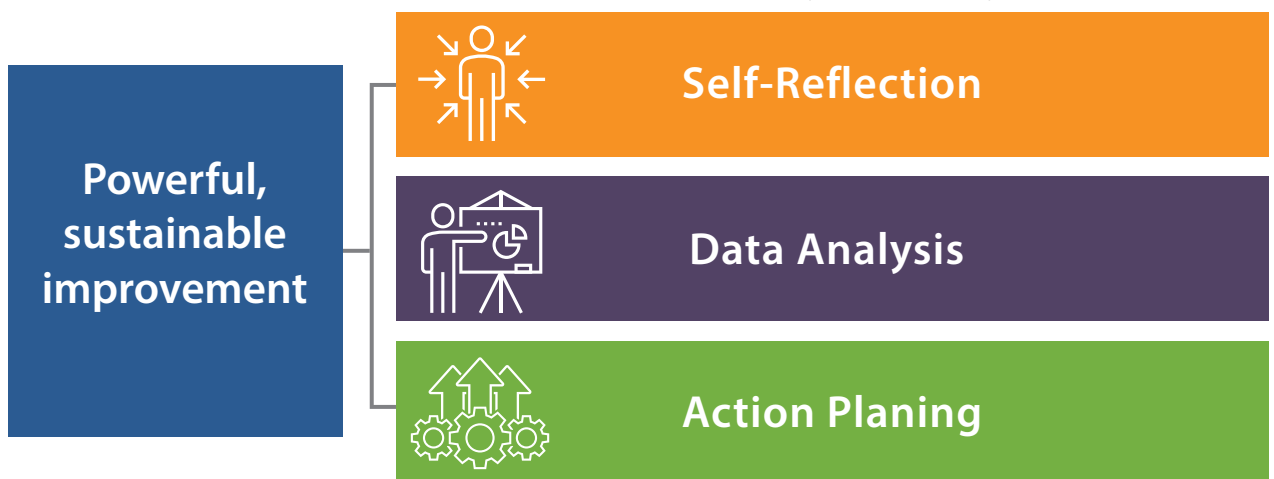
Paul Gorski's social justice framework for Equity Literacy provides a useful approach to recognizing and mitigating inequities. He suggests that educators develop the ability to, "Recognize biases and inequities; Respond to biases and inequities in the immediate term; Redress biases and inequities in the long term; and Create and Sustain bias-free and equitable classrooms, schools, and institutional cultures" (2017). Gorski's approach to Equity Literacy expands conventional understandings of educational equity. It is not only the provision of resources to students based on their needs so that their circumstances do not predict their outcomes, but it is also recognizing the policies, practices, and beliefs that create inequity and working to remove those institutional obstacles.

Schools and districts that approach equity on an individual student *and* institutional basis are better able to prepare all students to learn and to create an environment where students feel comfortable. This benefits not only students with vulnerabilities,

but also every student, educator, and the school or district as a whole.

Educational audits generally lead to technical changes, which require little to no new learning. When districts conduct an equity audit, however, the process often surfaces the need for deeper personal reflection of each individual's understanding of bias and racism. It is important for schools and districts to create opportunities for this personal, internal work as it will lead to more adaptive changes, enhancing and sustaining the development and implementation of policies and practices moving forward.

There is no more important work for education leaders than ensuring equitable access to high-quality instruction and improving outcomes for all students. This toolkit will support schools and districts as they work to understand and implement a variety of tools and processes in order to engage in the combination of self-reflection, data analysis, and action planning that is most powerful for accelerating and sustaining improvement.





## SELF-REFLECTION & AUDIT TOOLS

Creating equitable educational environments requires meaningful – often uncomfortable – discussion based on timely, relevant evidence. Evidence can be collected in a variety of ways, including through an equity audit, data analysis, and stakeholder engagement. While a fully comprehensive review would utilize all these components, schools and districts may also choose to start with a combination of fewer components. Equity work is personal to the individual and the organization, so it will be important to consider your unique context and capacity as you begin your journey.

### Self-Reflective Process

As districts and schools embark on the journey to improve equitable access and outcomes for students, some want to move immediately to a technical, solutions-oriented stance. Others choose to take a personal development stance, creating and supporting an environment for staff members to understand race and bias and how these impact students' experiences and outcomes. While there is no right or wrong, it is critical to enact both the technical and personal stances at some point to create an organizational culture that sustains the work and fosters improvements.



#### Self-Reflection Ideas

- Book Study Groups (See [Appendix B](#))
- Professional Learning Communities
- Identity Circles/Wheels
- Hidden Bias Tests (From [Project Implicit](#))

The work of self-reflection and personal development can take many forms and as with all equity work, it is important for schools and districts to choose what suits their context and capacity. Whatever is chosen, it is critical that development opportunities around equity are consistent and comprehensive.

### Audit Tools

#### ■ Equity Audits

Equity audits help schools and districts: understand the needs of their students, especially those considered most vulnerable; assess whether needs are being met; reflect on areas of strength and improvement; and develop or refine equitable practices. They are most often surveys that leadership teams take to assess the presence of various equity measures in the school or district. Leadership teams can choose to take such surveys individually and then meet to discuss their results, or as a team, coming to consensus in the moment.

There are several tools available to help districts undergo an equity audit. The following two options provide districts with a place to start:



### ■ Mid-Atlantic Equity Consortium (MAEC) Equity Audit

MAEC is an educational non-profit dedicated to increasing access to a high-quality education for culturally, linguistically, and economically diverse learners. Their equity audit tools are frequently referenced and recommended by other organizations due to their comprehensive approach. MAEC offers multiple tools with which to assess a school or district's policies, practices, and attitudes – and the degree to which they create an equitable learning environment. Schools and districts may choose to undertake a comprehensive audit by using the Criteria for an Equitable School assessment, the Criteria for an Equitable Classroom assessment, and the Teacher Behaviors that Encourage Student Persistence assessment, or they may choose instead to focus on just one or two areas.

MAEC also provides a School Climate Checklist that schools and districts can use to assess their discipline policies and practices against U.S. Department of Education guidance.

### ■ Beloved Community Online Equity Audit

Beloved Community is a non-profit consulting firm committed to implementing solutions that develop and support equitable, diverse schools and neighborhoods. They offer a free online equity audit that can be used by any organization, including schools and districts, to assess their institutional practices from programs to operations. The audit is designed to help participants identify trends in their culture, programs, operations, finance, and governance. The automatically generated results highlight organizational strengths in diversity, equity, inclusion, and data-driven practices.

## ■ DATA ANALYSIS

In addition to completing an equity audit or other self-assessment, a school or district team should review quantitative data in order to substantiate claims or trends from the audit tool and/or identify further areas of strength or need.

In general, teams may consider reviewing a variety of quantitative data sources, similar to those shown here, disaggregated by various demographics. Looking at disaggregated data helps to unpack and understand how students of color are being disproportionately impacted.

When looking at data, teams will want to keep track of strengths, trends, and considerations they notice.



### Data Analysis Ideas

- Curriculum Information (Scope + Sequence, Unit Plans, Curricular Programs, etc.)
- Climate and Culture Survey Results
- Attendance and Behavior Data
- Assessment Results
- Daily Lesson Plans
- Course Enrollment
- Graduation and Promotion Rates





## REFLECTION

- What do you notice about the data?
- What patterns or trends do you see emerging?
- What are the relative bright spots thus far?
- What might be areas of need?
- Do you notice anything unusual or surprising that should be explored further?
- What is missing or lacking? (And, if possible, identify why it is missing and how to collect it in the future.)

Schools and districts looking to reference a specific tool may consider the **Initial Equity Assessment Data Checklist** created by **Voices for Racial Justice**, which guides teams to examine multiple data sets, disaggregated by race, to determine gaps. A few examples are:

- Academic scores
- Advanced course enrollment
- Disciplinary actions
- High school graduation rate

**Voices for Racial Justice** has also created **Deeper Equity Assessment Questions** that are related to various measures of equity and may require observations, interviews, and other modes of collection to answer.

## ■ STAKEHOLDER ENGAGEMENT

Engaging stakeholders allows schools and districts to meaningfully connect with individuals and groups who are interested in the work, as well as those who may have become disconnected. This is an opportunity to listen to parents, teachers, students, staff, and community members and to stay open-minded to suggestions and feedback.

The purpose of these types of engagement is to provide an opportunity for a variety of stakeholders to have a voice in the process. It is important and valuable to empower them to share their observations and experiences, both positive and negative, about the school or district as it relates to equity. They can – and should be encouraged to – share their hopes and dreams about what the school or district might be in the future.

Stakeholder engagement can take many forms, but it is most common to use focus groups, interviews, and/or surveys, and it is often helpful to use a combination based on stakeholder group size. For instance, a district may choose to interview a select number of principals while conducting focus group conversations with grade-level chairs and distributing surveys to students, caregivers, and/or staff.

It is also important to consider which methods will elicit the most honest and informative feedback. For example, a district may want to administer anonymous online surveys as a first step, which would provide data and questions to be further explored in stakeholder interviews, observations, etc.



Sample Student Survey

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Race/Ethnicity: \_\_\_\_\_

Gender: \_\_\_\_\_

- ☐ Do you receive free or reduced lunch?
- ☐ Do you receive Special Education Services?
- ☐ Do you receive ELL Services?

**Directions:** For each best practice listed, place in X under the category that best describes how your school is doing with that practice?

	This ALWAYS happens	This USUALLY happens	This SOMETIMES happens	This RARELY happens
1. My teacher uses many ways to help me learn.				
2. My classes are challenging and rigorous.				
3. My lessons and/or assignments reflect my cultural background.				
4. My teacher talks to me about my progress in class.				
5. My teacher makes sure my parents know how I'm doing in class.				
6. I can get extra help at school if I am having trouble with my learning, behavior, or feelings.				
7. Students treat each other with respect.				
8. Teachers and staff treat me with respect.				
9. Administrators enforce the student rules fairly.				
10. Adults at this school let all students know that they can be successful.				
Please include any additional feedback (what the school is doing well, what could be improved) in the space below. It is not necessary to name specific people; general feedback is fine.				





## PLANNING PROCESS & PROTOCOLS

Once the school or district has collected the relevant evidence, it is important to review their findings and use that information to identify priorities and plan next steps, set goals, and identify measures of progress.

### Priorities/Next Steps

The first step in the planning process is to review the trends that appear and identify high-level areas of strength and need. Digging more deeply into the data, the team will need to identify the highest-leverage moves to improve equity in the school or district. These high-leverage moves become their priorities and while the evidence may point to several priorities, it is important to identify a small, attainable number (three to five). Staying focused in this way allows for continuous and accurate monitoring of progress and makes achieving desired outcomes more likely.



### Action Planning Ideas

- Identify three to five high-leverage moves to improve equity
- Start action planning from the selected priorities

### REFLECTION

- Does the data suggest this is an area in need of improvement? What data or information supports this?
- Why is this priority so important that it should be a targeted focus for the school or district?
- How will the reasons for and data/processes by which this priority was chosen be communicated to others?
- How will staff and stakeholder ownership be ensured?
- What are some key challenges related to addressing this priority and ideas for overcoming the challenges?
- How will the team keep this work at the forefront and collaborate so these priorities remain embedded in the larger work of improving student achievement and opportunities?
- Is there data that will enable measurement of the priority's success? Can that data be used to consistently and strategically monitor growth?
- How will growth be communicated to staff and stakeholders in order to celebrate successes and identify next steps?



## Goal Setting

Identifying specific, measurable targets related to the identified priorities is a critical step in ensuring that those priorities go beyond aspirational statements and instead result in the desired outcomes. Some priorities may have more than one measurable goal, but it is important that all goals are results-oriented and are identifying the tangible improvement that is desired or expected from increased focus on the priority. This type of goal setting makes it more likely that the team will stay on track, that they will be able to measure their progress, and that setbacks can be identified and addressed quickly. In short, writing specific, measurable goals improves the likelihood that a school or district will improve equity in their educational environments.

Depending on the size of the team, schools and districts may choose to draft goals together or may break the team into smaller groups. In the latter approach, small groups are assigned a data set to analyze in relation to an assigned priority. They set draft goals and report back to the whole group, which then provides feedback. The small groups then use the feedback to refine and finalize their goals.

## Progress Monitoring

Once concrete goals are set, it is helpful for teams to create shorter-term goals to maintain motivation, provide opportunities for course correction, and clearly identify those responsible for implementation and monitoring.

In order to do this, teams may again decide to work collaboratively from the beginning or may choose to have small groups draft the shorter-term goals and identify the progress monitoring tools. Regardless, teams will need to determine the following:

- Which senior leader(s) will be responsible for developing and monitoring progress towards each goal;
- Which tools might be used to track progress toward goals; and
- The schedule for progress monitoring and reporting, which are related but not the same (for example, progress may be reported quarterly, but may be monitored and supported more frequently).



### Action Planning Ideas

When writing goals, many school and district teams rely on the SMART goal framework. This requires crafting goals that are:

Specific

Measurable

Achievable

Relevant

Time sensitive



## Sample Agendas

### Review Team Works Collaboratively

Topic/Times	Content/Activities/Directions	Logistics	Purpose
Welcome & Orientation 20 min	<ul style="list-style-type: none"><li>• Welcome [2 min]</li><li>• Review of Purpose [5 min]</li><li>• Review of evidence collection [8 min]</li><li>• Schedule [5 min]</li></ul>	<ul style="list-style-type: none"><li>• PPT</li><li>• Poster Paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Big picture review of the process and its value.  Establishing/reinforcing the “why” of the work.
Initial Debrief 55 min	<ul style="list-style-type: none"><li>• Warm &amp; Cool Feedback gallery walk [25 min] <i>Can be done virtually if that is easier for participants/space.</i></li><li>• Discussion [30 min]</li></ul>	<ul style="list-style-type: none"><li>• Poster paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Begin to identify emerging trends and consider how what the team is seeing could influence recommendations.
Identifying Priorities 60 min	<ul style="list-style-type: none"><li>• 1-2-4-All Protocol</li></ul>	<ul style="list-style-type: none"><li>• Poster paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Synthesize evidence collected and discuss its implications. Collectively determine areas of strength and need; use to identify priorities.
Goal Setting 60 min	<ul style="list-style-type: none"><li>• 1-2-4-All Protocol</li></ul>	<ul style="list-style-type: none"><li>• Poster paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Collectively determine goals for each priority identified.
Progress Monitoring 60 min	<ul style="list-style-type: none"><li>• 1-2-4-All Protocol</li></ul>	<ul style="list-style-type: none"><li>• Poster paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Collectively determine progress monitoring tools, schedules and responsibilities for each goal.
Closing 20 min	<ul style="list-style-type: none"><li>• Check on objectives and purpose [5 min]</li><li>• Review of next steps [8 min]</li><li>• Appreciation/Kudos [5 min]</li><li>• Exit Ticket [2 min]</li></ul>	<ul style="list-style-type: none"><li>• PPT</li><li>• Poster Paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Wrap up the day. Ensure Everyone is clear on their own next steps. Highlight hard work of the team. Solicit feedback on the process.

### Review Team Works in Small Teams

Topic/Times	Content/Activities/Directions	Logistics	Purpose
Welcome & Orientation 20 min	<ul style="list-style-type: none"><li>• Welcome [2 min]</li><li>• Review of Purpose [5 min]</li><li>• Review of evidence collection [8 min]</li><li>• Schedule [5 min]</li></ul>	<ul style="list-style-type: none"><li>• PPT</li><li>• Poster Paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Big picture review of the process and its value.  Establishing/reinforcing the “why” of the work.
Group Debrief 55 min	<ul style="list-style-type: none"><li>• Warm &amp; Cool Feedback gallery walk [25 min] <i>Can be done virtually if that is easier for participants/space.</i></li><li>• Discussion [30 min]</li></ul>	<ul style="list-style-type: none"><li>• Poster paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Begin to identify emerging trends and consider how what the team is seeing could influence recommendations.
Identifying Priorities 60 min	<ul style="list-style-type: none"><li>• 1-2-4-All Protocol</li></ul>	<ul style="list-style-type: none"><li>• Poster paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Synthesize evidence collected and discuss its implications. Collectively determine areas of strength and need; use to identify priorities.
Goal Setting 60 min	<ul style="list-style-type: none"><li>• Small group work [20 min]</li><li>• Share out/Gallery Walk [25 min]</li><li>• Small group work [20 min]</li></ul>	<ul style="list-style-type: none"><li>• Poster paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Determine goals through small teams with large group feedback and input.
Progress Monitoring 60 min	<ul style="list-style-type: none"><li>• Small group work [20 min]</li><li>• Share out/Gallery Walk [25 min]</li><li>• Small group work [20 min]</li></ul>	<ul style="list-style-type: none"><li>• Poster paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Determine goals through small teams with large group feedback and input.
Closing 20 min	<ul style="list-style-type: none"><li>• Check on objectives and purpose [5 min]</li><li>• Review of next steps [8 min]</li><li>• Appreciation/Kudos [5 min]</li><li>• Exit Ticket [2 min]</li></ul>	<ul style="list-style-type: none"><li>• PPT</li><li>• Poster Paper</li><li>• Markers</li><li>• Sticky notes</li></ul>	Wrap up the day. Ensure Everyone is clear on their own next steps. Highlight hard work of the team. Solicit feedback on the process.



## RESOURCES

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Developing, implementing, and sustaining equitable conditions in districts and schools is an ongoing process that requires persistence, collaboration, and a learner's mindset. As all districts and schools enter this journey at different points along the path, it is important to understand that there are supports available to help further the work. The following resources provide direction for schools and districts as they begin or continue the work.

### Regional Equity Assistance Centers

There are four regional Equity Assistance Centers funded by the U.S. Department of Education through Title IV of the Civil Rights Act of 1964. These centers exist to provide technical assistance and training to public school districts and other stakeholders in order to promote equitable education. The four centers are:

- [Center for Education Equity](#) through the Mid-Atlantic Equity Consortium (serves Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia).
- [IDRA EAC-South](#) through the Intercultural Development Research Association (serves Alabama, Arkansas, District of Columbia, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia)
- [Midwest and Plains EAC](#) through the Great Lakes Equity Center at Indiana University (serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin).
- [Western Educational EAC](#) through Metropolitan State University of Denver (serves Alaska, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming)

### Universal Design for Learning

[Universal Design for Learning \(UDL\)](#) is a curriculum design and implementation framework that aims to remove barriers to learning for students. Originally designed to create accessible general education experiences for students with disabilities, UDL views curriculum, instruction, and assessment as necessarily adaptable and its principles can be used to meet the individual needs of every student. UDL requires careful planning by educators and is a useful strategy to consider when looking to improve equitable access to learning opportunities.



## Equity Literacy

[Equity Literacy](#) is an approach to education that seeks to instill in educators the ability and desire to “recognize, respond to, and redress” the biases and inequities that prevent all students from receiving access to equitable learning opportunities (Gorski, 2017). Successful implementation of this approach results in transformation of the educational environment and therefore lends itself to the ongoing sustainability of equitable learning environments for all students and their families.

## The New Frontier: An Integrated Framework for Equity & Transformative Improvement in Education

In [The New Frontier: An Integrated Framework for Equity & Transformative Improvement in Education](#), Dr. Sheryl Petty of California Tomorrow seeks to:

- share with the field our understanding of educational equity and an integrated approach to catalytic improvement and transformation;
- shed light on the relationship between the various ways that improvement and equity are being pursued in the field;
- promote alignment in semantics and approach, and inspire opportunities for deeper collaboration among practitioners, policymakers, and other change agents;
- provide a Framework that can lead to more strategic and impactful collaborative efforts precisely because the relationship between various approaches is illuminated; and hence,
- improve policymaking and practice toward the greatest benefit possible for marginalized students, all students, and society as a whole” (p. 9, 2010).

Designed for practitioners, especially those at the systems level, this Framework encourages the use of a comprehensive and collaborative approach to the creation of equitable learning environments.



# APPENDICES

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# APPENDIX A: SAMPLE 4-DAY PROFESSIONAL LEARNING SCHEDULES

The following tables provide samples of professional learning associated with Equity Audits. Table 1 is a sample for districts and schools that are new to the equity journey. Table 2 is a sample for districts and schools who have already begun the work.

Table 1

Day 1	Day 2	Day 3	Day 4
Introduction to Race & Equity: District Leadership (2 hours)	Exploring Equity Audit Tools: District Leadership (90 minutes)	Introduction to Developing District Equity Plan: District Leadership (2 hours)	Developing a District Equity Plan: Facilitated Work Time (2 hours)
Introduction to Race & Equity School Leadership (2 hours)	Exploring Equity Audit Tools: School Leadership (90 minutes)		
Opening Q&A/Planning Time (1 hour)	Planning for Your Equity Audit: District and School Teams (2 hours)	Introduction to Developing a School Equity Plan: School Leadership (2 hours)	Developing a School Equity Plan: Facilitated Work Time (2 hours)
		District & School Requests/Needs (1 hour)	District & School Team Collaboration (1 hour)





**Table 2**

Day 1	Day 2	Day 3	Day 4
Furthering the Work of Race and Equity: District Leadership (2 hours)	Using Equity Audit Tools to Understand Current Status: District Leadership (90 minutes)	Developing or Revising District Equity Plan: District Leadership (2 hours)	Actualizing the Work: Planning the Details of the Next Three Months: District Leadership (2 hours)
Furthering the Work of Race and Equity: School Leadership (2 hours)	Using Equity Audit Tools to Understand Current Status: School Leadership (90 minutes)	Developing or Revising a School Equity Plan: School Leadership (2 hours)	Actualizing the Work: Planning the Details of the Next Three Months: School Leadership (2 hours)
Opening Q&A/Planning Time (1 hour)	Planning Time to Prepare for Equity Plan Work (2 hours)	Building Coherence Sharing Plans (at least 1 hour)	Opening Q&A/Planning Time (1 hour)



## APPENDIX B: RECOMMENDED BOOK STUDY TITLES

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There are many books schools or districts might include in a book study. Book studies provide an invaluable opportunity for participants to continue to develop individually in their understanding of race and equity and to co-construct understandings and commitments with colleagues. Listed below is a sampling of recommended titles to be used as a starting point.

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Color-Blindness*. The New Press: 2010.

DiAngelo, Robin. *White Fragility: Why It's So Hard for White People to Talk About Racism*. Beacon Press: 2018.

Irving, Debbie. *Waking Up White: And Finding Myself in the Story of Race*. Elephant Room Press: 2014.

Kendi, Ibram X. *How to Be an Anti-Racist*. Random House: 2019.

Khalifa, Muhammad. *Culturally Responsive School Leadership*. Harvard Education Press: 2019.

Pollack, Mica, Ed. *Everyday Anti-Racism: Getting Real About Race in School*. The New Press: 2008.

Singleton, Glenn. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Corwin: 2015.

Steele, Claude M. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. W. W. Norton and Company: 2010.

Tatum, Beverly. *Can We Talk About Race? And Other Conversations in an Era of Resegregation*. Beacon Press: 2007.



## APPENDIX C: COVID-19 TOOLS AND RESOURCES

### Equity Rubric: Attending to Needs of the Most Vulnerable Populations

**Overview:** This tool is designed for districts and schools to assess the quality of their reopening plans by focusing on the most vulnerable populations the organization serves. The rubric is derived from a variety of resources and research provided by The Education Trust, The Aspen Institute, Chiefs for Change, Digital Promise, and other organizations deeply engaged in equitable school reopening for all students. The rubric:

- Is **NOT** designed to answer every question and assess every aspect of an organization's reopening plan.
- Is designed to help analyze how reopening plans attend to equity for their most vulnerable populations.
- Is **NOT** designed to add another layer of complexity to the planning process.
- Is designed to help schools and districts easily surface gaps in their plans in relation to serving the most vulnerable populations.

**Identification of Most Vulnerable Population.** The district/school has identified the most vulnerable population it serves including low income students, students of color, English learners, students with disabilities, students experiencing homelessness, foster care students, incarcerated youth, etc.

1	2	3	4
Most vulnerable population has not been identified	Most vulnerable population has been identified	Most vulnerable population has been identified and there is an updated database and plan for continuous updating in place	Most vulnerable population has been identified, there is a regularly maintained database, and the planning process includes representatives from the most vulnerable population

**Critical Supports for Most Vulnerable Students and Families.** The district/school has planned to provide *meals*, a process to identify students for *IEPs* and methods for serving those who already have them, and *mental health services* to the most vulnerable students and families the organization serves.

1	2	3	4
Reopening plan does not specifically address critical supports	Reopening plan addresses critical supports for one reopening model only (e.g. moderate social distancing)	Reopening plan addresses critical supports for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan addresses critical supports for multiple models and spells out contingency plans in case of COVID-19 resurgence in school, district, and/or community

**Educational Services for Vulnerable Populations.** The district/school has planned to assess learning loss and provide additional academic supports for their most vulnerable students to ensure equitable access to grade-level coursework.

1	2	3	4
Reopening plan does not specify academic interventions or supports for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students	Reopening plan specifies how to assess learning loss for most vulnerable students and provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations	Reopening plan specifies how to assess learning loss for most vulnerable students, provides curricular guidance and teaching resources for principals and teachers to use with most vulnerable populations, and makes all guidance and resources easily accessible to staff and families



**Operations and Resources for Vulnerable Populations.** The district/school has planned to operationally support the most vulnerable population and aligned adequate resources to those operations. This includes technology access, transportation, clean and socially distant facilities, PPE and safety, and athletics.

1	2	3	4
Reopening plan does not specify how operations and resources will specifically serve vulnerable populations	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for one reopening model only (e.g. moderate social distancing)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models (e.g. mild and moderate social distancing and complete virtual model)	Reopening plan specifies how operations and resources will specifically serve vulnerable populations for multiple reopening models and spells out contingency plans in case of COVID-19 resurgence

**Communication with Vulnerable Populations.** The district/school is prepared to regularly communicate plans for reopening with caregivers of the most vulnerable population and is prepared to communicate contingency plans.

1	2	3	4
Reopening plan does not include a communication strategy or plan for most vulnerable population	Reopening plan outlines a generic communication strategy for all populations	Reopening plan outlines multi-channel, ongoing communication that is targeted to the most vulnerable population	Reopening plan outlines multi-channel, ongoing communication with the most vulnerable population and leverages community partners in the communication process

**Staffing for Most Vulnerable Populations.** The district/schools has planned to adequately provide staff and support that staff in their service of most vulnerable populations.

1	2	3	4
Reopening plan does not include a staffing strategy nor professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy but no plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and plans for professional development for staff serving the most vulnerable population	Reopening plan includes a staffing strategy and professional development for serving the most vulnerable population. All staff are clear on their roles & responsibilities

**Parent/Caregiver Supports for Virtual Learning.** The district/school has a specific plan for supporting parents/caregivers in their critical, and often new/unknown role as “home learning coaches” for their children. This includes how to best support a child’s learning without doing the learning for them. This also includes creative systems and structures that enable parents to get back to work while feeling confident that their child is getting the support they need.

1	2	3	4
Reopening plan does not include a strategy for supporting parents/caregivers	Reopening plan includes a one-time support opportunity but no sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers	Reopening plan includes sustained support for parents/caregivers and process for frequent feedback and revisions of support

**Notes:**

1. Which vulnerable populations are you serving and/or considering related to your reopening plan?
2. What gaps need to be addressed?
3. What is your plan for monitoring implementation and making course corrections as needed?



## COVID-Specific Resources

Culturally Responsive Education Hub: [Culturally Responsive – Sustaining Remote Education](#)

Metropolitan Center for Research on Equity and the Transformation of Schools (NYU): [GUIDANCE ON CULTURALLY RESPONSIVE-SUSTAINING](#)

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Southern Education Foundation: [Distance Learning During COVID-19: Seven Equity Considerations for Schools and Districts](#)



## APPENDIX D: BIBLIOGRAPHY

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