

RETURN TO SCHOOL

PLANNING EQUITY AUDIT



VIRGINIA DEPARTMENT OF EDUCATION

PLAN DEVELOPMENT



Did we use disaggregated data to inform our planning? YES NO
(Select or circle)

If not, what are your next steps?
(write in the space provided)

Did we engage representative stakeholder voices in the development of our plan: (Select or circle all included members)

- SPED Specialist EL Specialist School Nutrition Homeless Specialist Trauma Specialist
- School Nurses Student Services (School Counselors, Psychologist, etc.) Students & Families
- Community Stakeholders; including state operated programs Culturally Diverse Representation

If everyone is not included, what are your next steps? (write in the space provided)

Did we conduct a needs assessment of our community to inform our planning?
(Select or circle)

YES NO

If not, what are your next steps?
(write in the space provided)

Did we evaluate our plan to ensure that it does not perpetuate lower expectations for particular student groups?
(Select or circle)

YES NO

If not, what are your next steps?
(write in the space provided)

CULTURAL COMPETENCE



Didn't check all boxes? What are the next steps?
(write in the space provided)

DOES OUR PLAN: (check all completed)

Reflect that we value diversity? (think school culture)

Ensure that curriculum and instruction (including remote delivery) is culturally affirming?

Ensure that our instructional model (Remote/virtual/blended etc) reflects and celebrates students' cultures?

Include a process to ensure that cultural competency principles are executed in the delivery of our recovery plan?

Utilize strategies/interventions that rely on assumptions about student groups?

If yes to question above: Are these assumptions void of stereotypes and data informed?

MEETING STUDENT NEEDS



Didn't check all boxes?
What are the next
steps?
(write in the space provided)

Does our plan:

- Include a process to assess each student and tier services to meet their needs?
- Include a process and procedures for engaging wrap around service providers to meet student/family needs?
- Assess the ways in which social determinants of health and health inequities affect our school(s) and communities?
- Evaluate our student code of conduct and student discipline referral process to ensure it includes safeguards that assess student trauma manifesting through behaviors (especially for students disproportionately impacted by exclusionary discipline policies and economic insecurity)?
- Include a review of our student code of conduct and student discipline referral process?
- Include strategies to foster safe and supportive school climates for all students and families?
- Include measurable goals to monitor progress that narrows gaps between the least and most advantaged students?
- Place an emphasis on high expectations for all students while providing proper scaffolds and support?
- Include providing ongoing support for student social and emotional needs?
- Specify provisions for students with disabilities and students in need of specialized instruction, related services, or other supports?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

STUDENT & FAMILY ENGAGEMENT



Didn't check all boxes?
What are the next
steps?
(write in the space provided)

Does our plan:

- Allocate resources to engage families?
- Include an assessment of student and family needs?
- Include built in processes for ongoing evaluation of family needs?
- Include staff training on engaging with families post COVID?
- If yes to the question above: Is this training inclusive of strategies focused on communicating with marginalized groups (especially families marginalized by language, poverty, race, and ability)?
- Include targeted engagement strategies? (especially families marginalized by language, poverty, race, and ability)
- Establish protocols to ensure that family engagement strategies and initiatives are developed and implemented through an economic and cultural competency lens?
- Include resources to build the capacity of caregivers to support instruction?
- Include providing ongoing support for student social and emotional needs?
- Specify provisions for students with disabilities and students in need of specialized instruction, related services, or other supports?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

VIRGINIA IS FOR *all* LEARNERS

COMMUNICATIONS & COMMUNITY ENGAGEMENT



Does our plan:

- Specify established channels of communication with community partners?
- Assess the effectiveness of our communication channels with community partners?
- Include an assessment of the resources available in the community?
- Include a coordinated plan and point of contact overseeing community engagement?
- Include strategies to engage non-traditional education stakeholders (i.e., civil rights organizations, out of school providers, health agencies, etc.)?
- Include a process to ensure that engagement and communication strategies are inclusive of the language, dialects, and literacy needs of all families?
- Include an accessibility review process for all communication materials?
- Appear in publicly available spaces (accessible through district and school websites, email, and U.S. mail)?
- Include communication strategies to inform students and families of student progress and measures?
- Leverage multiple communication channels, strategies, and partners (email, social media, television, school and local media outlets)?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

Didn't check all boxes?
What are the next steps?
(write in the space provided)

INSTRUCTION



Does our plan:

- Provide instruction to students previously and currently enrolled in alternative settings (i.e., state operated programs, specialty programs, alternative schools, etc.)?
- Establish targets and indicators of success that will answer the question; are we adequately meeting the needs of all student groups?
- Does our instructional plan incorporate tiered and scaffolded supports for all learners?
- Structure instructional time to meet the needs of students with varying levels of access to the internet and technology?
- Include strategies for providing at home learning support?
- Include professional development and instructional resources for teachers to support student engagement and cultural relevance?
- Include professional development to support increased efficacy in delivery of remote and virtual distance learning instruction for teachers?
- Identify internal and external barriers to student learning and success by student group?
- Include remote instruction delivery for students unable to access internet/virtual learning resources?
- Provide access to translated instructional materials or translation services for non-English speaking caregivers to support student learning?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

Didn't check all boxes?
What are the next steps?
(write in the space provided)

RESOURCE ALLOCATION



Didn't check all boxes?
What are the next
steps?
(write in the space provided)

Does our plan:

- Prioritize the needs of marginalized students and vulnerable student groups?
- Align budget allocations to the prioritization of marginalized and vulnerable students?
- Utilize CARES Funding to close equity gaps?
- Address teacher retention and recruitment and its impact on teacher assignment in high need schools specifically?
- Allocate human and collateral resources to deploy new and targeted communication strategies?
- Allocate resources to improve communication with students and families (interpretations services, multilingual collateral)?
- Allocate resources to mitigate the impact of gaps in access to technology/internet connectivity?
- Allocate resources to develop a division Distance Learning Plan that includes coordination of instruction across schools and assurance of equitable access for all students?
- Does our plan allocate resources to deploy devices and internet connectivity to students in need?
- Provide access to translated instructional materials or translation services for non-English speaking caregivers to support student learning?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

NOTES & NEXT STEPS