Reentry Toolkit

Phase 1: Plan for Reentry

We are housing this toolkit, along with all of the resources contained within it, in a public Google Drive folder because (1) we know it will evolve as we receive feedback from educators and leaders, and (2) we know the need is great, and we want to share what we know as soon as we know it, even in an imperfect state.

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Introduction

In the spring of 2020, schools faced the unprecedented crisis of COVID-19–produced illnesses, building closures, and extended disruptions in teaching and learning. Many schools quickly mobilized to learn how to best support student wellness and learning during this incredibly challenging time. In the midst of school closures and national stay-at-home orders, we as a nation confronted, once again, systemic racist violence against Black people in this country.

Instruction Partners recognizes the harmful role of racism in education and instructional decisions—affecting how we teach, what we teach, and who we teach—and consequently the effects on Black children's outcomes and opportunities. We believe that as this academic year closes and schools plan ahead for the [next chapter](#) of reopening under radically enhanced public health protection measures, antiracist education must become a foundational part of students' educational experience.

We know that this pandemic has negatively impacted some students and families more than others, exacerbating existing inequities. This toolkit encourages all schools and systems to prioritize, above all else, meeting the needs of the most instructionally vulnerable students in their care. We define "instructionally vulnerable" as students who are systemically disadvantaged and therefore disproportionately impacted by the physical, social-emotional, economic, and learning disruptions of COVID-19, including students of color, students in poverty, students learning English, and students with disabilities.

We know that focusing on instructionally vulnerable students is critical to ensuring equitable access to rigorous learning outcomes for all students—we also know that we must do more. We must begin to actively root out the racist underpinnings of our education system to ensure the safety and equitable access to learning opportunities for our Black and Latinx students. We are integrating relevant antiracist education resources and considerations into this toolkit; we commit to further building out this toolkit to provide additional resources and guidance on beginning the journey of dismantling racism in this country as we reopen schools amidst the pandemic.

Chapter	Impact
Crisis	Schools are closed
Reentry	**Schools slowly reopen with enhanced public health protection measures**
Recovery	Schools are fully back in session with focus on recovering lost learning
New Normal	Schools incorporate what they learned into new ways of teaching and learning

This toolkit seeks to answer three foundational questions about reentry, which we recommend educators use to set their focus and priorities for the school year ahead:

- **How do we center our planning around our most instructionally vulnerable students?**
- **How do we devote extra attention to all students' emotional needs and unfinished learning?**
- **How do we plan to advance and preserve student learning across multiple instructional scenarios?**

Planning with attention to these three questions affects decision-making. Here are a few examples of what we're seeing:

- Leaders only bringing back K–2 students and instructionally vulnerable students for in-person instruction and providing distance learning for other students.
- Leaders introducing new practices in pairing each staff member with a specific caseload of students to check in on emotional needs.
- Leaders and teachers working together to define instructional aspirations that will hold true in both distance learning and in-person learning to ensure equity across instructional scenarios.
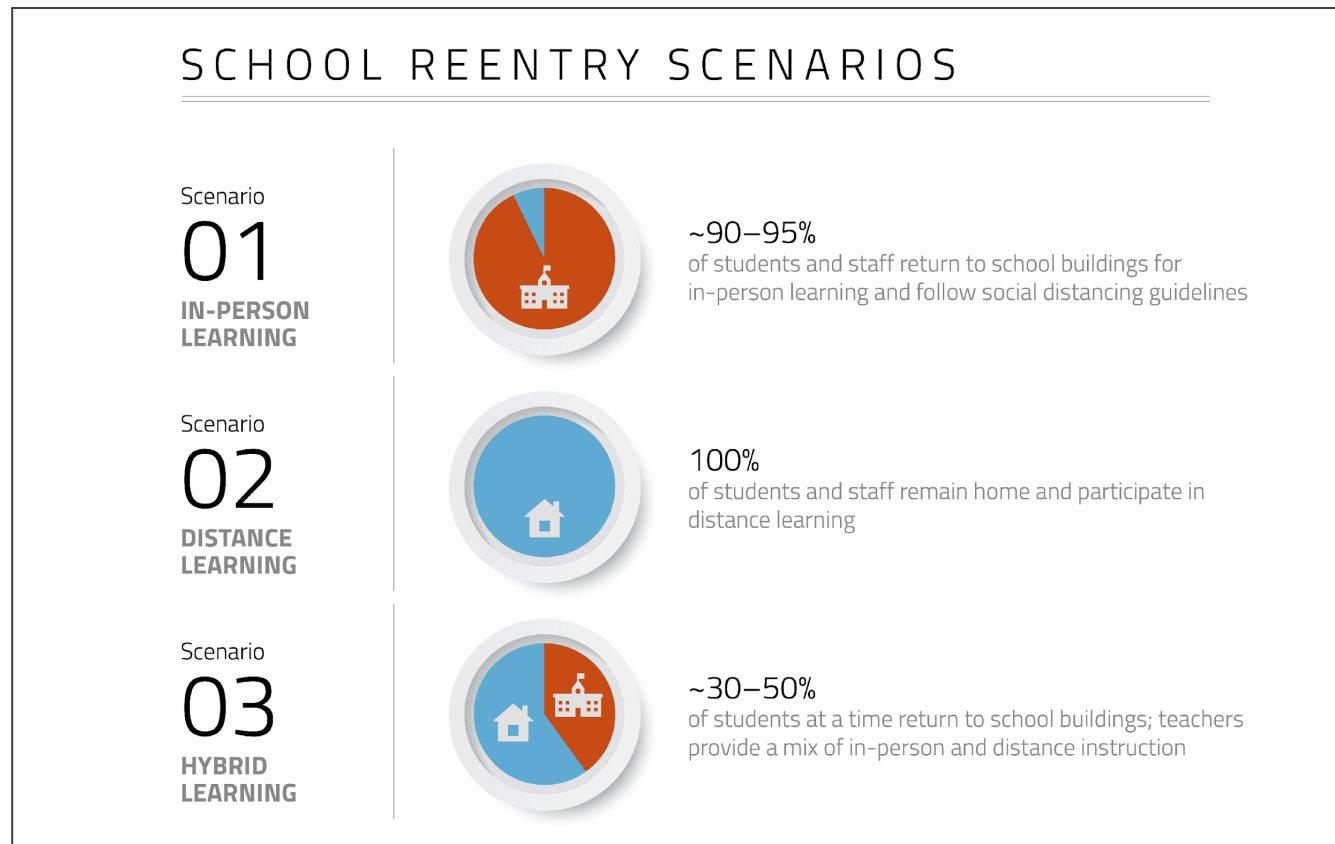
These decisions require instructional, cultural, and operational alignment in order to meet the new needs of students, families, and teachers.

Seeking to support schools and systems to address these questions while paying particular attention to the most instructionally vulnerable students, we monitored best practices that emerged in the field by closely examining the work of schools, systems, states, educational organizations, and other countries who were already working to address these issues. We worked with our remarkable partner schools and systems to co-design and test tools, resources, and guidance to build a practical toolkit that responds to the three foundational questions by:

- keeping the most instructionally vulnerable populations front and center,
- supporting leaders in making decisions and taking action to lead during this time, and
- providing concrete tools and resources for leading a team through reentry.

Aligning to Scenarios

Next year, schools are likely to experience a variety of instructional scenarios. Throughout the reentry toolkit, guiding questions and corresponding resources aim to support leaders in making decisions based on those possible scenarios in an effort to provide a consistent school experience for students, families, and staff with as little disruptions as possible.

SCHOOL REENTRY SCENARIOS

Scenario

01

IN-PERSON LEARNING

~90−95%
of students and staff return to school buildings for in-person learning and follow social distancing guidelines

Scenario

02

DISTANCE LEARNING

100%
of students and staff remain home and participate in distance learning

Scenario

03

HYBRID LEARNING

~30−50%
of students at a time return to school buildings; teachers provide a mix of in-person and distance instruction

Key Terms and Elements

- **Instructionally vulnerable students:** Students who are systemically disadvantaged and therefore disproportionately impacted by COVID-19, including students of color, students in poverty, students learning English, and students with disabilities.
- **Social-emotional learning:** Explicit and intentional instruction about cognitive, emotional, and social skills, as well as competencies, traits, values, and mindsets that systematically empower students to be successful as learners throughout their education and life.
- **Trauma-informed instruction:** The utilization of a set of skills and competencies enabling educators to recognize indications, signals, or expressions of trauma in their students; deploy appropriate support strategies in real time; and proactively plan and implement instructional practices that support all students, not just those who experienced trauma.
- **Antiracist:** Someone supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or idea that racial groups are equals and do not need developing or supporting policies that reduce racial inequity.[1]
- **Reentry framework:** A table that outlines the full scope of work for reentry through the 2020–21 school year, organized by time-bound phases of work and broken down into specific components.
- **Phases:** Period of time and focus of the work.
- **Components:** Type of work (in this case: instruction, culture, operations).
- **Steps:** Actions and decisions leaders need to make. Some steps in the toolkit contain links to other steps, acknowledging the interrelated sets of decision-making between instruction, culture, and operations.
- **Guiding questions:** Leader-facing questions to guide actions and decision-making.
- **Resources:** Practical tools aligned to the steps and guiding questions, including the following:
    - **Example templates:** Examples of the work to download, adjust, and use.
    - **Guidance:** Tools to inform your thinking and execution.

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[1] Ibram X Kendi, How to be an Antiracist, Random House, 2019

Using the Toolkit

Leaders can interact with the reentry toolkit in many ways. We recommend using it with your instructional leadership team, but if you have questions or feedback about how to engage with the resources, please contact us—we are always here to help. Here are ideas for how to make the toolkit work for your team:

- **Orient around the reentry framework:** Look at Phase 1 of the framework and click on the steps you want to learn more about to explore guiding questions, considerations, and concrete resources. While the steps within each component are structured chronologically, the work across components will take place concurrently.
    - Please note that not all steps in Phase 1 contain further guidance, specifically those under the culture and operations components. While we are focusing our support primarily on instruction and culture, we want to provide a holistic view of the work of reentry; we are continuing to build the toolkit as new learning emerges across the field.
- **Work chronologically while acknowledging interdependencies:** While the steps within each component follow a chronological order, the components themselves (instruction, culture, and operations) are interdependent. We still recommend working chronologically through the steps but look for links to related steps throughout the toolkit. For example, the work involved in the "Planning for teacher training support, coaching support, and planning expectations" step within the instruction component will be informed by the work involved in the culture component in these steps: "Determine the social-emotional needs of staff, students, and families"; "Plan for trauma-informed practices in culture and instruction." This illustrates how cultural planning should directly inform instructional planning. The reentry committee leader will play a critical role in maintaining a high-level view of the working groups' progress to ensure alignment across steps.
- **Use it as a workbook:** Think through your responses to the guiding questions as you move through the planning process in Phase 1 and record your notes in this document.
- **Use it as a resource bank:** The supporting resources provide samples, templates, and/or guidance for the work of the corresponding step. Please use any Instruction Partners resources and adjust the tools to meet your needs

Reentry Framework

Component	Phase 1: Summer 2020 Plan for Reentry	Phase 2: Fall 2020 Communicate and Implement Your Plan	Phase 3: Winter/Spring 2021 Improve Your Plan and Prepare for Recovery

Instruction	❏ Assemble a reentry advisory committee
	❏ Identify and understand the needs of your instructionally vulnerable students
	❏ Reflect on previous distance learning
	❏ Determine priorities and aspirations for reentry
	❏ Actualize aspirations
	  ❏ Utilize your curricular materials
	  ❏ Plan for teaching and learning across multiple scenarios
	  ❏ Plan your approach for unfinished learning
	  ❏ Determine your assessment strategy
	❏ Determine supporting systems and structures
	  ❏ Create academic calendar and master schedule
	  ❏ Decide on roles and responsibilities for instruction
	  ❏ Plan teacher training support, coaching support, and planning expectations
	❏ Determine plan for grading
	❏ Communicate instructional plans with families and staff
	❏ Train teachers for beginning of year
		❏ Diagnose and launch supports for unfinished learning
		❏ Gather data and feedback from students, families, and staff
		❏ Responsively support teachers through training, coaching, and planning
		❏ Engage families in student progress
			❏ Step back and adjust plans based on data
			❏ Revise instructional model and plans as needed
			❏ Support teachers on any adjustments through training, coaching, and planning

Culture	❏ Determine the social-emotional needs of staff, students, and families ❏ Identify supporting programs and partners ❏ Plan trauma-informed practices in culture and instruction ❏ Adjust school culture plan ❏ Create stakeholder reengagement plan ❏ Decide on roles and responsibilities for culture	❏ Communicate culture plans with families and staff ❏ Refine your tool for assessing school culture ❏ Gather data on students and staff engagement and wellbeing ❏ Check in with families	❏ Step back and adjust plans based on data ❏ Launch any additional student supports for social-emotional learning or trauma
Operations	❏ Revise 2020–21 budget ❏ Hire for vacancies informed by scenarios ❏ Perform tech audit and create distribution plan ❏ Update food distribution plan ❏ Create safety plan for different scenarios ❏ Determine student and classroom supply lists ❏ Update family and teacher handbooks ❏ Update performance evaluations informed by scenarios ❏ Decide on roles and responsibilities for operations ❏ Create contingency plans for staff absences ❏ Communicate operational plans with families and staff	❏ Determine communication systems and structures ❏ Observe and refine schoolwide operations and procedures ❏ Adjust plans based on scenarios	❏ Set re-enrollment projections ❏ Hold teacher retention meetings ❏ Adjust budget as needed ❏ Perform tech audit

Plan for Reentry: Instruction

Assemble a reentry advisory committee

In this step, leaders will:

- assemble a diverse team of stakeholders to own the planning and execution of all aspects of reentry.
- set a clear charge for the team.
- determine routines, structures, and roles and responsibilities for the team.

Guiding Questions	Notes	Resources
Who are the representatives from the system level that need to be heavily involved in reentry planning?		**Reentry Committee Member Guidance:** This resource shares the charge and composition of the Reentry Committee. It outlines proposed working groups, member composition, and sample responsibilities.
Who are the representatives from the school level that need to be heavily involved in the reentry planning?		
What perspectives must be included on the team to ensure a focus on instructionally vulnerable students in our planning process as well as a representation of the full community?		**Agenda for Launching the Reentry Advisory Committee:** This resource outlines a sample agenda to guide the first meeting of the Reentry Advisory Committee.
What is the charge of this team?		**School and System-Level Decision Making Matrix:** This resource outlines key components of planning for the

When and how often will this team meet?		2020-2021 school year and provides a template for deciding whether components should be aligned across the entire system, be school/campus specific, and/or require collaboration.
What is the scope of the work this team will take on?		
How will the work of the team be communicated to the broader community? How will the community have the opportunity to provide feedback, attending to equity of voice and representation?		**Sample Reentry Support Sequence:** This resource is an example support sequence that is broken down by system responsibilities and working group responsibilities. The timeframes are intentionally short to account for the fast-paced nature of reentry planning. This support sequence assumes that planning has been distributed among three working groups: instruction, culture, and operations.
What are the roles and responsibilities of committee members?		**Example Communication Plans:** This resource provides an example communications plan for summer reentry planning as well as for school year planning.

Identify and understand the needs of your instructionally vulnerable students

In this step, leaders will:

- identify students who are instructionally vulnerable and understand the factors contributing to their instructional vulnerability in order to proactively mitigate obstacles during reentry planning.
- assign adults to support each instructionally vulnerable child.

Guiding Questions	Notes	Resources
Who are the most instructionally vulnerable students? How do we know?		**Feedback Survey to Students and Families:** This resource is intended to provide example survey questions a school could ask students and families to ascertain what kinds of school and community supports would be most helpful for them as they transition into the 2020-2021 school year.
What additional data do we need to collect from students to ensure we can effectively plan for engagement and support, starting in the fall and continuing through the 2020-2021 school year?		
What are the needs of each of our instructionally vulnerable students?		
Who are the adults who are assigned to check in and have regular touch points with instructionally vulnerable students ?		

Reflect on previous distance learning

In this step, leaders will conduct a data-informed stepback to understand the successes and challenges of the first phase of distance learning in order to improve fall planning.

Guiding Questions	Notes	Resources
What was our previous distance learning model during the first months of school facility closures?		**Stepback to Reflect on Distance Learning:** This resource shares guiding questions and a sample stepback meeting agenda that supports leaders to reflect on their distance learning experiences and plan for learning next year.

Feedback Survey to Staff: This resource is intended to provide some example survey questions a school leader could ask staff to ascertain what kinds of community and leadership supports would be most helpful for them as they transition into the 2020-2021 school year.

Feedback Survey to Students and Families: This resource is intended to provide some example survey questions a school could ask students and families to ascertain what kinds of school and community supports would be most helpful for them as they transition into the 2020-2021 school year. |
What was successful that we should retain and continue as we map out our fall learning plan?		
What course corrections did we make during distance learning that we want to remember?		
What obstacles arose for students during the spring, and what is our plan to address those obstacles so students are better able to engage in any reentry scenario?		

As we plan for the summer and fall ahead, what do we want to remain true for our student, family, and staff experience?		**Platforms for Gathering Stakeholder Feedback:** This resource describes some ways in which schools and systems can systematically gather stakeholder feedback on an ongoing basis to inform reentry planning and continuous improvement efforts.

Determine priorities and aspirations for reentry

In this step, leaders will name aspirations for the student experience in their schools and plan how to measure progress towards realizing those aspirations.

Guiding Questions	Notes	Resources
What is the experience we want students and families to have when they reenter school?		**Priorities and Aspirations for Reentry:** This resource is an example of what learning aspirations for reentry could look like.
Based on the experience you want students and families to have, what are your year-long priorities?		**ELA Guidelines for Distance Learning Models:** This resource describes how to actualize ELA-specific aspirations in the different scenarios.
What should be true for teaching, learning, and student support across any scenario?		**Math Guidelines for Distance Learning Models:** This resource describes how to actualize math-specific aspirations in the different scenarios.
Who are the most instructionally vulnerable students? *Refer to Identify and understand the needs of your instructionally vulnerable students*		**Math Observation Rubric** The purpose of this resource is to determine the current state of instruction and identify places for focus to plan, act, and continuously improve. The conversations and actions that this rubric evelates are more important than numerical ratings or agreement on those ratings. This rubric is adapted from the Instructional Practice

What do we want to be true for our students who are most instructionally vulnerable?		Guide. **ELA Observation Rubric** The purpose of this resource is to determine the current state of instruction and identify places for focus to plan, act, and continuously improve. The conversations and actions that this rubric evelates are more important than numerical ratings or agreement on those ratings. This rubric is adapted from the Instructional Practice Guide.
How will we take into account students' social-emotional health and learning needs?		
What are the specific content and grade-band considerations?		
How will we measure our aspirations?		
How will our metrics reflect a prioritization of instructionally vulnerable students and a focus on anti-racist practices?		

Actualize aspirations

In this step, leaders will develop clarity on how they will bring their stated aspirations to life by determining:

- which instructional materials and assessments teachers and students will use across reentry scenarios.
- how teachers and students will be expected to use those resources.
- how instructional materials and assessments will support unfinished learning.
- how to support all students in accessing grade-level content.
- how to support families in accessing and using materials, with a focus on instructionally vulnerable students.
- how teaching and learning will look in each scenario (including feedback).
- what content will be prioritized for each grade level and content area.

Utilize your Curricular Materials		
Guiding Questions	**Notes**	**Resources**
What instructional materials will we need, given the different reentry scenarios?		**Sample Math Scope and Sequence and Guidance:** This resource provides a process for adjusting a curriculum's scope and sequence, as well as a sample adjusted pacing guide for Tier 1 instruction based on unfinished learning due to COVID-19. It reflects prioritization of current year content as well as bridges to learning for grade-level content from the prior year.
What are the expectations for using materials under each scenario for both teachers and families?		
How does our school's resource allocation reflect a commitment to equity?		
What curriculum and teacher supports will we use (or pilot) to identify and mitigate the		**Sample ELA Pacing Guidance: K-2:** This resource provides a process for adjusting a

legacy of racism in what we teach and how we teach?		curriculum's scope and sequence, with specific attention to the unique nature of K-2 ELA.
What is the plan for removing barriers so that students and families who need support can meet expectations?		**Sample ELA Pacing Guidance: Grades 3-12** This resource provides a process for adjusting a curriculum's scope and sequence.
What scope and sequence adjustments do we need to make to account for missed learning? *Refer to: Plan your approach to unfinished learning*		**Effective Distance Learning Practices:** This resource builds a menu of strategies and practices to maintain high expectations for content and pedagogy during distance learning and to provide access for all children:

- Building Culture and Community
- Presenting Grade Level Content
- Making Learning Visible
- Soliciting Student Responses, Facilitating Meaningful Discussion and Student Collaboration
- Assessing Student Work and Providing Feedback

Louisiana ELA Guidebooks Distance Learning Guidance: This resource provides guidance from the Louisiana Department of Education on how to implement Guidebooks

		in both an analog and digital distance learning model. **Priority Instructional Content By Grade Level:** This resource, published by Student Achievement Partners, names the instructional content priorities in mathematics (K–8) and ELA/literacy (K–12) for the 2020–21 academic year.
Plan for Teaching and Learning across Multiple Scenarios		
Guiding Questions	**Notes**	**Resources**
What considerations do we need to keep in mind from our reflections on distance learning this spring? *Refer to: Reflect on Previous Distance Learning*		**Distance Learning Platform Comparison Chart:** This resource outlines commonly used online platforms to help determine a platform that best suits a school or system's specific needs. **Key Considerations for Instructional Planning:** This resource shares emerging learnings and best practices when planning for instruction across scenarios.
What online platform will we adopt or continue using?		
What does access to technology look like, and how will we ensure all students have access to the technology and resources our plans require?		

How will students engage with content in each scenario?		
How will we ensure that instructionally vulnerable students are able to access content in each scenario (e.g., access to technology, access to texts and workbooks, etc.)?		
What will teacher and student interactions look like in each scenario, and how will teachers prioritize students who are instructionally vulnerable?		
What is the role of families in each scenario, and what is the role of our school in supporting families?		

Plan Your Approach to Unfinished Learning		
Guiding Questions	**Notes**	**Resources**
How should our learning aspirations for reentry inform our approach to unfinished learning? *Refer to: Determine Aspirations for Reentry*		**Guidance for Accelerating Student Learning:** This resource provides guidance on what to do and what not to do when planning to address unfinished learning from the previous school year. **Talking Points on Accelerating Student Learning:** This resource provides concrete language for how to talk about accelerating student learning with staff, as well as research that supports those recommendations. **Priority Instructional Content By Grade Level:** This resource, published by Student Achievement Partners, names the instructional content priorities in mathematics (K–8) and ELA/literacy (K–12) for the 2020–21 academic year. Assessment and Diagnosis Recommendations: <coming soon>
What opportunities did students have to engage during distance learning? Who participated and who did not? *Refer to: Reflect on Previous Distance Learning*		
What grade-level content is most essential right now?		
How will intervention and additional supports prepare the most instructionally vulnerable students to engage in grade-level learning with peers?		
How do we ensure that we are not widening the opportunity gap for students by unintentionally over-remediating?		

Determine Your Assessment Strategy		
Guiding Questions	**Notes**	**Resources**
What data do we need for all students? What data do we need for some students? What data do we need for a few students? How do we plan to use each type of data?		**Teaching Comes First:** This resource, published by Achievement Network, outlines different purposes for assessment.
What type of assessments will meet our identified data needs? What are their purposes and use? Are they aligned to the prioritized content and curriculum? Refer to: *Plan your approach to unfinished learning* and *Utilize your curricular materials*		**Principles for Choosing and Using Assessment for Reentry:** This resource, published Achievement Network, outlines three principles for choosing and using assessments to address unfinished learning.
How will teachers be expected to use assessment data?		
What steps will we take to reduce and eliminate bias in assessment and placement?		

Determine supporting systems and structures

In this step, leaders will develop clarity on the systems and structures necessary at the system, school, and family level to actualize aspirations for reentry by determining:

- which students and staff will return for in-person instruction.
- what the academic schedule will be, keeping in mind the most instructionally vulnerable students.
- what the gracing policy will look like across scenarios.
- what support teachers need across scenarios, including coaching and planning.
- What the roles and responsibilities are for supporting instruction.

Create Academic Calendar and Master Schedule		
Guiding Questions	**Notes**	**Resources**
Which staff members are able to return to school?		**Developing COVID Comeback Models:** This resource from Education Resource Strategies provides recommendations and considerations for scheduling and staffing based on probable health and safety measures.
Which students are able/are choosing to come back to school? Who are the most instructionally vulnerable students?		
How many students can the building hold at one time based on social distancing measures?		
Assuming all students cannot be in the school building each day due to social distancing regulations, which students will we prioritize attending in-person?		
What is the length of the school day for students when they are in-person versus when they are at home?		

Guiding Questions	Notes	Resources
How will we ensure that the master schedule and adjustments to the instructional scope and sequence decisions align?		
How will students receive minutes aligned to IEPs and IAPs, including speech and hearing, physical therapy, and other services?		
What is the evaluation process for students who may qualify for individualized education plans?		
How will students continue to learn science and social studies? How will students continue to learn about physical fitness, art, and other co-curriculars?		

Decide on Roles and Responsibilities for Instruction		
Guiding Questions	**Notes**	**Resources**
What are the roles and responsibilities of staff in each reentry scenario? What are the roles of student support staff (such as behavioral interventionists, special education professionals, and speech pathologists) in each scenario?		**Roles and Responsibilities for Supporting Instruction:** This resource provides guidance to school leaders, teachers, and families regarding instruction in a traditional in-person setting as well as considerations for distance learning.
Based on the academic schedule, what are creative ways to use our staff's capacity? How will our staffing models and schedules reflect a focus on equity?		

Refer to: Inequality in Teaching and Schooling: How Opportunity Is Rationed to Students of Color in America		**Developing COVID Comeback Models:** This resource from Education Resource Strategies provides recommendations and considerations for scheduling and staffing based on probable health and safety measures.
In what ways will we leverage our staff to ensure effective support for instructionally vulnerable students?		

Plan Teacher Training Support, Coaching Support, and Planning Expectations		
Guiding Questions	**Notes**	**Resources**
What are the key upfront teacher training needs for each scenario? How are those in service of our aspirations for reentry? *Refer to: Determine aspirations for reentry*		**Teacher Training Needs for Reentry:** This resource outlines teacher training needs and sessions based on planning across scenarios. Please note that this list is not exhaustive and does not take into consideration all school-specific needs.
What are the key ongoing teacher training needs for each scenario? How are those in service of our aspirations for reentry? *Refer to: Determine aspirations for reentry*		
How will teachers and administrators increase knowledge about equitable teaching practices?		**Example ELA Individual Lesson Planning/Internalization Expectations:** This resource supports internalization of ELA

Who will design and facilitate the upfront and ongoing trainings?		lessons for in-person or at-home learning when a teacher is using a high-quality curriculum.
Reflecting on our current planning expectations, what individual preparation and analysis will teachers need to perform in each scenario and who monitors and provides feedback on teachers' plans?		**Example Math Individual Lesson Planning/Internalization Expectations:** This resource supports internalization of math lessons for in-person or at-home learning when a teacher is using a high-quality curriculum.
Reflecting on our current collaborative planning structures, what does collaborative planning look like in each scenario and who supports with that?		**Example Collaborative Planning Expectations:** This resource outlines logistical considerations and a potential agenda for collaborative planning.
Reflecting on our current coaching practices, what does coaching for teachers look like in each scenario, and who provides the coaching? How does coaching support teachers in noticing and addressing bias (e.g., documenting response rates, analysis of seating arrangements, student partnerships, selected work for whole group analysis, academic vs. compliance feedback to students, etc.)?		**Student Feedback Guidance and Expectations:** This resource provides guidance and example expectations for teachers providing feedback on student work, including considerations for each reentry scenario.

| | | **Sample Coaching Model:** This resource is a high-level overview of a sample coaching model and process. This model is intentionally constructed to be able to be implemented in-person or virtually.

Sample Observation and Feedback Structures: This resource provides guidance for frequency and types of observations based on role and the reentry scenarios.

Teacher Observation and Coaching Tracker: This is an example spreadsheet that a school leader or coach could use to track teacher observation and coaching notes in-person or virtually. |
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Determine Plan for Grading		
Guiding Questions	**Notes**	**Resources**

What was our approach to grading during the spring? What were our reflections about that approach?		**Grading Guidance Across the Reentry Scenarios:** This resource outlines example grading guidance for three possible school reentry scenarios for the 2020-2021 school year.
How are we ensuring that the grading guidance is created with the most instructionally vulnerable students in mind, ensuring that all students have equitable access to the resources and support needed to be successful?		
Is there any guidance from the state, city, county, system, or other organizations that should help inform our approach?		
If no guidance exists, what is the plan for grading for each scenario? How does it vary by grade-band?		
What decisions do we need to make regarding promotion/retention based on the plan for grading? How will we norm on expectations in order to reduce and eliminate bias?		
What is the expectation for independent work in a distance learning model? How will students receive documented accommodations on assessments in a distance learning model?		

How will students and families understand and receive information about learning goals and progress to goals, including frequency and method of communications?		

Plan for Reentry: Culture

Determine the social-emotional needs of staff, students, and families

In this step, leaders will prioritize the emotional needs of students and staff in planning based on a deep understanding of their solicited perspectives on their experiences.

Guiding Questions	Notes	Resources
What information do we want to gather from staff, students, and families? How will we prioritize representation and equity of voice?		**Definitions: Trauma-Informed Instruction and Social-Emotional Learning:** This resource defines trauma-informed instruction and social-emotional learning.
Are there specific questions we want to ask to students who we identified as instructionally vulnerable to ensure we are able to best support them?		**Feedback Survey to Staff:** This resource provides example survey questions a school leader could ask the staff to ascertain what kinds of community and leadership supports would be most helpful for them as they transition into the 2020-2021 school year.

How will we gather feedback from staff about needed supports? How will we create a safe space for staff to provide honest feedback, with attention toward adults from historically marginalized communities?		**Feedback Survey to Students and Families:** This resource is intended to provide some example survey questions a school could ask students and families to ascertain what kinds of school and community supports would be most helpful as they transition into the 2020-2021 school year.
How will we analyze data to learn more about feedback across staff, students, and families with diverse backgrounds and to identify trends we need to address?		**Platforms for Gathering Stakeholder Feedback:** This resource describes some ways in which schools and systems can systematically gather stakeholder feedback on an ongoing basis to use to inform reentry planning and continuous improvement efforts.

Plan trauma-informed practices in culture and instruction

In this step, leaders will plan how social-emotional learning and trauma-informed instruction will be authentically woven into the fabric of the school to avoid creating a stand-alone initiative.

Guiding Questions	Notes	Resources
How will we define our approach to trauma-informed teaching? What are our guiding principles?		**Executive Summaries of Trauma-Informed and Social-Emotional Learning Research:** This resource is a compilation of research and resources on trauma-informed and SEL (social-emotional learning). While not exhaustive, it is meant to provide a jumping off point around these priorities and initiatives.
How will we leverage the data we collected from staff, students, and families to inform our approach?		
Who will design and facilitate teacher training on trauma-informed teaching?		**Curated List of Trauma-Informed and Social-Emotional Learning Resources:** List of curated external tools, organizations, trainings, identifying specific audiences for each resource.
When/how will this upfront training occur? *Refer to Plan teacher training, support, coaching support, and planning expectations*		**Tier 1 Trauma-Informed Teaching Practices:** Inspired by the Aspirations for Reentry, this resource provides a list of research-based Tier 1 trauma-informed practices, examples of activities, and examples of each practice in core content.
When/how will this ongoing training occur?		
What implications does this approach have on the daily academic schedule?		

What implications does this approach have on lesson planning and internalization expectations for teachers?		**Upfront Staff Training on SEL and Trauma-Informed Instruction:** This is an upfront, introductory-level training that can be provided to all staff to introduce them to the topics of social-emotional learning and trauma-informed instruction—including practical ways to embed these practices into the school community.
How will teachers be supported in ensuring consistent and effective implementation of these teaching practices?		
How will we measure the effectiveness of our approach?		
When will we progress monitor?		
Who on the team will be responsible for leading the learning on best practice in trauma-informed teaching?		

Create stakeholder reengagement plan

In this step, leaders will:

- identify the families to re-engage for fall reentry.
- identify the trends in the data for who was not as engaged and the obstacles that contributed.
- construct an engagement plan to ensure all students and families are supported to fully engage for the different scenarios.

Guiding Questions	Notes	Resources
Who are the students and families who we did not successfully engage during the spring? *Refer to Reflect on Previous Distance Learning*		**Student and Family Engagement Resources:** This resource comes from the Flamboyan Foundation that provides concrete strategies for engaging students and families.
Why do we think some families and students were not as engaged during spring distance learning? Are there trends linked to race, socioeconomics, geography, language, or other identifiers that predict whether we provided access to families and students?		
What do we need to do differently to ensure engagement of all students and families in all reentry scenarios?		