

Proactive and Equitable Educational Implementation

As classes resume during the pandemic, schools need to address issues of access, capacity, opportunity, and outcomes for the success of English-language-learner students and students with disabilities. A coalition of advocacy groups has developed some key questions that educators should be asking:

Students who are English-Language Learners		
ACCESS	Q: How are schools connecting and collaborating with families to expand students' language abilities in both their home languages and English in ways that honor their knowledge and experiences?	School-level administrators and teachers
CAPACITY	Q: How are teachers equipped to engage with English-learners and their families in ways that make them feel welcomed and honor their knowledge and experiences, whether online or in person?	School-level administrators and teachers
OPPORTUNITY	Q: What professional development are we providing to implement culturally responsive and sustaining teaching practices to better serve English-learners during distance learning?	School-level administrators and teachers
OUTCOME	Q: How are schools reflecting on school climate to ensure English-learners feel welcomed and engaged, whether online or in person?	School-level administrators and teachers
Students with Disabilities		
ACCESS	Q: Are we ensuring that accessibility is guaranteed in the procurement of materials (print and digital) and technologies, enabling students with disabilities to access curricula with assistive technology?	State, district, and school policymakers and administrators
CAPACITY	Q: Do we have personnel and guidelines in place to ensure that students' IEPs and 504 plans are appropriately reviewed, revised, and updated in partnership with parents and guardians, as scheduled during the coming year, whether remote or in-person?	State, district, and school policymakers and administrators
OPPORTUNITY	Q: Are our general education, special education, assistive technology, and education technology staff prepared to collaborate to ensure that every learner with a disability continues to learn and make progress in the least restrictive environment, regardless of the potential fluidity of where teaching and learning happen?	Educators, school administrators, district policymakers, and state-level policymakers
OUTCOME	Q: How are data being collected to determine if the outcomes for students with IEPs and 504 plans are proportionate to those without?	Educators, school administrators, district policymakers, and state-level policymakers and administrators

SOURCE: The COVID-19 Education Coalition