

KEY CONSIDERATIONS: Supporting Diverse Learners Throughout Reentry



The “reentry period”, as schools reopen for SY 2020-2021 after several months shuttered due to COVID19, will serve as a significant test of leadership, collaboration, flexibility, and equity-centered practices. Given the unique needs of students with disabilities and English language learners, it will be critical to create plans that account for their inclusion and success. Consider the following in planning to meet the needs of **all** students this fall.



CO-CREATE REENTRY PLANS WITH TEACHERS & FAMILIES

Are the voices of [special & EL educators](#) represented in reentry planning conversations? How are families of diverse learners contributing to reentry plans? Create plans that take into account family structures, especially in times of constant shift, and incorporate ongoing cycles of input to ensure equity in the daily experience of students.



THINK BEYOND USUAL SYSTEMS

How can we think beyond moving students through tiered interventions and focus on [redesigning Tier 1 instruction](#) to be more inclusive of all learners? In what ways will a balance of synchronous and asynchronous learning opportunities support diverse learners? Leverage virtual spaces to breakdown previous barriers to learning (e.g. teaching bilingual classes, reducing planning load across teachers, project based learning, individualized IEP goal instruction).



RECONSIDER ROLES TO OPTIMIZE STUDENT LEARNING

How can we shift school team member roles to [maximize](#) benefit for students with unique needs across various reopening scenarios? How do we use the talents and energies of special and EL educators, counselors, paraprofessionals, school psychologists, related service providers, core content teachers, and others to address wide range of student needs? Provide aligned [professional development](#) opportunities that will ensure team member success in new or adjusted roles.



COLLECT DATA ON UNFINISHED LEARNING

What [data](#) is needed to determine where students are beginning the school year, including language proficiency and non-academic measures? Are previously utilized assessments aligned with what we need to know? Use multiple forms of assessment to authentically measure and then plan based on student needs. Then, decide how (and who) will make decisions about the priority and progression of skills to address unfinished learning. Develop systems to continue monitoring progress toward core content expectations as well as individualized learning (IEP/ILP) goals.



ENSURE LEAST RESTRICTIVE ENVIRONMENT

How can we [maximize interactions](#) between students with disabilities with their neurotypical peers? How can we promote peer interaction to provide supportive language models for newer English speakers? Consider modes of instruction that alleviate digital divides and/or social distancing measures, as well as ways to maintain LRE for at-risk/at-home students.



PRIORITIZE SOCIAL, EMOTIONAL, & BEHAVIORAL SUPPORTS

In what ways are we prioritizing ways of discovering student [social, emotional, and behavioral needs](#) in both the transition back to school buildings and in continued remote learning settings - at this point in time and in an ongoing manner? How can we leverage teacher-student and family relationships to ensure appropriate supports are provided? Are there community agencies we can consult? Meeting these needs will positively contribute to student engagement in learning.



TAILOR DOCUMENTATION TO ENSURE COLLABORATION & FIDELITY

Who will help us ensure we are keeping up with and appropriately applying federal, state, and district guidance specific to diverse learners? Format documentation that supports: transition between in-building and virtual service, communication across team members including families, collaboration to plan for student-centered instruction, and high rates of fidelity. Such documentation will facilitate the provision of [FAPE](#), including compensatory services.

**Resources linked are starting places for ideas, not representative of the full set of solutions. For more resources focused on planning for diverse learners in reentry, please visit www.dlresourcecenter.com.*



We believe educators are stronger together!

The Diverse Learners Cooperative is a nonprofit organization that connects teachers and leaders with professional learning, resources, and networks to propel best practice for diverse learners. We are aware that these resources alone may not be sufficient in meeting your reentry planning needs. If you're interested in receiving more targeted support, [please be in touch directly](#).