Pullman School District Recovery Plan
Equity Rubric: Attending to the Needs of Students

Overview: This tool is designed for districts and schools to assess the quality of their recovery 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 a plan for continuous updating in place	Most vulnerable population has been identified, there is a planning process that includes representatives from the most vulnerable population

Critical Supports for 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 students and families with the greatest need that the organization serves.

1	2	3	4
Recovery plan does not specifically address critical supports	Recovery plan addresses critical supports for one recovery model only	Recovery plan addresses critical supports for multiple models (e.g. summer school, mental health therapist)	Recovery plan addresses critical supports for multiple models and expands a continuum of supports for students

Educational Services for Students in Need. The district/school has planned to assess learning loss and provide additional academic supports for their students in greatest need to ensure equitable access to grade-level coursework.

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

Technological Resources for Students. The district/school has planned to operationally support the students most in need and aligned adequate resources to those operations. This includes technology access, transportation, and athletics.			
1	**2**	**3**	**4**
Recovery plan does not specify how operations and resources will specifically serve students with the greatest need	Recovery plan specifies how operations and resources will specifically serve students with the greatest need for one recovery model only	Recovery plan specifies how operations and resources will specifically serve students with the greatest need for multiple recovery models (e.g. mild and moderate social distancing, technology access, and transportation)	Recovery plan specifies how operations and resources will specifically serve students with the greatest need for multiple recovery models

Communication with Families. The district/school is prepared to regularly communicate plans for reopening with caregivers of students with the greatest need and is prepared to communicate contingency plans.			
1	**2**	**3**	**4**
Recovery plan does not include a communication strategy or plan for caregivers of students with the greatest need	Recovery plan outlines a generic communication strategy for all populations	Recovery plan outlines multichannel, ongoing communication that is targeted towards caregivers of students with the greatest need	Recovery plan outlines multichannel, ongoing communication With caregivers of students with the greatest need and leverages community partners in the communication process

Staffing for Students. The district/schools has planned to adequately provide staff and support that staff in their service of students with the greatest need.			
1	**2**	**3**	**4**
Recovery plan does not include a staffing strategy nor professional development for staff serving students with the greatest need	Recovery plan includes a staffing strategy but no plans for professional development for staff serving students with the greatest need	Recovery plan includes a staffing strategy and plans for professional development for staff serving students with the greatest need	Recovery plan includes a staffing strategy and professional development for serving students with the greatest need. All staff are clear on their roles & responsibilities

Notes:

1. Which vulnerable populations are you serving and/or considering related to your recovery plan?

2. What gaps need to be addressed?

3. What is your plan for monitoring implementation and making course corrections as needed?