

# Does Our School District Have a Systemic Approach to Transitions to and from Distance/Blended Learning?

## *A Tool for District Team Analysis*

The goal of this analysis is to help district leaders identify strengths and opportunities to develop a systemic approach to anticipated transitions into and out of distance or blended learning. The tool is built around five key ingredients: **capacity building, actionable data, positive engagement, strategic partnerships, and shared accountability**, all of which play an integral role in preparing students, families, and schools staff for these transitions. While assessing your district across all five ingredients, think about the actions your district takes on its own, as well as whether you are making strategic use of community partnerships to advance your strategies.

A cross-functional district team should undertake the following steps:

- 1) **Complete the analysis:** Each person on the team should complete the analysis separately to reflect on strengths and opportunities for improvement. Consider adding district leaders from departments not represented on the team such as curriculum and instruction, special education, and operations who can offer valuable perspectives and suggestions.
- 2) **Debrief and set goals:** Convene the group to tally the individual results onto a single analysis and collectively review what the combined data reveal about strengths, gaps, and differences of opinion. Use the results to identify practices that should be continued as well as priority areas for improvement.
- 3) **Make a plan:** Once team members have agreed on priorities, assign responsibilities and establish timelines for completion.
- 4) **Communicate the results:** The cross-functional team should communicate the results of the analysis with district staff, and in some cases, schools and community partners, and engage them in executing the improvement plan.

CAPACITY BUILDING	Solidly in place	Needs Improvement	Urgent Gap
1. Our district has a cabinet-led team, with responsibility for transition, that includes staff from every department/function (e.g., academics, student support, early learning, English language learners, students with disabilities, communications, family engagement, health, technology and college and career)			
2. Our district team has the skills and knowledge to identify, discuss and address educational inequities based on race, gender, income and special needs.			
3. Our district team has established trauma-informed, restorative practice guidelines, training, and resources to ensure our instructional and non-instructional staff (i.e. secretarial support, janitorial, food services, and physical education staff) can support the social, emotional and physical health of all staff, students and families.			
4. Our district supports staff to manage hybrid/blended school learning environments.			
5. Our district has a year long professional development plan that equips instructional and non-instructional staff to know and respect the realities, strengths and needs of the diverse students and families who comprise our district.			
6. Our district includes principals and school staff in the design and implementation of professional development opportunities.			
7. Our district ensures that facilitators and providers of professional development reflect the demographics of our district population (gender, race, home languages, religion and disabilities)			
8. Our district team provides ongoing guidance and support to school-based teams with responsibility for transition planning.			
9. Our district has mapped all of its district and school teams (e.g. MTSS, Attendance, PBIS, RTI, school climate, transition etc.) and has developed guidance for school leaders on how to leverage, consolidate and maximize resources for a whole child/family approach.			

<b>ACTIONABLE DATA</b>	<b>Solidly in place</b>	<b>Needs Improvement</b>	<b>Urgent Gap</b>
1. Our district team regularly reviews attendance data broken down by grades, disability, race/ethnicity, income, zip code, and special needs to understand and address inequitable patterns.			
2. Our district team ensures school teams have access to 2019-20 attendance and chronic absence data disaggregated by school, grade, race/ethnicity, home language, income, disability and zip code in order to identify students and families in need of extra support.			
3. Our district team ensures that schools can access prior year data for all students enrolled in and transitioning to their school for the 2020-21 school year.			
4. Our district team has established protocols for taking attendance/participation on a daily basis for in-person and distance learning and recording it in the district data system.			
5. Our district team ensures school teams have access to distance learning data by contact, connectivity, relationships and participation.			
6. Our district protocols require contact lists be updated regularly instead of once a year.			
7. Our district team is using connectivity data to ensure that every student on roll has the access to the technology they need to fully engage in learning during the 2020-2021 school year.			
8. Our district team that reviews and analyzes data for practice and policy implications reflects the demographics of our school community.			
9. Our district team ensures that our schools have tools to collect qualitative data about the reasons students miss school (in-person or remote) in order to determine where they need to concentrate support services.			
10. Our district has developed guidance for the implementation of a multi-tiered system of support that prioritizes students and student groups with the most lost learning time.			

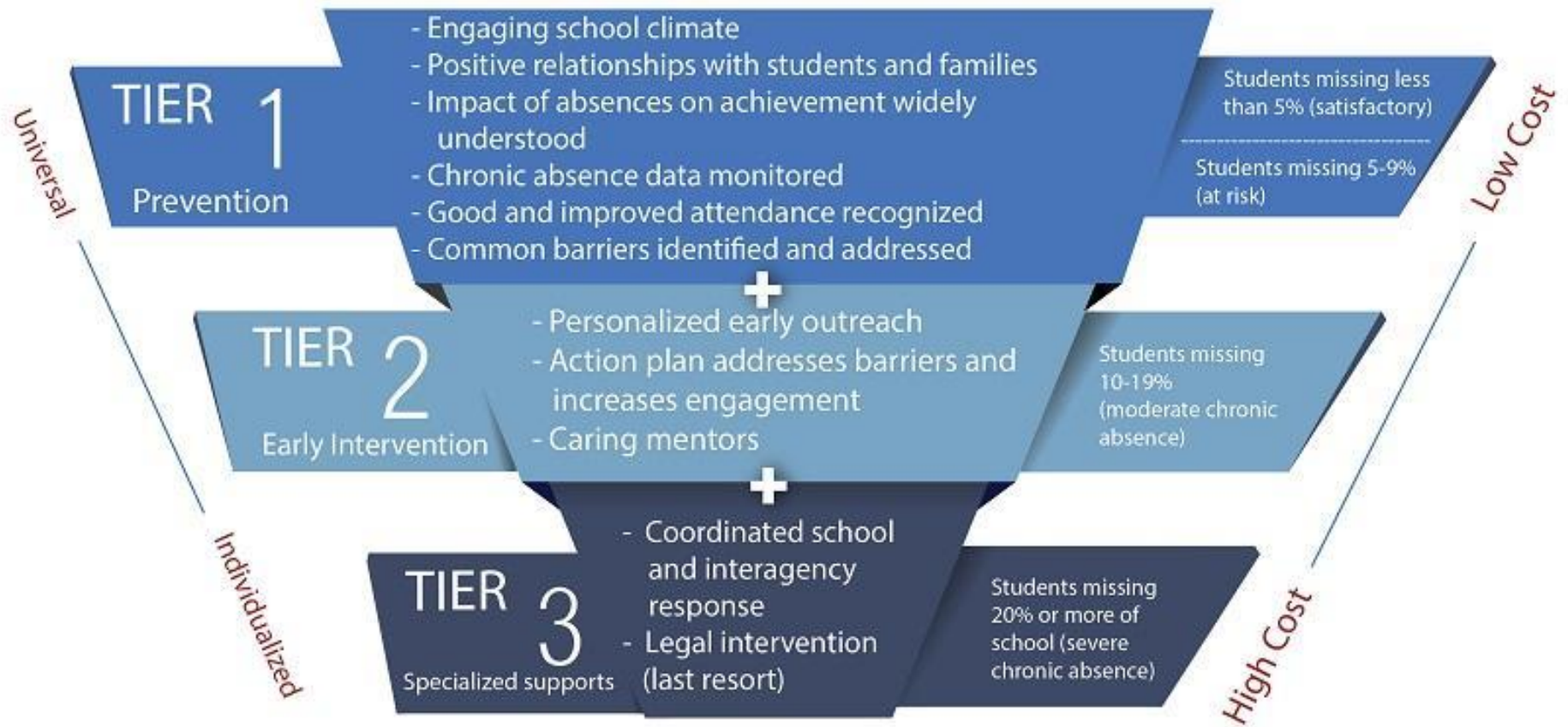
<h2 style="text-align: center; margin: 0;">POSITIVE ENGAGEMENT</h2>	<h3 style="text-align: center; margin: 0;">Solidly in Place</h3>	<h3 style="text-align: center; margin: 0;">Needs Improvement</h3>	<h3 style="text-align: center; margin: 0;">Urgent Gap</h3>
<p>1. Our district has provided schools with the resources they need to ensure a restorative, positive school climate, with age-differentiated welcome back strategies, that mitigate the stress and trauma of the past months.</p>			
<p>2. Our district practices include families and students as partners in the design of our transition plan including identifying needed supports.</p>			
<p>3. Our district has protocols to welcome and integrate new and first-time students into our schools.</p>			
<p>4. Our district ensures outreach and family engagement staff reflect the race, language and cultures of the students and families.</p>			
<p>5. Our district has updated our home visit protocols to ensure health and safety and developed criteria to utilize home visits as an early intervention and engagement strategy.</p>			
<p>6. Our district provides templates to schools to convey clear, engaging, accessible and easy to understand information in families’ home languages about what to expect when school resumes.</p>			
<p>7. Our district has a social-emotional screening tool and protocols to ensure our school staff have an understanding of the family situation, student assets and needs.</p>			
<p>8. Our district provides flexibility for schools to create schedules that are responsive to the needs of their school communities.</p>			

STRATEGIC PARTNERSHIPS	Solidly in place	Needs Improvement	Urgent Gap
1. Our district has engaged our community and agency partners in the design and implementation of our back to school strategies for all grade levels.			
2. Our district has mapped community based behavioral and mental health resources, by school, across PreK to grade 12 and ensured that school transition teams have equitable access to those resources.			
3. Our district has identified additional partners that address the priority needs of students, families and staff as identified by needs assessment, surveys and personal interviews.			
4. Our district has prioritized partnerships with public agencies, community-based nonprofits and grassroots organizations that have relationships with our districts' students and families.			
5. Our district provides school leaders with guidance to partner with informal, neighborhood resources (e.g., faith leaders, groups that serve differently abled students and families etc.).			
6. Our district develops community partnerships that represent our district's diversity and are culturally responsive to Black, Latinx, Native American, and Immigrant students and families.			
7. Our district has made available enrichment opportunities, resources, and supports that are accessible to all students (English language learners, students with disabilities, economically disadvantaged) through partnerships.			
8. Our district has partnerships with PreK and community-based early childhood providers and disability-specific service providers to help prepare students and their families for the transition to school.			
9. Our district has partnerships with businesses, government agencies, foundations, and others to ensure connectivity and technology access for all families and students.			
10. Our district has data sharing agreements with our community and agency partners that protect student confidentiality.			

SHARED ACCOUNTABILITY	Solidly in place	Needs Improvement	Urgent Gap
1. Our district has revised and disseminated policies related to attendance, behavior, health, family engagement, and special education services to ensure they are trauma-informed and non-punitive.			
2. Our district ensures that school leaders are held accountable with appropriate support, for a successful transition to school and tracking attendance/participation in the 2020-21 school year.			
3. Our district and school teams regularly use attendance and participation data to update district and school improvement plans.			
4. Our district ensures that data for each student (including attendance, behavior and academic progress) is easy to understand and accessible to families in a timely manner.			
5. Our district has reviewed/amended union contracts to support teachers and other staff to implement the district's transition plans and strategies.			
6. Our district team has a system in place to hear from and respond to school transition teams about the needs of and service gaps for under-served student groups (e.g. pregnant and parenting teens, students who work, LGBTQ+, Black, Latinx, Native American and economically disadvantaged).			
7. Our district and schools have Memorandums of Understanding with community partners that specify roles, responsibilities and performance metrics for collective outcomes.			
8. Our district publicly shares aggregated attendance and chronic absence data disaggregated by sub-populations, grades and schools with community partners and stakeholders.			
9. Our district advocates for increased funding and resources from government entities at the local, state, and national level.			

## Appendix A:

# Tiered System of Supports for Improving Attendance



<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>