



# **ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT**

Prepared for [State] Department of Education

August 2020



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## INTRODUCTION

Following spring school closures, state agencies and districts across the nation are grappling with new challenges related to safely returning staff and students to brick-and-mortar campuses or continuing and improving upon distance learning practices.<sup>1</sup> The Centers for Disease Control and Prevention (CDC) highlight the importance of face-to-face learning for students' academic and social-emotional development.<sup>2</sup> However, while the CDC acknowledges that "[c]ommunities should make every effort to support the reopening of schools safely for in[-]person learning," it recognizes "[t]he health, safety, and well-being of students, teachers, staff, and their families [as] the most important consideration in determining whether schools should reopen for in-person learning."<sup>3</sup>

### Key Considerations for District and School Leaders Regarding Re-Entry

- COVID-19 transmission rates in the immediate community and the communities in which students and staff live
- Approaches to cohorting that fit the needs of the school/district and community (e.g., keeping students in class pods, staggering when students are present on campus, having one teacher stay with the same group of students)
- Whether unused or underutilized school spaces, including outdoor spaces, can be repurposed to increase classroom space and facilitate social distancing
- Concurrently implementing multiple strategies in school to prevent the spread of COVID-19 (e.g., social distancing, cloth face coverings, hand hygiene, cohorting)
- Best practices for the school and community to communicate, educate, and reinforce personal protective behaviors to prevent the spread of COVID-19 in school and in the community
- Integrating strategies to reduce COVID-19 transmission into co-curricular and extracurricular activities (e.g., limiting participation in activities where social distancing is not feasible)
- Planning and preparing for when someone gets sick
- Working with state and local health authorities to develop a plan for contact tracing in the event of a positive case
- Communicating appropriately to families about home-based symptom screening

Source: Centers for Disease Control and Prevention<sup>4</sup>

At this point, numerous competing pressures have led U.S. districts to pursue or allow families and students to choose between three reopening plans—fully in-person learning, remote learning only, or a hybrid/blended model—though many districts are still weighing their options.<sup>5</sup> The [State] Department of Education has also directed county boards of education to plan around similar re-entry scenarios: in-person and/or blending instruction, existing virtual options, and full remote learning.<sup>6</sup> Even so, no re-entry scenario is final, with districts understanding that they may need to alter plans quickly and unexpectedly.<sup>7</sup>

The successful development and execution of re-entry plans by [State] districts necessitates careful consideration of who has the greatest need to be in school, what procedures and safety measures must be in place to keep occupants of any reopened school safe, and how a given school or community will respond should coronavirus infections surge.<sup>8</sup> This also means that decision-makers need to weigh the costs and benefits of continuing remote and virtual learning, returning staff and students to campuses, or splitting time between the approaches in terms of how these scenarios impact students' academic growth and social-emotional development and compound or reduce any effects that may have occurred during the spring and summer (e.g., learning loss).<sup>9</sup> The core purpose of any re-entry plan should be to protect the health of students, staff, and families while providing the most effective academic programming and support services possible.<sup>10</sup>

To support [State] districts in planning and executing their re-entry, the [State Department of Education] has developed guidance across nine focus areas, as presented beginning below.<sup>11</sup> Relatedly, the [State Department of Education]—in collaboration with the [State] Department of Health and Human Services—has published a re-entry toolkit which includes guidance on minimizing students', staff's, and families' exposure to coronavirus, determining whether to pursue in-person, remote, or hybrid learning, and communicating information related to reopening and COVID-19.<sup>12</sup>

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: EXECUTIVE SUMMARY

### FOCUS AREAS FOR SCHOOL RE-ENTRY

FOCUS AREA	DESCRIPTION
 Instruction and Learning	COVID-19 presents unique challenges to learning, and school systems should be flexible in addressing best practices from local and national leadership. Changes will be necessary in the delivery of instruction, development of school schedules, and administration of the typical school day, but the priority is that every child continues to receive a world-class education and is prepared for their future.
 Physical, Social-Emotional, and Mental Health	Educating a child goes beyond instruction, and the [State Department of Education] is working closely with national and state health officials to provide guidance that addresses the entire well-being of the child. Research confirms that students perform better when they are in school and their social-emotional, mental, and physical well-being are properly addressed.
 Special Education	Even with the uncertainties of COVID-19, essential services have continued during school closures. Moving into the 2020-21 school year, attention must be given to the transition back to school, instructional implications, procedural implications, and family outreach to support students with disabilities.
 Career Technical Education (CTE)	CTE programs serve a critical need and provide enriched learning and work experiences for thousands of students. Changes will be necessary in the delivery of instruction, development of school schedules, and administration of career technical education, requiring creative and strategic planning.
 Technology	COVID-19's disruption of education shed light on equity issues facing families as many struggled to find adequate technology options and counties worked to deliver instruction through remote learning. Though technology alone will never replace the relationships established by effective teachers in the classroom, districts need to bridge the digital divide has limited the ability to identify and provide services to support needs of students and their families.
 Safe Schools and Transportation	It remains important to provide a safe and secure school environment that extends beyond the school building and includes buses, playgrounds, and other facilities. Local, state and federal guidelines for proper and thorough cleaning and sanitation protocols must be adhered to. Re-entry plans must include necessary trainings, maintenance schedules and protocols for monitoring safe standards and signs of outbreak. Best practices should include social distancing, hand washing and preventative measures when coughing and sneezing to prevent the spread of infection. As of July 7, 2020, [the Governor] issued an executive order that requires face coverings for persons nine years and older in all public indoor places where social distancing cannot be maintained. <sup>13</sup>
 Extracurricular and Extended Activities	Extracurricular and after school activities play an important role in a student's education, and in an effort to allow them to continue, the [State Department of Education], [State] Secondary Schools Activities Commission, and local health agencies have provided safety guidelines for [State] Secondary Schools Activities Commission-sanctioned activities. Guidance for extended-day activities and afterschool programs may be found within this focus area, as well. As applicable, any additional local, state and federal guidelines should be followed.
 Child Nutrition	School nutrition impacts the academic and overall well-being of children. As an essential service, counties continued high-level food distribution operations throughout the COVID-19 outbreak during the school year and into the summer. It is critical that counties provide uninterrupted and consistent nutritional support to families regardless of the school schedule or re-entry into the upcoming year. Programs will continue to follow the local and national safety and operation guidelines for food service industries.
 <a href="#">Finance</a>	The [State Department of Education] will continue to work closely with counties to address the financial impact of COVID-19 on school systems. Counties must consider both direct costs and future revenue implications. Counties should perform a needs assessment to determine priorities for re-entry for the upcoming school year and the estimated cost of these priorities. It is important that counties continuously monitor their operating budgets and adjust as needed.

Source: West Virginia Department of Education<sup>14</sup>

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: EXECUTIVE SUMMARY

This **Addressing Students' Academic, Social, and Emotional Needs Toolkit** provides guidance and technical assistance for [State] school districts in those focus areas most directly related to students' academic and social-emotional development: Instruction and Learning; Physical, Social-Emotional, and Mental Health; Special Education; Career Technical Education (CTE); and Technology.

### Additional Guidance to Support Successful School Reopening

The Committee on Guidance for K-12 Education on Responding to COVID-19 at the National Academies of Sciences, Engineering, and Medicine has published a consensus study addressing various facets of school reopening (linked via the icon below). Examined topics include equity in reopening schools, the effects of coronavirus on children, and weighing the risks and benefits of schools being closed.



Source: Committee on Guidance for K-12 Education on Responding to COVID-19, National Academies of Sciences, Engineering, and Medicine<sup>15</sup>

## OVERVIEW

The **Addressing Students' Academic, Social, and Emotional Needs Toolkit** is designed to support the work of [State] school districts in the focus areas of Instruction and Learning, Physical, Social-Emotional, and Mental Health, Special Education, Career Technical Education (CTE), and Technology. Thus, this toolkit:

- ✓ Provides guidance for [planning and implementing effective instruction to address coronavirus-related learning losses](#) whether students learn at brick-and-mortar campuses, remotely at home, or via a hybrid model;
- ✓ Describes strategies to [promote students' physical and social-emotional wellbeing](#) at a time when they may feel more disconnected due to remote learning and physical distancing;
- ✓ Outlines key considerations and action steps to [maintain continuity of individualized education programs \(IEPs\)](#) for students with disabilities;
- ✓ Reviews potential adjustments to [revamp career technical education \(CTE\) delivery](#) to accommodate students' current ability to access to work-based learning and specially-designed educational spaces; and
- ✓ Recommends tangible action steps for districts to [ensure technological capacity to support distance learning](#) for all students and staff.

## AUDIENCE

This toolkit will support district and school leaders—as well as collaborating stakeholders—in developing and executing re-entry plans. The guidance will allow education agencies to better navigate the multi-layered challenges of supporting students, their families, and staff for the duration of the COVID-19 pandemic.

### The Reality of the Reopening Decision

Sadly, there is no risk-free decision about school reopening. Decisionmakers must balance the risks of children contracting and/or spreading COVID-19 with counteracting risks of children falling academically behind and being deprived of social relationships from in-school learning. Decisions as to whether students should return to school in person must be tailored to fit each specific community, school district, and even grade within school.

Source: Brookings Institution<sup>16</sup>



## PLAN INSTRUCTION TO ADDRESS LEARNING LOSS

Available research and policy guidance indicate that students will experience a degree of learning loss due to school closures and extended remote learning.<sup>17</sup> Though “access to remote learning, the quality of remote instruction, home support, and the degree of engagement” will affect learning losses, data indicate that they will likely be greater for students from low-income families, students with disabilities, students of color, and English learners.<sup>18</sup> Learning losses will likely expand in magnitude should remote or hybrid learning extend through the end of 2020 or to the beginning of the 2021-22 school year.<sup>19</sup>

Given the potential widening of performance gaps between student subgroups and the broader impacts of learning loss on the entire student population, **districts should create and deploy a comprehensive strategy to assess achievement and diagnose performance gaps in various subjects upon school re-entry, at various checkpoints during the 2020-21 school year, and near the end of the school year.**<sup>21</sup> By administering initial benchmark and formative assessments, schools and individual teachers can understand how well students are performing relative to “on standard” performance for their new grade level. They can also identify specific skill sets or content topics (e.g., math concepts that were never addressed in the prior school year) that will need to be prioritized at the beginning of and throughout the year.<sup>22</sup>

Given variability in the quality of distance education that students experienced and the resulting differences in learning loss, schools should outline clear assessment and progress monitoring strategies.<sup>23</sup> While choosing instruments (e.g., vendor-created diagnostic tests, curriculum-embedded assessments, portfolios of student work) to use for initial assessment of learning loss and for formative and—eventually—summative assessment of learning recovery, districts should select or develop tools that move beyond a simple determination of whether students perform below, at, or above standard.<sup>24</sup> Instead, such assessments should determine the specific skills and content knowledge that students acquired during the 2019-20 school year, that went unaddressed during remote learning time, and that require reinforcement.<sup>25</sup> Schools should also establish formal and informal mechanisms for teachers in different grades and subject area courses to discuss content and the degree to which it was taught in Spring 2020.<sup>26</sup>

### Three A's to Managing Learning Loss



#### ANTICIPATE

Districts, schools, and teachers should plan for learning loss from the outset. This will reduce some of the workload in differentiating curricula and instruction after gauging individual student performance levels



#### ASSESS

Districts, schools, and teachers should administer benchmark assessments at the beginning of the year to identify baseline student performance. They should also use formative assessments to monitor progress.



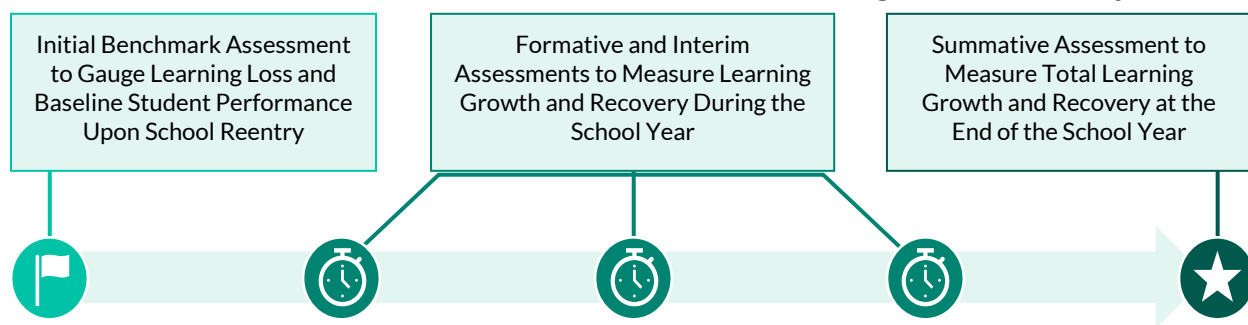
#### ADJUST

Districts, schools, and teachers should alter curricula and differentiate instruction based on data generated from benchmark and formative assessments to address students' evolving needs and sustain learning recovery.

Source: Education Dive<sup>20</sup>

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: PLAN INSTRUCTION TO ADDRESS LEARNING LOSS

### Continuous Assessment to Monitor COVID-Related Learning Loss and Recovery



Source: Multiple<sup>27</sup>

Once a plan is developed and implemented to assess learning loss and identify needs, **districts and schools should consider how to provide multiple layers of support and differentiate instruction to help students most in need.**<sup>28</sup> Teachers—and even families—need guidance and resources that will allow them to implement strategies in brick-and-mortar and virtual learning settings to recover past learning losses and mitigate additional losses.<sup>29</sup> Specifically, districts and schools should to give teachers and families the capacity to counteract learning losses identified via benchmark and formative assessments.<sup>30</sup> This includes providing ongoing support, meaningful training, readily usable tools, and formal directives related to:<sup>31</sup>

- **Assessing Learning Lags and Losses:** A starting point for all learning recovery will be administering benchmark and formative assessments. Teachers will have to know how much learning loss there has been before they can figure out what level instruction should be utilized. Systems should ensure that teachers have access to appropriate assessment tools and resources, including effective ways to communicate information and deliver instructional support to students and families. These measures are even more important given that many summative, standardized, and large-scale assessments have been cancelled, which means teachers, students, families, and policy makers are flying blind on learning. Since many teachers were not well prepared to do these assessments even before these shocks hit, the training will need to be practical and targeted at assessing the core skills.
- **Teaching at the “Right” Level:** Teachers will need to know how to use data to help students begin making up learning losses. Tailoring teaching to students’ needs is challenging, but effective and scalable strategies to help teachers “teach at the right level” are available and can be used to manage post-COVID needs. Specifically, teachers need practical guidance on which areas of learning require the most work and pedagogical techniques to close those gaps.
- **Curriculum Prioritization:** Teaching students at the “right” level may not be consistent with following the curriculum. Teachers need to understand if and when they have permission to deviate from a curriculum, and they should be given guidance on which parts of the curriculum to prioritize if it proves impossible to cover it all.
- **Identifying and Supporting At-Risk Students:** Due to the risk of dropouts and difficult home situations, teachers need to be able to identify students who most need support. This includes support for those facing risks to their physical and mental health. Depending on the system’s resources, the support may not have to come from the teacher themselves, but the teacher will be the first line of defense.
- **Digital and Remote Learning:** This will be key in a context where the new normal will increasingly involve the use of technological tools and where the uncertainty of the pandemic might require returning to remote learning options at any moment.

# ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: PLAN INSTRUCTION TO ADDRESS LEARNING LOSS

## Structures to Support Students and Teachers in Learning Recovery

	STRUCTURES	QUESTIONS TO CONSIDER
ORGANIZING STUDENTS FOR INSTRUCTION	<ul style="list-style-type: none"> <li>Engage in heterogeneous groupings, both between and within classes, where expectations for learning are high and the greatest gains can be made collectively for all students</li> <li>Provide differentiated support for each student to reach grade-level standards by designing rich instruction that allows for multiple entry points and solution pathways and uses a range of approaches</li> <li>Provide just-in-time interventions during the school day that do not replace daily, grade-level instruction and are designed on the basis of the results from effective formative assessments</li> <li>Allow students to move in and out of flexible interventions as needed</li> </ul>	<ul style="list-style-type: none"> <li>In what ways are students grouped so that each and every learner has access to high-quality content area and grade-level instruction?</li> <li>What steps can help prevent labeling, ability grouping, and tracking as we prepare for the flexibility required for the 2020–21 school year?</li> <li>How do we structure interventions to provide high-quality instruction and other supports, such as content area coaches and specialists?</li> <li>How are we ensuring that technology access does not adversely affect students' access to high-quality content, particularly as instruction moves between in-school and remote learning?</li> <li>What structures exist to address diverse learning needs? How will these differ as instruction moves between in-school and remote learning?</li> <li>How might our well-intentioned student organization solutions result in new inequities?</li> </ul>
BUILDING TEACHER CAPACITY	<ul style="list-style-type: none"> <li>Give teachers in elementary and middle schools heterogeneous classes of students</li> <li>Give high school teachers in the same department a balance of upper- and entry-level course assignments</li> <li>Provide regular professional learning to grow teachers' skills and collaboration opportunities to plan effective and flexible instruction for their students through a continuous improvement cycle</li> </ul>	<ul style="list-style-type: none"> <li>What structures are in place to support teachers if school begins and then we need to transition to out-of-school instruction?</li> <li>How are teachers supporting one another in the use of technology to facilitate and deliver in-person, remote, or hybrid instruction?</li> <li>How are teachers given opportunities to collaboratively create long-term goals, plan, make connections among key content ideas, and design flexible and responsive instruction between in-school and remote learning?</li> <li>How can we advocate for teacher support in the implementation of new structures?</li> <li>How might our well-intentioned teacher capacity solutions result in new inequities?</li> </ul>

Source: National Council of Teachers of Mathematics and Leadership in Mathematics Education<sup>32</sup>

On the following pages, the [Learning Loss Data-Gathering Worksheet](#) provides teachers with a mechanism to determine what skills and content students did and did not learn during the 2019-20 school year. The worksheet will help educators identify those standards impacted by learning loss and coronavirus-related disruptions to best meet the needs of students.





## Learning Loss Data-Gathering Worksheet

**Directions:** Teachers can use this worksheet to determine the extent to which coronavirus-related school closures resulted in learning loss relative to specific content area standards. Specifically, teachers may use this worksheet to **record information related to their students from the 2019-20 school year** to provide additional context to teachers in subsequent grade levels or more advanced courses in their subject area to inform planning for 2020-21.

Alternatively, teachers can use this worksheet to **gather information on their incoming students for 2020-21** to assist with preparation for the upcoming school year. Teachers should record content area and/or grade-level standards in the provided space and answer the questions related to each standard.

Standard:

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To what extent did instruction address this standard in the 2019-20 school year?

*Less than during a normal school year*

☐

*The same as during a normal school year*

☐

*More than during a normal school year*

☐

To what extent did students acquire proficiency for the skill or knowledge addressed in this standard during the 2019-20 school year?

*Few or no students acquired proficiency*

☐

*Less than half of the students acquired proficiency*

☐

*About half of the students acquired proficiency*

☐

*More than half of the students acquired proficiency*

☐

*Nearly all students acquired proficiency*

☐

What evidence is available (if any) to support these conclusions?

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How might you address gaps and learning losses related to this standard during *in-person* instruction?

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INSTRUCTION TO ADDRESS LEARNING LOSS

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How might you address gaps and learning losses related to this standard during *remote or virtual* instruction?

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Source: Hanover Research

## PROMOTE PHYSICAL AND SOCIAL-EMOTIONAL HEALTH

Traumatic events like the coronavirus pandemic—and simultaneous events such as protests against racial injustice and the current economic recession—can result in strong physical and emotional reactions in children.<sup>33</sup> The growing prevalence of anxiety, uncertainty, and fear in the wake of a constantly changing world can potentially affect all persons, whether they are directly impacted by a given event or observe that event's impacts on others.<sup>34</sup> In addition, children and families may experience compounding stressors due to existing life circumstances (e.g., socioeconomic status, coping skills, prior traumatic experience) and other adversities resulting from COVID-19 (e.g., familial sickness or fatality, parental job loss).<sup>35</sup>

**Districts and schools should help staff, families, and community partners understand that students respond differently to stress and trauma,** as a complex interplay of the existing protective and risk factors and the nature of a traumatic event determine individual reactions.<sup>37</sup> Exposure to trauma can have varying effects on the behavior and emotions exhibited by children of different ages, necessitating diverse approaches to address their trauma.<sup>38</sup> Children of different age bands may experience trauma in the following ways:<sup>39</sup>

- *Preschool and young school-age children* may experience helplessness, uncertainty about whether there is continued danger, general fear that extends beyond the traumatic event and into other aspects of their lives, and difficulty articulating what is bothering them or their emotions. This feeling of helplessness and anxiety is often expressed as a loss of previously acquired developmental skills.
- *School-age children* may experience persistent concern over their own safety and the safety of others in their school or family. These children may be preoccupied with their own actions during the event, often experiencing guilt or shame over what they did or did not do. School-age children might engage in constant retelling of the trauma, or they may describe being overwhelmed by feelings of fear or sadness. Trauma may compromise the developmental tasks of school-age children as well.
- *Adolescents* feel self-conscious about their emotional responses to the event. Feelings of fear, vulnerability, and concern over being labeled “abnormal” or different from their peers may cause adolescents to withdraw from family and friends. Adolescents often experience feelings of shame and guilt about the traumatic event and may express fantasies about revenge and retribution. A traumatic event for adolescents may foster a radical shift in the way these children think about the world. Some adolescents engage in self-destructive or accident-prone behaviors.

### 12 Core Concepts for Understanding Children's Traumatic Stress Responses

1. Traumatic experiences are inherently complex.
2. Trauma occurs within a broad context: children's personal characteristics, life experiences, and current circumstances.
3. Traumatic events often generate secondary adversities, life changes, and distressing reminders in children's daily lives.
4. Children can exhibit a wide range of reactions to trauma and loss.
5. Danger and safety are core concerns in the lives of traumatized children.
6. Traumatic experiences affect the family and broader caregiving systems.
7. Protective and promotive factors can reduce the adverse impact of trauma.
8. Trauma and post-trauma adversities can strongly influence development.
9. Developmental neurobiology underlies children's reactions to traumatic experiences.
10. Culture is closely interwoven with traumatic experiences, response, and recovery.
11. Challenges to the social contract, including legal and ethical issues, affect trauma response and recovery.
12. Working with trauma-exposed children can evoke distress in providers, makes it more difficult to provide good care.

Source: National Child Traumatic Stress Network<sup>36</sup>

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: PROMOTE PHYSICAL AND SOCIAL-EMOTIONAL HEALTH

To better support students' academic achievement and overall wellbeing, **districts and schools need to embrace trauma-sensitive social-emotional learning (SEL) practices to help students manage stressors and navigate social connections in a time of reduced physical interactions.**<sup>40</sup> SEL, trauma-informed practices, and school climate strategies should act in tandem to increase the prevalence of protective factors (e.g., teacher-student relationships, family engagement), reduce the influence of risk factors (e.g., poverty, mental illness), and build students' resiliency and coping skills (e.g., self-awareness, relationship skills).<sup>41</sup> Essentially, districts and schools will provide resources and guidance to teachers and families to promote students' mental health and social-emotional wellbeing.<sup>42</sup>

### Strategies to Create a Trauma-Sensitive School

ACADEMICS	<ul style="list-style-type: none"><li>▪ Balance expectations for students with flexibility</li><li>▪ Address skill deficits with interventions</li><li>▪ Present and process information in a variety of ways</li><li>▪ Use varied cueing methods to allow students to learn and recall material more easily</li><li>▪ Provide students with choices in instructional activities</li><li>▪ Provide frequent opportunities for students to demonstrate success</li><li>▪ Provide and repeat instructions in short, clear sequences</li><li>▪ Teach problem-solving skills, social skills, relaxation techniques, and emotional literacy</li><li>▪ Teach cause and effect relationships</li><li>▪ Emphasize sequences of events</li><li>▪ Prepare students to begin cognitive and academic tasks</li><li>▪ Use a variety of academic assessment methods to allow students to demonstrate knowledge</li><li>▪ Implement screenings in a professional and safe manner</li><li>▪ Recognize that any assessment that triggers a student will not yield valid results</li><li>▪ Create parameters and procedures for implementing screenings and sharing information</li><li>▪ Formally evaluate students who continue to struggle, despite interventions</li><li>▪ Utilize individualized educational program (IEP) and Section 504 teams, as indicated</li><li>▪ With parent consent, refer students for community-based assessments, if needed</li></ul>
BEHAVIOR	<ul style="list-style-type: none"><li>▪ Build on students' strengths and interests to teach better behavior</li><li>▪ Create opportunities for students to make choices during the school day</li><li>▪ Establish and maintain predictable routines and transitions in the classroom and school</li><li>▪ Display and review schedules consistently</li><li>▪ Foreshadow changes, including new people and places, so students can predict what will happen next</li><li>▪ Establish and maintain consistent expectations for students</li><li>▪ Teach the reasoning behind the expectations and rules</li><li>▪ Remove stimuli in the environment that lead to inappropriate behavior</li><li>▪ Help students to understand how their behavior affects other people</li><li>▪ Utilize natural consequences that are logically related to the misbehavior</li></ul>

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: PROMOTE PHYSICAL AND SOCIAL-EMOTIONAL HEALTH

### BEHAVIOR (continued)

- Balance accountability with an understanding of behavior prompted by trauma
- Anticipate challenging times for students and provide additional support
- Learn student triggers and how avoid them
- Recognize verbal and nonverbal early warning signs of students
- Minimize triggers for students when setting limits
- Avoid engaging in a power struggle with students when they act out
- Address behavior issues as learning opportunities and teachable moments
- Utilize “time-in” rather than “time-out”
- Provide positive behavioral supports for students who act out
- Avoid use of exclusionary discipline (e.g., detention, suspension, expulsion)
- Create behavioral plans that are based upon an understanding of the meaning and function of a student’s behavior and clearly articulate accommodations, behavioral supports and other services, and actions to take (and not take) if a trauma reaction is triggered
- Develop a crisis plan that includes strategies to address behavioral incidents
- Meet regularly to review crisis responses and adjust, if necessary
- Plan ahead for how challenging behavior will be addressed

### SOCIAL-EMOTIONAL LEARNING

- Create safe, supportive and affirming relationships with students and families
- Become attuned to students by being an observer of their non-verbal cues
- Consistently provide a caring and supportive response to cues
- Be sensitive to changes in students and remain flexible
- Provide praise that is concrete and specific in a neutral tone
- Acknowledge good decisions and choices but avoid general compliments (e.g., “You are a nice boy”)
- Help students take responsibility for misbehavior in ways that will repair and maintain relationships
- Provide opportunities for and encourage students to participate in extracurricular activities
- Help students identify supports within the school
- Help students understand that pupil services professionals are accessible and approachable
- Provide in-school mentors
- Use a daily check-in with students
- Encourage friendships in each classroom, especially for students who are isolated or struggling
- Model emotional control for and respectful relationships with students
- Educate staff about how trauma impacts children and learning
- Encourage staff to participate in self-care activities in their work and personal lives
- Coach students to identify triggers that set off their “fight or flight” response
- Teach conflict management skills
- Teach grounding and focusing skills, including movement, stretching, relaxation techniques and activities
- Create a “calm box” with small items that students may choose to hold or keep close to help them to feel more comfortable
- Provide “calm zones” or safe places for students to seek out by choice to help regulate their emotions
- Help students understand how to identify and process feelings, emotions, and triggers
- Use journals, art, and poetry to allow students to express feelings
- Prepare students before doing something that might cause a reaction (e.g., turning out the lights)
- Train staff in culturally responsive and equitable practices
- Learn and value the cultural history and historical traumas of students and their families
- Use and model non-violent communication
- Implement bullying prevention activities





## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: PROMOTE PHYSICAL AND SOCIAL-EMOTIONAL HEALTH

SCHOOL CLIMATE	<ul style="list-style-type: none"> <li>▪ Seek to develop trauma-informed partnerships with the home by helping parents and caregivers become an integral part of the school community</li> <li>▪ Engage parents and caregivers in multiple ways (e.g., brochures, websites, email, phone calls, postcards) throughout the school year</li> <li>▪ Encourage families to take on leadership and outreach roles</li> <li>▪ Respect the privacy and confidentiality of families with students who have been affected by trauma</li> <li>▪ Build trusting relationships with families</li> <li>▪ Be friendly, reliable, consistently caring, and predictable</li> <li>▪ Designate a pupil services professional or other staff member to be a liaison to families</li> <li>▪ Include adult family members in the development of school plans for their children, including identifying behavior patterns, triggers, and effective strategies</li> <li>▪ Collaborate to repair broken caregiver and school relationships</li> <li>▪ Consider the sensory impact of the physical environment</li> <li>▪ Remove stimuli that may lead to inappropriate behavior</li> <li>▪ Create and provide a welcoming and physically and emotionally safe environment</li> </ul>
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Source: Wisconsin Department of Public Instruction<sup>43</sup>



Educators should also provide direct support for students' social-emotional needs in the virtual learning environment.<sup>44</sup> To this end, teachers and other staff should maintain contact with students and families using available digital tools and encourage students and families to do the same.<sup>45</sup> Consistent communication allows schools to set routines, monitor students' ability to cope with remote learning and other stressors, and provide support and encouragement when needed.<sup>46</sup> Relatedly, teachers should design instruction to provide relevant opportunities for students to practice soft skills (e.g., goal-setting, collaboration) within curriculum-focused individual and group learning tasks.<sup>47</sup>

### In-Person and Virtual Strategies to Respond to Students' Trauma

Focus	IN-PERSON STRATEGIES	VIRTUAL STRATEGIES
<b>Preventative Strategies</b>		
 Safe and Predictable Environment	<ul style="list-style-type: none"> <li>▪ Create a welcoming classroom environment</li> <li>▪ Post expectations at the front of the classroom</li> <li>▪ Display a schedule and explain any deviations</li> <li>▪ Prepare students for transitions</li> <li>▪ Communicate clear safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build daily schedules that combine academics, physical exercise, and entertainment</li> <li>▪ Organize remote learning to follow a consistent and familiar structure</li> <li>▪ Identify ways students can exert control</li> </ul>
 Relationship-Building	<ul style="list-style-type: none"> <li>▪ Talk to students about hobbies and interests</li> <li>▪ Use a respectful tone during interactions</li> <li>▪ Involve students in drafting behavior and safety plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain ongoing communication with students through various means (e.g., video calls, phone calls, email)</li> <li>▪ Provide emotional check-in opportunities</li> <li>▪ Discuss appropriate coping strategies</li> </ul>
 Self-Regulation	<ul style="list-style-type: none"> <li>▪ Incorporate activities to build coping skills</li> <li>▪ Create calming spaces or break times with activities that are not used as a punishment</li> <li>▪ Model and practice appropriate social skills</li> <li>▪ Teach students to name and scale emotions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage students to practice self-regulation skills (e.g., mindfulness)</li> <li>▪ Guide and practice self-regulation skills with students using games and activities during remote learning meetings</li> </ul>
<b>Responsive Strategies</b>		
 Safe and Predictable Environment	<ul style="list-style-type: none"> <li>▪ Be aware of students' body language, tone of voice, and emotional state</li> <li>▪ Direct students to follow safety procedures</li> <li>▪ Provide students designated safe spaces</li> <li>▪ Alert support staff, when necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitor students' tone of voice, facial expressions, writing, and emotional state</li> <li>▪ Ask students to adhere to established rules</li> <li>▪ Allow students to take breaks</li> <li>▪ Alert caregivers, when necessary</li> </ul>



## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: PROMOTE PHYSICAL AND SOCIAL-EMOTIONAL HEALTH

Focus	IN-PERSON STRATEGIES	VIRTUAL STRATEGIES
 <b>Relationship-Building</b>	<ul style="list-style-type: none"> <li>Project calmness using verbal and nonverbal techniques</li> <li>Show you are listening and giving your full attention</li> <li>Express that you care for the student and that they are safe</li> <li>Provide students with a safe place to talk about what happened</li> </ul>	
 <b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>Relax before responding</li> <li>Encourage students to use relaxation techniques, coping skills, and “comfort” objects</li> <li>Validate student emotions</li> <li>Assist the student in identifying reasonable and safe response options</li> <li>Engage in a discussion with the student that includes: <ul style="list-style-type: none"> <li>Praise for any relaxation or coping skills the student used</li> <li>Appropriate responses and strategies to use if the situation arises again</li> <li>Potential consequences or negative outcomes if negative behavior continues</li> <li>Specific steps for successfully resuming the classroom routine</li> </ul> </li> <li>Refer students to other resources or appropriate support staff, when necessary</li> </ul>	

Source: Regional Educational Laboratory Appalachia and Cross-State Collaborative to Support Schools in the Opioid Crisis<sup>48</sup>

In addition, **districts and schools should promote students' physical health in school and at home.**<sup>49</sup> Specifically, they should advocate for more general practices associated with a healthy lifestyle (e.g., proper nutrition, exercise) while encouraging students and families to take action to protect themselves from coronavirus.<sup>50</sup> Districts and schools should follow guidance from federal, state, and local health authorities related to hand hygiene, respiratory etiquette, physical distancing, face coverings, and cleaning and sanitation.<sup>51</sup> Furthermore, they should post and distribute educational materials about coronavirus-related safety in multiple languages for students and families to reference.<sup>52</sup>

### Printable Resources for Schools

The following hyperlinked documents are short infographics or posters that districts can use on school campuses and share publicly to promote preventative behaviors to reduce the likelihood of local coronavirus transmission.

#### Centers for Disease Control and Prevention Printable Resources

K-12 Students: Did You Wash Your Hands? <a href="#">English</a> <sup>53</sup>   <a href="#">Spanish</a> <sup>54</sup>	K-12 Students: Don't Feel Well? Stay Home When You Are Sick <a href="#">English</a> <sup>55</sup>   <a href="#">Spanish</a> <sup>56</sup>	K-12 Students: Keep Space Between You and Others <a href="#">English</a> <sup>57</sup>   <a href="#">Spanish</a> <sup>58</sup>
K-12 Students: Class Rules <a href="#">English</a> <sup>59</sup>   <a href="#">Spanish</a> <sup>60</sup>	K-12 Students: Don't Let Your Germs Go for a Ride <a href="#">English</a> <sup>61</sup>   <a href="#">Spanish</a> <sup>62</sup>	Symptoms of Coronavirus (COVID-19) <a href="#">English</a> <sup>63</sup>   <a href="#">Spanish</a> <sup>64</sup>

#### West Virginia Face Coverings Order Printable Resources

<a href="#">Poster: Are You Wearing a Face Covering? – Version 1</a> <sup>65</sup>	<a href="#">Poster: Are You Wearing a Face Covering? – Version 2</a> <sup>66</sup>	<a href="#">Poster: Attention – Face Coverings Must Be Worn</a> <sup>67</sup>	
<a href="#">Mandatory Face Covering Requirement – Version 1</a> <sup>68</sup>	<a href="#">Mandatory Face Covering Requirement – Version 2</a> <sup>69</sup>	<a href="#">Mandatory Face Covering Requirement – Version 3</a> <sup>70</sup>	
<a href="#">Proper Wear of Face Coverings</a> <sup>71</sup>	<a href="#">Face Covering Dos and Don'ts – Version 1</a> <sup>72</sup>	<a href="#">Face Covering Dos and Don'ts – Version 2</a> <sup>73</sup>	<a href="#">Face Covering Definition</a> <sup>74</sup>

Source: Multiple

## MAINTAIN CONTINUITY OF INDIVIDUALIZED EDUCATION PROGRAMS

Maintaining continuity of special education programming and related services for students with disabilities represents another major challenge currently disrupting K-12 schools and impacting decisions at various levels of educational operations and infrastructure.<sup>75</sup> Indeed, educators face a unique obstacle in providing a free appropriate public education (FAPE) to students in both the modified in-person and distance learning environments necessitated by COVID-19.<sup>76</sup> It may still be possible to deliver previously adopted individualized education program (IEP) supports or services face-to-face with the appropriate health and safety precautions; however, others may be unfeasible, unsafe, or impractical, driving IEP supports and services to a distance format.<sup>77</sup> At this time, it is up to district and school leaders, teachers, and support personnel to determine the best path forward to provide FAPE to students as “is appropriate and reasonable for each student's circumstances” and given existing barriers due to the pandemic.<sup>78</sup>

### Distance Learning and Its Impact on Special Education

The switch to homeschooling and other educational service delivery models necessitated by COVID-19 raises a myriad of issues for students with disabilities, their families, educators, and related service providers. Students with IEPs and Section 504 Service Agreements—particularly those with physical, cognitive, and/or emotional issues—typically receive an array of special services in school, including direct educational services by general education staff, aides, and trained special education staff. How will families with no training in this area know that their children are accessing education? How will educators ensure these students have access to the educational opportunities available to their non-disabled peers? How will a level of individualization be provided and progress measured?

Source: American Bar Association<sup>79</sup>

All IEP team members—including parents and guardians—should maintain consistent contact and meet as needed (i.e., in-person and via phone or video) to discuss how the chosen re-entry will impact students and what additional supports from the school and amendments to IEP provisions might be needed.<sup>80</sup> Close collaboration will allow teachers to determine what methods of learning and service delivery will be best and safest for students and which ones families can most effectively support at home, if necessary.<sup>81</sup> This is especially important when learning occurs remotely, as families will need to shoulder a greater proportion of academic and other supports for students.<sup>82</sup>

The overarching objective of special educators and school leaders should be to leverage brick-and-mortar settings when safe to do so and to maximize the remote learning environment based on the full functionality of available technologies and home-based resources.<sup>83</sup> Instructional personnel should determine the feasibility and logistics of various instructional arrangements and assess the viability of modifying curricula in established ways versus taking alternative approaches.<sup>84</sup> IEP teams will also need to identify what aspects of an IEP cannot be changed, which goals, modifications, and accommodations can be altered, and how to create a robust learning environment to support student success.<sup>85</sup>

### Core Considerations for Special Education During Distance Learning



#### COMPLY WITH THE UNCHANGEABLE

Schools and educators must follow federal and state laws for serving students with disabilities. They must also adhere to outlined provisions of student IEPs.



#### CHANGE THE CHANGEABLE

Schools and educators may alter the specific techniques and supports they provide to students to implement accommodations and modifications outlined in IEPs.



#### IMPROVE THE BASE ENVIRONMENT




Schools and educators should improve “standard” in-person and distance learning via strategies like universal design and family collaboration.

Source: National School Boards Association<sup>86</sup>

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: MAINTAIN CONTINUITY OF INDIVIDUALIZED EDUCATION PROGRAMS

IEP teams and the instructional personnel who work with students might also consider practical ways to adhere to required instructional accommodations and curriculum adaptations in altered brick-and-mortar settings and during remote learning.<sup>87</sup> As a baseline, schools should commit to and consistently enact accepted high-leverage instructional practices for special education.<sup>88</sup> For remote learning, teachers should also implement best practices in online instruction—broadly and as they relate to students with disabilities—and administrators should provide teachers with direct supports and guidance on how to do so.<sup>89</sup> Then, with a strong foundational curriculum to work from, educators can closely review individual students' IEP goals, assess their current levels of performance relative to those goals, and examine how to close the gap between goal-level and current performance using in-person supports, the accommodation features of distance learning platforms, and instructional modifications for the digital learning space.<sup>90</sup>



### Maintain IEP Provisions During Hybrid or Remote Learning

ACTION	DESCRIPTION
 Commit	IEP teams must commit to discussing each student's needs in order to provide individualized supports. For example, students that receive instruction via self-paced packet work may need a regular commitment from educators to teach new material and differentiate instruction for students who may not have prerequisite skills developed. Teachers can reach out to families, assess progress, and provide direct support rather than requiring families to take the initiative.
 Create	There is flexibility in special education law, and educators have the freedom to think differently about how to support students with disabilities. For the youngest children who have an Individualized Family Service Program (IFSP), all programming is individualized and takes place in their natural learning environment. School-based educators can take a family-oriented approach to service delivery from that model that takes the child's daily environment and family situation into account.
 Collaborate	Building and maintaining a positive relationship with families is a key tenet of the IEP process. In distance learning formats, families are asked to take a significant role in educating their children. Teachers and families should collaboratively review students' IEP goals and determine where and how to work on them. Families can be empowered to collect data and understand how their child struggles and succeeds. Teachers can help families see how much they can accomplish at home.



Source: School of Education, Johns Hopkins University<sup>91</sup>

Importantly, **districts and schools must also thoughtfully consider strategies by which they can provide students with related services and assistive technologies to the greatest extent possible.**<sup>92</sup> Local conditions will necessitate that related service professionals—such as psychologists, speech-language pathologists, occupational therapists, and physical therapists—either transfer their work to a tele-practice format or offer in-person services adhering to federal and state health mandates.<sup>93</sup> Thus, related service providers must remain vigilant regarding federal, state, and local mandates for those supports they provide to students, and they should also review any guidance from their professional associations (e.g., American Psychological Association, American Speech-Language Hearing Association, American Occupational Therapy Association) or accrediting bodies for offering services via tele-platforms.<sup>94</sup>

### Core Considerations for Tele-Services

CONSIDERATION	DESCRIPTION
 Population Being Served	Services can be delivered via telehealth across all populations including, but not limited to children, individuals with disabilities, and older adults. When assessing populations to be served via telehealth, educational agencies should also consider privacy and consent laws and policies.
 Service Being Delivered	Educational agencies should review services for the possibility of being delivered via telehealth even if they have not traditionally been delivered in such a manner. This includes reviewing legal requirements and payment methodologies to ensure there are no restrictions that would prevent service delivery through telehealth.

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: MAINTAIN CONTINUITY OF INDIVIDUALIZED EDUCATION PROGRAMS

CONSIDERATION	DESCRIPTION
 <p><b>Practitioner Delivering the Service</b></p>	Not every provider or practitioner can deliver every service via telehealth. Educational agencies should review the range of providers and practitioners—such as physical, occupational, or speech therapists—to determine which services can be legitimately delivered via one of the telehealth modalities.
 <p><b>Technology Being Used</b></p>	Telehealth is generally thought of as two-way audio/visual communication or a video chat. However, other forms—such as store-and-forward and remote patient monitoring—exist alongside this two-way modality. Educational agencies must determine the best format if tele-practice will be implemented for related services.

Source: Centers for Medicare and Medicaid Services<sup>95</sup>

Across all of the aforementioned considerations and action steps, **districts, schools, and individual educators must acknowledge the reality that caregivers will be immediately observant of and responsible for managing student behavior during any remote learning time.**<sup>96</sup> This means caregivers will need to take a direct role in managing the at-home learning of students with disabilities and replicating any physical aspects of related services.<sup>97</sup> Such dynamics necessitate close coordination between schools and families and careful consideration of what supports and guidance families will need to assist students.<sup>98</sup> For instance, special education staff may provide families with tips on identifying rewards for positive behaviors, or teachers may assist caregivers in establishing routines for learning to reduce uncertainty and increase students' comfortability.<sup>99</sup>

The [Accommodations and Related Services Log for Remote Learning](#) on p. 22 will help districts, schools, and individual educators monitor the continuity of IEPs in the event of hybrid or fully remote learning. Specifically, this tool will allow IEP teams to record when a given student is participating in remote learning time, what accommodations, modifications, or related service they should receive during that time, and whether or not the IEP provision in question was provided.

### Distance Learning Management Questions for Students with Disabilities

- How can districts and schools support families with their child's IEP and behavior intervention plan (BIP) in the home learning environment?
  - What strategies can families use to teach replacement behaviors?
  - What strategies can families use when the target behaviors (i.e., problem behaviors) occur?
  - How can families reinforce the desired behaviors?
  - How can school staff successfully encourage families to communicate with the IEP team to clarify the strategies in the BIP and how these might look at home?
  - What positive reinforcements can families implement easily at home (e.g., TV time, call a friend, social media break, drawing break, toy time)?
- What strategies can teachers deploy to help students and families manage workflow during distance learning?
  - When, where, and how can students and families access the materials (e.g., computer, packets, websites, school supplies, reinforcement checklists and rewards) that will be needed to complete the required task?
  - What tasks will students be able to complete independently?
  - What are the tasks that the student will need to complete which will require assistance?
  - How can families contact teachers and support staff for additional assistance on learning tasks?
- At what times will live (i.e., synchronous) learning take place that students will need to be online for?
  - What guidance do students and families need to join synchronous learning time?
  - What strategies and tips can the district and school provide to help students sustain focus and to minimize distractions in the home environment?
- How can the larger IEP team monitor student behavior and support families in tracking students' behavioral progress at home, especially during independent (i.e., asynchronous) learning time?

Source: Texas Education Agency<sup>100</sup>

# ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: MAINTAIN CONTINUITY OF INDIVIDUALIZED EDUCATION PROGRAMS



## Accommodations and Related Services Log for Remote Learning

**Directions:** Special education staff can use this log to track the frequency with which they are able to implement the accommodations, modifications, and related services outlined in students' individualized education programs (IEPs). This form will help ensure that IEPs still function during any remote or hybrid learning time upon school re-entry. It will also help IEP teams determine what compensatory services will need to be provided to students upon a return to normal school operations—in the event that a given service cannot be provided via remote or hybrid learning.

Student Name: \_\_\_\_\_

DATE OF REMOTE LEARNING TIME	ACCOMMODATION, MODIFICATION, OR RELATED SERVICE TO BE PROVIDED TO THE STUDENT	RESPONSIBLE PERSONNEL	WAS THIS PROVIDED?	
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No

Source: Texas Education Agency and Mansfield Independent School District (TX)<sup>101</sup>

## REVAMP CAREER TECHNICAL EDUCATION DELIVERY

By definition, career technical education (CTE) requires that students be given opportunities to learn and apply the specialized knowledge and skills of their target career cluster (e.g., health science, information technology, architecture and construction).<sup>102</sup> Like core subjects (e.g., math, language arts,) and electives (e.g., fine arts, foreign language), CTE is most effective when aligned to standards and when taught using engaging pedagogies.<sup>103</sup> However, impactful CTE also emphasizes career exploration, usage of the processes, equipment, and tools of a given professional field, and hands-on and work-based learning opportunities.<sup>104</sup>

### 12 Elements of a High-Quality CTE Program of Study

Standards-Aligned and Integrated Curriculum	Sequencing and Articulation	Student Assessment	Prepared and Effective Program Staff
Engaging Instruction	Access and Equity	Facilities, Equipment, Technology, and Materials	Business and Community Partners
Student Career Development	Career and Technical Student Organizations	Work-Based Learning	Data and Program Improvement

Source: Association for Career and Technical Education<sup>105</sup>

The emphasis on practical application of career skills (e.g., construction, medical care) makes CTE a more difficult proposition at a time when students are physically distancing at school or taking courses partly or entirely online.<sup>106</sup> Though lectures, pen-and-paper assignments, reading tasks, and some skills demonstrations can be moved online, students may require access to special equipment or site-based work and learning environments to complete practicum in their chosen field.<sup>107</sup> Consequently, **districts and schools should allow students access to lab spaces and campus-based equipment and maintain continuity in work-based learning to the extent possible given health guidelines and safety mandates.**<sup>108</sup>

Districts should ensure proper cleaning and safety measures are taken.<sup>109</sup> This means following guidance from the Centers for Disease Control and Prevention (CDC) for schools ([hyperlinked here](#)), businesses and workplaces ([hyperlinked here](#)), and laboratory safety ([hyperlinked here](#)).<sup>110</sup> CTE programs should reduce the number of persons in lab spaces, promote physical distancing, regularly clean high-touch surfaces and equipment, and encourage the use of personal protective equipment.<sup>111</sup> Such practices will require modified procedures for equipment use, additional time to prepare and clean work spaces, and flexible student groupings.<sup>112</sup>

In cases where students and staff are unable to access lab spaces and physical equipment safely, CTE programs should provide relevant technological substitutes.<sup>113</sup> These can include teacher-designed video tasks or online activities and third-party learning modules and simulators.<sup>114</sup> For example, the Southern Regional Education Board publishes a list of “virtual labs, simulations, and interactive learning objects” for a variety of career disciplines and trades ([hyperlinked here](#)).<sup>115</sup> Districts might also consult the professional associations for their provided career pathways to identify virtual learning tools.<sup>116</sup>

### Additional Guidance to Support Successful School Reopening

The Association for Career and Technical Education (ACTE) has published a planning guide to support districts in sustaining CTE during the 2020-21 school year (linked via the icon below). The guide provides key questions, tools, and explanatory content for each of the 12 elements of a high-quality CTE program.



Source: Association for Career and Technical Education<sup>117</sup>










For work-based learning, districts should coordinate with community and business partners to ensure that those partners follow CDC guidelines for businesses and workplaces ([hyperlinked here](#)) and worker safety





## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: REVAMP CAREER TECHNICAL EDUCATION DELIVERY

and support ([hyperlinked here](#)) to ensure students' health and safety.<sup>118</sup> This is especially vital for students studying and working in “essential” industries that are maintaining client-facing and public operations.<sup>119</sup> At the same time, districts should work with employers to identify potential opportunities for remote work-based learning.<sup>120</sup>

### Webinars on Sustaining High-Quality CTE During the COVID-19 Pandemic

WEBINAR	DESCRIPTION	LINK TO RECORDING
<b>Access and Equity</b> <sup>121</sup>	This publicly available webinar focuses on access and equity in remote, blended, and socially-distanced learning. Topics include accessibility, accommodations and transition for special populations, tutoring and other academic interventions, and the implications of district/school/institution-wide plans for internet and computer access, social services, and medically vulnerable learners.	
<b>Engaging Instruction</b> <sup>122</sup>	This publicly available webinar focuses on how to engage learners, personalize instruction, and provide hands-on, project-based learning through remote, blended, and socially-distanced methods.	
<b>Standards-Aligned and Integrated Curriculum</b> <sup>123</sup>	This publicly available webinar focuses on maintaining curriculum quality and alignment to standards while adapting to remote, blended, and socially-distanced learning, including modularizing curriculum into online and in-person segments, adjusting the sequence of curriculum based on modified schedules, and finding or developing quality virtual curriculum.	
<b>Facilities, Equipment, Technology, and Materials</b> <sup>124</sup>	This publicly available webinar focuses on adapting CTE facilities, equipment, and technology for remote, blended, and socially-distanced learning, including modifying lab spaces, changing cleaning and safety protocols, and exploring virtual, simulation, and mobile technology for hands-on learning.	
<b>System Supports – Secondary</b> <sup>125</sup>	This publicly available webinar takes a broader, administrator-level look at offering secondary CTE programs in remote, blended, and socially-distanced learning environments, including how districts and schools are planning for next year and the overall repercussions of the pandemic on CTE. Topics include working with other system leaders to make decisions about blended and socially-distanced models, creative approaches to the delivery of CTE programs in the context of those decisions, evaluating CTE program offerings and related staffing decisions in light of current budget situations and safety concerns, recruiting students in the current environment, and utilizing available CARES Act funds.	
<b>Student Assessment</b> <sup>126</sup>	This webinar is only available to members of the ACTE. It addresses the role of student assessment in remote, blended, and socially-distanced learning, including evaluating learning loss from spring and summer closures, delivering valid assessments of learning in virtual environments, and considering how to offer performance-based, industry certification, and licensure assessments.	
<b>Prepared and Effective Program Staff</b> <sup>127</sup>	This webinar is only available to members of the ACTE. It addresses the staffing impacts of remote, blended, and socially-distanced learning, including hiring needs and protecting older/medically vulnerable instructors and staff, as well as professional development to support educators with new delivery models.	
<b>Work-Based Learning</b> <sup>128</sup>	This webinar is only available to members of the ACTE. It addresses how to provide work-based learning in remote, blended, and socially-distanced environments, including virtual and school-based opportunities to interact with industry professionals and to develop and practice technical and employability skills, as well as safety and social distancing considerations at worksites.	
<b>Sequencing and Articulation</b> <sup>129</sup>	This webinar is only available to members of the ACTE. It focuses on the challenges of articulation, credit transfer, and dual/concurrent enrollment in remote, blended, and socially-distanced learning environments, including working together across institutions to ensure credits are accepted and revisiting how and where dual and concurrent enrollment courses are offered.	

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: REVAMP CAREER TECHNICAL EDUCATION DELIVERY

WEBINAR	DESCRIPTION	LINK TO RECORDING
<b>Business and Community Partnerships</b> <sup>130</sup>	This webinar is only available to members of the ACTE. It focuses on how to sustain business and community partnerships as the pandemic continues to impact education and industry, such as hosting virtual advisory board meetings and maintaining communication about changing occupation and skill needs.	
<b>Student Career Development</b> <sup>131</sup>	This webinar is only available to members of the ACTE. It focuses on career advisement, planning, and exploration in remote, blended, and socially-distanced learning environments, including virtual career exploration, transition and job placement services, and adjusting individual academic and career plans for new education and economic realities.	
<b>Data and Program Improvement</b> <sup>132</sup>	This webinar focuses on using data and program improvement processes to assess the impact of remote, blended, and socially-distanced learning models and harnessing labor market information for a changing economy.	Direct link not yet provided <sup>A</sup>

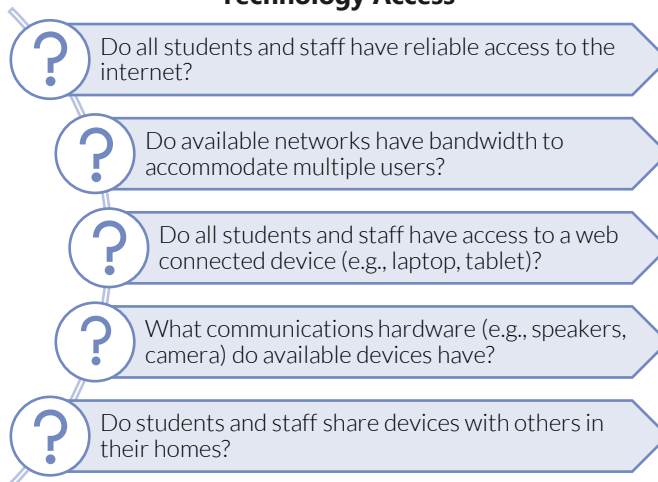
<sup>A</sup> Future and additional webinar links can be found on the [ACTE webpage for COVID-19 resources](#).

Source: Association for Career and Technical Education<sup>133</sup>

## ENSURE TECHNOLOGICAL CAPACITY TO SUPPORT VIRTUAL LEARNING

Districts' and schools' utmost concern regarding technology usage to support remote learning must be providing equitable access to functional hardware and software and reliable web connectivity for all students and staff members.<sup>134</sup> The ability to access digital resources and the availability of internet are key influences in students' ability to participate in certain remote learning options and in staff's ability to plan and implement virtual educational experiences.<sup>135</sup> However, not all students—or even staff—have regular access to web-connectable devices or dependable internet service to participate successfully in online learning, a challenge that is concentrated among low-income households and in rural communities with limited internet infrastructure.<sup>136</sup>

### Baseline Questions About Student and Staff Technology Access



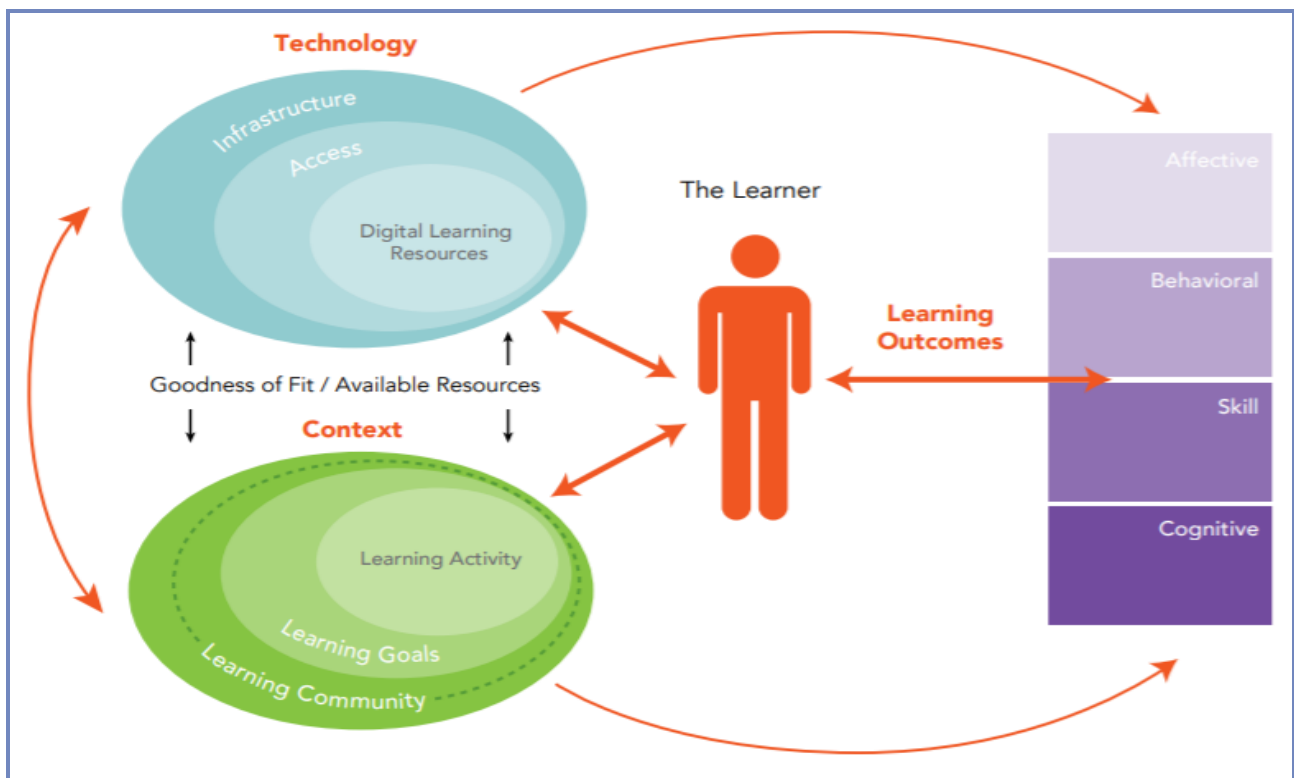
Source: Digital Learning Collaborative<sup>137</sup>

Consequently, **districts, schools, and their information technology (IT) staff should audit and catalogue both their organization's "in-house" and students', families', and staff's hardware, network capabilities, and software.**<sup>138</sup> This is necessary to identify "digital divides," or gaps in digital access, so that districts and schools can then take concerted action to close those gaps.<sup>139</sup> Essentially, districts and schools should strive to secure devices and internet connectivity for all students and staff members while devising alternative instructional methods for students for whom virtual learning is still inconsistent or unfeasible.<sup>140</sup> Potential solutions to bridging digital divides include:<sup>141</sup>

- **Mapping Student Access:** An important step is for district leaders to get a comprehensive picture of students', families', and staff's access to devices via direct outreach (e.g., calling, emailing) or stakeholder surveys.
- **Providing One-to-One Devices:** Districts can distribute existing resources or find other methods to secure devices, such as partnering with businesses and local philanthropic organizations to provide devices to students and staff in need.
- **IT Troubleshooting:** Districts must have a plan for repairing broken devices and providing IT support to students, families, and staff when problems arise with software, hardware, or web connectivity.
- **Expanding Web Access:** Districts can work with internet providers to bring mobile hot spots and/or affordable options to all students, families, and staff, particularly in communities without reliable internet access.
- **Planning Alternatives:** Districts must also think about alternative methods for providing content to distance learners without internet access to allow them to participate in a comparable educational program to that of their peers.

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: ENSURE TECHNOLOGICAL CAPACITY TO SUPPORT VIRTUAL LEARNING

### Understanding the Digital Learning Ecosystem







Source: Stanford Center for Opportunity Policy in Education and Alliance for Excellent Education<sup>142</sup>

Once the necessary technology is in place, **districts and schools should help teachers understand the capabilities of the resources and technologies they can use to support online instruction**, either through a subscription purchased by the district or school or through open educational resources.<sup>143</sup> Specifically, district and school leaders should provide training, technical assistance documents, and other tutorials and support systems to develop and expand teachers' familiarity with available hardware and software.<sup>144</sup> The end goal of such efforts should be teachers and other staff knowing which technologies and resources are available for them to create, publish, and manage online coursework and for students to access digital or distance learning materials and complete learning tasks.<sup>145</sup> Absent such knowledge, teachers may underutilize existing hardware and software, or alternatively, instruction might be unsustainable given available functionality.<sup>146</sup>

Teachers will need support developing their own skills using available technologies, as well as guidance to assist students and families in developing the skills and technical knowledge they will need as users.<sup>147</sup> Such supports (e.g., dedicated professional learning, video or print manuals, collaborative structures between staff) should focus on the actual functionality of specific technologies, as well as the potential curricular and instructional applications of those same technologies.<sup>148</sup> In particular, district- and school-provided resources should help teachers and instructional staff develop and deliver high-quality virtual instruction using best practices for their assigned grade-level and discipline both synchronously (i.e., in real-time) and asynchronously (i.e., pre-assigned tasks students complete on their own time given a specified deadline).<sup>149</sup> Furthermore, such supports should help teachers acquire strategies to guide students and their families in using technology features to engage with curricula and communicate with peers in a safe, appropriate, and responsible manner.<sup>150</sup>

## ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: ENSURE TECHNOLOGICAL CAPACITY TO SUPPORT VIRTUAL LEARNING

### Challenges to Virtual Instruction to Address Via Professional Learning

CHALLENGE	DESCRIPTION
 <p><b>Knowledge and Comfort Using Technology</b></p>	Teachers and students may be unfamiliar with a digital platform or application, resulting in difficulty accessing content and completing tasks. To mitigate these concerns, districts and schools should provide training and technical assistance on using available resources. This will help teachers improve their own skills with technology and those of their students.
 <p><b>Need to Redesign Curriculum</b></p>	Teaching and learning online differs significantly from in-person instruction, necessitating modification of pedagogies (e.g., assessment) and learning tasks (e.g., individual assignments). As such, districts and schools should help teachers consider the capabilities of the tools they have at their disposal and how those tools support content and skills in the target subject or grade level.
 <p><b>Presentation of Directions and Content</b></p>	Like the regular classroom environment, teachers will need to accommodate a variety of learning styles and needs via online instruction. Thus, districts and schools should offer guidance on how to clearly communicate expectations and directions for student work and how to present content in several ways (e.g., video, audio, text, interactive media) and via multiple iterations.
 <p><b>Facilitation of Learning</b></p>	Teachers will be unable to directly oversee students' work—unless they have access to and require live video or audio conferencing. Consequently, monitoring student understanding and maintaining on-task learning time can be challenging. Therefore, districts and schools should suggest mechanisms for student-to-student interaction (e.g., discussion forums) and teacher provision of formative and summative feedback at critical junctures in the learning process.

Source: Multiple<sup>151</sup>

District and schools can provide teachers and staff with tools such as the [Evaluating Digital Existing Technologies Worksheet](#) on the following page to help them identify and assess the functionality of the digital tools and web-based technologies they have at their disposal. This worksheet also helps teachers record the benefits, curricular applications, and potential challenges of using a given tool, whether it is a subscription-based, district- or school-owned, or an open educational resource.

# ADDRESSING STUDENTS' ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS TOOLKIT: ENSURE TECHNOLOGICAL CAPACITY TO SUPPORT VIRTUAL LEARNING



## Evaluating Existing Digital Technologies Worksheet

**Directions:** Use the table below to record those digital platforms, programs, and applications available for your usage. Then, identify the useful features and instructional applications of each item, as they relate to your grade level or subject area. Finally, record any potential challenges you, your students, and their families may need to navigate in using the platform, program, or application.

CHALLENGES WITH USE				
INSTRUCTIONAL APPLICATIONS				
USEFUL FEATURES				
PLATFORM/PROGRAM/ APPLICATION				

Source: Center for Mental Health in Schools, University of California at Los Angeles<sup>152</sup>



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# ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

## OUR SOLUTIONS

### ACADEMIC SOLUTIONS

- **College & Career Readiness:**  
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**  
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**  
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

### ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**  
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**  
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**  
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

### LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

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#### EXPERT

200+ analysts with multiple methodology research expertise



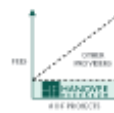
#### FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



#### DEDICATED

Exclusive account and research teams ensure strategic partnership



#### EFFICIENT

Annual, fixed-fee model shares costs and benefits

