



# BEST PRACTICES FOR INSTRUCTIONAL AND SEL RECOVERY

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# INTRODUCTION

School shutdowns due to the COVID-19 pandemic have led to remote learning for students across the county, where nearly 80 percent of students started the 2021 school year learning in a remote or hybrid model.<sup>1</sup> However, educators, parents, and students recognize that extended periods of remote learning can negatively impact both student academic achievement and social-emotional well-being, where students experience learning loss and increased rates of anxiety and depression. Furthermore, research suggests that Black and Hispanic students are more likely to experience remote learning. Learning loss due to remote learning also disproportionately impacts students of color, where Black, Hispanic, and Indigenous students experience higher rates of learning loss than their white peers.<sup>2</sup>

Accordingly, school districts across the country are currently seeking research-based support for student academic and social-emotional recovery from instructional loss due to pandemic-related extended school closures. The district recognizes the need to implement best practices, policies, and targeted resources to effectively manage the instructional impact of the crisis. To support member districts in their efforts to recover from the pandemic's impact on academics and students' social-emotional wellbeing, Hanover Research (Hanover) examines the best practices for addressing academic and social-emotional recovery, and includes strategies and innovative ideas from notable districts. The results of this research will provide guidance for district leaders as they strategically plan and communicate with parents about addressing the academic and social-emotional needs of students. This report contains the following two sections:

- **Section I: Strategies for Academic and Instructional Recovery** explores structures and methods for enabling students' instructional and academic recovery following the impact of the COVID-19 pandemic, including increasing the amount of time students spend in school (e.g., through school-based summer learning programs, after-school programs, acceleration academies, extended school days, and extended school year models) and school-based strategies (e.g., vertical curricular review and cross-grade collaboration, using formative assessment to target instruction, educator looping, and tutoring).
- **Section II: Strategies for Social-Emotional Recovery** discusses strategies for ensuring students' social-emotional recovery following trauma, supporting and developing students' social-emotional learning (SEL) competencies and SEL professional development for staff, and implementing trauma-informed practices.

# RECOMMENDATIONS

Based on our findings, Hanover suggests that districts consider the following:



**Develop a full-day summer learning program designed to address learning recovery and support students' academic development.** The program should align with state and district academic standards, include non-academic and enrichment activities, and recruit teachers who have a history of demonstrated success with low-achieving students. Additionally, the district must conduct continuous improvement processes for summer learning programs to ensure continued support from teachers, students, families, and community stakeholders.

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<sup>1</sup> Dorn, E. et al. "COVID-19 and Learning Loss—Disparities Grow and Students Need Help." McKinsey & Company, December 2020. pp. 2, 4.  
<https://www.mckinsey.com/~/media/McKinsey/Industries/Public%20and%20Social%20Sector/Our%20Insights/COVID%2019%20and%20learning%20loss%20disparities%20grow%20and%20students%20need%20help/COVID-19-and-learning-loss-disparities-grow-and-students-need-help-v3.pdf?shouldIndex=false>

<sup>2</sup> Ibid., pp. 2–4.



**Build school-level toolboxes of formative assessment strategies and encourage teachers to share effective instructional and formative assessment practices for identifying and addressing learning gaps.** Asking for teacher input contributes effective instructional strategies to the districts' instructional toolbox, ensures teacher buy-in with whatever programs are adopted, and helps build trust and efficacy between administration and instructional staff.



**Train school staff members in trauma and crisis support strategies,** such as Psychological First Aid and trauma-informed classroom practices. Staff can use these practices to ensure students feel safe, comfortable, and ready to learn following the trauma of the COVID-19 pandemic.



**Gather teacher perspectives on teachers' comfort level with supporting students with learning loss and social-emotional needs as well as needs for additional professional development** for addressing learning loss and supporting students' social-emotional wellbeing by partnering with Hanover on a staff survey. A professional learning needs survey will provide insight into how administrators can best support educators in addressing learning loss and supporting students' SEL.

## KEY FINDINGS



**Districts can address learning loss due to remote instruction by adding additional learning time.** Strategies for extending learning time include by providing full-day, school-based summer learning programs, after-school academic programming, acceleration academies, extending the school day, and extending the school year to a year-round schooling model. Year-round school models typically include the same number of instructional days as a traditional school calendar, but spread them out over the calendar year to reduce the length of summer break and establish additional intersession breaks that districts can use for optional remediation and enrichment. Notably, for after-school programming, integrating school-day classroom instruction into after-school curricula helps tailor such programs to better assist in learning loss recovery.



**In-school strategies to address student learning loss and support continued academic development include cross-grade collaboration, using formative assessment to identify learning gaps and target instruction, creating individualized learning plans, looping educators, and tutoring.**

- ➔ In particular, **looping**, or having a teacher instruct the same class of students for consecutive years, allows students and teachers to continue strengthening existing relationships, a crucial factor in supporting students' learning recovery following traumas such as COVID-19. Looping also leads to test score gains, keeps more students in general education programs, improves school attendance, and provides teachers the ability to build continuity and hold students accountable for learning between school years with summer work.
- ➔ A district- or school-wide **high-dosage, one-on-one tutoring program** is one of the most effective ways to improve academic performance and learning recovery. Of all educational interventions, one-on-one tutoring multiple times weekly for students struggling in reading and math shows the largest educational performance improvement effect sizes.



**Creating and expanding community partnerships helps districts create and implement cost-efficient programs such as one-on-one tutoring, after-school programs, and summer learning.** Community partnerships creates external sources of funding, shared resources (e.g., facilities), and utilizes trained volunteers from service programs (e.g., AmeriCorps).



**Districts should support students' social-emotional wellbeing and mental health during and following the COVID-19 pandemic, where students are at a greater risk for negative social-emotional responses, through a combination of SEL crisis support strategies and programs to develop students' SEL competencies.** For example, Psychological First Aid (PFA), a strategy used during crisis recovery to identify and support students experiencing trauma, includes a sequence of core actions designed to provide increasing levels of trauma support as needed for an individual student. Both mental health and non-mental health staff members can implement PFA. Schools can help students develop students' SEL competencies by implementing an SEL curriculum, encouraging the development of strong relationships, and practicing strategies for understanding and regulating emotions.



**Schools can incorporate trauma-informed practices to provide ongoing support to students experiencing and recovering from traumatic events.** Guiding principles of trauma-informed practices include creating predictable routines, building strong and supportive relationships, empowering students' agency, supporting the development of self-regulation, and providing opportunities to explore individual and community identities.



**Districts and schools should provide comprehensive professional development to all staff members to ensure they can support students through SEL and trauma-informed practices.** SEL professional learning should follow a coordinated professional development plan that introduces all staff members to SEL and specific district-wide programs and supports. Effective training facilitates buy-in and ensures that staff members across schools and grade levels have the skills to support SEL. Professional development should address the adopted SEL programs' theory and core components, flexibility allowed in program implementation, and strategies to overcome challenges.

# SECTION I: STRATEGIES FOR ACADEMIC AND INSTRUCTIONAL RECOVERY

This section explores strategies for enabling students’ instructional and academic recovery following the impact of the COVID-19 pandemic on student learning, including increasing the amount of time students spend in school (e.g., through school-based summer learning programs, after-school programs, acceleration academies, extended school days, and extended school year models) and school-based strategies to support students’ academic development (e.g., vertical curricular review and cross-grade collaboration, using formative assessment to target instruction, educator looping, and tutoring).

## DISTRICT STRATEGIES FOR EXTENDING LEARNING TIME

This subsection examines strategies for increasing the amount of time students spend in school, including school-based summer learning programs, after-school programs, acceleration academies, extended school days, and extended school year models.

### SCHOOL-BASED SUMMER LEARNING PROGRAMS

Districts can address and prevent learning loss by providing students with comprehensive summer school programming. To be most effective, districts must plan summer learning programs to last several years. According to the Learning Policy Institute, “well-designed summer programs are most effective when students experience them for multiple summers.”<sup>3</sup> Further, summer learning programs need to provide engaging and enriching learning experiences for students. Modern iterations of summer school offer programming for students with “wide-ranging interests and needs,” which the Wallace Foundation describes as “summer learning programs.”<sup>4</sup> Summer learning programs improve academic outcomes ranging from reading proficiency to GPA.<sup>5</sup> Effective summer learning programs may include educational programming, youth development, and career development.<sup>6</sup> Figure 1.1 describes the contrast between traditional summer school and enriching summer learning programming.

Figure 1.1: Summer School Vs. Summer Learning

SUMMER SCHOOL	SUMMER LEARNING
<ul style="list-style-type: none"> <li>▪ Solely include academic instruction</li> <li>▪ Focused on remediation and review</li> <li>▪ Attended by low-performing students</li> <li>▪ Frequently mandatory</li> <li>▪ Half-day</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage students in recreational and enrichment activities</li> <li>▪ Build positive relationships with peers and adults</li> <li>▪ Attended by students of varied skill levels</li> <li>▪ Voluntary</li> <li>▪ Full-day</li> </ul>

Source: The Wallace Foundation<sup>7</sup>

<sup>3</sup> Darling-Hammond, L., A. Schachner, and A.K. Edgerton. “Restarting and Reinventing School: Learning in the Time of COVID and Beyond.” Learning Policy Institute, August 2020. pp. 72, 74. [https://learningpolicyinstitute.org/sites/default/files/product-files/Restart\\_Reinvent\\_Schools\\_COVID\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Restart_Reinvent_Schools_COVID_REPORT.pdf)

<sup>4</sup> Terzian, M., K. Anderson Moore, and K. Hamilton. “Effective and Promising Summer Learning Programs and Approaches for Economically Disadvantaged Children and Youth.” The Wallace Foundation, July 2009. <https://www.wallacefoundation.org/knowledge-center/documents/effective-and-promising-summer-learning-programs.pdf>

<sup>5</sup> Darling-Hammond, Schachner, and Edgerton, Op. cit.

<sup>6</sup> Terzian, Anderson Moore, and Hamilton, Op. cit., p. 11.

<sup>7</sup> Figure contents taken verbatim from Ibid., p. 11.

**Effective summer learning programs provide structured learning opportunities linked to standards.** The district may use district curriculum standards and self-developed standards where appropriate. The National Summer Learning Association (NSLA) describes how organizers of summer programming should establish program standards that “[provide] structure and clear expectations” for program staff and participants.<sup>8</sup> Further, the NSLA states that effective programs outline clear behavioral expectations for program participants and measuring learning outcomes following the program’s conclusion.<sup>9</sup> The Wallace Foundation adds districts should consider integrating curriculum standards into summer programming, particularly programs that teach academic content. Effective summer learning programs engage students in active learning, provide opportunities for out-of-classroom learning, and offer hands-on activities (see Figure 1.2).

**Figure 1.2: Features of Effective Summer Learning Activities**

<b>MAKE LEARNING FUN</b>	Successful summer learning programs supplement academic instruction with enrichment activities that are relevant and engaging to children and youth. Some examples include a debate on current events, use of technology, field trips, hip-hop dance, rap and spoken word, improvisational comedy, art, drama, and storytelling. They also include time for sports and recreational activities to offer students a chance to participate in the physical activities they enjoy.
<b>GROUND LEARNING IN A REAL-WORLD CONTEXT</b>	Consistent with an accelerated learning approach, academic concepts are best learned when applying them in a real-world context, for example, by teaching students about the difference between deciduous and coniferous trees by taking them on a hike through the forest.
<b>INTEGRATE HANDS-ON ACTIVITIES</b>	Didactic lectures may increase knowledge but are not very effective at changing behavior. Interactive forms of instruction such as immersion and experiential learning help to keep students engaged in the material. Engaging children in games, group projects, field trips to historic sites, nature expeditions, and science experiments are all ways in which to make learning more interesting and applied.
<b>CONTENT SHOULD COMPLEMENT CURRICULAR STANDARDS</b>	Successful educational programs integrate learning activities that complement what children are learning during the school year. Therefore, academic content is aligned with statewide, grade-level curricular standards for English Language Arts and Mathematics.

Source: The Wallace Foundation<sup>10</sup>

**Summer learning program length will depend on factors including the length of the spring term, fall term preparations, and facility availability.** While opinions on the length of effective summer learning programs differ, a 2018 RAND Corporation report recommends a minimum of five weeks. The report also recommends programs provide students with three to four hours of academics daily, including 90 minutes of mathematics and 120 minutes of English Language Arts (ELA) instruction.<sup>11</sup>

## PLANNING

**Planning for a summer learning program must start early.** The RAND Corporation, which has published several reviews of summer learning programs, recommends districts decide to hold a summer program in the fall and begin planning summer learning programs by January at the latest. RAND researchers recommend district leaders involve school site leaders in the planning process but centralize decision-making.<sup>12</sup> Figure 1.3 presents the RAND Corporation’s recommendations for planning a summer learning program.

<sup>8</sup> “Best Practices in Summer Learning Programs for Middle and High School Youth.” The National Summer Learning Association. p. 12.

[http://s3.amazonaws.com/uww.assets/site/out\\_of\\_school\\_time/OST\\_NSLA\\_BestPractices2012.pdf](http://s3.amazonaws.com/uww.assets/site/out_of_school_time/OST_NSLA_BestPractices2012.pdf)

<sup>9</sup> Ibid., pp. 12–17.

<sup>10</sup> Figure contents quoted verbatim from: Terzian, Anderson Moore, and Hamilton, Op. cit., p. 17.

<sup>11</sup> Schwartz, H.L. et al. “Getting to Work on Summer Learning: Recommended Practices for Success, 2nd Ed.” RAND Corporation, 2018. p. 30. [https://www.rand.org/pubs/research\\_reports/RR366-1.html](https://www.rand.org/pubs/research_reports/RR366-1.html)

<sup>12</sup> Ibid, p. 10.

Figure 1.3: Planning a Summer Learning Program

CONDUCT EARLY, ROBUST PLANNING	PLAN FOR BOTH ENRICHMENT ACTIVITIES AND ACADEMICS	ENGAGE IN A CONTINUOUS IMPROVEMENT PROCESS
<ul style="list-style-type: none"> <li>▪ Commit in the fall to having a summer program.</li> <li>▪ Dedicate a director to manage summer program planning who has influence, authority, and committed time.</li> <li>▪ Determine which students to target and plan accordingly.</li> <li>▪ Consider a cross-departmental planning team.</li> <li>▪ Create a calendar that stipulates task deadlines.</li> <li>▪ Use meeting time wisely.</li> <li>▪ Engage both community-level and site-level staff in the planning process. Planning worked best when a summer program director in the district central office ran the planning and involved site-level leads in some of the decision-making, such as creating site-specific master schedules or conducting site-specific professional development.</li> </ul>	<p>Enrichment and district partners should jointly plan staff hiring, training, and curriculum and behavior policies. During the planning phase, establish which organization has ultimate responsibility for overseeing the quality of instruction and managing the instructors.</p>	<p>Plan to administer pre- and post-tests, observe instructors, collect staff views about the summer program, and share evaluation data after the summer ends to improve the program over time and to reinforce community stakeholders' commitment to retaining the summer program.</p>

Source: RAND Corporation<sup>13</sup>

### COMMUNITY PARTNERSHIPS

Through partnerships with community-based organizations (CBOs), districts can provide students with unique out-of-school learning opportunities and potentially secure external funding for the summer program. Indeed, a 2011 RAND Corporation's review of summer learning programs found that CBO partnerships contribute to program sustainability.<sup>14</sup>

[The review] found benefits from partnerships between school districts and CBOs that included a wider variety of programming options, and more varied funding sources. However, a number of other partnerships may be beneficial, as several types of organizations have an interest in promoting summer learning experiences for youth—districts, CBOs, private summer learning providers, cities, and local funders. Each of these organizations has a set of resources and skills that can help build sustainable summer learning programs. [The RAND Corporation] encourage leaders to consider all local resources and build appropriate partnerships when developing these programs.

Reports on summer learning community partnerships often highlight specific examples of districts' community partnerships for summer learning. For instance, a few years ago, the Ogden School District (UT) partnered with local community organizations to address student learning loss (see Figure 1.4).

<sup>13</sup> Figure contents taken verbatim from: Ibid., p. ix.

<sup>14</sup> McCombs, J.S. et al. "Making Summer Count: How Summer Programs Can Boost Children's Learning." RAND Corporation, 2011. p. xviii. <https://www.wallacefoundation.org/knowledge-center/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>



Figure 1.4: Ogden School District (UT)



### SPOTLIGHT: OGDEN SCHOOL DISTRICT (UT)

In Ogden, Utah, parents and community organizations are central to Ogden United's mission of creating additional summer learning opportunities. The community school's initiative is led by a cross-boundary leadership team that includes the mayor, superintendent, school district, Full-Service Community Schools leadership team, college and university presidents, the United Way, and prominent parent and community groups. The leadership team reached out to local youth-serving organizations (e.g., the YMCA, United Way of Northern Utah, Boys and Girls Club) to discuss effective summer programs for addressing summer learning loss. Parents also participated in the decision-making process through focus groups and surveys. While the resulting programs are run by community schools' staff and partners, parents and community volunteers remain engaged by helping to organize, market, and teach at summer camps. While the individual programs may have discrete themes and areas of emphasis, each program's morning schedule typically centers on individualized learning and academic enrichment opportunities for students.

Source: Institute for Educational Leadership<sup>15</sup>

### FUNDING

**Districts can think creatively to identify funding for summer learning programs.** The NSLA's pre-COVID *Funding Resource Guide* encourages districts to consider how they can use federal and state funding, grant awards, and community sponsors to fund their summer program. The guide lists dozens of potential funding sources available to districts to use for summer learning programs, including federal, state, local, and private funding.<sup>16</sup> The RAND Corporation outlines additional recommendations for districts as they develop the budget for their summer learning program:<sup>17</sup>

- **Design the summer program with costs in mind.**
  - To control fixed costs, avoid assigning small numbers of students to many sites.
  - Use enrichment providers to help leverage additional funds and provide a full-day program.
  - Hire staff to achieve desired student-to-adult ratios based on projected daily attendance, not the initial number of enrollees.
- **Put resources into tracking and boosting attendance.**
- **Use effective cost-accounting practices.**
  - To understand costs per student served, express costs on not just a per-enrollee basis, but also on a per-attendee, per-hour basis.
  - Set up data procedures to enable cost tracking on a per-attendee, per-hour basis.

### STAFFING

**High-quality summer learning programs hire well-trained staff.**<sup>18</sup> Districts need to develop intensive selection processes and criteria for summer learning teachers and, when possible, including prioritizing teachers' existing relationships with students (see Figure 1.5). Additionally, several studies show that low-

<sup>15</sup> Figure contents quoted verbatim from: Jacobson, R. and M.J. Blank. "A Framework for More and Better Learning Through Community School Partnerships." Institute for Educational Leadership, September 2015. p. 26. <http://www.communityschools.org/assets/1/AssetManager/Better-Learning-through-Community-School-Partnerships.pdf>

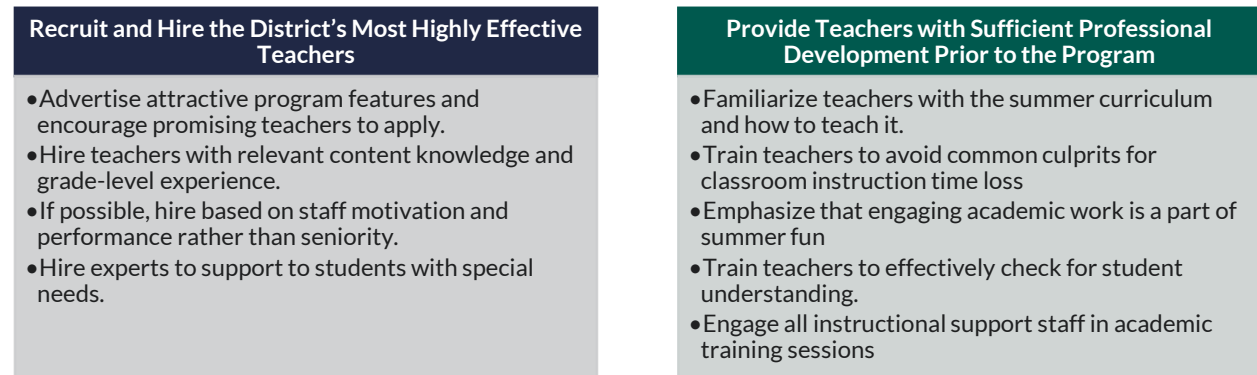
<sup>16</sup> "2016 Funding Resource Guide." National Summer Learning Association, 2016. p. 3. <https://www.summerlearning.org/knowledge-center/funding-resource-guide/>

<sup>17</sup> Figure contents quoted verbatim from: Augustine, C. et al. "Getting to Work on Summer Learning: Recommended Practices for Success." RAND Corporation, 2013. p. xv. [https://www.rand.org/pubs/research\\_reports/RR366-1.html](https://www.rand.org/pubs/research_reports/RR366-1.html)

<sup>18</sup> Darling-Hammond, Schachner, and Edgerton, Op. cit., p. 74.

student-teacher ratios and class sizes of 20 or fewer students lead to the most significant improvements in student academic achievement in summer programs.<sup>19</sup>

**Figure 1.5: Staffing Summer Learning Programs**



Source: RAND Corporation<sup>20</sup>

## AFTER-SCHOOL PROGRAMS AND COMMUNITY PARTNERSHIPS

**After-school programs are more effective at supporting student learning when after-school learning plans integrate instruction from the regular school day.** For example, Meriden Public Schools (CT) partnered with the YMCA and the Boys & Girls Club to add 100 minutes of after-school instruction at three schools in the district (Figure 1.6).<sup>21</sup> Students at two of the three participating schools saw test score improvement higher than the district average, encouraging the district to expand the program to more elementary schools.<sup>22</sup>

<sup>19</sup> McEachin, A., C.H. Augustine, and J. McCombs. "Effective Summer Programming: What Educators and Policymakers Should Know." American Federation of Teachers, Spring 2018. <https://files.eric.ed.gov/fulltext/EJ1173313.pdf>

<sup>20</sup> Schwartz et al., Op. cit.

<sup>21</sup> Darling-Hammond, Schachner, and Edgerton, Op. cit., p. 73.

<sup>22</sup> "Meriden Public Schools: Redesigning the School Day with Community Partners in Mind." Meriden Public Schools. [http://www.communityschools.org/assets/1/AssetManager/Meriden%20Public%20Schools\\_%20Redesigning%20the%20School%20Day%20with%20Community%20Partners%20in%20Mind.pdf](http://www.communityschools.org/assets/1/AssetManager/Meriden%20Public%20Schools_%20Redesigning%20the%20School%20Day%20with%20Community%20Partners%20in%20Mind.pdf)

**Figure 1.6: Blending School-Day Classroom Instruction and After-School Curricula Through Community Partnerships**



**SPOTLIGHT: BLENDING CLASSROOM INSTRUCTION AND AFTER-SCHOOL CURRICULA THROUGH COMMUNITY PARTNERSHIPS  
MERIDEN PUBLIC SCHOOLS (CT)**

At the three schools, schedules were reengineered to include the Enrichment Block, a 100-minute time period for community partners to staff the classrooms as teachers and provide instruction in Meriden's three key enrichment areas: STEM, literacy, and healthy living. During the Healthy Living Enrichment Block, for example, Meriden's Department of Health and the YMCA provided nutritional classes to promote students' health awareness and physical well-being. The University of Connecticut's undergraduate students also offered early K-3 literacy programming. Since partners assumed the instructional role during the Enrichment Block, this strategy alleviated some of the pressure on teachers to improve students' academic outcomes during the traditional school day. It also gave teachers greater freedom and flexibility in their schedules. Utilizing a "best-fit" approach, teachers could choose to instruct from either 7:30am-2:30pm or 8:30am-3:30pm. Depending on the teacher's schedule, the Enrichment Block was placed at either the beginning or end of the school day.

Source: Meriden Public Schools<sup>23</sup>

As districts return to in-person instruction, partnerships with community organizations can assist in ensuring after-school instruction aligns with the regular curriculum.<sup>24</sup> These integrated partnerships also allow teachers to take advantage of additional resources, as the example in Figure 1.7 demonstrates.<sup>25</sup>

**Figure 1.7: Integrated Partnerships**



**SPOTLIGHT: INTEGRATED PARTNERSHIPS  
OAKLAND UNIFIED SCHOOL DISTRICT (CA)**

Schools in Oakland Unified School District (OUSD), use several strategies to increase collaboration, such as including partner staff in monthly faculty meetings and providing regular opportunities for Extended Learning Time (ELT) staff to meet with teachers. These meetings give ELT and teachers opportunities to learn about current curricular goals and instructional units. In some Oakland schools, ELT staff are further integrated into the regular school day; they provide extra assistance to teachers by mentoring students and conducting pullout sessions for small-group instruction. A study of the implementation of the community schools' approach in Oakland highlighted one school in which ELT staff and regular teaching staff worked so closely together that the principal no longer referred to ELT as "after-school programming." In this school, where nearly all of the 6th- and 7th-grade students stay after the traditional school day to participate in coding, dance, and STEM classes, the after-school program is designated as the 8th and 9th periods, indicating that it is incorporated into the regular school schedule. In this way, there exists a seamless integration of all student learning opportunities.

Source: Learning Policy Institute<sup>26</sup>

<sup>23</sup> Figure contents quoted verbatim with minor modifications from: Ibid.

<sup>24</sup> "A School Year Like No Other Demands a New Learning Day: A Blueprint for How Afterschool Programs & Community Partners Can Help." Afterschool Alliance, 2020.  
<http://www.afterschoolalliance.org/documents/Blueprint-for-How-Afterschool-Programs-Community-Partners-Can-Help.pdf>


<sup>25</sup> Darling-Hammond, Schachner, and Edgerton, Op. cit.

<sup>26</sup> Figure contents quoted verbatim with modifications from: Ibid.

## ACCELERATION ACADEMIES

Districts and schools can also establish acceleration academies to address student learning needs. Acceleration academies are “intensive, targeted instructional programs taught over vacation breaks by a carefully selected set of teachers.”<sup>27</sup> Research suggests that student participation in acceleration academies improves students’ math and reading outcomes.<sup>28</sup> In a study of Lawrence Public Schools (MA)’s use of Acceleration Academies, principals selected students based on low Massachusetts Comprehensive Assessment System (MCAS) test scores, their perceived willingness to attend the academies, and their likely classroom behavior.<sup>29</sup> The results were significant improvements in math achievement and more modest improvements in reading achievement.<sup>30</sup> Figure 1.8 details the design of the acceleration academies.

Figure 1.8: Acceleration Academy Design



**SPOTLIGHT: ACCELERATION ACADEMY DESIGN  
LAWRENCE PUBLIC SCHOOLS (MA)**

Principals typically used homogenous ability groupings to create classes of 10 to 12 students, with teachers assigned to a single group for the week. Teachers were given substantial flexibility to create their own lesson plans. Academies held over the February vacation focused on ELA. The April Academies focused primarily on math, but also included some classes dedicated to science. The district asked Academy teachers to focus on frequently assessed MCAS standards and provided a list of these standards, sample objectives, and interim assessment data for all of the students in the teacher’s class to identify the standards their students had and had not yet mastered. The daily schedule varied by school, but administrators were told to aim for a total of 25 hours of instruction over the week. Instruction in the core subject was broken up by two “specials” per day, which included theater, visual art, music, sports, technology, and cooking. Students received incentives for perfect attendance, such as \$40 gift cards. LPS estimates that this program costs approximately \$800 per student per week.

Source: Schueler, et. al.<sup>31</sup>

A study of this model found that “district students exposed to the first two years of the state’s takeover score about 0.3 standard deviations higher on math exams and about 0.1 standard deviations higher on ELA exams.”<sup>32</sup> However, given the program’s cost and small groupings based on students’ specific academic level, districts should only use acceleration academies for struggling students needing intensive learning interventions.

## EXTENDED SCHOOL PERIODS AND DAYS

Districts may choose to consider strategies such as extending school days or content periods to provide additional learning time. Academic recovery strategies have historically relied on the use of additional instructional time to address learning loss. However, some districts apprehensive about extending summer school or extending the school year are looking into other, more localized options for adding instructional time.<sup>33</sup> For example, Grade 9 students in Chicago Public Schools (IL), profiled in Figure 1.9, received double

<sup>27</sup> Schueler, B.E., J.S. Goodman, and D.J. Deming. “Can States Take Over and Turn Around School Districts? Evidence From Lawrence, Massachusetts.” *Educational Evaluation and Policy Analysis*, 20:10, 2017. p. 3.  
[https://scholar.harvard.edu/files/schueler/files/schuelergoodmandeming\\_lps\\_eepa\\_2017.pdf](https://scholar.harvard.edu/files/schueler/files/schuelergoodmandeming_lps_eepa_2017.pdf)

<sup>28</sup> Ibid., p. 1.

<sup>29</sup> Ibid., p. 7.

<sup>30</sup> Ibid., p. 1.

<sup>31</sup> Figure contents quoted verbatim from: Ibid., pp. 7, 21.

<sup>32</sup> Ibid., p. 2.

<sup>33</sup> “From Crisis to Recovery: The Education Impact of COVID-19.” *Advance Illinois*, April 2020, p. 29.

<https://www.advanceillinois.org/publications/from-crisis-to-recovery-the-education-impact-of-covid-19/>

math time and as a result saw significant improvement in algebra test scores and better long-term outcomes, including increased educational attainment.<sup>34</sup>

Figure 1.9: Chicago Public Schools (IL)



### SPOTLIGHT: CHICAGO PUBLIC SCHOOLS (IL)

CPS required all Grade 9 students with low math test scores to enroll in a full-year regular algebra course and a simultaneous algebra support class, usually taught by the same teacher. Teachers in the program received new curricula to use and additional professional development. Teachers received professional development in using extra instructional time to promote complex math thinking through student-centered instructional practices. The extra time enabled teachers to feel like they could take risks with new modes of instruction. Students who received the double dose treatment showed larger gains in algebra scores – equivalent to about an extra quarter of a year of growth – and their algebra GPAs were about a quarter of a point higher. The gains were greatest for students whose prior math scores were between the 20th and 50th percentiles.

Source: Annenberg Institute<sup>35</sup>

**Additional learning time is most effective when paired with strong student attendance.** Research on extended learning time clearly highlights the importance of attendance in extended learning efficacy. Therefore, schools must ensure high levels of participation in any extended learning opportunities offered to students.<sup>36</sup>

An extended school day has a statistically significant positive effect on students' academic performance.<sup>37</sup> However, the academic effects of longer school days are mixed. A 2013 study found that a certain amount of extended school time improves student academic performance.<sup>38</sup> Yet, some school districts studied by the Massachusetts Department of Education in 2006-2007 saw improvements while others did not. The study cited the differences in learning models and the communities they serve make results unreliable.<sup>39</sup> The effectiveness of longer school days on increased student academic performance also depends on other factors such as instructional quality, class size, student ability, and the classroom environment.<sup>40</sup>

**The cost of longer school days varies by district.** A study by the National Center on Time Learning of the effects of extended school days at five districts showed costs were between \$290 to \$2,031 annually per student. When broken down into costs per hour per student, the added costs ranged from \$2.20 to \$5.23 per student.<sup>41</sup> Another study indicated that extended day programs, on average, cost approximately \$800

<sup>34</sup> Cortes, K., J. Goodman, and T. Nomi. "A Double Dose of Algebra." *Education Next*, December 15, 2012. <https://www.educationnext.org/a-double-dose-of-algebra/>

<sup>35</sup> Figure contents quoted verbatim with minor modifications from: Allensworth, E. and N. Schwartz. "School Practices to Address Student Learning Loss." Annenberg Institute at Brown University-EdResearch for Recovery, June 2020. p. 3. [https://annenberg.brown.edu/sites/default/files/EdResearch\\_for\\_Recovery\\_Brief\\_1.pdf](https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_1.pdf)

<sup>36</sup> "From Crisis to Recovery: The Education Impact of COVID-19," Op. cit., p. 29.

<sup>37</sup> Kidron, Y. and J.J. Lindsay. "The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review." Institute of Education Sciences, July 2014. pp. 10–13. Accessed from ResearchGate.

<sup>38</sup> Rivkin, S.G. and J.C. Schiman. "Instruction Time, Classroom Quality, and Academic Achievement." National Bureau of Economic Research, September 2013. p. 24. [https://www.nber.org/system/files/working\\_papers/w19464/w19464.pdf?utm\\_campaign=PANTHEON\\_STRIPPED&utm\\_medium=PANTHEON\\_STRIPPED&utm\\_source=PANTHEON\\_STRIPPED](https://www.nber.org/system/files/working_papers/w19464/w19464.pdf?utm_campaign=PANTHEON_STRIPPED&utm_medium=PANTHEON_STRIPPED&utm_source=PANTHEON_STRIPPED)


<sup>39</sup> Walker, T. "A 9 to 5 School Day: Are Longer Hours Better for Students and Educators?" National Education Association, November 22, 2016. <https://www.nea.org/advocating-for-change/new-from-nea/9-5-school-day-are-longer-hours-better-students-and-educators>

<sup>40</sup> Rivkin and Schiman, Op. cit., p. 25.

<sup>41</sup> Kaplan, C. et al. "Financing Expanded Learning Time in Schools." National Center on Time Learning, January 2014. p. 6. <https://files.eric.ed.gov/fulltext/ED556315.pdf>

annually per student.<sup>42</sup> Although extending school days is not inexpensive, learning recovery and performance improvement alternatives such as shrinking class sizes can cost between \$2,000 and \$4,000 annually, based on teacher bonuses for instructing additional students beyond regular classroom sizes.<sup>43</sup> Figure 1.10 describes the State of Florida’s implementation and positive academic effects of longer school days across low-performing schools.

**Figure 1.10: Academic Impacts of Longer School Days in Florida**



**SPOTLIGHT: ACADEMIC IMPACTS OF LONGER SCHOOL DAYS  
STATE OF FLORIDA**

In 2012, Florida lengthened the school day by an hour in its 100 lowest-performing elementary schools and increased the program to 300 schools beginning in fall 2014. During the program’s first year, students saw “effects of 0.05 standard deviations of improvement in reading test scores for program assignment.”<sup>44</sup> According to Chalkbeat, this translates to “the equivalent of one to three months of extra learning. Another way to look at it: The most optimistic estimate is that the program closed about a third of the gap in the reading scores between the best schools in Florida and average schools.”<sup>45</sup>

Sources: Multiple<sup>46</sup>

Additionally, districts may consider hiring or asking teachers willing to conduct remote instruction at atypical times (e.g., nights and weekends) for students who cannot attend additional in-person learning time.<sup>47</sup> An alternative remote learning schedule could work better for some students and families. For example, for students who share a computer with their siblings, participating in online courses in the evening would provide them with an opportunity to log on without overlapping with their siblings’ classes during the day.<sup>48</sup> For example, Prince George’s County Public Schools (MD) offers a virtual evening school option for non-graduating students from the classes of 2018, 2019, and 2020. The Largo High School Evening Virtual Program uses Edgenuity and Google Classroom and runs for 20 weeks in the fall and 20 weeks in the spring, largely following the same calendar year as the rest of the district. Students enroll in a maximum of four courses per semester, and the program offers a mix of courses for original credit or credit recovery.<sup>49</sup>

<sup>42</sup> Figlio, D., K. Holden, and U. Ozek. “Do Students Benefit from Longer School Days? Regression Discontinuity Evidence from Florida’s Additional Hour of Literacy Instruction.” August 2018. p. 8.  
<https://caldercenter.org/sites/default/files/CALDER%20WP%20201-0818-1.pdf>

<sup>43</sup> Hansen, M. “Right-Sizing the Classroom: Making the Most of Great Teachers.” *National Center for Analysis of Longitudinal Data in Education Research-American Institutes for Research*, 110, January 2014. p. 30.  
<https://www.air.org/sites/default/files/downloads/report/AIR-CALDER-right-sizing-the-classroom-Jan14.pdf>

<sup>44</sup> Figlio, Holden, and Ozek, Op. cit., p. iii.

<sup>45</sup> Zhou, A. “Florida Made Days Longer at Low-Performing Schools. It Helped.” Chalkbeat, August 16, 2018.  
<https://www.chalkbeat.org/2018/8/16/21108072/florida-told-its-low-scoring-schools-to-make-their-days-longer-it-helped-new-research-finds>

<sup>46</sup> Figure contents adapted and quoted verbatim from: [1] Figlio, Holden, and Ozek, Op. cit., p. 7. [2] Zhou, Op. cit.

<sup>47</sup> Zalaznick, M. “Why These 4 Areas Are Key in Tackling COVID Learning Loss.” District Administration, December 1, 2020. <https://districtadministration.com/strategies-reverse-student-covid-learning-loss-nwea-testing/>

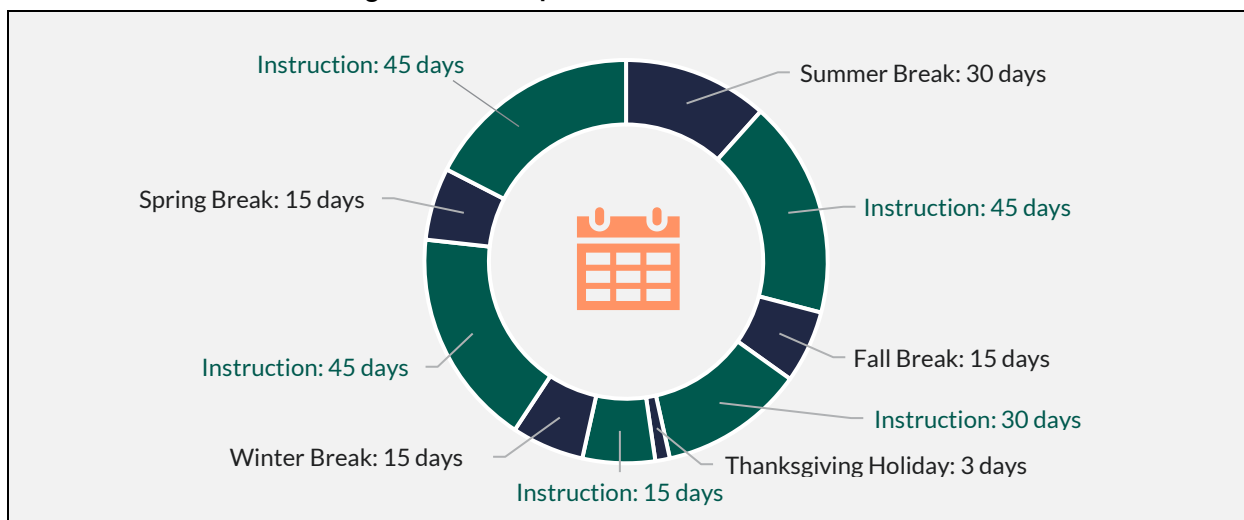
<sup>48</sup> Ibid.

<sup>49</sup> “Largo High School Evening Virtual Program.” Prince George’s County Public Schools.  
<https://drive.google.com/file/d/1Vgp9TMGKgFZm-NCSSNjb2Odo-rJCJ7fe/view>

## EXTENDED SCHOOL YEAR MODEL

One strategy for mitigating learning loss and reducing additional loss due to the “summer slide” is by extending the school year to a year-round school year, or balanced calendar schedule. Year-round school models typically include the same number of instructional days as a traditional school calendar, but spread them out over the entire calendar year to reduce the length of summer break and instead establish additional intersession breaks. Figure 1.11 (on the following page) illustrates what the school calendar could look like under the balanced calendar model. While the overall number of required instructional days may remain the same, districts can use intersession times to provide students with remediation, enrichment, or acceleration to meet individual student learning needs.<sup>50</sup> Indeed, experts recommend extending the school year to promote learning recovery. According to a 2020 study focusing on the effects of COVID-19 on student proficiency in Atlanta, increasing the school year by up to five percent for the 2020-2021 and 2021-2022 academic years will recoup learning loss for all students in less than four years. This prediction is based on a model the authors developed after examining data from annual summer learning loss and the impacts of extended school closures as the result of previous natural disasters such as Hurricanes Katrina and Harvey.<sup>51</sup>

**Figure 1.11: Sample Balanced Calendar Schedule**



Source: Education Week<sup>52</sup>

While year-round schooling creates continuity within and between school years and reduces the amount of time students are out of school during a single break, it can be logistically challenging to implement. For example, because the model represents such a major change to the traditional school calendar, it could disrupt the routines of students, families, and staff and thus invite considerable community pushback. Thus, when considering implementing a year-round schooling model, districts must carefully consider the benefits and challenges (Figure 1.12) and strategically gather stakeholder feedback.<sup>53</sup>

**Figure 1.12: Pros and Cons of Year-Round Schooling**

BENEFITS	DRAWBACKS AND CHALLENGES
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<sup>50</sup> Superville, D.R. “Is It Time to Reconsider the Year-Round School Schedule?” *Education Week*, June 25, 2020. <https://www.edweek.org/leadership/is-it-time-to-reconsider-the-year-round-school-schedule/2020/06>

<sup>51</sup> “Quantifying the Impact of COVID-19 School Closures on Metro Atlanta Student Proficiency.” *EmpowerK-12*, June 10, 2020. p. 9. <https://redefinedatlanta.org/wp-content/uploads/2020/06/COVID-19-Impact-on-Atlanta-Student-Achievement.pdf>

<sup>52</sup> Figure reproduced verbatim from: Superville, Op. cit.

<sup>53</sup> Ibid.

- Schools provide a daily routine of face-to-face teaching, which puts them in a better position to respond to students' educational, social, emotional, and mental-health needs.
- Year-round schools traditionally start earlier, so students can be back in classrooms sooner.
- The built-in intersessions will allow schools to readily plug in remediation and support programs to address learning loss.
- The shorter teaching cycles are less stressful for teachers and students. Teachers only have to plan for a few weeks at a time, and students get to take regular breaks and recharge.
- Multi-track year-round calendars can help districts efficiently use the space they have.
- Allows schools to shut down if an outbreak occurs without losing a lot of instructional time.
- Helps close opportunity gaps for lower income, special education, and other at-risk students who may not have access to the same resources and learning opportunities as their more-affluent peers during traditional summer breaks.

- New spending to pay for teachers' stipends to work during intersessions.
- Transportation costs and complexity may rise to adhere to social distancing guidelines.
- Parent resistance to disrupted work and vacation routines and challenges with child care during intersessions.
- Reduced summer job opportunities for students and teachers.
- Requires special consideration and accommodations for teachers in high-risk categories, which may include work they can do from home or furloughing them until things return to normal.
- Requires formal agreement with the teachers' union.
- Increased cleaning and sanitizing schedules, which may require more custodial staff.
- COVID-19 considerations:
  - Some risk of exposure or transmission of the virus.
  - Subject to rapid shifts to remote learning if there is a local outbreak of COVID-19.
  - Need adequate supplies of masks, gloves, and hand sanitizer for staff and students, all new expenses.

Source: Education Week<sup>54</sup>

**Furthermore, research on the impact of extended school year models is mixed.** Some research finds that extending the school year benefits some students more than others, where elementary school, low-income, and struggling students benefit most from extended school years.<sup>55</sup> Notably, however, research suggests that additional school days do not significantly help students improve their academic results unless all learning days are used efficiently.<sup>56</sup>

Other studies on extended school years were inconclusive.<sup>57</sup> For example, a five-year study of Kindergarten-3<sup>rd</sup> grade students who started school significantly earlier than a control group for multiple summers found that after four years, students saw a 0.1 percent standard deviation improvement (SDI) in reading and math and 0.15 SDI in writing. However, "Only 18 percent of the students attended three of the four summers the program was conducted so the researchers had to estimate the program effectiveness."<sup>58</sup> Based on this and other inconclusive results, districts should ensure that teaching and learning are consistently rigorous regardless of the school year's length. Professional development to prepare teachers for additional school days and frequent communication with students and parents about expectations will ensure school communities are prepared to use additional time efficiently.

<sup>54</sup> Figure contents quoted verbatim with slight modification from: Ibid.

<sup>55</sup> [1]"Extended School Year." Miami-Dade County Public Schools, 2010. <https://files.eric.ed.gov/fulltext/ED544703.pdf>  
[2] Redd, Z. et al. "Expanding Time for Learning Both Inside and Outside the Classroom: A Review of the Evidence Base." American Psychological Association, August 2012. p. 10. [https://www.researchgate.net/profile/Kristin-Moore-2/publication/265068847\\_Expanding\\_Time\\_for\\_Learning\\_Both\\_Inside\\_and\\_Outside\\_the\\_Classroom\\_A\\_Review\\_of\\_the\\_Evidence\\_Base/links/54d8c3740cf25013d03f1dcd/Expanding-Time-for-Learning-Both-Inside-and-Outside-the-Classroom-A-Review-of-the-Evidence-Base.pdf](https://www.researchgate.net/profile/Kristin-Moore-2/publication/265068847_Expanding_Time_for_Learning_Both_Inside_and_Outside_the_Classroom_A_Review_of_the_Evidence_Base/links/54d8c3740cf25013d03f1dcd/Expanding-Time-for-Learning-Both-Inside-and-Outside-the-Classroom-A-Review-of-the-Evidence-Base.pdf)

<sup>56</sup> "Extended School Year," Op. cit., p. 2.

<sup>57</sup> Redd et al., Op. cit., p. 2.

<sup>58</sup> Wentworth, K. "Research Study Yields Unexpected Conclusion About Longer School Years." University of New Mexico Newsroom, March 22, 2016. <http://news.unm.edu/news/research-study-yields-unexpected-conclusion-about-longer-school-years>



Figure 1.13: Year-Round Schooling at Socorro Independent School District



### SPOTLIGHT: YEAR-ROUND SCHOOLING SOCORRO INDEPENDENT SCHOOL DISTRICT (TX)

Socorro Independent School District (SISD) in El Paso, Texas first implemented a year-round school model with intersessions in 1990 to support improved student outcomes.<sup>59</sup> The district has relied on this model during the COVID-19 pandemic to help mitigate learning loss throughout the year. According to the district's superintendent, José Espinoza, "The sense of urgency we are currently experiencing across our state to protect our students from a significant learning loss during the recent or future school closures, which some have referred to as the "COVID-19 slide," is the exact sense of urgency Socorro ISD uses to protect our students from a significant learning loss throughout the year."<sup>60</sup> SISD's academic calendar typically begins the last week in July then includes a nine-week instructional period, a two-week intersession in October, the second nine-week instructional period, a two-week winter break in December, the third nine-week instructional period, a two-week intersession in March, and then a final nine-week instructional period. For the 2021-2022 schoolyear, SISD's first day of school was August 2, 2020 and the last day of school on June 2, 2021. This schedule results in a shorter summer break than the traditional school year model. During intersessions and over the summer, SISD offers remediation and enrichment, which integrate "seamless[ly]" into the rest of the schoolyear. SISD's superintendent explains that "using a year-round calendar in this way has allowed us to drastically improve student performance in this district."

Click here to view  
SISD's academic  
calendar for the 2020-  
21 year.

Source: Dallas News<sup>61</sup>

## SCHOOL-BASED STRATEGIES FOR SUPPORTING STUDENTS' ACADEMIC DEVELOPMENT

Beyond large, structural changes that add learning time, principals can implement strategies within schools to support students' academic development and address potential learning loss. Accordingly, this subsection examines strategies including vertical curricular review and cross-grade collaboration, using formative assessment to target instruction, educator looping, and tutoring.

### VERTICAL CURRICULAR REVIEW AND CROSS-GRADE COLLABORATION

Districts can facilitate vertical curricular review and collaboration across grade levels and courses to account for anticipated learning loss. Vertical curricular review refers to ensuring "what students learn in one lesson, course, or grade level prepares them for the next lesson, course, or grade level."<sup>62</sup> This process requires teachers instructing different grade levels to work together to understand individual students' learning needs. Formalizing the vertical curricular review and cross-grade collaboration process into a school- or district-wide expectation would ensure teachers account for all students' learning gaps. Districts, schools, and teachers can also institute this systemic approach among and between professional learning communities (PLCs).

<sup>59</sup> "Extending Learning Time for Disadvantaged Students, Volume 2: Year-Round Education with Intersession Program." U.S. Department of Education, US Department of Education (ED), 1995. <https://www2.ed.gov/pubs/Extending/vol2/prof8.html>

<sup>60</sup> "How a Low-Income School District in El Paso Used Year-Round School to Achieve Top Marks." Dallas News, May 31, 2020. <https://www.dallasnews.com/opinion/commentary/2020/05/31/how-a-low-income-school-district-in-el-paso-used-year-round-school-to-achieve-top-marks/>

<sup>61</sup> *Ibid.*

<sup>62</sup> "Coherent Curriculum Definition." The Glossary of Education Reform, March 3, 2014. <https://www.edglossary.org/coherent-curriculum/>

As part of a cross-grade collaboration, teachers should identify 2019-20 school year competency, topic, and skill gaps due to COVID-19-related school closures in consultation with students' prior-year teachers and develop plans to address these gaps beyond the 2020-2021 school year. Figure 1.14 lists five actions to help districts and schools create a foundation for further learning interventions.

**Figure 1.14: Five Actions for Creating Foundations for Future Interventions**

<b>Action 1</b>	Prioritize attendance and check-ins with families and students multiple times weekly.
<b>Action 2</b>	Teach grade-level content for all core courses.
<b>Action 3</b>	Use a core curriculum across the district and avoid using online supplements.
<b>Action 4</b>	Ensure teachers have uninterrupted teaching time.
<b>Action 5</b>	If health and logistics permit a hybrid schedule, prioritize in-person instruction for students needing extra help and those in transition grades (Grades 1, 6, and 9).

Source: Education Week<sup>63</sup>

## USING FORMATIVE ASSESSMENT TO TARGET INSTRUCTION

Rather than beginning the year with a formal, standardized, or diagnostic assessment to determine student learning loss and needs, experts recommend that administrators instead encourage teachers to incorporate formative assessment into instruction and lesson plans.<sup>64</sup> Indeed, starting the year with a district- or school-wide assessment does not benefit student learning and can negatively impact student engagement in school.<sup>65</sup> Useful data on student learning must be able to inform instruction, and most assessments are not designed to inform instruction. Testing that labels students as “deficient” and “behind” academically can also alienate students and focus on what students do not know, rather than what they do know.<sup>66</sup> Accordingly, “testing experts warn that each of these exams was developed for different purposes and need to be considered within those contexts. While some might provide some general guidance to district leaders to help allocate funding or identify focus for PD, they are unlikely to be of much use to teachers, who need to plan for fine-grained teaching differences.”<sup>67</sup> Instead of broad assessment right at the start of the year, administrators should encourage teachers to create safe and supportive learning environments for students and use informal, formative assessments to gauge student learning.<sup>68</sup>

<sup>63</sup> Figure contents adapted from: Sawchuk, S. “COVID-19’s Harm to Learning Is Inevitable. How Schools Can Start to Address It.” *Education Week*, August 19, 2020. <https://www.edweek.org/ew/articles/2020/08/20/covid-19s-harm-to-learning-is-inevitable-how.html>

<sup>64</sup> Gewertz, C. “Don’t Rush to ‘Diagnose’ Learning Loss With a Formal Test. Do This Instead.” *Education Week*, August 6, 2020. <https://www.edweek.org/teaching-learning/dont-rush-to-diagnose-learning-loss-with-a-formal-test-do-this-instead/2020/08> [2] “Addressing Unfinished Learning After COVID-19 School Closures.” Council of the Great City Schools, June 2020. p. 7. [https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS\\_Unfinished%20Learning.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_Unfinished%20Learning.pdf)

<sup>65</sup> “Addressing Unfinished Learning After COVID-19 School Closures,” Op. cit., p. 7.

<sup>66</sup> Ibid.

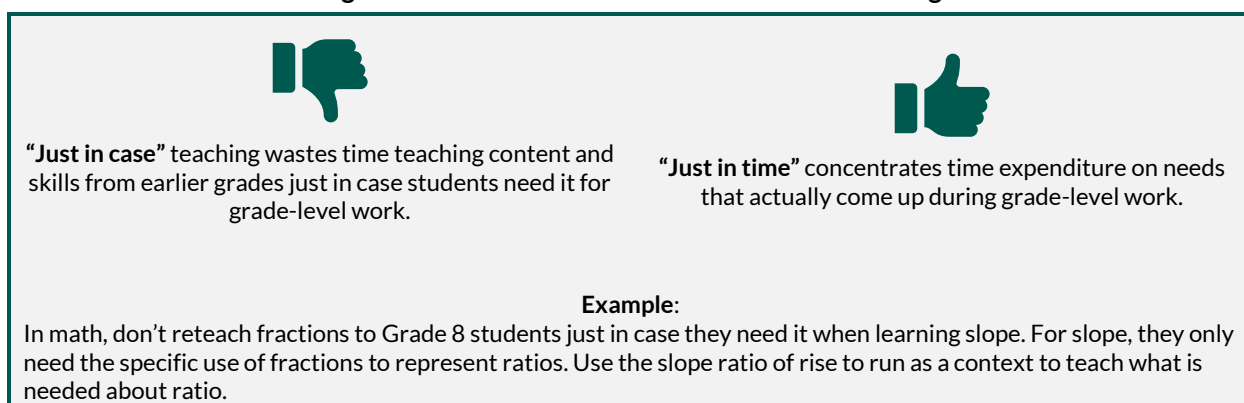
<sup>67</sup> Sawchuk, S. “5 Tips for Measuring and Responding to COVID-19 Learning Loss.” *Education Week*, June 12, 2020. <https://www.edweek.org/technology/5-tips-for-measuring-and-responding-to-covid-19-learning-loss/2020/06>

<sup>68</sup> “Addressing Unfinished Learning After COVID-19 School Closures,” Op. cit., p. 7. [2] Gewertz, “Don’t Rush to ‘Diagnose’ Learning Loss With a Formal Test. Do This Instead,” Op. cit. [2] Therriault, S.B. “Back-to-School Metrics: How to Assess Conditions for Teaching and Learning and to Measure Student Progress during the COVID-19 Pandemic.” REL Midwest, U.S. Department of Education, September 28, 2020. <https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/back-to-school-metrics-covid.aspx>

Formative assessment enables educators to identify where student learning stands concerning grade-level content and any potential gaps and respond with scaffolding and embedded instructional supports in real-time.<sup>69</sup> The U.S. Department of Education defines formative assessment as “a multistep process in which a teacher establishes clear learning goals, gathers evidence on what and how students are learning, and uses the data to provide feedback and instruction that supports student learning.”<sup>70</sup> Building student understanding through formative assessment paired with grade-level instruction is more effective than wide-scale assessment and remediation, particularly for diverse learners.<sup>71</sup>

Experts argue that educators use formative assessment to take a “just in time” approach to remediation, rather than using broad-scale diagnostic testing for a “just in case” approach that could lead to a deficit mindset.<sup>72</sup> “Just in time” teaching focuses on teaching remedial skills as the need arises during grade-level instruction, while “just in case” teaching focuses on teaching skills and content from previous grades just in case students’ missed them. Figure 1.15 further explores the difference and provides an example.

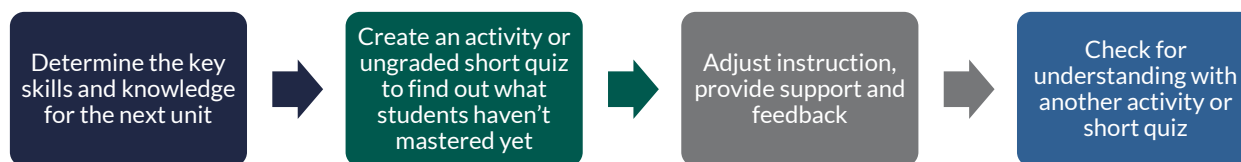
**Figure 1.15: “Just in Time” vs. “Just in Case” Teaching**



Source: Council of the Great City Schools<sup>73</sup>

In practice, formative assessment looks like activities and checks that assess what students know about the next lesson or unit. Accordingly, experts recommend that educators “begin instruction, with lessons that are fun and interesting, but also designed to reveal whether students have a good grasp of the few key skills and concepts they’ll need to succeed in that first unit of instruction.”<sup>74</sup> Figure 1.16 below outlines a sample process for using formative assessment to adapt instruction, while Figure 1.17 offers sample ideas of formative assessment activities. Educators can use data gleaned from formative assessment to inform and personalize instruction to meet students’ needs.

**Figure 1.16: Actions for Using Informal Assessment for Student Success**



<sup>69</sup> “Addressing Unfinished Learning After COVID-19 School Closures,” Op. cit., p. 7.

<sup>70</sup> Therriault, Op. cit.

<sup>71</sup> Ibid. [2] “Addressing Unfinished Learning After COVID-19 School Closures,” Op. cit., p. 7.


<sup>72</sup> Gewertz, “Don’t Rush to ‘Diagnose’ Learning Loss With a Formal Test. Do This Instead,” Op. cit.

<sup>73</sup> Figure contents quoted verbatim from: “Addressing Unfinished Learning After COVID-19 School Closures,” Op. cit., p. 4.

<sup>74</sup> Gewertz, “Don’t Rush to ‘Diagnose’ Learning Loss With a Formal Test. Do This Instead,” Op. cit.

Source: Education Week<sup>75</sup>


**Figure 1.17: Sample Formative Assessment Activities**

<ul style="list-style-type: none"> <li>▪ A K-W-L chart that displays what a student already <b>K</b>nows about the topic/unit, <b>W</b>ants to know, and then has <b>L</b>earned</li> <li>▪ Journals</li> <li>▪ Quick-writes</li> <li>▪ Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pre-tests</li> <li>▪ Exit tickets</li> <li>▪ Strategic questioning</li> <li>▪ Performance tasks</li> <li>▪ Small group observation</li> <li>▪ Student work samples</li> </ul>	 <p>Click <a href="#">here</a> to access a list of 56 types of formative assessment activities educators can use in the classroom.</p>
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Source: Education Week and the California Department of Education<sup>76</sup>

**Administrators should encourage teachers to implement informal, formative assessment practices to adapt and personalize learning, thus addressing any learning loss or gaps through grade-level instruction.**

First, administrators can build a school culture of checking student understanding and using formative assessment data to make data-based instructional decisions. Another strategy principals can use to support formative assessment practices is to create sample, consistent formative assessment items and activities for teachers in similar content areas, which teachers can use and adapt for making data-based instructional decisions.<sup>77</sup> Administrators can also provide training and professional learning for educators on formative assessment and “how to develop and make use of their own day-by-day and minute-to-minute gauges of what students know that help them alter teaching in real-time.”<sup>78</sup>

 Click [here](#) to access a webinar from REL Central on Personalizing Instruction to Address COVID-19 Learning Gaps

### INDIVIDUALIZED LEARNING PLANS

**Districts can establish individualized learning plans to assess and address differences in learning levels caused by COVID-19 school closures.** The Michigan Department of Education outlines several principles districts can use to create individualized learning plans, including developing weekly schedules and ensuring ongoing communication with families (see Figure 1.18).<sup>79</sup> These strategies may help account for the wide range of learning individual students achieved at the end of the 2019-20 school year. Individualized learning plans also allow districts and schools to develop targeted supports for both academic and social-emotional needs.<sup>80</sup>

**Figure 1.18: Strategies for Developing Individualized Learning Plans**

STRATEGY	DESCRIPTION
STUDENTS AT THE CENTER	<ul style="list-style-type: none"> <li>▪ Build on the student’s strengths, interests, and needs; and use this knowledge to affect learning positively.</li> <li>▪ Develop a weekly plan and schedule that offers routines and structures for consistency and balancing of think, work, and playtime for health and well-being.</li> </ul>

<sup>75</sup> Ibid.

<sup>76</sup> Ibid. [2] “Guidance on Diagnostic and Formative Assessments.” California Department of Education, August 28, 2020. <https://www.cde.ca.gov/ls/he/hn/guidanceonassessments.asp>

<sup>77</sup> Therriault, Op. cit.

<sup>78</sup> Sawchuk, “5 Tips for Measuring and Responding to COVID-19 Learning Loss,” Op. cit.

<sup>79</sup> “Continuity of Learning and COVID-19 Response Plan (‘Plan’) Application Template.” Michigan Department of Education. [https://www.michigan.gov/documents/mde/MICLPlan.FINAL\\_685762\\_7.pdf](https://www.michigan.gov/documents/mde/MICLPlan.FINAL_685762_7.pdf)

<sup>80</sup> Hess, F. “Chiefs for Change COO Weighs in on Challenges of Coronavirus.” Education Next, April 10, 2020. <https://www.educationnext.org/chiefs-for-change-coo-weighs-in-challenges-coronavirus-covid-19-rafal-baer/>

STRATEGY	DESCRIPTION
	<ul style="list-style-type: none"> <li>▪ Contact families to support student learning through ongoing communication and collaboration. Communication will not look the same for every student and family—safety remains the priority. Provide translations as necessary.</li> </ul>
EQUITY AND ACCESS	<ul style="list-style-type: none"> <li>▪ Set individual goals for each student using knowledge about them and content area standards.</li> <li>▪ Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include the use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet student needs.</li> <li>▪ Communicate with families about engagement strategies to support students as they access the learning as families are critical partners.</li> </ul>
ASSESS STUDENT LEARNING	<ul style="list-style-type: none"> <li>▪ Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.</li> <li>▪ Use formative assessment results to guide educators' reflection on instruction's effectiveness and determine the next steps for student learning.</li> <li>▪ Communicate with families about assessment results to inform them about any needed next steps.</li> </ul>

Source: Michigan Department of Education<sup>81</sup>

## TUTORING

**For students struggling in math and reading, one-on-one high-dosage tutoring (three times weekly, 50 hours per semester) can improve learning outcomes and make up for learning loss.**<sup>82</sup> Tutoring effect sizes are the largest of all educational interventions, with a 2016 Harvard study finding the following effects for high-dosage tutoring:<sup>83</sup>

- **Math:** 20 times more effective than low-dosage tutoring
- **Reading:** 15 times more effective than low-dosage tutoring

Types of tutors vary across school districts. Many tutors are off-duty teachers who teach full-time and tutor over the weekend or in the evening. Others are independent retired teachers, college students, or career/industry professionals unaligned with tutoring programs. Still others are part of specific, organized programs such as Reading Recovery, or they can be recent college graduates in programs including AmeriCorps, the Boston MATCH Education program (Match), and the Chicago SAGA Education (SAGA).<sup>84</sup> No matter where tutors come from, in order for tutoring to be most effective, the same individuals must conduct high-dosage tutoring to help students achieve accelerated learning recovery.

<sup>81</sup> Figure contents quoted verbatim from: "Continuity of Learning and COVID-19 Response Plan ('Plan') Application Template," Op. cit.

<sup>82</sup> [1] Allensworth and Schwartz, Op. cit., p. 1. [2] Sawchuk, S. "High-Dosage Tutoring Is Effective, But Expensive. Ideas for Making It Work." Education Week, August 19, 2020. <https://www.edweek.org/ew/articles/2020/08/20/high-dosage-tutoring-is-effective-but-expensive-ideas.html>


<sup>83</sup> Bullet contents adapted from: Barshay, J. "Takeaways from Research on Tutoring to Address Coronavirus Learning Loss." The Hechinger Report, May 25, 2020. <https://hechingerreport.org/takeaways-from-research-on-tutoring-to-address-coronavirus-learning-loss/>

<sup>84</sup> Darling-Hammond, L., A. Schachner, and A.K. Edgerton. "Restarting and Reinventing School: Learning in the Time of COVID and Beyond." Learning Policy Institute, August 2020. p. 72. [https://learningpolicyinstitute.org/sites/default/files/product-files/Restart\\_Reinvent\\_Schools\\_COVID\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Restart_Reinvent_Schools_COVID_REPORT.pdf)

**Districts with the financial resources to implement an extensive, high-dosage tutoring program should do so.** While tutoring programs can cost several thousand dollars annually per student, districts can engage in measures to reduce costs through grants (e.g., ESSA funding) or business partnerships.<sup>85</sup> Despite the high cost of tutoring programs, economists show that tutoring is a cost-effective strategy for rapid learning recovery.<sup>86</sup> Governments have recognized the cost-effective impacts of tutoring for promoting learning recovery. For example, as a result of COVID-19, the United Kingdom created a £1 billion National Tutoring Programme fund providing money for tutoring students from low-income and disadvantaged households to close learning gaps and promote learning recovery.<sup>87</sup> Additionally, districts are permitted use of Title I funds for tutorial programs such as Match and SAGA. These programs offer annual stipends to individuals, including recent college graduates, to serve as math tutors and serve as a potential low-cost tutoring alternative for districts.<sup>88</sup>

Initial results from a summer 2020 online tutoring program created due to COVID-19-related school closures at a Milwaukee Public Schools (WI) elementary school found “testing showed participants made, on average, 2½ months’ worth of progress in one summer month” (see profile in Figure 1.19).<sup>89</sup>

**Figure 1.19: Online Summer 2020 Tutorial Program**



**SPOTLIGHT: ONLINE SUMMER TUTORIAL PROGRAM**  
**RALPH H. METCALFE ELEMENTARY SCHOOL (WI)**

Milwaukee Public Schools (MPS) launched a program earlier this year where African American male mentors worked with Black children to improve their reading. In mid-May, Ralph H. Metcalfe Elementary School enlisted the support of two service organizations, MKE Fellows and Links, Incorporated, to tutor and mentor students to prevent a reading and math backslide over the summer. The program was called the Five Pillars, Metcalfe School Virtual Pilot program. 20 men served as tutors and mentors at Metcalfe, some participating up to five hours a day. The program served up to 34 students from April 23 through May 21 to complete the school year, and 25 students from May 26 through June 29. The use of collegiate tutors who culturally identified with the students allowed for deeper connections and provided them with an alternative perspective. Of the students participating, 87 percent reported to school daily and all completed their reading work at grade level or higher.

Source: Milwaukee Journal Sentinel<sup>90</sup>

<sup>85</sup> [1] Sawchuk, Op. cit. [2] Allensworth and Schwartz, Op. cit., p. 3.

<sup>86</sup> Harris, D. “Toward Policy-Relevant Benchmarks for Interpreting Effect Sizes: Combining Effects With Costs.” *Educational Evaluation and Policy Analysis*, 31:1, October 2008. p. 29. Accessed from ResearchGate.

<sup>87</sup> Burns, J. “Coronavirus: Poorest Pupils Can Enrol for Catch-Up Tuition.” *BBC News*, November 2, 2020. <https://www.bbc.com/news/education-54753088>

<sup>88</sup> Ander, R., J. Guryan, and J. Ludwig. “Improving Academic Outcomes for Disadvantaged Students: Scaling Up Individualized Tutorials.” *The Hamilton Project*, March 2016. p. 6, 12. [https://www.hamiltonproject.org/assets/files/improving\\_academic\\_outcomes\\_for\\_disadvantaged\\_students\\_pp.pdf?\\_ga=2.28438844.121783197.1606918658-733438957.1594910527](https://www.hamiltonproject.org/assets/files/improving_academic_outcomes_for_disadvantaged_students_pp.pdf?_ga=2.28438844.121783197.1606918658-733438957.1594910527)

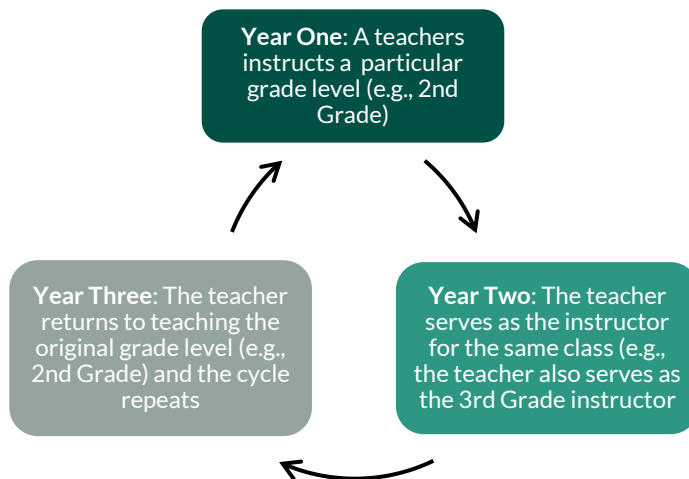
<sup>89</sup> Meckler, L. and H. Natanson. “‘A Lost Generation’: Surge of Research Reveals Students Sliding Backward, Most Vulnerable Worst Affected.” *Washington Post*, December 6, 2020. [https://www.washingtonpost.com/education/students-falling-behind/2020/12/06/88d7157a-3665-11eb-8d38-6aea1adb3839\\_story.html?outputType=amp](https://www.washingtonpost.com/education/students-falling-behind/2020/12/06/88d7157a-3665-11eb-8d38-6aea1adb3839_story.html?outputType=amp)

<sup>90</sup> Figure contents quoted verbatim with some modifications from: Causey, J.E. “One of the Most Powerful Ways to Close the Racial Gap in Academic Performance: Black Boys Need to See More Black Men Reading.” *Milwaukee Journal Sentinel*, November 19, 2020. <https://www.jsonline.com/in-depth/news/special-reports/2020/11/19/black-mentors-can-change-educational-trajectory-black-children/6066142002/>

## EDUCATOR LOOPING

Another strategy for improving student achievement and recovering learning loss is looping. Defined as “the practice in which a teacher instructs the same group of students for at least two school years, following them from one grade level to the next,” looping helps students with academic performance and attendance (see Figure 1.20).<sup>91</sup> In one study of “looping” in elementary school classrooms, students showed “small but significant test score gains for students assigned to the same teacher for a second time in a higher grade.”<sup>92</sup>

Figure 1.20: The “Looping” Cycle



Source: American Association of School Administrators<sup>93</sup>

While looping has several potential benefits, such as keeping more students in general education programs and improved attendance, arguably the most important looping benefit is that students and teachers can deepen their connections with one another.<sup>94</sup> Consequently, looping would likely promote a stable and consistent learning environment to assist with long-term learning recovery.

Looping also allows teachers to give students summer work building on the exact content and style of previous academic material. As the same teacher assigns and grades student work with this model, students receive consistent feedback and have fewer opportunities to avoid completing summer work.<sup>95</sup> Therefore, when designing summer learning opportunities, districts should include “looped” teachers in the planning process or, if possible, assign them to teach their students during these sessions.

Additionally, looping serves as a practical, relatively low-cost strategy for districts to promote learning recovery by utilizing teachers’ existing training and skills.<sup>96</sup> Indeed, teachers at some schools conduct instruction across two grades with other teachers for better-differentiated instruction.<sup>97</sup> However, parents

<sup>91</sup> Cistone, P. and A. Shneyderman. “Looping: An Empirical Evaluation.” *International Journal of Educational Policy, Research, and Practice: Reconceptualizing Childhood Studies*, 5:1, Spring 2004. <https://files.eric.ed.gov/fulltext/EJ795197.pdf>

<sup>92</sup> Hill, A.J. and D.B. Jones. “A Teacher Who Knows Me: The Academic Benefits of Repeat Student-Teacher Matches.” *Economics of Education Review*, 64, June 2018. p. 1. [https://aefpweb.org/sites/default/files/webform/42/HillJones\\_ATeacherWhoKnowsMe\\_March2017.pdf](https://aefpweb.org/sites/default/files/webform/42/HillJones_ATeacherWhoKnowsMe_March2017.pdf)

<sup>93</sup> Figure contents adapted from: “In the Loop.” AASA | American Association of School Administrators. <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=14482>

<sup>94</sup> Ibid.

<sup>95</sup> Ibid.

<sup>96</sup> Hill and Jones, Op. cit., p. 19.

<sup>97</sup> Gewertz, C. “How Schools Can Redeploy Teachers in Creative Ways During COVID-19 - Education Week.” *Education Week*, August 5, 2020. <https://www.edweek.org/ew/articles/2020/08/06/how-schools-can-redeploy-teachers-in-creative.html>

and administrators worry about the impacts of a student having an ineffective teacher across multiple years and the impacts of a poor, multi-year student-teacher relationship. Figure 1.21 lists the advantages and disadvantages of looping for and on student achievement.

**Figure 1.21: Advantages and Disadvantages of Looping**

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> <li>▪ Stronger bonds between parents and teachers, teachers and students, and students and students;</li> <li>▪ Greater support for children who need stabilizing influences in their lives;</li> <li>▪ A greater knowledge of students' strengths and weaknesses, allowing for increased opportunities for teachers to tailor curriculum to individual needs;</li> <li>▪ Increased opportunities for shy students as well as others to develop self-confidence   familiar environments;</li> <li>▪ Reduced anxiety about a new school year; and</li> <li>▪ As typical transition periods at the beginning of the second school year are unnecessary, learning time can increase by weeks or months.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personality conflicts between students or between teacher and student may be exacerbated;</li> <li>▪ Students may get an ineffective teacher for multiple years;</li> <li>▪ Teachers may move, retire, or change professions before the loop cycle is finished;</li> <li>▪ Student exposure to new teaching styles is limited;</li> <li>▪ New students entering looped classes after the first year are at a disadvantage and may change the classroom dynamics;</li> <li>▪ After two years, mild separation anxiety may occur between the teacher and students or between students.</li> </ul>

Source: Education World<sup>98</sup>

<sup>98</sup> Figure contents quoted with modifications from: Bafile, C. "In the Loop: Students and Teachers Progressing Together." Education World, May 25, 2009. [https://www.educationworld.com/a\\_admin/admin/admin120.shtml](https://www.educationworld.com/a_admin/admin/admin120.shtml)



# STRATEGIES FOR SOCIAL-EMOTIONAL RECOVERY

Supporting students' social-emotional wellbeing and mental health is essential during and following the COVID-19 pandemic. Accordingly, this section discusses strategies for ensuring students' social-emotional recovery following trauma, supporting and developing students' social-emotional learning (SEL) competencies and SEL professional development for staff, and implementing trauma-informed practices.

## ENSURING STUDENTS' SOCIAL-EMOTIONAL WELLBEING AND RECOVERY

**SEL positively impacts students' academic learning and equips them to handle the trauma and challenges surrounding the COVID-19 pandemic and racially-charged events such as recent police shootings.**<sup>99</sup> Past disasters and crisis events suggest that challenging family and community-level factors heighten social-emotional impacts for students. A 2015 literature review examined how familial and community factors influenced children's reactions to disasters, such as hurricanes, tsunamis, earthquakes, and terrorist incidents.<sup>100</sup> The authors found that low socioeconomic status, high parental stress levels, poor parental coping skills, intense media exposure, and secondary adversities – including “property damage,” “dislocation and relocation,” “disruption of services” (e.g., food, shelter, transportation), and “economic loss” – correlated with greater emotional distress among children.<sup>101</sup> **Conversely, strong social networks and supports may be protective against potential negative effects of a disaster.** Social supports, provided by families, peers, schools, and other community resources, offer some protection against negative social-emotional outcomes.<sup>102</sup>

**The recovery phase of any emergency or crisis requires additional support and attention around the mental health of students, staff, and families.** Relevant student-related considerations for social-emotional and mental health recovery are listed below, followed by additional details on several specific strategies related to social-emotional recovery.<sup>103</sup>

- Counseling and psychological/mental health first aid (immediate, short-term, and long-term);
- In-class social and emotional support for students;
- Mental health needs assessment and monitoring;
- Tracking of student attendance, behavior, and engagement in school; and
- Coordination with local mental health providers.

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<sup>99</sup> Sharp, J. “SOCIAL-EMOTIONAL NEEDS: Addressing SEL Is Critically Important This School Year.” *Principal Leadership*, December 2020. p. 28. <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=147836020&site=ehost-live>

<sup>100</sup> Pfefferbaum, B.A., A. Jacobs, J. Houston, and N. Griffin. “Children’s Disaster Reactions: The Influence of Family and Social Factors.” *Current Psychiatry Reports*, 17:7, June 2015. [https://www.researchgate.net/publication/276543203\\_Children%27s\\_Disaster\\_Reactions\\_the\\_Influence\\_of\\_Family\\_and\\_Social\\_Factors](https://www.researchgate.net/publication/276543203_Children%27s_Disaster_Reactions_the_Influence_of_Family_and_Social_Factors)

<sup>101</sup> Ibid.





<sup>102</sup> Ibid.

<sup>103</sup> [1] “Developing a Recovery Annex,” Op. cit. [2] “Resources for School Recovery after COVID-19 Closures.” Texas State Texas School Safety Center, May 2020. <https://txssc.txstate.edu/topics/emergency-management/articles/school-recovery-covid-19> [3] “Guide for Developing High-Quality School Emergency Operations Plans.” U.S. Department of Education, 2013, p. 2. [https://rems.ed.gov/docs/Guide\\_for\\_Developing\\_HQ\\_School\\_EOPs.pdf](https://rems.ed.gov/docs/Guide_for_Developing_HQ_School_EOPs.pdf)

## CRISIS SEL SUPPORT STRATEGIES

During crises such as the COVID-19 pandemic, students are at a greater risk for negative emotional responses that can interfere with their learning and daily lives.<sup>104</sup> Previous crises, such as during the aftermath of Hurricane Katrina in New Orleans, highlighted the need to establish for children a sense of “control, empowerment, and normalcy.”<sup>105</sup> Several factors can affect how prolonged stress resulting from a crisis or natural disaster impact students’ social-emotional wellness.<sup>106</sup> Among these factors is the student’s ability to positively cope with their feelings of stress and anxiety.<sup>107</sup> Social support can reduce the adverse mental health effects of a crisis for adolescents (see Figure 2.1).<sup>108</sup>

**Figure 2.1: Recommendations for Districts to Support Students’ Social-Emotional Needs**

METHOD	NOTES
 <p><b>Be Transparent and Communicative</b></p>	<ul style="list-style-type: none"> <li>Determine announcement locations, keeping in mind where families in your district will most likely be able to access information easily.</li> <li>Deliver consistent, proactive messages with resources for families to access at home.</li> </ul>
 <p><b>Provide Easy Avenues for Communication</b></p>	<ul style="list-style-type: none"> <li>Consider all the home languages served in your district. Click <a href="#">here</a> for multi-lingual resources related to COVID-19.</li> </ul>
 <p><b>Promote Strong Community Learning</b></p>	<ul style="list-style-type: none"> <li>Gather data from online staff and family surveys to determine what efforts are most beneficial in supporting students’ social-emotional needs and where gaps still exist.</li> <li>Communicate with parents and caregivers suggested steps for supporting students during the COVID-19 crisis. Click <a href="#">here</a> and <a href="#">here</a> for examples of resources to support families.</li> </ul>
 <p><b>Serve as Nurturing Leaders</b></p>	<ul style="list-style-type: none"> <li>Consider the emotional needs and challenges of both students and the adults who are directly supporting the students. Click <a href="#">here</a> for strategies to support staff working with students.</li> </ul>

Sources: Multiple<sup>109</sup>

<sup>104</sup> Bartlett, J.D., J. Griffin, and D. Thomson. “Resources for Supporting Children’s Emotional Well-Being during the COVID-19 Pandemic.” *Child Trends*, March 19, 2020. <https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic>

<sup>105</sup> Madrid, P.A. et al. “Challenges in Meeting Immediate Emotional Needs: Short-Term Impact of a Major Disaster on Children’s Mental Health: Building Resiliency in the Aftermath of Hurricane Katrina.” *Pediatrics*, 117: Supplement 4, May 1, 2006. [https://pediatrics.aappublications.org/content/117/Supplement\\_4/S448](https://pediatrics.aappublications.org/content/117/Supplement_4/S448)

<sup>106</sup> Weissbecker, I. et al. “Psychological and Physiological Correlates of Stress in Children Exposed to Disaster: Current Research and Recommendations for Intervention.” *Children, Youth and Environments*, 18:1, 2008.

<sup>107</sup> Inneme, L. “Supporting Students Affected by Trauma.” Project HOPE-Virginia Department of Education, July 2015. <https://education.wm.edu/centers/hope/publications/infobriefs/documents/Trauma%20Brief.pdf>

<sup>108</sup> Weissbecker et al., Op. cit.

<sup>109</sup> Figure contents adapted from: [1] Davis, K.T. “A Coronavirus Outreach Plan: 5 Steps for District Leaders - Education Week.” *Education Week*, March 5, 2020. <https://www.edweek.org/ew/articles/2020/03/05/a-coronavirus-outreach-plan-5-steps-for.html?r=12705065&cmp=eml-enl-eu-news2&M=59061207&U=41685&UUID=c1fa111e88cc42ce2860c55a05eaae09> [2] Slade, S. “A Whole School, Whole Community, Whole Child Approach to Responding to Health Crises.” ASCD Inservice, March 13, 2020. <https://inservice.ascd.org/a-whole-school-whole-community-whole-child-approach-to-responding-to-health-crises/>

By looking at the efforts and innovative approaches used by schools worldwide in response to various traumatic events, districts can find creative strategies to support students' social-emotional needs during prolonged school closures. Despite the differences in the types of crises experienced by the schools highlighted in Figure 2.2, creating normalcy for students and supporting them through relationship-centered outreach are consistent strategies.

**Figure 2.2: Post-Disaster Tips for Districts**

SCHOOL	COLORADO ACADEMY	TEXAS SCHOOLS	NEW ZEALAND SCHOOLS
Context for Response	COVID-19 School Closure	Post-Hurricane Disasters	Post-Earthquake, Christchurch
Student-Focused Actions	<ul style="list-style-type: none"> <li>Online programming focuses on schedule and structure</li> <li>Counselors hold virtual office hours for students</li> <li>Virtual yoga and athletic exercises for students each day</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for students to practice positive coping strategies using art, drama, and music</li> <li>Incorporate breathing exercises and relaxation strategies into class time</li> <li>Establish a morning routine that includes regular check-ins with students</li> </ul>	<ul style="list-style-type: none"> <li>Prioritize communication and maintaining connections between schools and students</li> <li>Create a sense of belonging for students</li> <li>Develop relationships between students and teachers, school administration and families to create trust</li> <li>Proactively prepare for post-traumatic stress issues such as substance abuse in students or families, depression, anxiety, etc.</li> </ul>

Sources: Multiple<sup>110</sup>

### PSYCHOLOGICAL FIRST AID

The American Federation for Teachers (AFT)'s [Plan to Safely Reopen America's Schools and Communities](#) calls for schools and districts to train all staff on "how to identify students struggling with trauma and refer them to mental health professionals for additional support."<sup>111</sup> Psychological First Aid (PFA) is one strategy that schools have used to support students and staff in the aftermath of other disasters and crises.<sup>112</sup>

Psychological First Aid for Schools (PFA-S) is a strategy specifically designed for use during the immediate recovery phase of a crisis or emergency. PFA-S seeks to "reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping."<sup>113</sup> The strategy can be delivered by any staff member, including those without specific mental health training.<sup>114</sup>

<sup>110</sup> Figure contents adapted from: [1] Mann, M. "NAIS - Coronavirus (COVID-19) Guidance for Schools." National Association of Independent Schools, March 30, 2020. <https://www.nais.org/articles/pages/additional-covid-19-guidance-for-schools/#HolisticOnlineStrategy> [2] "SupportingStudentsCopingwPost-DisasterTraumaFINAL.Pdf." <https://www.texasappleseed.org/sites/default/files/SupportingStudentsCopingwPost-DisasterTraumaFINAL.pdf> [3] Fletcher, J. and K. Nicholas. "What Can School Principals Do to Support Students and Their Learning During and After Natural Disasters?" *Educational Review*, 68:3, 2016. Accessed via EbscoHost.

<sup>111</sup> "A Plan to Safely Reopen America's Schools and Communities." American Federation of Teachers, May 2020, p. 10. [https://www.aft.org/sites/default/files/covid19\\_reopen-america-schools.pdf](https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf)

<sup>112</sup> "Psychological First Aid (PFA) for Students and Teachers." Ready, 2006. [https://www.ready.gov/sites/default/files/documents/PFA\\_SchoolCrisis.pdf](https://www.ready.gov/sites/default/files/documents/PFA_SchoolCrisis.pdf)

<sup>113</sup> "Psychological First Aid for Schools Field Operations Guide." National Traumatic Stress Network and National Center for PTSD, 2012, p. 3. [https://www.nctsn.org/sites/default/files/resources//pfa\\_schools.pdf](https://www.nctsn.org/sites/default/files/resources//pfa_schools.pdf)

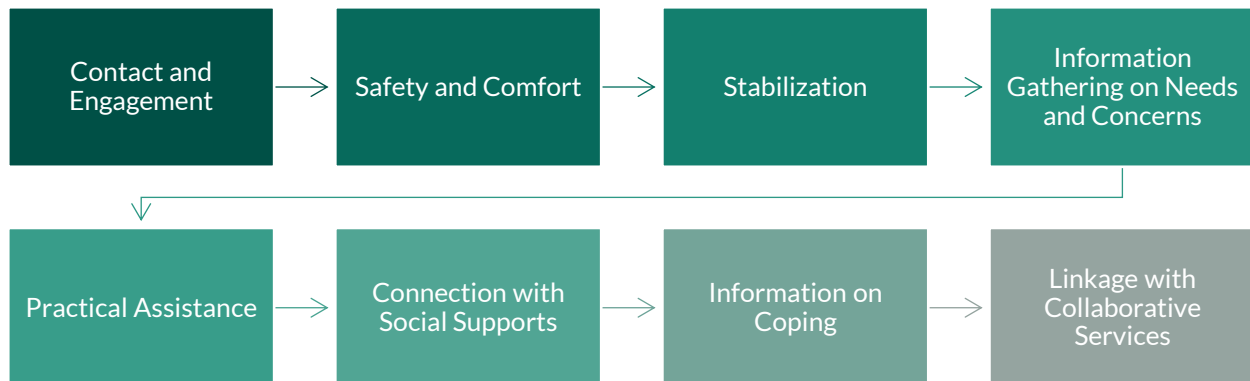
<sup>114</sup> *Ibid.*, p. 5.

Preparations for the delivery of the PFA-S model include the following initial planning tasks:<sup>115</sup>

- **Consider the School's History and Climate** (e.g., other recent adverse events, current morale, upcoming events, recent changes, community partners, other personal trauma of staff and student).
- **Identify Distinguishing Features of the Event** (e.g., magnitude of event and trauma for staff, students, and community, level of exposure to event, rumors circulating about the event).
- **Be Aware of At-Risk Populations** (e.g., students and staff who are at special risk). Risk factors may include those with:
  - Direct exposure or injury
  - Death or serious injury of loved one
  - Close personal relationship with victim(s)
  - History of depression or suicidal thoughts
  - History of anxiety or low self-confidence
  - History of risk-taking behavior
  - Prior traumatic events (e.g., violence, abuse or neglect, economic disadvantage, medical vulnerability)
- **Be Sensitive to Racial and Cultural Diversity** (e.g., cultural, ethnic, religious, racial, and language differences).

The core actions of PFA-S begin with initial contact and stabilization followed by offering more targeted assistance, support, and coping strategies as needed. Finally, PFA-S should include connections with additional service providers.<sup>116</sup>

**Figure 2.3: Psychological First Aid Core Actions**



Source: National Child Traumatic Stress Network<sup>117</sup>

<sup>115</sup> Bullet points adapted with minor revisions from: Ibid., p. 10-12.

<sup>116</sup> Ibid., p. 17.

<sup>117</sup> Ibid.

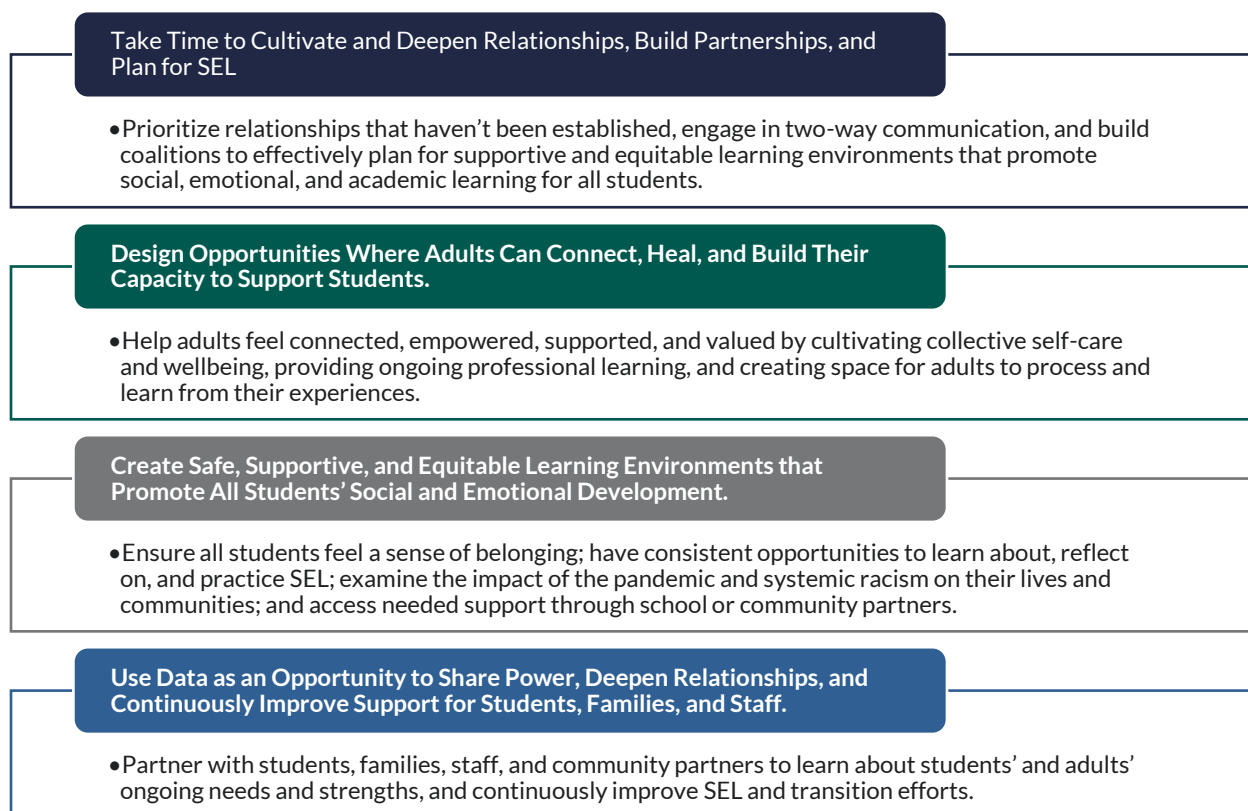
## SUPPORTING AND DEVELOPING STUDENTS' SOCIAL EMOTIONAL LEARNING

As districts return to in-person instruction following COVID-19-related school closures and the equality-related protests over the summer, purposeful SEL implementation in schools is more critical than ever before.<sup>118</sup> During in the 2020 and 2021 school years, many school districts implemented SEL innovations and adaptations, including:<sup>119</sup>

- Appropriate strategies for understanding and regulating emotions and practicing self-care;
- Guiding families on how to create supportive home environments; and
- Fostering an overarching commitment to creating connectedness across physical distance.

To help districts and schools incorporate SEL practices and innovations as they re-open schools following COVID-19-related closures, CASEL created a guide outlining four major SEL practices for fostering an inclusive and equitable atmosphere for students and staff in a return to in-person learning (see Figure 2.4).<sup>120</sup>

**Figure 2.4: Critical SEL Practices for School Re-Opening**



Source: The Collaborative for Academic, Social, and Emotional Learning<sup>121</sup>

<sup>118</sup> Schlund, J. and R.P. Weissberg. "Leveraging Social and Emotional Learning to Support Students and Families in the Time of COVID-19." Learning Policy Institute, May 19, 2020. <https://learningpolicyinstitute.org/blog/leveraging-social-emotional-learning-support-students-families-covid-19>

<sup>119</sup> Bullets quoted verbatim from: Ibid.

<sup>120</sup> "Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School." The Collaborative for Academic, Social, and Emotional Learning, July 2020. p. 3. <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

<sup>121</sup> Figure contents quoted verbatim from: Ibid.

**Schools frequently support the development of students' social-emotional competencies by implementing an SEL curriculum.**<sup>122</sup> Indeed, CASEL strongly recommends that districts use evidence-based SEL programs, emphasizing the “benefits of using programs that embody years of scientific program development, evaluation, and evidence” over school-developed programs.<sup>123</sup> When selecting an SEL program to support students' SEL and mental health as students return to school, CASEL recommends that school leaders:<sup>124</sup>

- Review how current evidence-based SEL programs and practices worked before and during the pandemic. Identify how to ensure an equity focus, as well as how to modify practices for physical distancing or remote learning;
- Review state or district SEL standards or guidelines and select developmentally appropriate SEL strategies that teachers and staff can implement in-person, through distance learning, or a blend of both (e.g., teacher-led classroom meetings for young students and student-led advisories for older grades); and
- Consider how to leverage the arts, sports, or student groups as a means of learning, developing, healing, and practicing social and emotional competencies.

As schools return to in-person learning, many districts are continuing to implement procedures to develop students' SEL competencies and provide additional mental health support for students, families, and staff. For example, the Lower Merion School District (PA), profiled in Figure 2.5, has an article dedicated to SEL supports and resources for the current school year, including resource links.<sup>125</sup>

**Figure 2.5: Lower Merion School District PA**



### SPOTLIGHT: LOWER MERION SCHOOL DISTRICT (PA)

Lower Merion School District's (LMSD) Student Services Team (School Counselors, School Psychologists, and School Social Workers) are available to support students, families, and staff during this unprecedented time. At the beginning of the 2020-2021 school year, LMSD provided additional teacher training to help them support students and families. LMSD also took the following action steps to continue social/emotional learning and to support mental wellness:<sup>126</sup>

- Instructional activities and resources addressing social/emotional learning and trauma-informed topics provided to all students K-12 by classroom teachers and Student Services team members;
- The Student Services Team will support teachers in providing social, emotional, and mental health interventions within the instructional setting;
- Student and family support at all school levels to address social/emotional learning, mental wellness and access to basic needs (meals, community resources, etc.);
- Individualized supports for students in need of additional support due to the impact of COVID-19 and other forms of trauma they may have experienced during the school closure; and

<sup>122</sup> “School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19.” National Association of School Psychologists and American School Counselor Association, 2020. p. 5. <https://schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf>

<sup>123</sup> “Effective Social and Emotional Learning Programs: Middle and High School Edition.” Collaborative for Academic, Social, and Emotional Learning, 2015. p. 20. <http://secondaryguide.casel.org/casel-secondary-guide.pdf>

<sup>124</sup> Bullet points quoted verbatim from: “Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School.” CASEL, July 2020. p. 34. <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

<sup>125</sup> “Supports for Mental Health and Social/Emotional Learning-Social/Emotional Supports for Students and Families for the Start of the 2020-2021 School Year.” Lower Merion School District. <https://www.lmsd.org/about-lmsd/newsroom/article/~post/supports-for-mental-health-and-social-emotional-learning-20200910>

<sup>126</sup> Paragraph and bullets quoted verbatim with minor modifications from: Ibid.

- Parent/Guardian Zoom sessions to provide an update on social/emotional supports being provided by LMSD and to share social/emotional learning strategies to support development within the home and community setting.

LMSD's SEL support article also provides recommendations and resources for discussing COVID-19, wearing masks, and social distancing with children; helping children's COVID-19-related anxiety; trauma-informed care; racial trauma and discrimination; Zoom/screen fatigue; and additional resources (e.g., tips for quarantining during COVID-19, other parent resources, CDC resources).<sup>127</sup>

**Figure 2.6: Discussion questions for developing students' SEL competencies**

- What actions can we take to ensure that each SEL approach affirms the cultural and linguistic backgrounds of the students and families we serve?
- What opportunities do we provide teachers to learn about, practice, and receive support (from administrators, coaches, and colleagues) for integrating social and emotional competencies and pedagogies into all instruction, implementing community-building strategies, and elevating students' voices?
- How can we support teachers in providing opportunities for students to reflect on their social and emotional competencies to build critical thinking skills and their own sense of identity, agency, and belonging?

Source: The Collaborative for Academic, Social, and Emotional Learning<sup>128</sup>

## PROFESSIONAL DEVELOPMENT FOR SUPPORTING STUDENTS' SEL

**Districts should provide comprehensive professional development (PD) to secure staff buy-in for SEL and ensure that staff members have the skills needed to implement SEL programming.** Successful SEL implementation depends on the commitment of teachers and other school staff.<sup>129</sup> According to the RAND Corporation, a supportive school climate is a key factor in the success of SEL initiatives along with additional tailored PD and school and district policies that enable SEL intervention capacity (i.e., time and resources).<sup>130</sup> Pre-service teachers, specifically, often receive limited training on SEL in pre-service programs and, therefore, need in-service PD.<sup>131</sup> A lack of professional development is also a major obstacle to effective SEL implementation.<sup>132</sup> Therefore, PD must support "academic, social, and emotional learning capacity development for *all* staff" to implement SEL effectively.<sup>133</sup>

<sup>127</sup> Ibid.

<sup>128</sup> Bullet points quoted verbatim from: "Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School," Op. cit., p. 33.

<sup>129</sup> Durlak, J.A. "Programme Implementation in Social and Emotional Learning: Basic Issues and Research Findings." *Cambridge Journal of Education*, 46:3, September 2016. p. 337. Retrieved from EBSCOhost.

<sup>130</sup> Grant, S. et al. "Social and Emotional Learning Interventions Under the Every Student Succeeds Act: Evidence Review." 2017. p. 75. [https://www.rand.org/pubs/research\\_reports/RR2133.html](https://www.rand.org/pubs/research_reports/RR2133.html)

<sup>131</sup> Jones, S. et al. "Navigating SEL From the Inside Out." The Wallace Foundation, March 2017. p. 23. <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>

<sup>132</sup> [1] Jones, S. et al. "Navigating SEL From the Inside Out: Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus)." The Wallace Foundation, March 2017. p. 23. <http://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf> [2] Bridgeland, J., M. Bruce, and A. Hariharan. "The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools. A Report for CASEL." Civic Enterprises, 2013. p. 8. <https://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf>

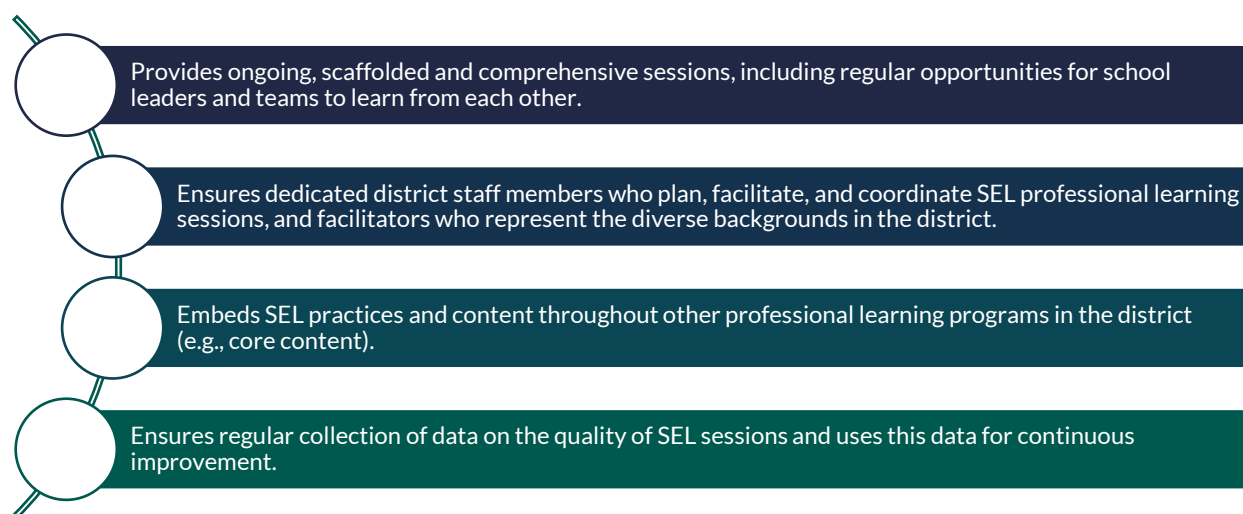
<sup>133</sup> Emphasis added to quotation from: "District Theory of Action: Professional Development." Collaborative for Academic, Social, and Emotional Learning (CASEL). <https://casel.org/in-the-district/pd/>

Effective SEL PD expands site-level staff members' ability to support students academically, socially, and emotionally. Staff-level outcomes of effective SEL PD include:<sup>134</sup>

- The SEL team and other school leaders participated in professional learning focused on basic SEL concepts and how to facilitate school-wide SEL;
- Professional learning focused on basic SEL concepts occurs at least once per year to all staff as part of an in-service day;
- Most staff members participated in professional learning focused on basic SEL concepts and other important topics that help them achieve the school's goals for school-wide SEL;
- Teachers, administrators, and other instructional staff participated in professional learning for the evidence-based SEL program adopted;
- Ongoing support (e.g., observation with feedback, coaching) for implementing school-wide SEL exists; and
- The SEL team developed a sustainable plan for professional learning related to SEL (e.g., professional learning communities, a budget allocated to SEL, teachers provided with release time for SEL training, observing peers, coaches to support implementation).

Regarding PD content, districts and schools should develop comprehensive PD programs that target core SEL competencies, school-specific needs, and program-specific implementation strategies.<sup>135</sup> Comprehensive professional development should provide teachers with the skills needed to integrate SEL across the curriculum.<sup>136</sup> Figure 2.7 displays the features of effective SEL professional learning programs for school staff.

**Figure 2.7: Features of Effective SEL Professional Learning Programs for School Staff**



Source: CASEL<sup>137</sup>

<sup>134</sup> Bulleted text reproduced nearly verbatim from: "Professional Learning in Schools." Collaborative for Academic, Social, and Emotional Learning (CASEL). <https://casel.org/professional-learning/>

<sup>135</sup> [1] Bridgeland, J., M. Bruce, and A. Hariharan. "The Missing Piece A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools, A Report for CASEL." Civic Enterprises, 2016. p. 39. <https://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf> [2] Durlak, Op. cit., p. 338.






<sup>136</sup> Bridgeland, Bruce, and Hariharan, "The Missing Piece," Op. cit., pp. 39–40.

<sup>137</sup> Figure contents quoted verbatim from: "Professional Learning for SEL." CASEL District Resource Center. <https://drc.casel.org/strengthen-adult-sel-competencies-and-capacity/professional-learning/>



In addition to comprehensive PD to enable staff to support students' SEL, districts adopting a specific SEL program or curriculum should provide professional development focused on the effective implementation of the program. Because SEL programs often have multiple complex features, teachers may not effectively implement a program and achieve the desired results when following a program manual or lesson plans on their own. PD should address the theory and core components of the program or intervention, the degree of flexibility permissible in its implementation, and strategies to overcome common implementation challenges.<sup>138</sup> The following figure provides guiding questions that schools can use to inform the selection of SEL programs and subsequent PD needs. Figure 2.8 provides guiding questions for program-specific SEL PD.


**Figure 2.8: Guiding Questions for SEL Program-Specific PD**

	How much training will staff need? How much time is required? Who should attend the training?
	Are there any prerequisites for participating in training?
	Does the training include opportunities for participants to practice using classroom materials and receive feedback? To develop a plan with colleagues for implementing the program? To use strategies such as morning meetings or a buddy system to establish a supportive classroom learning environment?
	After the initial staff development workshop and a period of implementation, does the program offer on-site consultation to schools to observe teachers using the program and offer feedback, facilitate group discussions about the program, and/or facilitate teachers coaching one another?
	Is there training for central office and building administrators on ways to support program implementation and sustainability?

Source: Collaborative for Academic, Social, and Emotional Learning<sup>139</sup>

For example, Figure 2.9 below explains how Bridgeport Public Schools in Connecticut implemented program-specific SEL PD when the district implemented the RULER SEL curriculum.

**Figure 2.9: SEL Professional Development**



### SPOTLIGHT: BRIDGEPORT PUBLIC SCHOOLS (CT)

Bridgeport Public Schools (BPS), in Bridgeport, Connecticut, implemented a comprehensive PD strategy to support the implementation of its SEL curriculum and its student population, which faces high levels of poverty, mobility, and chronic absenteeism.<sup>140</sup>

The district implemented the RULER Approach (RULER), an SEL curriculum developed by the Yale Center for Emotional Intelligence, in one school during the 2013-2014 school year and across all schools one year later.<sup>141</sup> BPS created the following five-year PD plan through a partnership with the Yale Center for Emotional Intelligence to support the implementation of RULER:<sup>142</sup>

<sup>138</sup> Durlak, Op. cit., p. 338.

<sup>139</sup> Figure text reproduced verbatim from: "2013 CASEL GUIDE: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition." Collaborative for Academic, Social, and Emotional Learning (CASEL), 2012. p. 35. <http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf>

<sup>140</sup> Vaishnav, A., K. Cristol, and A. Hance. "Social and Emotional Learning: Why Students Need It. What Districts Are Doing About It." Education First, October 2016. p. 7. [https://education-first.com/wp-content/uploads/2016/10/Education-First\\_Social-and-Emotional-Learning\\_October-2016.pdf](https://education-first.com/wp-content/uploads/2016/10/Education-First_Social-and-Emotional-Learning_October-2016.pdf)

<sup>141</sup> [1] Meyer, J.L. and M.J. Strambler. "Social and Emotional Learning in the Bridgeport Public Schools An Initial Report to the Community." The Consultation Center at Yale University, October 2016. pp. 3-4. [https://medicine.yale.edu/psychiatry/consultationcenter/Bridgeport\\_Public\\_Schools\\_Report\\_281651\\_284\\_5\\_v1.pdf](https://medicine.yale.edu/psychiatry/consultationcenter/Bridgeport_Public_Schools_Report_281651_284_5_v1.pdf)  
[2] "What Is RULER?" Ruler Approach. <https://www.rulerapproach.org/>

<sup>142</sup> Bulleted text adapted from: Meyer and Strambler, Op. cit., pp. 3-4.

- **2013-2014:** Teachers in the pilot school receive PD on implementing RULER, and district leaders and Yale Center for Emotional Intelligence partners create a plan for district-wide PD;
- **2014-2015:** School and district leaders receive instructional coaching on SEL skills, particularly emotional intelligence, and principals create school-level implementation teams;
- **2015-2016:** All elementary and middle school teachers participate in PD focused on implementing RULER;
- **2016-2017:** Elementary and middle school teachers participate in additional PD focused on RULER's literacy component, and high school teachers begin the implementation process; and
- **2017-2018:** PD focuses on sustaining implementation.

Notably, BPS provided teachers with PD focused on SEL skills before implementing the SEL curriculum with students. Initial PD included four coaching sessions for school principals, three coaching sessions for school-level SEL teams, and a two-day workshop for district staff.<sup>143</sup> Beginning with PD ensured that teachers used a common language to describe conflicts and social-emotional needs. Focusing on teachers' social-emotional skills also supported the district in facilitating the difficult conversations and constructive feedback needed to improve performance.<sup>144</sup>

As of 2018, BPS staff also receive PD on restorative practices and cultural competency; and as of 2019, BPS continues to see in- and out-of-school suspensions decline.<sup>145</sup>

Notably, districts should include a variety of school staff and administrators in SEL professional development, not only teachers.<sup>146</sup> Indeed, a 2017 Wallace Foundation report also notes that other staff members who interact with students, such as cafeteria monitors and bus drivers, need professional development to support SEL development.<sup>147</sup> Similarly, the U.S. Department of Education recommends providing all staff members who work with students with ongoing professional development to support positive school climates.<sup>148</sup> For example, CASEL recommends including the following staff in professional learning plans:<sup>149</sup>

- |   |   |
|---|---|
| ▪ Principals  | ▪ Front office staff  |
| ▪ Teachers and classroom support staff              | ▪ Cafeteria workers   |
| ▪ Deans/disciplinarians                             | ▪ Safety officers   |
| ▪ MTSS, restorative practices, and behavior coaches | ▪ Bus drivers   |
| ▪ Counselors  | ▪ Recess supervisors  |
| ▪ Social workers                                    | ▪ Out-of-school time providers and other community partners |

How districts structure and provide SEL PD may differ according to the audience. CASEL recommends targeting the mode, frequency, and sequence of professional learning” to the needs of each staff group. For example, while “teachers and classroom support staff may need opportunities for deeper collaborative learning, practicing, and coaching since they are implementing strategies in the classroom. Central office staff

<sup>143</sup> Vaishnav, Cristol, and Hance, Op. cit., p. 28.

<sup>144</sup> Ibid., pp. 15, 27.

<sup>145</sup> [1] Ramanaukas, C. “Learning Is Social and Emotional.” Social & Emotional Learning Teaching Practices, July 18, 2018. <https://selfforteachers.org/learning-is-social-and-emotional/> [2] Conner Lambeck, L. “Emotional Intelligence Efforts of Bridgeport Schools Get International Spotlight.” Connecticut Post, May 12, 2019. <https://www.ctpost.com/local/article/Emotional-Intelligence-efforts-of-Bridgeport-13833114.php>

<sup>146</sup> “Professional Learning for SEL,” Op. cit.

<sup>147</sup> Jones et al., “Navigating SEL From the Inside Out: Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus),” Op. cit., p. 23.

<sup>148</sup> “Guiding Principles: A Resource Guide for Improving School Climate and Discipline.” US Department of Education, January 2014. p. 7. <https://eric.ed.gov/?id=ED544743>


<sup>149</sup> Bullet points quoted verbatim from: “Professional Learning for SEL,” Op. cit.

may need a more basic introduction to SEL principles and how these principles connect to their work.”<sup>150</sup> Districts can use the following reflection questions to help guide SEL PD planning efforts for different staff groups:<sup>151</sup>

- Will participants be brought together as a large group, or will you create cohorts based on regions, elementary/middle/secondary, subject areas, etc.?
- Are the professional learning offerings part of a series that builds on previous sessions? Are there prerequisites for certain professional learning offerings?
- Will attendance at professional learning be voluntary or mandatory for different stakeholder groups? If voluntary, how will stakeholders be invited and encouraged to attend? If mandatory, how will required participation be communicated?
- Will there be opportunities for participants to connect in smaller groups between professional learning engagements?

Figure 2.10 below illustrates how Los Angeles Unified School District implemented comprehensive SEL PD for three levels of staff: teachers, school leaders, and School Site Administrators.


**Figure 2.10: SEL PD for All Teachers and Administrators**



### SPOTLIGHT: LOS ANGELES UNIFIED SCHOOL DISTRICT (CA)

Over the past few years, Los Angeles Unified School District (LAUSD) has prioritized implanting trauma-informed SEL to support student and staff success, seeing the need for SEL as “critical and urgent.” The district implemented the following four-phase process to intentionally incorporate SEL throughout district and school cultures:

**Figure 2.11: LAUSD’s Four-Phase SEL Implementation Process**



```

graph LR
    A[Create a shared understanding of trauma-informed practices and SEL competencies.] --> B[Develop professional development and support for teachers and administrators.]
    B --> C[Include SEL competencies in the professional learning standards for school leaders.]
    C --> D[Engage students to build their sense of agency regarding SEL.]
            
```

Source: Principal Leadership<sup>152</sup>

As part of creating a shared understanding of trauma-informed SEL, LAUSD prioritized professional learning on SEL for teachers and administrators (Figure 2.12). First, LAUSD’s Student Health and Human Services (SHHS) division partnered with the Division of instruction (DOI) to develop a required one-hour online professional development session, “Creating Trauma and Resilience-Informed School Communities,” for every teacher and administrator within LAUSD.<sup>153</sup>

<sup>150</sup> “Process for Implementing Professional Learning for SEL.” CASEL District Resource Center. <https://drc.casel.org/strengthen-adult-sel-competencies-and-capacity/professional-learning/process/>

<sup>151</sup> Bullet points quoted verbatim from: Ibid.

<sup>152</sup> Figure contents quoted verbatim from: Nava, M.A., D. Estrada, and S.W. Roncalli. “Trauma-Informed Social-Emotional Leadership, Teaching, and Learning: One School’s Journey toward Healing.” *Principal Leadership*, February 2021. p. 42. <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=149038532&site=ehost-live>

<sup>153</sup> Ibid., p. 43.

**Figure 2.12: SEL PD for Teachers, School Leaders, and School Site Administrators**

STAFF GROUP	PROFESSIONAL LEARNING OVERVIEW
Teachers	LAUSD created “a series of voluntary six-hour professional development sessions for teachers co-facilitated by social workers and teacher advisers. In addition to using several evidence-based SEL curricula, the district provides support for teachers to integrate trauma-informed practice into daily instruction.”
School Leaders	“[S]chool administrators also received targeted professional development. SHHS and DOI collaborated with the Professional Learning and Leadership Development (PLLD) branch to integrate these features in the district’s School Leadership Framework and to develop an interactive professional development specifically for school leaders [...] The new sub-standards now guide school leaders to demonstrate cultural proficiency and knowledge of the SEL competencies when addressing SEL-comprehensive practices and professional development for teachers and staff.”
School Site Administrators	LAUSD partnered with the Associated Administrators of Los Angeles and the Association of California School Administrators Region 16 to engage in planning and workshops, which “were intended to engage the school site leaders in understanding SEL and how this work challenges the construct of what a school is and how it functions. First, the intent was to emphasize their roles as transformational leaders, who are fearless in creating organizations where children, adults, and communities thrive. Second, an awareness of adult learning needed to be embedded—and modeled—throughout the training. Third, the need for self-care was to be emphasized for staff and for school leaders themselves. In addition, the session was to elucidate how SEL, in conjunction with cultural proficiency, provides practices pivotal for addressing issues of poverty, equity, and access for all students [...] Based on this agreed-upon focus, we offered a voluntary six-hour professional development session to school site administrators.”

Source: Principal Leadership<sup>154</sup>

Source: Principal Leadership<sup>155</sup>

## IMPLEMENTING TRAUMA-INFORMED PRACTICES

As districts consider how to support students during and following a traumatic event such as COVID-19, educators can use trauma-informed practices to design supportive classroom and school environments.<sup>156</sup> SEL and trauma-informed practices go hand-in-hand; indeed, trauma-informed SEL is “is an approach to fostering youths’ social-emotional development with practices that support all students, but is particularly inclusive and responsive to the needs of children and youth who have experienced trauma.”<sup>157</sup> Trauma-informed SEL establishes predictable and reliable learning environments where students feel safe to develop their SEL competencies, develop relationships, exercise agency, and receive needed social-emotional and mental health supports.<sup>158</sup> Figure 2.13 (on the following page) highlights the guiding principles of trauma-informed practices that support and develop students’ social-emotional wellbeing.

**Figure 2.13: Guiding Principles of Trauma-Informed Practices**






<sup>154</sup> Figure contents quoted verbatim with modification from: Ibid., pp. 43–44.

<sup>155</sup> Ibid.

<sup>156</sup> “Trauma-Informed SEL Toolkit.” Transforming Education. <https://transformingeducation.org/resources/trauma-informed-sel-toolkit/>

<sup>157</sup> Ibid.

<sup>158</sup> Ibid.

	Create predictable routines
	Build strong & supportive relationships
	Empower students' agency
	Support the development of self-regulation skills
	Provide opportunities to explore individual & community identities

Source: Transforming Education<sup>159</sup>

In putting trauma-informed practices into action, schools should focus on observing the “4 Rs” in all interactions within the school community, detailed in Figure 2.14, below.<sup>160</sup>

**Figure 2.14: 4 R's of Trauma-Informed Schools**

<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>
Realizing the widespread impact of trauma and pathways to recovery	Recognizing traumas signs and symptoms	Responding by integrating knowledge about trauma into all facets of the system	Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers and by implementing trauma-informed policies, procedures, and practices.

Source: National Child Traumatic Stress Network<sup>161</sup>

**Figure 2.9: Additional Trauma-Informed Practices Resources**

- **Framework for Trauma-Informed Schools:** The National Child Traumatic Stress Network’s framework for trauma-informed schools.
- **Strategies for Trauma-Sensitive Schools:** Resource from the Wisconsin Department of Public Instruction for creating trauma-sensitive schools. Includes focus on academics, behavioral supports, and policies among several other areas.

Source: National Child Traumatic Stress Network and Wisconsin Department of Public Instruction<sup>162</sup>

<sup>159</sup> Figure text taken verbatim from: Ibid.

<sup>160</sup> “Creating, Supporting, and Sustaining Trauma-Informed Schools : A System Framework.” National Child Traumatic Stress Network, 2017, p. 4.  
[https://www.nctsn.org/sites/default/files/resources/creating\\_supporting\\_sustaining\\_trauma\\_informed\\_schools\\_a\\_systems\\_framework.pdf](https://www.nctsn.org/sites/default/files/resources/creating_supporting_sustaining_trauma_informed_schools_a_systems_framework.pdf)

<sup>161</sup> Figure text taken verbatim from: Ibid.

<sup>162</sup> Figure resources obtained from: “Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework.” National Child Traumatic Stress Network, 2017.  
[https://www.nctsn.org/sites/default/files/resources/creating\\_supporting\\_sustaining\\_trauma\\_informed\\_schools\\_a\\_systems\\_framework.pdf](https://www.nctsn.org/sites/default/files/resources/creating_supporting_sustaining_trauma_informed_schools_a_systems_framework.pdf) [2] “Strategies and Resources to Create a Trauma-Sensitive School.” Wisconsin Department of Public Instruction. <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/traumastrategies.pdf>

## CREATING A TRAUMA-SENSITIVE CLASSROOM ENVIRONMENT

Teachers can support students experiencing trauma such as COVID-19 by creating a safe, supportive, and trauma-sensitive classroom environment.<sup>163</sup> A trauma-sensitive classroom environment is predictable and minimizes reminders and triggers of student trauma.<sup>164</sup> Indeed,

*While safety encompasses ensuring the physical well-being of students, it also extends to ensuring that psychological safety is bolstered through creating a predictable classroom environment where every member feels respected, validated, and heard.*<sup>165</sup>

The physical classroom environment should be organized, not overstimulating, and create a welcoming space that reduces environmental triggers.<sup>166</sup> Teachers should consider the physical features of the classroom when creating a trauma-sensitive classroom environment, such as the lighting, furniture, and materials.<sup>167</sup>



In addition to the physical classroom environment, a trauma-sensitive classroom includes a supportive psychological classroom environment and culture.<sup>168</sup> Characteristics and actions that promote psychological safety within a trauma-sensitive classroom environment include:<sup>169</sup>

- Clear expectations for behavior;
- A defined process for addressing behavioral concerns that students understand; and
- Mechanisms for helping students communicate about experiences that undermine feelings of safety.

Specifically, at the beginning of the school year, teachers should discuss with students how they can express feelings of anger, frustration, or sadness safely and respectfully and communicate expectations that students will not bully one another.<sup>170</sup>

Furthermore, teachers can establish a safe space for students experiencing trauma to calm themselves within the classroom and elsewhere in the school building.<sup>171</sup> Safe spaces “provide opportunities for students to self-regulate when experiencing behavioral and emotional challenges.”<sup>172</sup> These spaces should contain a relaxing, sensory-friendly environment and include comfortable furniture (e.g., beanbags, rocking chairs), music, sensory toolkits, and books.<sup>173</sup>

<sup>163</sup> [1] Buckwalter, K.D. and C. Powell. “Beyond the Basics: Creating Trauma-Informed Classrooms.” Chaddock, January 4, 2018. p. 5. <https://creatingtraumasensitiveschools.org/wp-content/uploads/Buckwalter-Handouts.pdf> [2] Call, C. et al. “Creating Trauma-Informed Classrooms.” National Council for Adoption, September 2014. <https://adoptioncouncil.org/publications/adoption-advocate-no-75/> [3] “Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework,” Op. cit., p. 9. [4] Pickens, I.B. and N. Tschopp. “Trauma-Informed Classrooms.” National Council of Juvenile and Family Court Judges, 2017. pp. 10–12. [https://www.ncjfcj.org/sites/default/files/NCJFCJ\\_SJP\\_Trauma\\_Informed\\_Classrooms\\_Final.pdf](https://www.ncjfcj.org/sites/default/files/NCJFCJ_SJP_Trauma_Informed_Classrooms_Final.pdf)

<sup>164</sup> [1] Buckwalter and Powell, Op. cit., p. 5. [2] “Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework,” Op. cit., p. 9.

<sup>165</sup> Pickens and Tschopp, Op. cit., p. 10.

<sup>166</sup> [1] Buckwalter and Powell, Op. cit., p. 5. [2] Call et al., Op. cit., pp. 7–9.

<sup>167</sup> [1] Call et al., Op. cit., pp. 7–9. [2] Figure contents quoted verbatim from: Buckwalter and Powell, Op. cit., p. 5.

<sup>168</sup> Pickens and Tschopp, Op. cit., p. 10.

<sup>169</sup> Bullet points quoted verbatim from: Ibid.

<sup>170</sup> Ibid.

<sup>171</sup> “Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework,” Op. cit., p. 9.

<sup>172</sup> Ibid.

<sup>173</sup> Buckwalter and Powell, Op. cit., p. 6.

## PROMOTING CONSISTENCY AND PREDICTABILITY

Students who experienced trauma and instability due to the COVID-19 pandemic benefit from consistency in the classroom environment, classroom procedures, and instruction, which enable them to feel calm and comfortable to learn.<sup>174 175</sup> Teachers can implement consistency in their classrooms through similar daily structures, developing and posting schedules, providing preparation and warnings for transitions, clear and consistent expectations, and predictability.<sup>176177</sup> Providing students with some choices can help students develop a sense of self-control over their environment, which may be impacted by trauma. Additionally, teachers can implement the strategies in Figure 2.15 for integrating predictability and consistency in the classroom.

**Figure 2.15: Strategies for Integrating Predictability and Consistency into the Classroom**

- Discuss, rehearse, and frequently revisit rules, expectations, and rewards;
- Discuss the rationale for rules, expectations, and rewards;
- Avoid threats, intimidation, and battles for control;
- Reinforce that schools are a nonviolent and safe place for children, both physically and emotionally; and
- Integrate safety and conflict resolution skills throughout the curriculum.

Source: Phi Delta Kappan<sup>179</sup>

Students also benefit from knowing class activities ahead of time and teacher expectations of them.<sup>180</sup> Understanding routines and expectations help students to know what to expect, prepare for new activities and transitions, and feel more calm.<sup>181</sup> One strategy includes clearly posting or presenting students with visual icons to represent the major events and activities of the day, so they can anticipate their routine and know what to expect.<sup>182</sup> Additionally, transitions between activities and beginning new assignments often create stress and uncertainty for students who experience trauma. By implementing consistent practices for activity beginnings and transitions, students experience less stress and fewer negative reactions.<sup>183</sup>

For example, leading up to transitions, provide students with a warning, such as:<sup>178</sup>

- “Five minutes until we go to lunch,”
- “Three minutes until we go to lunch,”
- “One minute until we go to lunch.”



<sup>174</sup> “Consistency And Predictability.” Trauma Responsive Educational Practices Project. <https://www.trepeducator.org/consistency-and-predictability>

<sup>175</sup> “Trauma-Sensitive Remote Learning: Maintaining Predictability, Consistency and Belonging.” Trauma and Learning Policy Initiative, May 27, 2020. <https://traumasensitiveschools.org/trauma-sensitive-remote-learning-maintaining-predictability-consistency-and-belonging/>

<sup>176</sup> “Consistency And Predictability,” Op. cit.

<sup>177</sup> [1] Wright, T. “Supporting Students Who Have Experienced Trauma.” *The NAMTA Journal*, 42:2, 2017. p. 147. <http://web.a.ebscohost.com/ehost/detail/detail?vid=0&sid=064fe7f8-d04a-4f8b-ac5b-b0d894eef551%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ1144506> [2] “Consistency And Predictability,” Op. cit. <https://files.eric.ed.gov/fulltext/EJ1144506.pdf>

<sup>178</sup> Bullet points quoted verbatim from: Call et al., Op. cit., pp. 7–9.

<sup>179</sup> Bullet points quoted verbatim from: Wright, Op. cit., p. 147.

<sup>180</sup> Craig, S.E. “The Trauma-Sensitive Teacher.” *Educational Leadership*, September 2016. [http://www.ascd.org/publications/educational\\_leadership/sept16/vol74/num01/The\\_Trauma-Sensitive\\_Teacher.aspx](http://www.ascd.org/publications/educational_leadership/sept16/vol74/num01/The_Trauma-Sensitive_Teacher.aspx)

<sup>181</sup> “Consistency And Predictability,” Op. cit.

<sup>182</sup> Craig, Op. cit.

<sup>183</sup> “Consistency And Predictability,” Op. cit.

## USING TRAUMA-INFORMED INSTRUCTIONAL STRATEGIES

Teachers can implement instructional practices that support the learning and academic development of students experiencing trauma, as traumatic experiences can make the skills necessary for learning (e.g., engagement, attention, memory, organization) difficult for students.<sup>184</sup> In addition to creating a trauma-sensitive environment, building relationships, and anticipating and de-escalating behavioral incidents, teachers can implement instructional practices to support the learning and academic development of students experiencing trauma. Teachers should provide students who experienced trauma with additional support when needed and differentiated instruction to ensure that students experiencing trauma maintain academic development with their grade level.<sup>185</sup>

As with the classroom environment, students who experienced trauma benefit from instruction and predictable lessons.<sup>186</sup> Teachers can break lessons up into multiple parts to be less overwhelming and warn students of any changes or transitions.<sup>187</sup> For example, one strategy includes “designing lessons so that they follow the same sequence of steps with a standard format and cues.”<sup>188</sup> Additionally, teachers can use the following strategies during classroom instruction, which support the academic development of students who experienced trauma:<sup>189</sup>

- Emphasize causal and sequential relationships in classroom activities;
- Divide tasks and instruction into parts to help students feel less overwhelmed;
- Present information in multiple ways to reduce the likelihood of children missing essential pieces of information and lessen the anxiety they experience when uncertain of classroom expectations;
- Because traumatized children often struggle to think abstractly, provide concrete examples, and use visual cues, physical movement, and recall activities during instruction to help children stay focused and engaged;
- Utilize graphic organizers and physical manipulatives in academic lessons to help children organize new information;
- Create opportunities for children to repeat and rehearse instructions; and
- Offer ongoing support and encouragement to support children in staying on task.

## BUILDING RELATIONSHIPS

Students who experienced trauma benefit from positive, connected relationships with teachers who make them feel safe and supported to learn.<sup>190</sup> Nurturing positive connections with students who experienced trauma requires deliberate action from teachers, including through strategies such as:<sup>191</sup>

- Making eye contact using soft eyes when speaking with students or making a request;
- Encouraging healthy positive touch into the classroom routine, such as handshakes, high fives, and fist bumps; and
- Taking an interest in students’ lives:

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<sup>184</sup> Wright, Op. cit., p. 149.

<sup>185</sup> “Strategies and Resources to Create a Trauma-Sensitive School.” Wisconsin Department of Public Instruction. p. 1.  
<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/traumastrategies.pdf>

<sup>186</sup> Craig, Op. cit.

<sup>187</sup> Wright, Op. cit., p. 149.

<sup>188</sup> Craig, Op. cit.

<sup>189</sup> Bullet points quoted verbatim from: Wright, Op. cit., p. 149.

<sup>190</sup> [1] Ibid., p. 6. [2] Wright, Op. cit., p. 42. [3] Call et al., Op. cit., pp. 7–9. [3] “Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework,” Op. cit., pp. 8–9.

<sup>191</sup> Bullet points quoted verbatim from: Call et al., Op. cit., pp. 7–9.



- Ask questions.
- Listen.
- Incorporate a journaling activity in class. Read and respond to entries.
- Recognize emotional states; e.g., when a student looks like they are upset or angry.
- Have a check-in question at the beginning of each class; e.g., “On a scale of 1 to 10, my stress level is a \_\_\_” or “The best gift I ever received was \_\_\_\_.”


Intentionally forming positive relationships with students who experience trauma requires teachers to model and teach strong social-emotional skills, especially self-monitoring and self-regulation skills.<sup>192</sup>

Students who experienced trauma also benefit from positive relationships with other students. Teachers can facilitate the peer relationships of students who experienced trauma through the following strategies:<sup>193</sup>

Offering structured opportunities for both group and individual play;	Creating quiet spaces for children to “take a break” throughout the day;	Modeling and role-playing strategies for joining in play and resolving conflicts; and	Recognizing and naming moments of positive social interaction.
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Schenectady School District (NY), profiled in Figure 2.16, provides an example of a district promoting a trauma-sensitive school environment for students and teachers.

**Figure 2.16: Schenectady School District (NY)**



### SPOTLIGHT: SCHENECTADY SCHOOL DISTRICT (NY)

Over the past few years, Schenectady City School District (SCSD) has prioritized shifting to a framework for trauma-sensitive schools. This initiative stems from the district’s comprehensive education plan, which included a commitment to “leading the development and implementation of pro-social curriculum to support social and emotional developmental health of students,” which includes implementing trauma-sensitive schools. SCDS aims to support both students and staff through trauma-sensitive environments, noting that “[i]n a trauma-sensitive school, there is not only an understanding that students have to feel safe to learn but teachers also have to feel safe to teach.”<sup>194</sup> SCDS’ efforts to develop trauma-sensitive schools include creating a supportive and respectful school culture, preparing school staff to recognize and support those experiencing trauma, and setting clear expectations for students.<sup>195</sup> The graphic below presents additional activities to support trauma-sensitive approaches throughout the district.

<ul style="list-style-type: none"> <li>▪ Restorative Circles as a method of resolving conflict</li> <li>▪ Mindfulness in the school routine</li> <li>▪ Sensory Rooms as calm spaces</li> <li>▪ Book Studies</li> <li>▪ Turn Around Rooms for De-Escalation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partnerships around TSS</li> <li>▪ Community Collaboration with Mental Health Providers</li> <li>▪ Professional Development within the school</li> <li>▪ School Staff Collaboration and Planning on TSS Initiatives</li> </ul>
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<sup>192</sup> [1] “Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework,” Op. cit., pp. 8–9. [2] Craig, Op. cit. [3] “Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework,” Op. cit., pp. 8–9.

<sup>193</sup> Bullet points quoted verbatim from: Wright, Op. cit., p. 146.

<sup>194</sup> “Developing Trauma Informed Schools.” Schenectady City School District.

[http://www.schenectady.k12.ny.us/about\\_us/strategic\\_initiatives/trauma\\_informed\\_school](http://www.schenectady.k12.ny.us/about_us/strategic_initiatives/trauma_informed_school)

<sup>195</sup> Ibid.

- Infusion of strategies in elementary literacy centers (TSS theme)
- Restorative Questions & Reflections In the Classroom
- Social-Emotional Curriculum infused in the class schedule
- Crisis Response Planning
- Family and Staff Engagement in TSS Work
- Collaboration of work with efforts to address disproportionate student outcomes (TAC-D Work)
- Building-wide planning to address compassion, fatigue & burn out
- Support Groups for Staff
- Development of Measurement Tool for Plan Evaluation

Source: Schenectady City School District<sup>196</sup>

A key strategy SCSD is using to support trauma-sensitive schools is through staffing. First, the district formed a “TSS Core Team” of 15 central office administrators, principals, social workers, behavioral specialists, and an instructional coach who worked “to create the framework, timeline for district-wide implementation and guidance for the work that is underway and ahead of us.”<sup>197</sup> Next, every school within the district formed an 8-14 member building-level implementation team comprised of teachers, paraprofessionals, clinicians, parent liaisons, and cafeteria staff. This team needed to “identify training needs, provide school culture assessments, conduct book clubs and events, communicate district activities to the school and serve as TSS ambassadors in the building.” Then, each school identified three building teams to serve as building leaders.<sup>198</sup>

SCSD has prioritized targeted trainings for all staff to ensure they can implement and support trauma-sensitive approaches and environments.<sup>199</sup> Notably, the district has offered different trainings to different groups of staff. For instance, all new staff receive training on trauma-sensitive schools during new teacher orientation. The graphic below shows how SCSD supports various staff groups with trainings to implement trauma-sensitive approaches. Additionally, the district offered a book study, where all staff received the book *Hope for Billy* and participated in book studies at locations across the district.<sup>200</sup>



**Core team members** attended system-level trainings on TSS last school year—including the ACE Symposium in May and Beyond Consequences National TSS Conference in St. Louis in June.



**Building team leaders** attended turn key training at the TSS Summer Institute in July 2017. They were responsible for taking information and tools back to their schools and providing turn-key training to all staff. Team leaders were also required to read the book, *Trauma-Sensitive Schools*.



**New staff** was trained on TSS at new teacher orientation. There is a plan for all staff and newly inducted staff, to receive ongoing training on trauma sensitivity as it pertains to your role in the district.



**Secretaries** have received TSS training as part of professional development last year.



**Operations and maintenance staff** will receive TSS training at an upcoming professional development session.



**Paraprofessional** TSS training is currently being planned.

<sup>196</sup> “Trauma Sensitive Schools.” Schenectady City School District, January 2018. p. 3.  
[http://www.schenectady.k12.ny.us/UserFiles/Servers/Server\\_412252/Image/Initiatives%20Page/TSS/01-TSS%20Communication%20-%20Winter%202017-Staff-%20JANUARY%202018.pdf](http://www.schenectady.k12.ny.us/UserFiles/Servers/Server_412252/Image/Initiatives%20Page/TSS/01-TSS%20Communication%20-%20Winter%202017-Staff-%20JANUARY%202018.pdf)

<sup>197</sup> Ibid., p. 2.

<sup>198</sup> Ibid.

<sup>199</sup> Ibid.

<sup>200</sup> Ibid.

Source: Schenectady City School District<sup>201</sup>

SCSD also highlights the impact of compassion fatigue for educators working with students experiencing trauma and recommends that school staff engage in self-care. The district offers the following suggestions for engaging in self-care:<sup>202</sup>

- Guard against your work becoming the only activity that defines who you are;
- Keep perspective by spending time with children who are not experiencing traumatic stress;
- Be sure to eat well, exercise, engage in fun activities, take a break during the day and find time to self-reflect; and
- Mindful Identity and Connection (meditation).

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<sup>201</sup> Figure contents quoted verbatim from: Ibid.

<sup>202</sup> Bullet points quoted verbatim from: Ibid., p. 4.

# ABOUT HANOVER RESEARCH

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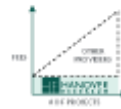
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