

RESTART & RECOVERY: CONSIDERATIONS FOR TEACHING & LEARNING: PRE-K TO 3RD GRADE RECOVERY IN SCHOOL YEAR 2020-2021

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This document is an updated and customized and updated resource to complement
Restart & Recovery: Considerations for Teaching and Learning,
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BACKGROUND

On July 14, the Council of Chief State School Officers (CCSSO) released [Restart and Recovery – Considerations for Teaching and Learning](#) with the intent to support state education agencies (SEAs) and local districts to safely reopen school for the year 2020-2021. This document is intended as an updated and customized and complementary resource for SEAs that are helping local districts to enhance the transition to reopening for young learners.¹ In this paper, young learners are defined as children starting their pre-kindergarten experience, transitioning to kindergarten, and enrolled in grades one and two. Current research in the field of early childhood education suggests that:

- The needs of young learners are different than those of older elementary school students, due to their unique developmental stage and lack of extensive experience with a typical routine in schools, which is particularly pronounced for pre-K and kindergarten students who are starting their schooling this fall;
- Families or those working with young learners remotely will have to be more engaged than are families of older students, who are better prepared to work independently and have developed the study skills to follow through with assignments of their own; and
- Guidance from the CDC indicates that, in the United States and globally, fewer cases of COVID-19 have been reported in children, as compared with adults.² According to the American Academy of Pediatrics (AAP), children younger than 10 may be less likely to become infected and less likely to spread infection to others.³ Thus, schools might consider giving children in this age group priority in terms of returning to school to receive in-classroom instruction as it was done in Scandinavian and Western European countries at the end of school year 2019-2020.

Before and since the release of CCSSO's *Considerations for Teaching and Learning*, SEAs have released state plans for reopening schools in the fall of 2020. Local districts have been engaged in developing plans on how to reopen the schools— either all in-person, via a hybrid of in-classroom and remote learning, or exclusively through remote learning. Due to the changing conditions of the pandemic, even the best-laid plans continue to be subject to revisions or comprehensive changes.

This resource aligns closely with the Council's guidance released in July 2020.⁴ In addition, this document offers new, updated strategies and age-specific resources pertaining to young learners, including preschoolers, which were not covered in the previous document. It is intended to be used as resource guide during the current school year (2020-2021), when the gyrations of the pandemic call for shifting the teaching mode from one scenario to another, to enable school administrators and early childhood educators to review, validate, and/or revise their plans and actions. The recommended action steps and resources are designed to inform the decision-making process as districts transition to different modes of teaching.

¹The term young learner and young student is used interchangeable and refers to children, ages 3 to 8.

²Centers for Disease Control and Prevention (August 19, 2020). Information for pediatric health care providers. Retrieved from: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html>

³American Academy of Pediatrics (August 19, 2020). Covid-19 Planning Considerations: Guidance for school re-entry. Retrieved from: <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

⁴CCSSO (July 2020). Restart and recovery – Considerations for teaching and learning. Retrieved from: https://ccsso.org/sites/default/files/2020-07/CCSSO%20Restart%20and%20Recovery-Considerations%20for%20Teaching%20and%20Learning_Shortcuts%20to%20Documents%20in%20this%20Series.pdf

GUIDING GOALS

State and school system-leaders face a host of daunting new questions to answer and decisions to make as their schools reopen, and these challenges are likely to continue throughout the school year. This paper's guiding goal is to focus on young learners as they come back to school or enter their first school year remotely. The overarching goal is to provide clear, pragmatic approaches and strategies for schools to consider as they implement their reopening plans for young students.

The 2020-2021 school requires state and local education leaders to consider how to:

- Support the well-being (including mental health) of young students and the staff members who work with them. Bringing young learners into school or preparing them for school requires making meaningful connections with all stakeholders: not only teachers, teaching assistants and other school staff, but also school administrators, students' families, and members of the local community;
- Keep learning coherent, focusing on the highest priorities for grade levels Pre-K–3 with regard to foundational skills and content areas, and moving forward apace—whether learning is taking place in person, remotely, or through a hybrid of the two;
- Meet the needs of each young student, including those just starting their schooling and those most vulnerable, including the recovery of lost learning across remote and in-person contexts;
- Align educator roles, responsibilities, and structures to the new reality of teaching and learning; and
- Design schedules that accommodate this new reality, including new protocols consistent with public health guidance and structures, to foster continued learning and ensure equity in remote learning contexts.

This guidance, which represents a consolidation of many resources and incorporates recommendations from many different organizations, provides:

- Clear questions to guide local leaders in decision-making by enabling them to take into account the special considerations for young learners;
- Actionable plans informed by leading practitioners and experts;
- Curated and vetted tools and resources; and
- Easily customizable, adaptable documents.⁵

⁵ Many of the resources were written for K-12 educators but were vetted and included if they applied to the Pre-K to 3rd grade span equally.

HOW THIS GUIDANCE IS ORGANIZED

The organization of this guidance is closely aligned with CCSSO's *Restart and Recovery: Considerations for Teaching and Learning*.

GUIDING PRINCIPLES

Health-and-safety has been and remains the top priority for schools during this school year. The nation's health and safety guidance has undergone several changes since the outbreak of the pandemic, and local conditions of the pandemic should be the key driver for all decisions regarding the school year. Since this guidance will be released after the opening of school, this paper assumes that protocols are in place to address these critical needs; thus, this paper is intended to take up the discussion from there. The following principles undergird this guidance.

PEOPLE FIRST

Resources have the most impact if they incorporate the input of the people who are directly affected—students, families, and educators. In refining the implementation of school restart models, leaders have an opportunity to:

1. Start with students.

Organize people, time, and technology to include increased support in the areas of learning-recovery, relationships, and social-emotional support. Young students are sensory learners, need more tailored support, and respond to technology differently than older students. Young learners in preschool and kindergarten are not familiar with typical school routines and will need special attention as they adjust to whatever reopening model the school is implementing.

2. Design for equity.

Address the learning needs of the vulnerable populations most impacted by the COVID-19 crisis, including young students from low-income families, students of color, young students with disabilities, students learning English, homeless children, and those who have experienced economic, social, physical, or psychological trauma. Many of those students are eligible and have been enrolled in publicly funded Pre-K⁶ or preschool special education programs; these programs require making considerations for an approach that adds wraparound services to innovative pedagogical methods in order to engage these children in high-quality learning.

3. Needs of school staff.

The pandemic has given rise to new logistical, technological, professional, and social-emotional needs for educators and other members of the school staff. Those needs have become clear during the planning and launching period. Setting up instructional routines for hybrid or remote learning formats requires a team approach, with teachers offering each other mutual support and pursuing on-going professional learning. School staff, such as nurses and family liaison workers, play a special role in supporting families during the school year, as health conditions within the school impact families directly. They are also critical in supporting families as their young children transition into school and adapt to unfamiliar routines and new expectations.

4. Consider family employment and logistical needs.

Sending children to school enables families to return to work and resume routines that fit in with work schedules. For hybrid and remote learning scenarios to be successful, schools will need to partner with community-based organizations more closely in order to provide basic care for students on days they are not in school and the role that those organizations play in assuming support for the young learners' remote learning schedule and tasks.

⁶These generally include childcare and Head Start centers.

HOW THIS GUIDANCE IS ORGANIZED

CCSSO's Restart and Recovery: Consideration for Teaching and Learning broke its guidance into the planning, launching, and implementation phases of reopening school. This complementary and customized guidance focuses on only the **implementation** phase during 2020-2021, when one or more of re-entry models are deployed by the school districts. It will specifically address three sets of considerations – **System Conditions**, **Well-Being & Connections**, and **Early Learning & Academics** for Pre-K–3.

SYSTEMS CONDITIONS

School systems will need to make critical determinations and find ways to engage stakeholders from the outset of the implementation-planning process. These decisions will frame a school system's approach to student support and learning and are meant to remove some of the ambiguity that school staff are likely to encounter as they plan for SY2020-2021. Nonetheless, due to continual shifts in the pandemics' impact, leaders may need to make real-time adjustments during the school year. For instance, a system may start the school year with remote learning only, then shift to a hybrid approach later in the same semester or at the start of the new semester. Schools starting out with in-classroom schedules may be forced to abruptly shift to remote learning. With regard to the impact on young learners, it will be critical for school system leaders to consider how to address the following questions:

Engagement:

How will the school meet the needs of young students and families, especially those from the most vulnerable populations, while including the voices of teachers, school leaders, and staff? How will schools build on their engagement with local community groups that are charged with supporting remote learning for young learners in after-school programs?

Technology:

How will young learners access learning every day, whether in-person or remotely? How will young learners have access to books and manipulatives or other learning materials? Will remote learning programs (apps or online learning games) be available for all families to support their children's learning—including families from underserved or marginalized populations?

Staffing:

How can schools ensure that all young learners are supported by teachers with a strong background in child development who can provide age-appropriate and integrated teaching, whether in-person or remotely? What kinds of innovative pedagogical approaches can the school system share with teachers to enable them to effectively bridge in-classroom and remote learning?

Scheduling:

What will the school day look like for young students in preschool, Pre-K/Head Start, or childcare? Young learners will start school with one of the reopening models, but how will schools adjust when shifting to different schedules in response to the pandemic? How will teachers schedule the day for young learners, taking into account their developmental needs such as attention span, executive functioning, and emotional support?

Managing & Improving:

How will schools assess what is working well and what needs to be adjusted to meet the needs of young learners? Will teachers have the opportunity to test evidence-based practices (and discard ineffective practices) in remote or hybrid settings?

HOW THIS GUIDANCE IS ORGANIZED

WELL-BEING & CONNECTIONS

Social-emotional supports have always been critical attributes of healthy school environments, but students and staff who are returning to school under any of the three re-entry models have already experienced varying levels of social isolation, stress, anxiety, and trauma. These types of stressors are particularly significant among young learners, who have not yet experienced or internalized a typical school routine. The transition to school for preschoolers starting Pre-K or entering kindergarteners is particularly important this school year, since it differs dramatically from the typical transition processes. Teachers must establish routines remotely or keep up with and monitor enhanced safety and hygiene rules while young students are in the classroom.

For schools that started remotely this year, leaders will need to consider how to phase in hybrid or in-person classroom routines later this fall or winter, starting with Pre-K and Kindergarten classrooms first and gradually phasing in grades one and two, followed by subsequent grades. Throughout the phased-in re-entry process, schools will need to deeply focus on making wellbeing, connection, and other top-tier supports available for each student, along with appropriate mental health supports for adults and students with complex social, emotional, or mental challenges. It will be critical for these school systems to address:

Staff Well-Being & Connections:

How can we create a culture of care in which staff growth and wellbeing are prioritized, and all staff members feel safe, connected, supported, engaged, and valued, both individually and collectively? Plans to support well-being also need to include professionals from any community-based programs that operate publicly-funded Pre-K programs.

Student Well-Being & Connections:

How can the school community create a culture of care in which young students' growth and wellbeing are prioritized, and each student feels safe, connected, supported, engaged, and valued, both individually and collectively? Schools that started the school year remotely will need to create a sense of school community on a virtual basis; this can be accomplished by establishing schedules and routines for young learners that engage the children's families and caregivers, including those caring for children who are away from home during the day (e.g., after-school programs, etc.)

Tailored Support for Young Students:

How can the school community identify the range of young students' health and wellbeing needs and either meet those needs directly or connect the children's families to effective, culturally-appropriate supports? It will be important for schools operating remotely to (a) establish a process to identify the critical emotional needs of their young learners and (b) identify ways to jointly develop a course of action with each student's family members. Doing so may require making referrals for teletherapy or other, more comprehensive supports to foster a less stressful environment for children spending the school year at home.

Connections with Disengaged Families:

How will schools reconnect with families of young learners who have not responded in the spring and summer of 2020 or who cannot be contacted? How will schools reconnect with families who opted for alternative teaching methods (such as homeschooling or private tutoring) during the remote learning phase?

HOW THIS GUIDANCE IS ORGANIZED

EARLY LEARNING & ACADEMICS (PRE-K-3)

In most communities, teaching and learning during SY2020-2021 will take place in an environment of constant change. It will be critical to have strong plans that reinforce instructional coherence and enable students to make relatively seamless transitions between in-person and remote learning. These changes are particularly challenging to the young learners who depend much more heavily on teachers providing personal guidance than do older students, who have gained varying degrees of independent learning skills. In the face of such challenges, it will be critical for school systems to address:

Priority of Instructional Content:

What must students learn? How will the instructional content be prioritized—especially during the remote phase of the school year—for young learners, who must learn foundational skills but also need to gain study and self-regulation skills?

Curriculum & Instruction:

How will each young student learn the content, and how will lessons be coherent when delivered in a hybrid model? What approaches should schools use with young learners in Pre-K and kindergarten after they have made the transition from a home or childcare setting to school?

Assessment:

How will teachers assess their young learners' skill levels and behavioral dispositions? How will these assessments inform the academic needs of the young learner? How will schools incorporate formative assessment and feedback strategies in remote learning settings?

Professional Learning:

How can teachers pursue professional learning opportunities during the school year in the skills they need for remote and hybrid settings? How will schools guide teachers toward a team approach for remote or hybrid settings? How can schools help teachers to refine their remote-teaching approaches with young learners?

GUIDANCE & RESOURCES

FOR
SYSTEMS CONDITIONS,
WELL-BEING & CONNECTIONS,
EARLY LEARNING & ACADEMICS (PRE-K-3)

Implementation in School Year 2020-2021

SYSTEMS CONDITIONS

Implementation in School Year 2020-2021

SYSTEMS CONDITIONS • ENGAGEMENT

ENGAGEMENT

Decades of research confirm that students benefit when families and community members form powerful partnerships with schools and school systems. Increased family engagement in education is linked to improved school readiness, higher grades, higher test scores, better attendance, less tardiness, lower suspension and expulsion rates, and increased likelihood of high school graduation. Families of young learners, especially during the initial transition into school, experience a higher degree of engagement than families of older students. The remote or hybrid re-entry approaches to resuming school may lead to disruptions that could lead to a break-down of standard family-engagement practices, such as opening night, parent orientations, or parent-teacher conferences. Remote learning means engaging remotely not only with students but also with their families; such engagement should be especially intensive with young learners, who need their families' or caregivers' guidance to support them through the remote-learning routines.

The pandemic-related school shutdowns in spring of 2020 opened new horizons in terms of how districts and schools can engage families. Many school districts asked families to provide feedback on their fall 2020 reopening plans and to serve as active facilitators of their children's education. The adage that the parent is a child's first teacher has become the foundation of this arrangement with families—a situation which likely will continue in many communities during the 2020-2021 school year. According to a recent study by Learning Heroes on the remote schooling experience, nearly 70 percent of families now feel more connected to their child's day-to-day education than ever before.⁷ This provides a springboard from which schools can forge deeper and more authentic relationships with families and community members moving forward, to support ongoing, improved outcomes for students.

To effectively respond to the needs of a community during this unprecedented time, school systems will need to make family and community engagement a priority throughout the school year. Most states and school system leaders built a reopening plan that deliberately solicited and incorporated feedback from a diverse group of stakeholders. Engaging with families and community leaders in this way led these leaders to articulate what it means to reopen schools safely—which entailed balancing considerations about the benefits to students of returning to in-person learning with concerns about the degree to which doing so could be accomplished safely. That tension between the two major concerns will continue to drive decisions throughout SY2020-2021, or as long as the pandemic continues.

While the majority of school districts have started the 2020-2021 school year remotely, many will shift to the hybrid or full in-classroom model when and if public health experts determine that doing so is safe—and it remains uncertain whether any or all of those shifts will have to be retracted if infection rates increase. Young students will be most susceptible to such shifts in schedule, so schools will need to make a concerted effort to engage those families by providing clear guidance in how to prepare their young learners to cope with the changes.

⁷ Learning Heroes (July 2020). Parents 2020. Covid-19 Closures – A redefining moment for students, parents, and schools. Retrieved from: <https://belearninghero.org/research/>

SYSTEMS CONDITIONS • ENGAGEMENT

Directly related to issues surrounding the various re-opening models is the need to maintain **education equity** as a key pillar in any plan. This nation's deep inequities associated with the so-called digital divide were starkly exposed during the months of remote learning in spring 2020, when one in five parents reported that their children were "very" or "somewhat" likely to be unable to complete their school work due to the lack of a computer or access to reliable WiFi at home.⁸ As family surveys have shown,⁹ many Pre-K and kindergarten students had very limited access to education in the spring, resulting in deferral of their instructional support into the first semester of the 2020-2021 school year. This problem calls for a prioritized approach to developing instructional content and accelerated-learning opportunities for these young students. In implementing the 2020-2021 school reopening plan, school system leaders should consider the following four values, which will undergird effective engagement with families and community partners.

Shared Vision: When students, families, and communities are deeply involved in identifying their own, unique needs and creating practical solutions to address them, those solutions are more likely to be effective and equitable. Students, families, and community members must have the opportunity for meaningful engagement—i.e., to be given the time and respectful attention to (a) discuss their concerns about the challenges associated with re-entry, (b) create solutions together, and (c) help to refine implementation strategies throughout the year. Schools, families, and community members need to establish a system for periodically taking stock in how their shared vision is being implemented. While the shared vision applies to all students, it must include specific details about how the transition into school will meet the developmental needs of the youngest learners.

Intentional Culture & Diversity: All members of the community must be represented. Neighborhoods within school systems have distinct needs, priorities, and conditions and are often highly fragmented along racial and ethnic lines. To ensure equitable engagement, school systems will need to monitor and refresh committee membership regularly and address barriers that prevent some members of the community from participating fully, including but not limited to access to transportation and childcare.

Authentic Collaboration: In every community, there are numerous local organizations—ranging from faith-based alliances to sports leagues, and from childcare or after-school care providers to YMCA/YWCAs or Boys and Girls Clubs—that have the potential to bring schools, families, and community members together to improve outcomes for children. Local organizations like these have deep connections with students and families and may understand their needs in ways that schools and school systems do not. It will be key for school leaders to set up child-focused, locally based networks with these trusted community advocates to share information and build partnerships that support young students' learning and developmental needs, both inside and outside the classroom.

Two-Way Communication: Sharing information regularly and transparently is critical, but school systems and schools also must create meaningful opportunities through multiple channels for all stakeholders to voice their concerns and to be heard: families and communities need to know whether and how their feedback was incorporated into decision-making.

⁸ Pew Research Center (April 2020). Fifty-three percent of Americans say the internet has been essential during the COVID-19 outbreak.

Retrieved from: <https://www.pewresearch.org/internet/2020/04/30/53-of-americans-say-the-internet-has-been-essential-during-the-covid-19-outbreak/>

⁹ National Institute of Early Education Research (NIEER) (July 2020). Young children's home learning and preschool participation experiences during the pandemic. Retrieved from: <http://nieer.org/wp-content/uploads/2020/08/NIEER-Tech-Rpt-July-2020-Young-Children%E2%80%99s-Home-Learning-and-Preschool-Participation-Experiences-During-the-Pandemic-AUG-2020-1.pdf>

SYSTEMS CONDITIONS • ENGAGEMENT

At this moment in time, U.S. school systems may need to call upon local communities to fill important new gaps exposed by the pandemic. Surveys of families in spring 2020 indicated that the abrupt shift to remote learning engendered both new, traumatic conditions for families¹⁰ and also the potential for families to engage with schools and support their children's learning in ways not seen before. For countless families striving to manage their children's remote learning needs with their own daily work demands, community or after-school programs may offer safe, supervised places in which children can learn. School systems that develop formal partnerships with such community entities and include them in trainings and communications will be doing a great service to their families.

Educator and staff engagement will also be essential. Educators and staff have feedback to share around their remote teaching experiences during the spring of 2020 and their evolving needs in SY 2020-2021. Families of young students turn to teachers and para-educators when they are facing challenges, which makes these educators critical partners in the school system's family-engagement efforts. School systems will benefit from engaging educators and staff closely as they implement re-opening plans and make ongoing adjustments in response to any challenges that arise throughout the year.

¹⁰ University of Oregon RAPID-EC Survey. <https://www.uorapidresponse.com/policy-action>

SYSTEMS CONDITIONS • ENGAGEMENT

A.1: Continue to gather information from families, students, and educators and share information during the first phase of the school year.

Create multiple avenues to gather ongoing feedback on critical issues. Continue to use feedback to drive decisions for the 2020-2021 school year.

STEPS	RESOURCES
<p>Continue to gather information from families, students, and educators to inform systemwide decisions and improve implementation.</p> <p>Find and reach out to families who have been disengaged from the schools (i.e., families no longer accessible or those who decided on alternative modes to schooling).</p> <p>Host listening sessions with families to learn how the reopening of schools, regardless of the model, has worked for them and what adjustments and improvements could be implemented.</p> <p>Include outreach to families of young learners transitioning to school from Head Start or childcare programs.</p> <p>Have school administrators establish office hours during which families can call to ask about daily routines, expectations of Pre-K or kindergarten students who have just started their first year of school.</p> <p>Clarify for families the school's grading and attendance policies for young learners in all learning settings (remote, in-person, or hybrid).</p> <p>Discuss with families their arrangements for remote learning (i.e., whether it takes place in the family home or in another setting).</p> <p>A.1.1 Provide selected resources to families of young learners for home schooling as a complement to the instructional materials shared in online classes.</p> <p>Schedule periodic, parent/teacher calls to monitor well-being of the student and family, especially for children who have just transitioned into Pre-K or K, as their first year of school.</p> <p>Periodically review the current COVID-19 safety and health precautions; confirm that families know how to monitor their children's health and how to notify the school in the event of sickness.</p> <p>Schedule virtual parent/teacher conferences at the regularly scheduled time in the fall and establish a vision and learning plan for the year.</p> <p>In general, establish two-way communication by:</p> <ul style="list-style-type: none"> · Reconfirming family contact information · Sharing school system contact information with families · Clarifying when and how families will hear from the school and/or the teacher next · Considering the addition of a designated forum or hotline for families of students with disabilities and ELs 	<p>Alabama family survey</p> <p>Cases of family engagement in four districts</p> <p>Tools of family communication during times of remote learning</p> <p>Finding Missing Students</p> <p>Personal Relations and Reconnecting with Families</p>

SYSTEMS CONDITIONS • ENGAGEMENT

B.1: Communicate critical transition information to families and community partners.

In case of transitioning to a different schooling model (e.g., from all-remote learning to a hybrid model or variations thereof), school system leaders need to clearly communicate decisions about student schedules, transportation, available resources, and any other relevant information regarding the new model.

STEPS	RESOURCES
<p>Provide ongoing communication to all families (through social media, online, and print materials) about the vision and implementation plans for the school year. Share messages in clear, culturally relevant ways and (to the greatest extent possible) in each family’s home language.</p> <p>Include such outreach information as:</p> <ul style="list-style-type: none"> · How the school has incorporated student and family input into the decisions about the transition · How families can continue to provide feedback throughout the school year · When and how families can expect to receive updates from district leadership · Help Desk contact information for families having IT issues <p>Include information for young learners:</p> <ul style="list-style-type: none"> · Clearly explain how the transition to the new mode of schooling will work and what the new routines will be <p>B.1.1 · Provide information about the options for transportation to school and confirm each family’s preferences</p> <p>Include such information about the transition as:</p> <ul style="list-style-type: none"> · Specific daily and weekly schedules and how the schedule will be affected if changes are required (to set clear expectations) · Bus schedules and information on other transportation options, for hybrid and in-classroom modes · Adjustments in the use of technology and ongoing IT learning opportunities for families · At-home curricular resource pick-up and family training opportunities · Community-based support resources, including childcare, enrichment programs, and after-school activities <p>Consider using community leaders and neighborhood organizations and/or local faith communities to share the school’s key messages with their constituents.</p>	<p><u>Communicating with Families of Newcomer English Learners</u></p> <p><u>Strengthening Partnerships with Families of English Language Learners</u></p> <p><u>Seattle Listening & Learning Tour</u></p> <p><u>Pittsburgh Public Schools text messaging intervention</u></p> <p><u>FastTalk Text Engagement Platform</u></p> <p><u>Talking Points app – enables teachers to write a text message in English and have it translated into one of 100 languages</u></p>

SYSTEMS CONDITIONS • ENGAGEMENT

STEPS	RESOURCES
<p>B.1.2</p> <p>Share resources with families and community groups, including any groups running satellite, remote-schooling initiatives, to support them in facilitating online learning. Share messages in clear, culturally relevant ways and (to the greatest extent possible) in each family's home language. Consider:</p> <ul style="list-style-type: none"> · Disseminating a directory of partner organizations offering social services and supports to families and staff · Asking families to sign Family Educational Rights and Privacy Act (FERPA) releases to allow schools and community partners, including those operating publicly-funded Pre-K programs, to share student information and discuss how to support any students attending a community program on remote learning days. Ensure that student data privacy protections remain in place. · Building or enhancing a website to share all available resources, with information about how to access grade-specific guidance documents—to enable families and caregivers to better support young learners. This website could include summaries of the relevant content standards; tips for incorporating learning into family life; and ideas for engaging young learners in hands-on activities and projects at home. · Publishing a monthly e-mail newsletter to share resources and learning materials with families and caregivers. · Launching monthly webinars for families addressing common issues associated with remote or hybrid learning (e.g., supporting multiple children's learning simultaneously, addressing children's anxiety about COVID-19, creating a realistic daily schedule, etc.). · Reviewing engagement and outreach data to determine what additional training or supports teachers and leaders need to maintain family and community engagement. · Where possible, survey community partners for needs or efficiencies the school may be able to support, such as bulk purchases for safety equipment. 	<p>North Carolina Remote Learning Resources</p> <p>Miami Dade Instructional Continuity Plan</p> <p>Trusted Resources from Learning Heroes' Quarantined Mom</p> <p>Rights of Parents or Guardians who do not speak, listen, read, or write English proficiently because it is not their primary language</p> <p>Guidance on Student Privacy and FERPA</p> <p>Ohio Department of Education Family Portal</p>
<p>B.1.3</p> <p>As conditions allow, conduct virtual or in-person home visits with each family:</p> <ul style="list-style-type: none"> · Check on the social and emotional well-being of both the student and the family, to better understand any new challenges they may be facing (e.g., family sickness or loss, unemployment, etc.) · Establish student learning goals and create a process with the family for checking in about the child's progress toward those goals. · Identify any IT training or other assistance families may need to better support their student's learning, including meals, transportation, after-school childcare, etc. · Apply best practices for home visiting, especially when visiting young learners who just entered the school system. <p>Develop strategies for hard-to-reach families (e.g., designate a staff member to handle family communications); build relationships; conduct more frequent check-ins; and prioritize hard-to-reach families for additional supports and resources as needed, if feasible.</p>	<p>Family Wellness Check In Guidance</p> <p>Strategies to Engage Unreached Families During COVID-19</p> <p>8 Useful School Home Visit Resources For Teachers</p> <p>Partners Education in A Dual Capacity-Building Framework for Family-School Partnerships</p> <p>Zero To Three Home Visit Community Planning Tool</p> <p>Partnering with Families Virtually</p> <p>Academic Parent Teacher Teams</p> <p>Connect with families through home visiting</p>

SYSTEMS CONDITIONS • TECHNOLOGY

TECHNOLOGY

A: Maintain technology needs

Identify the electronic devices, software programs, online platforms, etc. which match the curriculum and student needs, including specific curricular programs, learning platforms, accessibility accommodations, and single sign-on capabilities.

STEPS	RESOURCES
<p>A.1</p> <p>Understand the hardware and software needed to support student learning, given the curricula and other materials which have been selected:</p> <ul style="list-style-type: none"> · Identify whether the curricula and materials for K–2 include digital components. Specifically consider the following for all curricular programs: <ul style="list-style-type: none"> - What device requirements and app requirements are necessary? - Do the curricula work effectively on multiple devices? - Are specific apps required and available for download, and do are they downloadable on all devices? - What bandwidth is required to run curricula? - Does the program require specific logins? 	<p>EdReports Curricula Reviews with Technology Information</p> <p>(Includes mathematics and English Language Arts [ELA] resources for K–2.)</p>
<p>A.2</p> <p>Monitor the learning platforms being used:</p> <ul style="list-style-type: none"> · Does the planned schedule work for teachers and students? · Is the learning platform developmentally appropriate for young learners? 	<p>Learning Management System Decision Making Tool</p> <p>CICS Remote Learning Pilot (district exemplar)</p> <p>CVES Remote Learning Strategy (district exemplar)</p>

SYSTEMS CONDITIONS • TECHNOLOGY

B: Determine what exists, and fill any technology gaps

Take an inventory of available devices and programs; identify what to procure during the school year to achieve 1:1 access for educators and students; and secure internal funding or external support; and procure as needed.

STEPS	RESOURCES
<p>B.1</p> <p>Periodically check in with parents about whether their children can use the device and the quality of their Wi-Fi connection. In cases where devices are unavailable or not functioning, purchase hardware and software as needed to achieve a 1:1 device-to-student and device-to-staff member ratio.</p> <ul style="list-style-type: none"> · Explore all funding sources. · Identify organizations that may be able to provide philanthropic or in-kind support for technology needs, as necessary. · Review budget and reallocate funds as needed, so all students and teachers have access to a device and Wi-Fi/hotspot, and they have any software necessary to engage in teaching and learning remotely. 	<p>Closing the Digital Divide: Inside Cleveland's Plan to Treat Broadband Like a Public Utility Service — and to Pay for Every Student to Get Online</p>
<p>B.2</p> <p>Establish a list of identified families and staff who lack WiFi access and communicate with them about a technology distribution schedule and plan.</p> <p>Prepare materials to share with families/staff when technology is distributed, including:</p> <ul style="list-style-type: none"> · Device use policy and student/staff device usage agreements · Dates, times, and locations (in-person or remote) to receive training on how to use the technology · Tech support contact information and protocols for requesting IT support <p>If a significant percentage of a community lacks Internet access via broadband or cell infrastructure, consider:</p> <ul style="list-style-type: none"> · Partnering with local-access television stations to broadcast asynchronous lessons · Combining a paper-based curriculum (i.e., textbooks and hands-on manipulatives delivered to students' homes) with phone check-ins by teachers · Partnering with local agencies to designate public Wi-Fi "hot spots" in neighborhoods and school parking lots <p>For devices being distributed to students and families, determine whether to track and collect these materials at the end of the school year. Note that many school systems have determined it is less expensive to provide devices to students than to track and refurbish them. If tracking is preferable, develop a system for inventorying, repairing, and replacing devices.</p>	<p>Planning and Implementing a Wi-Fi Zone (in rural settings)</p> <p>"School districts are transforming buses into Wi-Fi hotspots for students without Internet"</p>

SYSTEMS CONDITIONS • TECHNOLOGY

C: Maintain schedules for training and support of educators, families, caregivers, and community partners

Build a training and support plan to prepare all stakeholders, including those supporting students on remote school days, for device and program use.

STEPS	RESOURCES
<p>C.1</p> <p>Communicate roles of teachers, students, and families when teaching remotely and include the following:</p> <ul style="list-style-type: none"> • Access the curricula and materials for young learners • Complete/submit assignments and receive feedback • Schedule virtual meetings to enable young learners to engage with their teacher(s) for remote instruction and interact with other students • Ensure families and children understand how to use technology tools and platforms effectively • Set up a Help Desk for families (in lieu of teachers taking on the role of tech support.) to provide technical support • Obtain and distribute remote software updates, as needed <ul style="list-style-type: none"> - Maintaining a FAQ in writing and audio teachers can distribute when they do not know technology answers - Posting remote learning sessions by grade online • Pilot new tools and solicit feedback from end users, including teachers, students (including students with disabilities and ELs), families. 	<p>Miami Dade Instructional Continuity Plan</p> <p>San Antonio School District Guidance on Using Technology in Pre-K</p> <p>Georgia's Pre-K Operating Guidance permitting (non-public school) Pre-K programs to purchase technology for remote learning</p>
<p>C.2</p> <p>Plan for and communicate with families about how to:</p> <ul style="list-style-type: none"> • Log onto the device • Access all necessary programs, inclusive of all curricular programs • Monitor their student(s)' completion of assignments • Contact teachers or other staff with questions or concerns • Access ongoing technical support 	<p>The First Assistive Technology I Recommend to Parents (for young learners)</p> <p>TODAY Show Parenting Guide: Curriculum for Home-School (Kindergarten)</p> <p>Bilingual Parent Toolkit (Pre-K-3)</p> <p>Californians Together (in Spanish)</p> <p>Abriendo Puertas</p>
<p>C.3</p> <p>Continue support for teachers/staff and communicate with them about how to:</p> <ul style="list-style-type: none"> • Log onto the device • Limit online sessions to 30 minutes for Pre-K and K and up to 45 minutes for grades one and two • Balance online instruction with homework/assigned projects • Provide feedback on student work daily • Monitor students' progress and discuss it with families • Collaborate with special education teacher to ensure young students with Individualized Education Programs (IEPs) in inclusive settings receive the appropriate accommodations, modifications, and other services • Conduct IFSP/IEP meetings virtually • Collaborate with English language development (ELD) teachers and specialists to make sure that ELs have equitable access to content learning • Enroll, screen, on-board, and provide ELD services to incoming ELs • Continue to provide designated ELD instruction to ELs • Access ongoing tech support 	<p>Conducting Virtual IEP Meetings</p> <p>A look at distance learning strategies for success</p> <p>No online learning? With schools closed from coronavirus, these teachers air TV lessons</p>

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

STAFFING & SCHEDULING

Adequate and appropriate staffing will be critical in addressing the equity challenges that many schools will confront this year. Every year, SEAs work to provide the most vulnerable students and schools with access to effective, diverse teachers and leaders. While staffing has been established for the beginning of the 2020-2021 school year, transitioning to different modes (e.g., from remote to hybrid learning) might require some schools to implement new staffing patterns.

This year, due to the complexity of schedules and the particular needs of young students, schools will need to heighten their focus on appropriate roles and positions to address new needs as they arise. New learning scenarios— in-person, hybrid, remote—and the transition among them will require staff to take on responsibilities that may be outside their traditional roles to help students transition smoothly to new learning environments. Given this situation, collaboration across staff teams will be even more essential: it is likely that numerous staff members will be called upon to support the same students in the same content area, in order to implement schedules that meet health and safety requirements and also work for young students and their families.

Staffing publicly-funded Pre-K programs in a mixed service-delivery setting may be challenging. For instance, since schools might be on a remote schedule while publicly-funded Pre-K programs stay may be taking place in person in childcare centers, non-public nursery schools, or Head Start settings. (A separate set of considerations for such a scenario is provided, below.)

In order to efficiently staff publicly-funded Pre-K programs in a mixed-delivery setting and to fairly support the educators, systems will need to operate with varying and tightly planned schedules. These plans will require aligning the roles of the educators among the different settings (e.g., Head Start, childcare centers) and school system student schedules, especially for hybrid scenarios. Even more, educators will need clear communication, training, and opportunities to provide feedback.

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

Educator Roles

Educator roles will need to shift in the coming year in order to meet the well-being and learning needs of students in remote, hybrid, and in-person settings. The table below outlines the most important roles school-based educators will need to play to meet students' needs in all three teaching and learning scenarios and as students move among these scenarios.

ACADEMIC LEADERSHIP				
ROLE	RESPONSIBILITIES	DESIRED KNOWLEDGE & SKILLS	WHO MIGHT FILL THIS ROLE?	MODELS THAT INCLUDE THIS ROLE
Content Lead (Grade Level or Department Level)	<p>Plan grade-level instruction, using curriculum and Priority Instructional Content from previous grade to inform plans for scaffolding learning.</p> <p>Create master lesson plans for all teachers in the grade level/ course.</p> <p>Facilitate weekly Content Team Meetings (e.g., supporting staff in using the curriculum and analyzing student work).</p>	<p>Deep knowledge of content standards and curricular resources, including prioritization and sequencing</p> <p>Skilled in using analysis of student work and assessment data to make appropriate adjustments to lessons</p> <p>Ability to cultivate a professional, collaborative adult culture</p> <p>Expertise in instructional strategies</p>	<p>Current teacher leaders or other teachers with a deep knowledge of the standards and a strong track record of lesson planning and leading professional learning for other teachers</p> <p>Principal or AP</p>	<p>Resources below describe in detail staffing and scheduling for elementary schools:</p> <p>Family choice elementary</p> <p>Schoolwide hybrid</p> <p>Transition grade in-person</p> <p>Hybrid A/B weeks</p>

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

REMOTE LEARNING ROLES				
ROLE	RESPONSIBILITIES	DESIRED KNOWLEDGE & SKILLS	WHO MIGHT FILL THIS ROLE?	MODELS THAT INCLUDE THIS ROLE
School-Level Remote Learning Lead	<p>Lead and monitor remote learning across the school (e.g., choosing remote learning tools).</p> <p>Resolve challenges for families (e.g., providing resources, responding to emails).</p> <p>Support Grade-Level Remote Learning Leads and teachers more generally in technology use.</p>	<p>Knowledge of remote learning tools and platforms</p> <p>Knowledge of remote facilitation techniques</p> <p>Technical skill in using remote learning tools and platforms</p> <p>Skilled in seeking feedback from stakeholders and applying a continuous improvement process</p>	<p>School technology lead</p> <p>Teachers who had the most success with remote learning this spring</p>	<p><u>Early grades in-person (K-3)</u></p> <p><u>Family choice elementary</u></p> <p><u>Schoolwide hybrid</u></p> <p><u>Highest-need students in-person</u></p> <p><u>Transition grade in-person</u></p>
Grade-Level Remote Learning Lead	<p>Work closely with Content Lead to adapt curricular materials for remote instruction.</p> <p>Support teachers in creating and maintaining student learning plans on learning management system.</p> <p>Provide support for teachers in problem-solving around challenges with remote instruction.</p>	<p>Skilled in the creation of engaging remote lessons, with knowledge of remote facilitation techniques</p> <p>Technical skill in using remote learning tools and platforms</p>	<p>Interventionist</p> <p>Instructional Coach</p> <p>Librarian</p>	<p><u>Family choice elementary</u></p> <p><u>Schoolwide hybrid</u></p> <p><u>Highest-need students in-person</u></p> <p><u>Transition grade in-person</u></p>
Classroom-Level Remote Facilitator	<p>Provide instructional support for a small group of remote students to participate in homeroom-based instruction with in-person peers.</p> <p>Ensure that remote students can engage fully in the lesson led by an in-person teacher.</p> <p>Provide small group instruction apart from homeroom instruction.</p>	<p>Basic content knowledge</p> <p>Knowledge of appropriate instructional scaffolds</p> <p>Classroom management skills</p> <p>Technical skill in using remote learning tools and platforms</p>	<p>Non-certified staff (e.g., aides, paraprofessionals, residents, others) who understand the technology being used</p>	<p><u>Hybrid A/B days</u></p>

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

CARE TEAM ROLES				
ROLE	RESPONSIBILITIES	DESIRED KNOWLEDGE & SKILLS	WHO MIGHT FILL THIS ROLE?	MODELS THAT INCLUDE THIS ROLE
Care Team Leader	<p>Facilitate meetings with members of the Care Team and coordinate referrals to community-based organizations.</p> <p>Lead professional learning on trauma-informed practices.</p> <p>Provide 1:1 support for students who need help coping with grief, stress, and anxiety; regularly communicate with students' families.</p>	<p>Understanding of practices to support social-emotional well-being and mental health</p> <p>Knowledge and skills in trauma-informed instruction</p> <p>Ability to form strong relationships with students and families</p>	<p>Principal</p> <p>Assistant principal</p> <p>Counselor</p> <p>Social worker</p>	<p><u>Early grades in-person (K-3)</u></p> <p><u>Family choice elementary</u></p> <p><u>Schoolwide hybrid</u></p> <p><u>Highest-need students in-person</u></p> <p><u>Hybrid A/B days</u></p> <p><u>Transition grade in-person</u></p> <p><u>Hybrid A/B weeks</u></p>
Care Team - Grade Level Representative	<p>Provide 1:1 support for students who need help coping with grief, stress, and anxiety; regularly communicate with students' families.</p> <p>Collaborate with the Care Team leader to connect families to community resources as needed.</p>	<p>Understanding of practices to support social-emotional well-being and mental health</p> <p>Ability to form strong relationships with students and families</p>	<p>Educators who build consistently strong relationships with students</p>	<p><u>Early grades in-person (K-3)</u></p> <p><u>Family choice elementary</u></p> <p><u>Schoolwide hybrid</u></p> <p><u>Highest-need students in-person</u></p> <p><u>Hybrid A/B days</u></p> <p><u>Transition grade in-person</u></p> <p><u>Hybrid A/B weeks</u></p>

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

OUTREACH & OPERATIONS ROLES				
ROLE	RESPONSIBILITIES	DESIRED KNOWLEDGE & SKILLS	WHO MIGHT FILL THIS ROLE?	MODELS THAT INCLUDE THIS ROLE
Family and Community Liaison	<p>Engage families by regularly and proactively communicating, responding to questions, and providing resources.</p> <p>Engage families in decision-making (e.g., via feedback surveys).</p> <p>Coordinate with community partners to provide enrichment opportunities and/or physical space for remote learning.</p>	<p>Ability to form strong relationships with students and families</p> <p>Knowledge of community resources</p> <p>Skilled in seeking feedback from stakeholders, evaluating feedback, identifying needed adjustments, and applying a continuous-improvement process</p>	<p>Current family liaison</p> <p>Clerk or front office manager</p> <p>An educator who has deep connections in the community</p>	<p><u>Early grades in-person (K-3)</u></p> <p><u>Family choice elementary</u></p> <p><u>Schoolwide hybrid</u></p> <p><u>Highest-need students in-person</u></p> <p><u>Hybrid A/B days</u></p> <p><u>Transition grade in-person</u></p> <p><u>Hybrid A/B weeks</u></p>
Technology Operations Lead	<p>Manage inventory and distribution of technology devices, needed accessories/add-ons, and software.</p> <p>Provide training and support on access to and use of all technology.</p> <p>Oversee ongoing technical support and maintenance.</p>	<p>Knowledge of remote learning tools, platforms, and systems</p> <p>Knowledge of remote facilitation techniques</p> <p>Technical skill in using remote learning tools and platforms</p> <p>Skilled in seeking feedback from various stakeholders and applying a continuous-improvement processes</p> <p>Skilled in breaking down complex, technical topics into easy-to-understand steps</p>	<p>School technology lead</p> <p>Office or business manager</p> <p>Assistant principal for operations</p>	<p><u>Family choice elementary</u></p> <p><u>Hybrid A/B days</u></p> <p><u>Transition grade in-person</u></p> <p><u>Hybrid A/B weeks</u></p>

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

Educator Roles (Pre-K)

In many districts, publicly-funded Pre-K is being delivered in schools, childcare centers, nursery schools, and/or Head Start programs. As noted above, it is very likely that schools could be operating on a remote learning schedule while Pre-K students in childcare centers and nursery schools are offering in-school classes with a remote learning option for families of preschool-age children who do not select the in-classroom option. In this situation, the district or individual schools might extend their remote learning routines to those families.¹² The table below offers considerations for the educator roles of publicly-funded Pre-K across several settings, with the district/individual schools taking the lead.

ROLE	RESPONSIBILITIES	DESIRED KNOWLEDGE & SKILLS	WHO MIGHT FILL THIS ROLE?	MODELS THAT INCLUDE THIS ROLE
Family and Community Liaison	<p>Survey families across all Pre-K settings.</p> <p>Disseminate materials to families via both school- and community-based settings.</p> <p>Coordinate technology, staffing, and scheduling needs with those who hold educator roles in both the school and community-based programs. (See above.)</p>	<p>Knowledge of Pre-K in community-based programs.</p> <p>Strong management skills to coordinate action across staff, both within the school and via community-based programs.</p> <p>Skilled in seeking feedback from stakeholders and applying a continuous-improvement process</p>	<p>Current family liaison</p> <p>Clerk or front-office manager</p> <p>An educator with deep connections in the community (e.g., community outreach worker at community schools)</p>	Use DILOs

¹² For a detailed listing of state plans that included specific guidance for Pre-K, see: Weisenfeld, G. (August 2020). Review of state school reopening plans and implications and suggestions for state funded Pre-K programs. Retrieved from: http://nieer.org/wp-content/uploads/2020/08/PolicyBrief_prek_reopen_fall_2020_UPDATE_8.27.20.pdf

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

ROLE	RESPONSIBILITIES	DESIRED KNOWLEDGE & SKILLS	WHO MIGHT FILL THIS ROLE?	MODELS THAT INCLUDE THIS ROLE
Pre-K Content Learning Lead	<p>Plan Pre-K-level instruction, using Pre-K curriculum to inform plans for scaffolding learning.</p> <p>Create master lesson plans for all Pre-K teachers in the schools and community-based programs.</p> <p>Facilitate weekly Pre-K Content Team Meetings (e.g., supporting staff at community-based programs in using the curriculum with Pre-K students either in person or remotely.)</p>	<p>Deep knowledge of Pre-K content standards and curricular resources, including prioritization and sequencing</p> <p>Skilled in developmentally appropriate practices</p> <p>Using analysis of young learners' response to in-classroom vs. remote learning routines</p> <p>Using formative assessment data to make appropriate adjustments to lessons</p> <p>Ability to cultivate a professional, collaborative adult culture between schools and community-based providers</p> <p>Expertise in instructional strategies for Pre-K</p>	<p>District lead on Pre-K/ECE</p> <p>Lead teacher or instructional coaches</p>	
Technology Operations Lead	<p>Provide training and support on access and use of devices at community-based programs. (For Pre-K students enrolled in community-based programs whose families have opted for remote learning)</p> <p>Oversee ongoing technical support and maintenance.</p>	<p>Knowledge of remote learning tools and platforms and systems</p> <p>Knowledge of remote facilitation techniques</p> <p>Technical skill in using remote learning tools and platforms</p> <p>Communication skills with families in need of tech support.</p>	<p>District or school technology specialist</p>	

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

Scheduling Models

Every school system faces a unique set of circumstances—including the number of schools, school size, grade configurations, staffing models, and family needs—which will impact the development of their school schedules. This section provides model schedules which school system leaders can use during the school year. These models are not intended to be used exactly as-is; they are intended as examples that SEA leaders can adapt to the unique needs of each school system.

While each model is unique, every model schedule aligns to the following principles with regard to young students:

Students with disabilities who need to always attend in-person school can do so.

Self-contained classrooms and staff are allocated to educate these students.

Pre-K–2 students should receive priority when phasing in transitions to in-classroom instruction.

Teaching foundational skills is particularly challenging in a remote learning model, because young learners cannot function as independently as their older peers.

Young students directly connect with at least one educator every day, including on remote days.

This includes participation in a daily community circle and, for students who have been most adversely affected by COVID-19, with a member of the school's Care Team.

Young students (K–2) have dedicated time each week for differentiated small group instruction.

This time is focused on supporting both students who are ready for acceleration and students with unfinished learning.

Teacher planning time is protected.

Planning time will need to include blocks for content-focused collaboration, check-ins for shared-student teams, and individual planning.

Teacher leadership roles extend the reach of teachers.

Roles that are important for this school year, including Remote Learning Leads and Content Leads, will enable teachers to support their peers with teaching and learning in hybrid and remote settings.

The following table addresses transitions during the school year from one mode of teaching to another during the school year.

Within each elementary grade span, models are listed that include an in-person option first, followed by hybrid models and fully remote models. While many schools may need to make adjustments to in-person student instructional time during this period (to accommodate physical distancing, needs for increased teacher collaboration, time for student classroom transitions, etc.), it is important to keep in mind that instructional time is critical to continue and accelerate student learning. Therefore, any time adjustments should be temporary, with schools making it a goal to return as quickly as possible to prior levels of in-person instructional time (at minimum) for each student.

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

ELEMENTARY SCHOOL MODELS					
MODEL	WORKS WELL WHEN	IN-PERSON	HYBRID	REMOTE	POTENTIAL VARIATIONS
Early grades in-person	<p>The school is prioritizing maximum in-person school for younger students.</p> <p>The option for systemwide remote learning is only temporary; all resource tradeoffs must happen within a school.</p> <p>Options should include phased-in attendance (i.e., start with Pre-K and K and follow with grades one and two.)¹²</p>	Grades Pre-K–3		Grades 4-5	<p>Assign different grade levels for in-person and remote learning</p> <p>If available, assign remote grades to systemwide or multi-school remote option</p> <p>Create outdoor schedules, if possible</p>
Family choice elementary	<p>There is high demand for remote school at all grade levels.</p> <p>The school has sufficient space and staff to accommodate all students who opt to attend in-person.</p>	Students who choose		Students who choose	<p>If available, assign remote students to a systemwide remote school</p> <p>Limit in-person seats based on school capacity.</p> <p>Provide home-visiting options for families with preschoolers</p>
Schoolwide hybrid	<p>The school is prioritizing a hybrid approach for all students who opt for it.</p> <p>Teacher teams are set up to adapt and provide instruction for a mix of in-person and remote learning.</p>		All students		Vary A/B rotation to be weekly or daily
Remote Schedule Companion that includes: Remote homeroom - and - Remote departmentalized schedules	<p>The school wants consistent daily schedules that establish helpful routines and limit demands for adult facilitation at home.</p> <p>The school wants daily, synchronous instruction that enables face-to-face instruction with a teacher, particularly in math, ELA, and science.</p> <p>The school is prioritizing daily connections for each student with at least one consistent adult.</p> <p>The school is prioritizing dedicated time for additional social-emotional support.</p>			All students	

¹² This approach was used in many European countries in the spring of 2020 as a way to mitigate the risk of infections while teaching staff and students were adjusting to the new routines.

SYSTEMS CONDITIONS • STAFFING & SCHEDULING

Additional tools and resources:

The links below provide decision points for shifting to different modes of instruction, with guidance on creating Day in the Life Of (DILO) simulations for young. Included are DILOs for 4-year-old students in [Pre-K/Head Start](#) and [childcare center](#) settings.

[This link](#) provides a report on the economics of districts shifting among different teaching modes with different staffing and schedules.

SYSTEMS CONDITIONS • MANAGING & IMPROVING

MANAGING & IMPROVING

School system data collection and analysis activities serve three essential functions: (1) signaling priorities to stakeholders; (2) monitoring the implementation and effectiveness of policies in order to adjust and improve; and (3) identifying where resources and supports are most needed. These essential functions remain important in the 2020-2021 school year; however, shifts toward more remote instruction and likely school disruptions may require school systems to monitor policies in new ways. This section includes guiding principles for developing and implementing a school system data collection plan in this unique environment. Note that the managing and quality-improvement process extends to the entire school system (or to elementary schools) but for the purposes of this document, the data collection and analyses shown will focus on Pre-K-3.

Set goals: Data collection should be in the service of improved progress toward a system's goals, such as grade-level outcomes or grade-level expectations. School systems should start by setting goals for the quality of outcomes with regard to young students, education staff, and families and then work backward to set milestones regarding quality and access. This year, the implementation of data collection for Pre-K-3 will have to be defined by the activities which must take place in order to meet key quality and access outcomes. However, it also must take into account the innovations and adaptations this year may require in response to external influences (i.e., possible gyrations in the rates of virus infections) during this school year:

Quality Goals: What are the outcomes that systems aim to achieve for staff, students, and families? For example, a system could set the quality goal: "100 percent of students make progress toward mastery of grade-level standards."¹³

Access Goals: What resources does everyone need access to in order to engage in the expected activities and achieve the intended outcomes? In the example above, the system might set the access goal: "100 percent of teachers and students have access to a high-quality curriculum and the technology (e.g., devices and Wi-Fi) needed to access that curriculum during periods of remote instruction."

Focus on equity in setting goals: When a target is set below 100 percent, systems should make clear that they expect all students and educator groups to have equitable access to the experiences and opportunities that will enable them to achieve expected outcomes. To monitor for equity, data-collection procedures will need to facilitate easy aggregation and disaggregation of data by student and educator groups. For example, when collecting data on students, it will be important to have mechanisms for collecting information on either (a) the student's school, grade-level, gender, race, special education status, and EL status; or (b) efficient, system-level ways to match any new data collected on students with system-level data on the same characteristics. A special focus should include the progress made by young students who started the 2020-2021 school year in Pre-K or kindergarten. If available, a kindergarten entry assessment or other screening data can serve as the baseline of learner profiles for incoming kindergarteners; it will be important that this data can be disaggregated by subgroups in order to gauge the gap among groups.¹⁴

¹³ It might be more feasible to take previous data, i.e., last year's data, on grade level outcomes as a baseline.

¹⁴ In Washington, South Carolina, and Ohio, the state mandated kindergarten entry assessments are being administered in remote or hybrid teaching modes.

SYSTEMS CONDITIONS • MANAGING & IMPROVING

Other Considerations

Prioritize and use data to understand progress toward access and quality goals:

Especially with a move toward remote instruction, school systems have an opportunity to collect data on many aspects of teaching and learning. Given the burden that data collection and analysis can place on stakeholders and systems' limited resources, systems can prioritize collection during the 2020-2021 school year. It will be valuable to break out data on young students (Pre-K–3) that are already part of the district's reporting system and to track and align that data to the system's access and quality goals.

Consider issues of privacy and equity in the collection of data. Systems already have processes in place for ensuring adherence to FERPA, as well as to other federal and local policies regarding data privacy. While those policies may apply only to students enrolled in public school, data-sharing agreements may already be in existence with community-based organizations operating publicly-funded Pre-K; if such agreements are in place, leaders will have revisit them in light of remote or hybrid learning scenarios, which includes Pre-K students with IEPs. In general, parents will need to sign the revised [FERPA releases](#), if a school system plans to share student-level data with those outside the school system (e.g., with community partners that are hosting students on remote learning days).

SYSTEMS CONDITIONS • MANAGING & IMPROVING

Sample Goals and Data Collection for Managing and Improving During the School Year (Pre-K–3)

ENGAGEMENT	
Data Sources	<p>Family surveys (before or throughout the school year, in anticipation of transitions to different modes of teaching)</p> <ul style="list-style-type: none"> · See TNTP COVID-19 Survey Questions Template, as applied to Pre-K and Elementary grades. · See compendium of school climate surveys (General information and links but not revised for COVID 19). <p>School or central-office based tracker for teachers and school leaders to record parent contacts and responses to questions.</p> <p>Attendance trackers for family engagement events (e.g., virtual Back to-School notes, parent teacher conferences).</p> <p>Community survey and committee feedback.</p>
Implementation Phase	<p>Quality: ____ % of families report satisfaction with the school's efforts to share information and engage them in decision-making.</p> <p>Quality: ____ % of community-based partners report satisfaction with access to systems, staffing resources, and data to effectively support student success.</p> <p>Quality: ____ % of community partners have clear partnership plans and a specific school/district point of contact.</p> <p>Quality: ____ % of students and families express satisfaction with their experiences from school/district.</p> <p>Quality: ____ % of students and families express satisfaction with their experiences with community partners.</p> <p>(Reminder: Keep tracking Access and Implementation Goals if they have not been met.)</p>

SYSTEMS CONDITIONS • MANAGING & IMPROVING

Sample Goals and Data Collection for Managing and Improving During the School Year (Pre-K–3)

TECHNOLOGY	
Data Sources	<p>Technology distribution tracker by student and family</p> <p>IT Help Desk trackers</p> <p>Technology Training attendance</p> <p>Student/Family Survey about access to technology and satisfaction with quality of technology</p>
Implementation Phase	<p>Access: ___ % of students/families have the technology they need.</p> <p>Access: ___ % of low-income students (FRM) have the technology they need.</p> <p>Access: ___ % of EL students have the technology they need.</p> <p>Access: ___ % of students with disabilities have the technology they need.</p> <p>Access: ___ % of AA students have the technology they need.</p> <p>Access: ___ % of students/families, ___% of community partners, and ___% of staff participate in tech training.</p> <p>Quality: ___ % of tech support requests are responded to within one school day, and ___% of issues preventing students from accessing the curriculum and/or staff from delivering content are resolved the same school day.</p> <p>Quality: ___ % of staff, students, families, and community partners supporting student learning time report satisfaction with technology devices and ongoing support.</p> <p>(Reminder: Keep tracking Access and Implementation Goals if they have not been met.)</p>

SYSTEMS CONDITIONS • MANAGING & IMPROVING

Sample Goals and Data Collection for Managing and Improving During the School Year (Pre-K–3)

STAFFING & SCHEDULING	
Data Sources	<p>School-based trackers</p> <p>Central office management systems</p> <p>Staff survey data and response rates</p> <p>PD attendance tracker</p> <p>PD feedback survey data</p> <p>Teacher and leader check-ins or meetings</p> <p>Remote check-ins sign-up tracker</p> <p>Student feedback survey</p> <p>Classroom observation (for hybrid and in-person)</p> <p>Student outcome measures</p>
Implementation Phase	<p>Access: ____ % teaching roles in core content areas and 100% of roles that support students with IEPs and ELs are filled.</p> <p>Access: ____ % of schools have assigned new critical (see: Educator Roles) for hybrid and remote learning.</p> <p>Access: ____ % of novice teachers have an assigned mentor.</p> <p>Access: ____ % of community partners supporting student learning time are connected to school system training, resources and, where applicable, staffing (e.g., substitutes, virtual teachers, etc.).</p> <p>Access: ____ % of community partners providing remote learning at their program sites (including family care providers).</p> <p>Quality: ____ % of teachers and leaders report satisfaction with the support their school/school system has provided.</p> <p>Quality: ____ % of teachers report those in the new educator roles are providing high quality support with teaching in hybrid and remote learning scenarios.</p> <p>Quality: ____ % of community partners report satisfaction with the remote learning support for young students in Pre-K–3 (including afterschool programs).</p>

WELL-BEING & CONNECTIONS

Implementation in School Year 2020-2021

WELL-BEING & CONNECTIONS

Teachers, students, and their families returned to school this fall amid three profound crises: an unprecedented global pandemic, social upheaval as the nation reckons with its legacy of systemic racial oppression, and a severe economic downturn that uprooted the lives of many families whose young children attend school. For this reason, as school systems and school leaders, educators, and staff members implement the 2020-2021 school year, it will be critical to prioritize well-being and connectedness, which research shows are prerequisites to effective teaching and learning.¹⁵

To do this, school communities will need to build conditions for healing and learning that promote reliable, responsive relationships; offer inclusive, safe school climates; and provide for rich, rigorous instructional supports regardless of whether learning takes place in-person, remotely, or via some hybrid of the two.

Schools play a critical role in the social, emotional, and mental health and wellbeing of students, and therefore, in students' ability to thrive in their relationships, professions, communities, and our democracy. This moment is challenging but brings the opportunity to reflect honestly on how education systems have not served students, including young learners, in the past and to create a new normal—a systemic and sustainable approach with equity at the center.

Key Principles of Well-Being & Connections

This guidance offers tangible action steps and aligned resources in key focus areas to support school systems and schools in prioritizing well-being and connections for the year ahead. It is founded on four key principles:

Prioritize safe, supportive, equitable environments that promote positive relationships. Learning science affirms teaching and learning depend on self-regulation and safety. Neuroscientist Bruce Perry offers a simple “3 Rs” framework¹⁶ to inform practice: *Regulate*, *Relate*, and *Reason*. In order to effectively teach, learn, and thrive, adults and children must first feel physically and emotionally calm and settled (“regulate”), then feel socially and emotionally connected through safe and supportive relationships (“relate”), and only then can feel ready and able to engage with formal instruction and learning (“reason”). Recognizing the effects of trauma on the brain also informs equity-focused approaches to healing-centered practices in education (also known as trauma-informed practices). By recognizing and acknowledging certain human behaviors as indicators of underlying trauma, school leaders can develop the appropriate assessments, policies, and interventions to support healing and learning and to build resilience. Such interventions are particularly relevant for children in Pre-K–3, who are just beginning to develop the coping and self-regulation mechanisms and behavioral dispositions that older students' brains (under normal circumstances) have already started to form. A successful approach to well-being must take into consideration the developmental milestones of these very young learners. In onsite settings, teachers and staff can create supportive environments that promote positive relationships; however, in remote-learning settings where children are physically disconnected from the school environment, schools will need to find alternative ways to prioritize those positive behaviors

Take an asset-based approach that focuses on strengths and values diversity in race, culture, language, ability, and thought. Success is achievable for all students when they are allowed to exercise self-agency, build on their strengths, and develop resilience with the support of their schools, families, and communities. Young students are in the formative stages of development in these areas and are just becoming aware of their own strengths and resilience. However, school systems which place a deliberate and strategic focus on supporting students' social and emotional competencies—i.e., through applying asset-based standards and pedagogical approaches—will be able to detect emerging dispositions of such competencies among young students, as displayed in their interactions with others and their abilities to cope and adjust to new situations. While it will be difficult to make such observations in remote settings, teachers and childcare professionals can engage the students' family members in looking out for these behaviors and reporting back.

¹⁵ Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020) Implications for educational practice of the science of learning and development, *Applied Developmental Science*, 24(2), 97–140, <https://www.tandfonline.com/doi/pdf/10.1080/10888691.2018.1537791?needAccess=true>

¹⁶ Perry, B. (n.d.). The 3 Rs: Reaching the learning brain. <https://beaconhouse.org.uk/wp-content/uploads/2019/09/The-Three-Rs.pdf>

WELL-BEING & CONNECTIONS

Revisit and modify existing policies and practices to ensure that they are asset-based, culturally responsive, and grounded in valuing students from all races. Data indicate that, in too many cases, schools are overlooking opportunities to serve their most vulnerable young students, including those from under-resourced communities, immigrants, English learners (ELs), those with disabilities, and young students of color.¹⁷ Working to foster wellbeing and connections in schools will lead to a transformation of U.S. public schools into places that are culturally responsive and sensitive to the conditions of learning for young students of color and children from other historically marginalized populations.

Leverage data and input from educators, staff, students, families, and communities to continuously improve. This guidance asks educators to engage in a process of ongoing reflection and continuous improvement that leverages data and input from the school community. Such a data-driven cycle of inquiry depends on systematically examining assessment findings as well as feedback from diverse sources; it places family feedback at the core and does so on an ongoing basis, adjusting course frequently as needed. To ensure that this work is grounded in equity, it is important for educators to work with disaggregated data. To the greatest extent possible, all data should be disaggregated by race, ethnicity, socioeconomic level, gender identity, sexual orientation, EL status, immigration status, and different-ability status.

The guidance addresses three major approaches to implementing well-being and connections during the 2020-2021 school year.

¹⁷ National Association of Elementary School Teachers. (n.d.). The principal's guide to building culturally responsive schools. https://www.nyscommunityschools.org/wp-content/uploads/2019/04/NAESP_Culturally_Responsive_Schools_Guide.pdf

WELL-BEING & CONNECTIONS • STAFF WELL-BEING & CONNECTIONS

STAFF WELL-BEING & CONNECTIONS

The following section focuses on universal strategies for supporting school staff members working with young students (e.g., Pre-K–3 teachers, administrators, support staff, and other adults in the school/school systems) as they work with students during this unprecedented school year. It includes self- and collective-care guidance and strategies, as well as professional learning opportunities to support the well-being and connection of the school community. It is crucial for school systems and individual schools to recognize that staff members have also been impacted by the recent health and social crises and will return to school navigating their own challenges in terms of stress, adversity, and/or trauma. School environments must attend to the emotional needs and well-being of these key members of the school community—both for their own good and the good of the young students in their care.

WELL-BEING & CONNECTIONS • STAFF WELL-BEING & CONNECTIONS

A: Provide opportunities for staff and educators to connect, heal, and feel safe and supported during the school year.

STEPS	RESOURCES
<p>A.1 Periodically schedule a combination of virtual and in-person staff retreats, feedback forums, and/or meetings to check on how staff are feeling and gather input to inform ongoing engagement and supports. Consider surveying staff to solicit input for trainings and supports to foster their own well-being and connection as part of a broader process to complete a needs assessment and professional learning plan.</p>	<p>The Education Meeting Hub has created virtual meeting protocols for whole-school and team meetings for educators.</p>
<p>A.2 During remote learning phases, prioritize communication and collaboration between and among school staff working with young learners, Pre-K–3, to discuss their experiences with teaching remotely and what they need to be more effective. Give staff members opportunities to engage in staff-led community connections. Examples include a virtual game night, healing circle, affinity group, or staff forum.</p>	<p>The Center to Improve Social-Emotional Learning and School Safety at WestEd describes practical community-care strategies for school staff and administrators, specifically in the context of COVID-19.</p>
<p>A.3 Design opportunities for staff to assess their own well-being and cultivate self-care strategies, such as mindfulness, meditation, exercise, or personal goal-setting.</p>	<p>The compassion-satisfaction and compassion-fatigue self-assessment from the Professional Quality of Life Scale provides scores for individuals' burnout and secondary trauma.</p> <p>The Center to Improve Social-Emotional Learning and School Safety at WestEd describes how to support educators' personal social and emotional well-being during the COVID-19 crisis through self-care strategies.</p> <p>Broward Public School District launched a mindfulness initiative to help students, families, and staff connect to high-quality, online mindfulness-based education, support, and resources.</p>
<p>A.4 Share information with staff on how to access available well-being and mental health supports and medical care options, including telehealth options.</p>	<p>The National Center for School Mental Health created a webpage with mental health resources for the COVID-19 crisis, including telehealth.</p> <p>Los Angeles Unified School District created a Coronavirus response and recovery webpage with resources on available mental health supports.</p>
<p>A.5 Create concrete supports for staff in need of respite (by creating pool of rotating substitutes) or arrange for childcare for their children while they are required to teach remotely, either from home or from the school building.</p>	<p>Denver Public Schools support for teachers in need of childcare</p>

WELL-BEING & CONNECTIONS • STAFF WELL-BEING & CONNECTIONS

B: Offer professional learning programs to build the capacity of educators and staff to support student well-being and connection by focusing on building relationships, equity, and healing.

STEPS	RESOURCES
<p>B.1 Provide tools and resources to help teachers and school staff reflect on their own practice and assess their capacity to (a) support the well-being of young learners and (b) make connections focused on building relationships, equity, and healing.</p>	<p>Empathy Techniques for Educational Equity from Stanford's dSchool is a tool to help individuals develop awareness of the biases they bring to design work.</p> <p>ASCD has shared five actions for teaching for an antiracist future from Dena Simmons, Director of Education at the Yale Center for Emotional Intelligence.</p> <p>The Center for Great Teachers and Leaders developed a self-assessment and planning tool focused on educator resilience and trauma-informed self-care.</p>
<p>B.2 Review existing data on young students' experiences from spring2020 and the first quarter of SY2020-2021, both in and out of school, to inform decisions about staff needs for professional learning, as part of a broader process to complete periodic needs assessments.</p> <p>Consider collecting more information by surveying and communicating with families of young learners, especially with regard to their awareness of their own strengths and coping with changes.</p> <p>Maintain records of attendance of young students, especially Pre-K and kindergarten students, to ensure they stay engaged in remote learning scenarios.</p>	<p>Panorama Education provides a survey on distant learning for students, families, and educators.</p> <p>Turnaround for Children – Whole Child Inventory</p> <p>Cal SCHLS is providing school systems nationwide with access to its free, online Learning from Home Survey which includes English and Spanish for elementary grades.</p> <p>Attendance Works has developed a template with handouts, activities, and local resources that can be easily adapted to local circumstances to create your own state or local attendance toolkit.</p> <p>Closegap – Measures the social-emotional state of children</p> <p>Everfi – Social-Emotional Curriculum Lessons (2nd-4th graders)</p>
<p>B.3 Identify and select professional learning options that address identified staff members'/young students' needs related to trauma (e.g., forced evictions, death in family). Assign teams of teachers and other staff to work on social and emotional needs of the young learners and their families. Professional learning should include strategies that address mindsets as well as behaviors and practices.</p> <p>As needed, professional learning should directly address how to support young students; it also should include strategies for remote and hybrid learning environments.</p>	<p>The National Center for Safe and Supportive Learning Environment launched a Building Trauma-Sensitive Schools training package to introduce all school staff to the concept of trauma sensitivity.</p> <p>Wisconsin Department of Public Instruction's "Trauma Sensitive Schools Online Professional Development System" includes video, learning modules, and tools to help educators understand youth stress through a trauma-informed lens.</p>

WELL-BEING & CONNECTIONS • STUDENT WELL-BEING & CONNECTIONS

STUDENT WELL-BEING & CONNECTIONS

This segment presents universal strategies for supporting young students as they start school. These strategies focus on building relationships and creating positive learning environments, whether classes are in person, remote, or hybrid. As with adults, it is essential to recognize the widespread impact of the recent crises on students of all ages, but especially the very young. In addition to returning to school with stress, adversity, and trauma, students in Pre-K–3 may bring with them new perceptions about the world and behaviors which may be identified as challenging by parents and teachers; to respond appropriately, educators will need a strong knowledge base regarding the levels of support that are most appropriate.

WELL-BEING & CONNECTIONS • STUDENT WELL-BEING & CONNECTIONS

A: Implement universal Tier 1 strategies focused on creating safe, supportive, equitable environments.

STEPS	RESOURCES
<p>A.1 Schedule regular calls with all staff members to review young learners' responses to remote and hybrid modes of instruction. Include data from conversations with families about the students' level of engagement at home.</p>	<p>Panorama Education provides a wide range of survey instruments for understanding the experiences of students, families, and educators.</p> <p>Columbia University's Nature Science Program provides resources for young learners.</p> <p>Cal SCHLS is giving all school systems access to its free online Learning from Home Survey to assess students' and families' remote learning experiences.</p> <p>Attendance Works has developed a template with handouts, activities, and local resources that can be easily adapted to local circumstances to create your own state or local attendance toolkit.</p>
<p>A.2 Develop a plan of action for young learners who exhibit high stress levels, acting-out behaviors, or low levels of engagement. Work closely with families to identify their children's needs and jointly work on addressing them.</p> <p>Consider using a universal screener, if all staff have been trained in using it and have the capacity to both screen students for services and serve those who are identified for more tailored support. Note: In this case, opt for the universal screener over the Tier 2/3 screener. It is important to be aware that use of universal screeners can contribute to pathologizing and over-referring students, particularly students of color, to Tier 2/3 services. These practices can exacerbate disparities, cause additional harm to students and families, and inadvertently and inappropriately expend limited and expensive resources at Tiers 2/3. For this reason, it is key to train all staff on the screener and make sure they have the capacity to screen and serve all identified students with fidelity.</p>	<p>The School Mental Health Collaborative created an implementation guide with best practices in universal social, emotional, and behavioral screening.</p> <p>Using screeners for social-emotional well-being in young children which involve the parents</p> <p>Kaiser Permanente's Resilience in School Environments (RISE) index and measures can be used to assess social and emotional health at the school level.</p> <p>CDC recommendations for families on helping children to cope.</p>
<p>A.3 School administrators and lead staff integrate activities and events that address the school climate (for remote and hybrid scenarios) and connections of the school staff.</p> <p>Consider including:</p> <ul style="list-style-type: none"> • Explicit instruction of SEL skills • Integration of SEL with academics (see below: <i>Early Learning and Academics [Pre-K-3]</i>) about integrating Social, Emotional, and Academic Development (SEAD) into the prioritized curricular content) • Wraparound supports, such as tutoring, mentoring, and after-school programs, particularly when students are on remote or hybrid learning schedules • Ongoing communication with families (See Engagement, under System Conditions.) 	<p>CASEL's Reunite, Renew, and Thrive: Social and Emotional Learning Roadmap for Reopening Schools offers guidance on how SEL can provide a transformative foundation for reopening grounded in four critical SEL practices.</p> <p>Turnaround for Children's Whole-Child Inventory is a reflection tool used by school teams for the purpose of thinking about their current school systems, structures, and practices through a whole-child lens.</p> <p>The Committee for Children wrote a blog post, "The Place for Explicit SEL Instruction," that describes four considerations regarding explicit social-emotional skills instruction in a school or school system.</p>
<p>A.4 Identify community resources that may be available to increase the school's capacity to create safe, supportive, equitable environments and to support SEL, trauma-informed practices, and non-punitive practices.</p>	

WELL-BEING & CONNECTIONS • STUDENT WELL-BEING & CONNECTIONS

B: Develop systems and structures that promote positive relationships, and make sure every student has a meaningful interaction with an adult each day.

STEPS	RESOURCES
<p>B.1 Pair students with staff and share expectations for staff to reach out on a regular basis to check informally on young students' well-being. Young learners may need to hear from their adults once or twice a day. Others may need a connection just once or twice a week. Staff can send a text message, e-mail, video, or note to check informally on how the student is doing.</p>	<p>Harvard's Graduate School of Education released strategies for virtual and in-person relationship mapping to help educators make sure every student is known by at least one adult.</p>
<p>B.2 Implement structures that foster positive relationships, such as advisories, home room, daily community circle, mentorship programs, family and community engagement activities, and before-/after-school programs. For young learners, consider providing opportunities for teachers to interact with students from prior years, such as serving as advisory leads or mentors.</p> <p>If learning is hybrid or remote for all or some students, focus on the connections young students have made outside of school, such as in after-school or enrichment programs, playdates, activities conducted at home and with friends.¹⁸</p>	<p>Search Institute provides a "Building Developmental Relationships During COVID-19 Crisis" checklist to build developmental relationships with young people while they are learning remotely.</p> <p>CT3 offers these strategies for building relationships with students.</p>
<p>B.3 Implement systems and structures to provide coordinated outreach to students and families, such as a Care Team in elementary schools organized to respond to the needs of the students, including students in Pre-K–3, and families who have been most adversely impacted by COVID-19. Include check-ins for shared-student teaching teams, where teachers and support staff meet to identify students who may be struggling socially or emotionally.</p>	<p>Guidelines for School Administrators and Health Crisis Teams</p> <p>Opportunities to fill critical gaps in knowledge about equipping schools to address trauma</p>

¹⁸ An emerging trend among families this school year is to create small, informal homeschool networks on a rotating basis to navigate work and homeschooling for remote learning scenarios.

WELL-BEING & CONNECTIONS • STUDENT WELL-BEING & CONNECTIONS

C: Review and modify existing school culture and climate policies and strategies, including discipline policies, to determine what has been effective and what needs to be modified to ensure that school policies are culturally responsive and nonpunitive.

STEPS		RESOURCES
C.1	Develop or adjust an existing a protocol to review existing school culture and climate policies and strategies, including school discipline for young learners, to ensure they are culturally responsive and non-punitive. If relevant, learn about the effectiveness of existing SEL efforts, and prioritize promising practices to implement in remote, hybrid, and in-person settings.	National Association of Elementary School Principals: The Principal's Guide to Building Culturally Responsive Schools The National Center for Safe & Supportive Learning Environments provides guiding questions and checklists to help identify discipline, communication, and safety practices and policies that could be retraumatizing.
C.2	Gather available discipline data for students, Pre-K–3, disaggregated by student groups, and identify disparities in discipline and suspension data by student groups	The Beloved Community's Equity Audit is a comprehensive benchmarking tool that assesses diversity, equity, and inclusion.
C.3	Connect findings back to the professional learning plan to create opportunities to build staff capacity and organizational supports to implement revised policies and practices.	Culturally responsive instructional materials for elementary grades Mid-Atlantic Equity Consortium provides criteria for conducting a school-level equity audit that includes a checklist and guiding questions.
C.4	Create a communications plan to release revised policies with the school community.	Conditions for Learning and Development – Index of Early Childhood assessments that focus on school climate, SEL, and quality
C.5	Provide teachers with training on cultural responsiveness, non-punitive practices, and trauma-informed practices, as needed.	El Dorado Elementary School in San Francisco Unified School District is an exemplar for using trauma-informed and restorative practices, resulting in a decrease in suspension rates.

WELL-BEING & CONNECTIONS • TAILORED STUDENT SUPPORTS

TAILORED STUDENT SUPPORTS

This segment focuses on identifying and responding to the more concentrated needs of students in ways which are equitable, just, and ethical. The emphasis is on tailoring supports and early interventions for young learners whose behavior indicates a higher level of need and/or who would benefit from intensive or individualized support. After putting in place a strong universal system to promote positive relationships and create safe, supportive, equitable environments (see above: Tier 1 supports), schools will need to bolster supports to serve the more acute needs of individual students and adults (known as Tier 2 and 3 supports). This approach is similar to the Multi-Tier System of Supports (MTSS) processes schools have in place for a traditional school year.

This year is different, especially for students in remote learning scenarios, in that educators do not have the opportunity to closely observe and directly interact with the students over time. As a result, they will have to rely on families to identify and express the students' needs. Schools' care teams will need to adapt their tools for identifying those needs, then tailor the supports in coordination with community-based organizations. These outside entities can serve as essential partners in providing multidisciplinary supports, but they may also have restrictions on interacting in person with the student for their typical support services.

WELL-BEING & CONNECTIONS • TAILORED STUDENT SUPPORTS

A: Create a plan for targeted and intensive (Tiers 2 and 3) strategies, so students who need more support have the opportunity to thrive across backgrounds and circumstances.

STEPS	RESOURCES
<p>A.1 Develop decision rules based on universal/Tier 1 data (e.g., student surveys, school climate data, attendance, and other existing data) for identifying students in Pre-K–3 who may be most vulnerable. Establish special decision rules for young learners who have entered Pre-K or kindergarten this school year.</p>	<p>Transcend Education provides a short overview of and resources on how to create multiple tiers of support for student mental health.</p>
<p>A.2 Identify and select Tier 2/3 screening or assessment tools to guide decision-making. School systems are encouraged to lead this work in partnership with individual schools, establishing protocols for home-visit screenings.</p> <p>If a universal screener is not used, it is essential to identify and train licensed professionals on using more targeted, culturally-relevant assessments to identify needs for Tiers 2/3 supports.</p>	<p>Turnaround for Children offers a tool to assess and plan for Tier 2 and 3 systems.</p> <p>Wisconsin Department of Public Instruction released a School Mental Health: Referral Pathways Guide to define and develop mental health referral pathways.</p>
<p>A.3 Create a referral pathway to follow, once student and family needs are identified. Include procedures (e.g., follow-up assessment, communication with caregivers) for connecting students to more targeted, intensive, and need-matched supports (Tiers 2 and 3), either within the school or from identified community partners.</p>	<p>School Health Assessment and Performance Evaluation System launched the School Mental Health Quality Guide: Screening to provide background information on school mental health screening, best practices, possible action steps, examples from the field, and resources.</p> <p>Resources for families on coordinated support for students with ADHD, anxiety disorders, the autism spectrum, and learning disabilities.</p>
<p>A.4 Plan system to ensure two-way communication with families and young students (when developmentally appropriate) on the plan for supports. Allow families and students to self-select or opt-in/out as they choose and provide feedback on progress. (School staff should have detailed discussions with parents about their child's teacher-identified Tier 2/3 needs in remote settings.)</p>	

WELL-BEING & CONNECTIONS • TAILORED STUDENT SUPPORTS

B: Create a plan to collaborate with community partners to make sure that tailored student supports are implemented effectively and equitably.

STEPS	RESOURCES
<p>B.1 To increase the school’s capacity to provide tailored student supports and ensure effective and equitable implementation, make sure the community outreach plan includes the identification of available external resources (e.g., community providers, community mental health center).</p>	<p>Harvard Graduate School of Education's Making Caring Common Project, For Educators: Resource Mapping Strategy is a mapping tool for identifying and analyzing the currently available programs, people, services, and other resources in schools.</p> <p>National Center for School Mental Health released a Needs Assessment & Resource Mapping guide, which provides background information, best practices, possible action steps, examples, and resources.</p>
<p>B.2 Reach out to local providers and assess their availability to provide services. Plan opportunities for regular communication between the school and community providers. Build on existing, formal partnerships to provide services, including a data-sharing agreement for student success.</p>	<p>Whole Child in the Reopening Plans (includes a long list of resources for Tier 1, 2, and 3 supports)</p>
<p>B.3 For remote Pre-K learning provided by community-based programs, make sure that the formal agreements between the district and the providers include protocols on how preschoolers receive Tier 2 and 3 supports through the school process established by the elementary schools.</p>	<p>AAP guidance related to childcare for COVID-19</p> <p>Review of states' reopening plans and the implications for Pre-K</p>

WELL-BEING & CONNECTIONS • CONNECTIONS WITH DISENGAGED FAMILIES

CONNECTIONS WITH DISENGAGED FAMILIES

The pandemic has led to an unprecedented dilemma, which might have long-term implications for U.S. public education: the abrupt loss of contact with millions of families.¹⁹ COVID-19 had a disproportionately high impact on historically marginalized communities, uprooting families and their children and leaving them cut off from school communities. As the lockdown of spring 2020 progressed, many school systems reported losing contact with a significant number of families, due to their lack of Internet access or because the families moved out of the schools' attendance areas. These schools made efforts during the summer to reconnect with these families,²⁰ but when school resumed in fall 2020, many families still had not returned.²¹

In facing the challenge of reconnecting with the families, school systems will need to address the issue of *why* families became disengaged, how to locate them, and how to transition the students back into school as soon as possible. Compounding the effects of the digital divide and lack of connectivity, is the emergence of yet another unprecedented phenomenon: another group of families, who are predominantly from a higher income demographic, have objected to reopening school remotely and are creating their own, informal tutoring or education pods.²² This trend seems particularly strong among families of young learners who were scheduled to start kindergarten.

¹⁹ Horrigan, J.B. (August 2020). Students of color caught up in the homework gap (Survey conducted for the Alliance for Excellent Education, National Indian Education Association, National Urban League, and Unidos US). Retrieved from: https://futureready.org/wp-content/uploads/2020/08/HomeworkGap_FINAL8.06.2020.pdf

²⁰ NBC News (June 16, 2020). When coronavirus closed schools, some Detroit students went missing from class. These educators had to find them. Retrieved from: <https://www.nbcnews.com/news/education/when-coronavirus-closed-schools-some-detroit-students-went-missing-class-n1227796>

²¹ *Washington Post* (August 16, 2020). 'A national crisis': As coronavirus forces many schools online, millions of disadvantaged students are left behind. Retrieved from: https://www.washingtonpost.com/education/a-national-crisis-as-coronavirus-forces-many-schools-online-this-fall-millions-of-disconnected-students-are-being-left-behind/2020/08/16/458b04e6-d7f8-11ea-9c3b-dfc394c03988_story.html

²² *USA Today* (July 26, 2020). As schools start online, parents need to study up on 'pandemic pods' and what they mean for equity. Retrieved from: <https://www.usatoday.com/story/news/education/2020/07/26/pandemic-pods-childcare-homeschool-school-inequality/5485353002/>

WELL-BEING & CONNECTIONS • CONNECTIONS WITH DISENGAGED FAMILIES

A: Support transitions back to school that are data-driven and restorative.

STEPS	RESOURCES
<p>A.1</p> <p>Establish a district-wide Task Force or action team with diverse members from schools and the community to develop an approach to facilitating school re-entry transitions for disconnected families.</p> <p>Create data-driven action steps (such as community mapping) to identify patterns regarding the families which are becoming disconnected.</p> <p>Develop transition plans for individual families of young learners and find solutions to address the underlying causes for the families having become disconnected (e.g., lack of Internet access, homelessness, lack of technical knowledge, or immigration status)</p> <p>Create coalitions of community- and faith-based organizations to run a campaign on transitioning back to school.</p>	<p>Attendance Works developed a Guide for Planning Transitions to Elementary Schools (Pre-K-5) Transition Attendance Analysis Tool</p> <p>Sample letter by the NYSED Assistant Commissioner to all schools on disconnected families</p> <p>(See resources on addressing the digital divide above under Systems Conditions – Technology)</p>
<p>A.2</p> <p>Identify 'pandemic pods' or tutoring networks within the school system, then re-engage families informally and maintain open communication.</p> <p>Prepare and plan for those families to transition back to school as the school system shifts to hybrid or in-classroom modes of learning.</p> <p>Develop detailed, individual transition plans with families regarding their young students' enrollment back in school.²³</p>	

²³ District may adapt existing transfer policies and procedures used for students who transition between schools during the school year.

EARLY LEARNING & ACADEMICS (PRE-K-3)

Implementation in School Year 2020-2021

EARLY LEARNING & ACADEMICS (PRE-K-3)

Instructional Principles and Overview of Focus Areas

Consider Kaseem, a first-grade student who just spent the last six months at home. Throughout spring 2020, Kaseem was on videoconference a few times a week with his teachers and peers and completed the majority of his homework. He is returning to second grade with classmates who had a variety of learning, social, and emotional experiences during the last months of first grade. Throughout the 2020-2021 school year, he is likely to be attending school in person some days and learning remotely on other days. To manage these shifting teaching and learning scenarios, the school has organized Kaseem's teachers into a second-grade team, so he and his classmates can receive support from teachers in different settings. His parents can assist his learning for one to two hours a day, but they both work and cannot supervise him as a teacher would. Kaseem needs a cohesive learning experience. He needs teachers who are coordinated around shared materials. He needs help navigating the challenges of this new learning environment.

Kaseem also needs to progress through the critical learning expected of second grade students, no matter the setting or disruptions. Planning for reduced instructional hours this school year—whether due to the disruptions of shifting schedules or to new health and safety protocols cutting into instructional time—is to be expected. Thus, his teachers will need to **focus on the priority, grade-level content that matters most**, aligning the curricula to that content and supporting his engagement and growth as an independent learner.

For Kaseem and the millions of students like him returning to school this fall, this guidance prioritizes the most critical actions school systems can take to set up students for success. This guidance is founded on six key principles:

Prioritize the social-emotional well-being of students and educators as a foundation for learning. The COVID-19 pandemic is profoundly affecting students and adults alike. We need to attend to their wellbeing and, when needed, provide more intensive support to address trauma and mental health needs.

Meet the needs of all students, starting with young learners transitioning into school and those most vulnerable. Focusing on the most vulnerable students, including students with disabilities and English learners (ELs), provides a strong foundation for instruction for all students and will help schools to address the opportunity and achievement gaps that have widened during the pandemic. It will be important to give special attention to the young learners who are having their first school experience in Pre-K or kindergarten this year.

Provide all students grade-level learning, regardless of their starting points. All students are capable of progressing to the next grade level this fall and mastering that content. Avoid over-remediation by focusing on below-grade-level work only when it is necessary for a student to complete grade-level work.

Implement high-quality curricula to ensure all students have a coherent academic experience.

High-quality curriculum was invaluable this past spring, offering consistent and coherent support for teachers, students, and families/caregivers who all needed to work in concert in various settings and in various combinations. This will continue to be critical in the coming school year.

Use assessments that are sensitive to subject and grade band and provide teachers with the information to help students access priority grade-level work. Teachers need assessments that are closely connected to their curriculum and provide information for moving all students on to grade-level work. While this principle holds true, the approaches to assessment vary by content and grade band (e.g., K-2 reading versus English language arts [ELA]).

Organize teacher and principal professional learning, time, and resources to support their new needs. Professional learning is essential to support teachers' social-emotional health and sense of efficacy in this ever-changing time. It will prepare them to teach in new ways, in a dynamic environment with young students with varied needs and in close partnership with families and caregivers. Professional learning should enable Pre-K-3 teachers to conduct their own inquiries when using high-quality materials in remote scenarios. Educators also need time to exchange ideas with peers at regularly scheduled community-of-practice gatherings. (Remote learning is particularly challenging with young learners and requires an iterative process of examining the efficacy of various approaches.)

This guidance includes the key actions and detailed steps school systems can consider as they build strong academic plans for the 2020-2021 school year.

EARLY LEARNING & ACADEMICS (PRE-K-3)

Priority Instructional Content: What should each student know?

The goal of all instruction—even in this time of disruption—is to ensure that each student learns grade-level content and is ready to progress to the next grade. Given that many students will start the 2020-2021 school year further behind than is typical and that disruptions are likely, focusing students on the most important content will be essential.

Achieving this goal requires each teacher to understand what is the essential knowledge from the current and prior grades. The prior grade's essential knowledge is what students need to possess to engage in grade-level learning. Focusing on essential knowledge for each grade asks teachers to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade's learning. That is not necessary for success.

Freeing teachers from this inclination will let them focus tightly on the highest-leverage learning. For young learners, the remote learning experiences of spring 2020 were particularly challenging and, in many cases, non-existent. Regardless, teachers of children matriculating from Pre-K to kindergarten are encouraged to proceed with implementing the kindergarten curriculum for those young learners. For students matriculating to first grade and to second grade, teachers can work with the curriculum to prioritize the essential foundational skills in early literacy and reading, employing teaching strategies which, in studies, have shown the greatest effect sizes.

Achieve the Core (a website of open-source resources created by [Student Achievement Partners](#)) provides online materials that include prioritized content by grade spans for ELA and mathematics:

<https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics>

These online materials identify what constitutes essential knowledge for each grade, in ELA and mathematics. Sections for Pre-K–3 students can be found in the respective resources, as indicated below:

MATHEMATICS	ELA
Kindergarten (p.14)	Description for K-2 (p.65)
Grade 1 (p.18)	Grades K-1 (p.67)
Grade 2 (p.21)	Grades 2-3 (p.77)

The following resource, produced by the Council of Great City Schools, features an instructional transition map to grade 3 in mathematics (p.11):

https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_Unfinished%20Learning.pdf

Using the Prioritized Instructional Content, school systems (where possible, in partnership with curriculum providers) can plan the scope and sequence of learning and adjust units of instruction for each content area at each grade level.

EARLY LEARNING & ACADEMICS (PRE-K-3)

Curriculum and Instruction: How will each student learn this content, whether in-person or remotely?

Priority instructional content will help school systems determine what young students most need to learn this school year. From there, determining how students will learn this content in the different instructional delivery models—in-person, remotely, or via hybrid—is critical. School systems are encouraged to apply lessons learned from the spring 2020 school closures and first quarter of SY2020-2021 to guide their implementation:

- Student learning environments are likely to change, shifting between in-person and remote settings, at different points in the 2020-2021 school year. In addition, different teachers may support the same students in the same subject, e.g., via small-group instruction or through inclusive settings using hybrid and in-classroom teaching modes.
- Some young learners who are transitioning into school this school year (either into Pre-K or in kindergarten) will find the learning environments very unfamiliar, as will their parents and teachers. The experiences of fall 2020 will not conform to most expectations about typical school routines. Special considerations must be given to these students' learning and how well they will be able to adapt, academically as well as socially.
- For teachers of students enrolled in Pre-K–3, teaching the learning foundational skills in early literacy and math will form the building blocks for their academic learning in subsequent grades.
- Coherent learning experiences in which content builds logically and learning experiences are structured consistently are more important than ever, as the upcoming school year is likely to be dynamic and disruptive. Learning experiences that build on young students' assets—their identity, cultural and language background, interests, and aspirations—will make the learning relevant and engaging.
- High-quality instructional materials support coherence and offer consistency as young students move between remote and in-person learning environments and have multiple teachers and/or family members supporting them. High-quality curriculum and instructional materials also support student voice and social-emotional health that is critical to student engagement and wellness. The predictable structure of a coherent curriculum and set of instructional materials will offer important grounding for teachers and young students alike. It is time consuming to prepare instruction for remote learning. Schools running hybrid schedules will need to optimize their use of in-person days, while using remote days to prepare young students for their time in person. Schools running fully remote schedules will need to adjust lessons to ensure that students still master daily objectives.
- In general, adherence to developmentally appropriate practices (DAP) is critically important, although this poses challenges for school systems that are conducting remote learning exclusively. There is currently no best practice guidance on DAP with regard to remote learning environments.²⁴ It is therefore important for schools to give Pre-K and kindergarten teachers the leeway to use standard, evidence-based practices for early literacy and mathematics when teaching remotely with the autonomy to determine the efficacy of standard practices and eliminate or adapt those that are not effective.

²⁴ Literature about the use of instructional technology with young learners may serve as a starting point to identify practices that are developmentally appropriate in exclusive remote learning scenarios. In the past months, several organizations produced behavioral advice for educators such as <https://www.edutopia.org/article/7-tips-managing-distance-learning-preschool>

EARLY LEARNING & ACADEMICS (PRE-K-3) • CURRICULUM & INSTRUCTION

CURRICULUM & INSTRUCTION

Remote Learning - Instructional Considerations

TOPIC	REMOTE CONSIDERATIONS	RESOURCES
General Instruction	<p>Maintain unit and lesson sequencing and coherence. The order in which lessons flow within a unit is important. Reach out to your curriculum publisher for support.</p> <p>Make sure each young learner is fully engaged. Leverage research-based strategies including:</p> <ul style="list-style-type: none"> • Young students are present and able to engage. • Students feel safe, comfortable, and accepted in the community. • Demonstrate to young students how they can engage in learning • Pedagogical strategies support engagement (modelling & repeat). • Explicit engagement strategies. <p><i>See below for more details on each strategy.</i></p> <p>Embed opportunities for community building. Use community-building strategies – such as consistently using breakout rooms; arranging for each student to share out every day; and providing opportunities for students to connect outside of synchronous learning.</p> <p>Provide young students (K-2) opportunities to collaborate in synchronous and asynchronous lessons (e.g., live, online conversations using voice and chat features for K-2 students) and asynchronous instruction (e.g., short, didactic modules on key concepts in early mathematics or early literacy). Establish norms, teach classes, and offer supportive feedback as young students learn how to respond to teachers online and interact in breakout rooms.</p> <p>Give young learners (Pre-K) prioritized, synchronous lessons, with home assignments in between the sessions. Use a unit- or project-based approach with hands-on materials. Inform families/caregivers about the home assignments and how they can support their children. Provide opportunities for additional early literacy and mathematics enrichment activities.</p> <p>Make sure young learners receive regular feedback on their schoolwork and participation, using an asset-based feedback approach that includes making positive connections with the young learner, affirming the student's ability to succeed, and providing specific feedback that advances learning.</p> <p>To meet young students' specific needs, use breakout rooms in synchronous learning, schedule small groups, and meet one-on-one during online "office hours." (During the first quarter of the year, teachers can determine when their young learners are prepared to use breakout rooms. Each room will need an adult facilitator.)</p> <p>Provide support to families of young students (K-2) in how to use the online platform, including language or translation features and norms and expectations for building an online community before learning begins. Consider welcome calls, texts, emails, and videos; virtual orientations and dry runs; and some form of suggestion box for students and families.</p> <p>Include home assignments to strengthen content knowledge. Consistently provide materials or learning opportunities (e.g., online learning sites, hands-on experiences) to enable young students to apply foundational skills to real-life situations which reinforce standards-based content knowledge and vocabulary (i.e., concepts related to K-2 standards in social studies, Science, and the Arts). For parents with low literacy level, enhance materials with instructional visuals as a strategy to engage the parents and to build the skills of young learners.</p>	<p>The National Institute for Excellence (NIET) in Teaching released Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric. This tool depicts ideal key instructional indicators and offers rubrics for instruction, planning, and the learning environment. It is focused on K-12 but primarily applies to Pre-K-3. Strategies are broken down into synchronous and asynchronous approaches to remote learning.</p> <p>Teaching Lab developed this Lesson Planning Guide for Distance and Hybrid Learning</p> <p>Teachers who are engaging families to work with preschool and kindergarten students</p> <p>Montessori school resources for remote learning</p> <p>15 online STEM activities at home</p> <p>Family Guides K-5 (by grade level)</p> <p>Alabama Pre-K Remote Instruction Guidance</p> <p>Louisiana's introduction to a virtual Pre-K toolkit</p> <p>Maryland guidance on Pre-K instruction, including remote teaching</p> <p>Successful Family Engagement during Covid-19</p>

EARLY LEARNING & ACADEMICS (PRE-K-3) • CURRICULUM & INSTRUCTION

TOPIC	REMOTE CONSIDERATIONS	RESOURCES
Mathematics	<p>Provide each young learner with a set of individual manipulatives that travels with the student, whether at home or in school. If possible, make sure all students have their own manipulatives. (If needed, virtual manipulatives also are available.)</p> <p>Build cohesive structure to teaching early mathematics. Align curriculum along learning progressions in Pre-K–3 for essential skill-building.</p> <p>Establish a structure to capture young learners' work on open-ended content. Regardless of whether students are using a digital platform or doing paper-based tasks, they should have a way to consistently send their work to a teacher. This could be as simple as a picture sent via cell phone once a day or a more sophisticated online system designed to capture student work conducted during synchronous learning (e.g., see-saw).</p>	<p>Standards-based mathematics instruction, Pre-K–2</p> <p>Research-based learning progressions for early mathematics</p>
ELA	<p>Pay close attention to be sure that young students have access to the necessary materials and texts for each lesson. If materials are not available virtually, scan them and send images home via appropriate media (email, text).</p> <p>K–2: Send home targeted, foundational-skills practice materials, so students can practice the skills they are learning in school if remote learning is not conducted synchronously.</p> <p>See more detailed guidance in K–2 Reading Foundations, below</p>	<p>Instruction Partners' ELA Guidelines for Distance Learning Models</p> <p>Teaching Lab shared an example of adapting components of high-quality instructional units for remote learning for 3rd grade.</p>

EARLY LEARNING & ACADEMICS (PRE-K-3) • CURRICULUM & INSTRUCTION

CURRICULUM & INSTRUCTION

Content-Specific Learning Routines for Hybrid Learning Environments

Learning routines help educators and young students maintain consistency and the space for deeper learning in the classroom. Additionally, in this time of transition, some of these content-specific routines may help young students feel cohesion across their learning experience. The following provides examples of such routines, which can be adapted to connect with specific sections of a teacher’s curriculum.

MATHEMATICS		
ROUTINE	IN-PERSON CONSIDERATIONS	REMOTE CONSIDERATIONS
Fluency routines	<p>Routines like number talks and number strings are harder to coordinate virtually. If part of an existing curriculum, they should be reliably featured during in-person instruction.</p> <p>Choral counting routines are hard to simulate virtually. If possible, teachers should record some of the same, in-person choral counts for students to access digitally and independently.</p> <p>Prioritize exploration of nuanced strategies (e.g., expanded operations) for in-person settings.</p>	<p>Although number talks and number strings are harder to coordinate virtually, teachers can replicate them during synchronous instruction, if they have a method of capturing young learners’ reasoning (e.g., Google Jamboard).</p> <p>Choral counting routines should be pre-recorded, so young learners can access them independently or with the help of an adult.</p> <p>Prioritize exploration of more standard strategies for at-home learning. For example, provide a set of routines with clear connections to basic operations.</p>
Application tasks	<p>Use in-person time for easily sharing young learners’ work and promoting small-group and whole-group discourse.</p> <p>Create opportunities for small group work on project-based learning and sharing.</p>	<p>Teachers must have a way to access young learners’ work and reasoning.</p> <p>Teachers may opt to have students submit their work ahead of time on the districts’ learning management system, so teachers can organize the work for virtual discussion</p>
Introduction to New Material	<p>Use tasks from the curriculum to ensure coherence.</p> <p>If possible, record the teacher’s introduction to new material and/or specific examples from in-person instruction, and share the videos with students and families.</p>	<p>Use tasks from the curriculum to ensure coherence.</p> <p>Ask young learners to complete fewer problems and increase time for feedback.</p>

EARLY LEARNING & ACADEMICS (PRE-K-3) • CURRICULUM & INSTRUCTION

ENGLISH LANGUAGE ARTS		
ROUTINE	IN-PERSON CONSIDERATIONS	REMOTE CONSIDERATIONS
<p>Reading grade-level texts (independent or as a group)</p> <p>At least 30 minutes per day (K-2)</p>	<p>Use in-person time for reading that is more complex, including:</p> <ul style="list-style-type: none"> · Reading complex texts, which students may struggle with on their own. · Second and third readings of text. 	<p>Young learners need access to texts.</p> <p>Families may not be able to read aloud to students. Make sure students have access to synchronous read-alouds or virtual texts.</p> <p>Ideally, texts should be connected to the unit topics, to help young learners build background knowledge or prepare for the grade-level text they will experience during in-person learning.</p>
<p>Responding to text</p> <p>At least 30 minutes per day</p>	<p>Use tasks from the curriculum and ensure lesson coherence.</p> <p>Use in-person time for responses to text that are more complex.</p>	<p>Focus on more basic elements of the text in order to use in-person time for more complex readings of the text.</p> <p>Provide vocabulary support for students doing independent reading.</p> <p>Use this time to build background knowledge on the texts young learners will experience during in-person learning.</p> <p>K-2: Have young learners draw and engage in simple writing in response to what they read; focus on prompts that will foster more depth during the in-person lesson.</p>
<p>Reading foundations work</p> <p>(At least 45 minutes per day)</p>	<p>Use tasks from your curriculum and ensure lesson coherence.</p> <p>Use in-person time for learning new knowledge and skills</p> <p>Make sure students have practiced new ideas/skills before taking the lesson home to practice.</p>	<p>Practice skills that were learned in person. Where possible, provide simple tasks and materials, so young learners can practice without needing technology.</p> <p>Since lesson coherence is critical, make sure young learners practice the skills in the order in which they were introduced/taught in the curriculum.</p> <p>Introduce new skills asynchronously through short videos that students can watch on their own or through synchronous (but short) direct instruction. See an example here.</p> <p>Provide opportunities for students to check in with an adult on the practice of their skills. They should show their work or engage in verbal practice.</p>

EARLY LEARNING & ACADEMICS (PRE-K-3) • CURRICULUM & INSTRUCTION

K-2 Reading Foundations

For a detailed overview of prioritized content and grade-level guidance, review [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#).

(See page locations for Pre-K-3 ELA and Mathematics, above)

TOPIC	CONSIDERATIONS	RESOURCES
Curriculum and Instruction	<p>Teach reading foundations in a coherent order—beginning with missed skills, if needed. The skills of early reading are meant to be taught sequentially. If students have missed parts of the reading foundations it is appropriate to go back and teach these skills beginning where the students left off.</p> <p>Make sure that students receive foundational-skills instruction each day.</p> <p>Focus time and attention on phonological and phonemic awareness, starting in early kindergarten and increasing the emphasis on phonics in early/mid-kindergarten through grade three. Emphasize fluency in grades two and three.</p> <p>Make sure instructional time includes:</p> <ul style="list-style-type: none"> • explicit teacher modeling of new content. • opportunities for students to practice targeted skill(s) through speaking, reading, writing, and/or listening. • reading of decodable texts (i.e., sentences or text containing previously taught sound and spelling patterns and high-frequency words) which students read and reread for automaticity and accuracy. • in second grade, some reading of decodable text (i.e., sentences or text containing previously taught sound and spelling patterns and high-frequency words) that students read and reread for fluency. • in third grade, reading mostly grade-level complex text. Support students' phonics development by using decodable text only as needed. <p>Support students' decoding and fluency development through additional, small-group or individual support; through opportunities to amplify or embed practice with needed skills within existing instruction or practice opportunities; and through modified student practice or scaffolds.</p>	<p>2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics</p> <p>Instruction Partners' Guidance for Accelerating Student Learning</p> <p>Instruction Partners' ELA Guidelines for Distance Learning Models</p> <p>Nell Duke video demonstrations on teaching foundational skills: https://www.youtube.com/watch?v=PF-sKu7rf8_I&feature=youtu.be https://www.youtube.com/watch?v=hN-Hlmv_iKEM</p> <p>To support school systems as they plan for academic instruction, the Collaborative for Student Success is collecting Curriculum Publisher Information to Support Learning during COVID from some of the nation's highly rated curriculum publishers about adaptations, programs, and resources being developed to meet the COVID-19 context.</p> <p>EdReports supplies school systems with free reviews of K-12 instructional materials. Their reports offer evidence-rich, comprehensive information about a program's alignment to the standards and other indicators of quality.</p> <p>Council of the Great City Schools released Addressing Unfinished Learning in the 2020-21 School Year to present school-system curriculum leaders and staff with an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in ELA and mathematics to support access to grade-level content in key grade transitions for all students. The guide also provides additional resources for school systems to consult as they design and implement their curricular materials for the coming school year, including further information on UDL to ensure grade-level content is accessible for all students.</p>

EARLY LEARNING & ACADEMICS (PRE-K-3) • CURRICULUM & INSTRUCTION

TOPIC	CONSIDERATIONS	RESOURCES
Assessment	<p>Administer a brief screener at the beginning of the year and at periodic checkpoints throughout the school year:</p> <ul style="list-style-type: none"> • Prioritize letter inventory, phonological awareness, and grade-level, appropriate sound and spelling patterns for each student. <p>Collect formative data during daily lessons (e.g., checklists, sampling dictation responses, monitoring of student work), respond to data, and adjust instruction accordingly. Provide frequent opportunities to formatively assess:</p> <ul style="list-style-type: none"> • students' phonological awareness, connecting to phonics as appropriate. • students' ability to decode and encode new words based on grade-level appropriate phonics instruction. 	<p>Instruction Partners' Guidance for Accelerating Student Learning</p>
Professional Learning	<p>Prepare teachers to administer focused screeners and use that data to adjust their scope and sequence and prepare for individual or small-group foundational skills practice.</p> <p>Prepare teachers to implement their reading foundations curriculum in a coherent order, not adjusting the order of the lessons but adjusting where students start in the lessons, as needed and rooted in the screener.</p> <p>Form Communities of Practice (CoP) at school or district level for teachers to use the PDSA inquiry cycles on changed practices for remote teaching modes. Allow teachers to use the inquiry cycles on targeted instructional practices to examine both student engagement and efficacy during remote teaching; create virtual faculty discussion groups.</p>	<p>Professional Learning Partner Guide from Rivet Education (available by the end of August)</p> <p>Instruction Partners' Guidance for Accelerating Student Learning</p>

EARLY LEARNING & ACADEMICS (PRE-K-3) • CURRICULUM & INSTRUCTION

Research-Based Engagement Strategies for Remote Learning Environments

CONDITIONS FOR ENGAGEMENT	
<p>1.</p> <p>Young students are present and able to engage.</p>	<p>Regularly survey young learners about their remote learning experience, their home learning environment, their access to technology, and their technology skills in order to inform improvements.</p> <p>Reinforce the schedules, routines, strategies, and tools that can help young learners feel connected to one another and to the teacher.</p> <p>Hold one-on-one calls with parents of disengaged young learners to check in, identify barriers, and make an individualized plan.</p>
<p>2.</p> <p>Young learners know how to engage.</p>	<p>Clarify:</p> <ul style="list-style-type: none"> • How teachers will communicate with young students (i.e., e-mail, text messages to families of young students). • How families of young students, or students independently, can access teachers. • What the expectations are for teacher-student engagement in each setting. • How to use and manage small groups and peer-to-peer engagement. <p>Detail what students can do to succeed in terms of how much time they will need to spend attending remote learning sessions and working on assignments.</p> <p>Use graphic organizers to help students follow expectations regarding routines. (See the “Day in the Life of ...” graphic organizer, above.)</p>
<p>3.</p> <p>Pedagogical strategies support engagement.</p>	<p>Teach young learners how to behave appropriately when online (i.e., how to act when on camera; when and how to utilize mute options; when and how to ask questions; how to respond to one another in chat or break-out spaces; introducing gestures or signals when students want to speak).</p> <p>Co-create norms and leverage young students’ technical know-how.</p> <p>Teach young learners how to schedule time at home for assignments within the context of schooling at home.</p> <p>Discuss with families how they can, if feasible, create a “learning station” for the young learner at home.</p>
<p>4.</p> <p>Explicit strategies support engagement.</p>	<p>Give young learners (grades K–2) responsibility for their learning the agency to chart their own course.</p> <p>Ensure that students’ work is meaningful (i.e., it has an audience/impact outside the classroom).</p> <p>Focus on inquiry and reflection as strategies for engagement and to promote lifelong learning.</p> <p>Be very interactive (e.g., hand signals, songs, etc.) to engage young learners and hold their attention.</p> <p>Add videos when discussing topics, as a teaching supplement.</p>

EARLY LEARNING & ACADEMICS (PRE-K-3) • CURRICULUM & INSTRUCTION

ENGAGEMENT STRATEGIES: SYNCHRONOUS

In remote classes, call on young students through:

- Cold calls (i.e., call on students to offer help or ask for a response).
- Warm calls (i.e., send a private chat to tell students to unmute and be ready to answer a question).
- Rapid-fire calls (i.e., alert the next 4-5 students, in order, that they will be called upon).

Use “live” polling to gain a sense of how students are experiencing the remote session.

Use online signals (raised-hand icon, cards with signs, chat rooms, etc.) to enable young students to ask questions or make observations.

Use online signals to check for whole-class understanding, observe evolution of students' thinking, resolve common points of confusion, or collect data to determine whom to call on next.

Pause every few minutes for student reflection. Prompt students with phrases like, “I'd like you to think about...” Students can read or hear one another's ideas, react to them, and build on them.

Engage students through online interactive games, reading aloud, quizzes, etc.

ENGAGEMENT STRATEGIES: PEER-TO-PEER

Engage students in small-group activities, such as using adult-facilitated breakout rooms to discuss a read-aloud story or a recent lesson or class activity.

Foster peer-to-peer engagement by setting up a “buddy” system for joint assignments. Note: this arrangement can be accomplished through the chat function, during remote class sessions or off line.

Conclude peer-to-peer engagement sessions by reflecting on what went well and what could be done differently next time (grades K-2).

Implement study methods to help students keep track of:

- What tasks am I responsible for, and who is helping me?
- Am I helping someone else? If so, what task are we working on?
- When do I have to finish this task?
- Who will assess my work on this task?

ENGAGEMENT STRATEGIES: FEEDBACK & COACHING

Asset-based

- Make a positive connection with the young learner.
- Acknowledge the difficulty of the task.
- Affirm each student's ability to succeed.
- Provide specific feedback to advance learning (e.g., provide two or three choices for young learners to put in the correct order).

ENGAGEMENT STRATEGIES: SETTING GOALS & WORKING TOWARD THEM

Engage the whole class and individual students in setting a goal.

Send reminders to keep young learners on track toward that goal.

Ask students how they are progressing toward the goals and encourage them to keep working toward them.

Example: Together, the class decides on a goal for how many books each student should read by a certain date (with or without family) and how many they should try to finish reading every week. Encourage children to describe their favorite kinds of books. Have each student identify the books they want to read and sign an agreement to read them. Promote the weekly goal through daily chat reminders and online “live” encouragement. Send home goal sheets online for children/families to track progress.

CONSIDERATIONS FOR ASSESSMENT & PROFESSIONAL LEARNING

Assessment: How well prepared is each student? How well is each student learning grade-level content?

This year, with some young students, particularly the most vulnerable, who may be entering school further behind than their peers did in previous years, assessments can help educators support young students on their path to grade-level learning. This guide provides specific steps to help school systems administer meaningful instructional assessments for K–2 that are rooted in the following beliefs:

- Assessments should be used to provide insights into young students' learning that help teachers support every student to move to grade-level content as quickly as possible.
- Assessments can best support instruction and learning when they are connected to high-quality curricula, tailored to the unique considerations of each content area, and provide opportunities for students to show what they do know and are able to do.

As systems use instructional assessments for this school year, the key actions and steps should:

- Ensure the use of assessments that focus on how to help students access grade-level priority content and master the building blocks of early math and literacy as deeply as possible. The most useful assessments will focus on priority content, considering the prior grade level only when needed and uniquely considering each content area.
- Address the potential for over-remediation. Assessment results will likely show some students are further behind than previous years, but educators must resist the temptation to remediate *all* unfinished learning.

EARLY LEARNING & ACADEMICS (PRE-K-3) • CONSIDERATIONS FOR ASSESSMENT & PROFESSIONAL LEARNING

AREA	CONSIDERATIONS	RESOURCES
Assessment	<p>Assessment will be more useful, efficient, and fair when it takes place in the context of high-quality curriculum and instructional planning for specific grade levels and subject areas. For example, administer brief diagnostic screeners and periodic check points throughout the school year. It's critical that the assessed skills are those reflecting the prioritized content in early mathematics and literacy and are at the grain-size and curriculum specificity necessary to improve learning and teaching.</p> <p>Use the information gained from formative assessment as the primary source of data regarding what students know and can do. Most assessments conducted throughout the school year should take place primarily via targeted checks (e.g., math fluency inventories) and formative practices (e.g., leveraging exit tickets, student work, student discussion to inform instructional choices). In many cases, recommendations for these practices should be informed by high-quality instructional materials.</p> <p>While universal screeners (including kindergarten entry assessments and those used for grade-level equivalency at the end of kindergarten and grades one and two) often provide a student profile with areas of strength and growth, diagnostic assessments should not take priority over ensuring that students experience grade-level content for the majority of their mathematics instruction. Instead, these recommendations should be taken into consideration as ways to supplement core instruction. For instance, some states are administering their mandated Kindergarten Entry Assessments (KEA), which are designed to create learner profiles for each entering kindergartener. These profiles could serve as baselines for subsequent formative assessments during the first semester.</p> <p>Use assessment to determine flexible groupings for just-in-time interventions to prepare all students for daily, grade-level instruction. These assessments should reveal what students already understand and what further connections might be necessary for them to fully access grade-level content. Groupings in remote learning scenarios may be conducted as break-outs facilitated by adults, or as separate sessions for two or three groups of students during the day.</p> <p>Pre-assessment is not needed for every unit in a curriculum.</p> <ul style="list-style-type: none"> • In some cases, the prerequisites are few in K-2. Indeed, some topics are well thought of as making their first appearance in a given grade; diagnosing skill levels about such topics is inappropriate. • In many cases, the prerequisites for a unit are naturally and efficiently prompted by the content of the unit itself, remediating just-in-time—not just-in-case. 	<p>Instruction Partners' Guidance for Accelerating Student Learning</p>

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Professional Learning: How will teachers be supported throughout the school year to teach this content effectively, whether in-person or remotely?

Professional learning for teachers, support staff, and school leaders this school year should align with the critical concepts and skills they will need to master in this unique environment throughout 2020-2021:

- School staff (e.g., nurses, therapists) – assess and nurture young students' social-emotional health; identify students who need additional support; and understand the role that student self-agency plays in learning.
- Teachers – instruct young students in grade-level content using [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) from the previous grade (grades one and two) to scaffold learning and use formative assessments of each student's learning to inform individualized instructional support that may include content from the previous grade. This includes understanding the connections within and across subject areas that make learning coherent for students; understanding these connections also helps teachers support continuity-of-learning and support services for all students, including ELs and students with disabilities, in accordance with the students' Individualized Education Programs (IEP).
- School leaders – navigate the school system's chosen learning management platform, to create a welcoming, productive online learning environment for young students and to shift smoothly from in-person to remote and/or hybrid teaching.

Given the enormity and importance of each of these three priorities, school systems should align all professional learning opportunities—including traditional, system-driven professional learning sessions, school-based collaborative planning time and observation, feedback, and coaching—to them. It will be important to tightly integrate these priorities into a yearlong scope and sequence of professional learning. The way resources are focused and how teachers are organized to participate in professional learning opportunities must be determined by the content the teachers are teaching; the age and grade levels of students; and the current mode of teaching (i.e., in-person, remote, hybrid).

As the architects of school-based professional learning plans, school leaders should focus on building their own understanding of the above-mentioned priority areas, in order to effectively observe, give feedback to, and coach teachers—and to build the school structures and systems to support them as they work to help young students learn during this unprecedented and challenging school year.

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Professional Learning	<p>Ensure teachers know and understand the idea of priority content and how that content is presented and addressed in their curriculum.</p> <p>Ensure teachers know and understand the coherence of the standards. By understanding learning standards within and across grade levels, teachers are empowered to present new content as an extension of ideas that already make sense to young students, thereby accelerating their learning. When content is taught in isolation, young students spend much more time trying to memorize and make sense of that particular body of knowledge.</p> <p>Help teachers master approaches that support just-in-time remediation to address previous standards within the context of grade-level learning. Teachers should outline during the first parent-teacher meeting the young students' learner profiles and establish jointly the learning goals for the year (which will inform the students' learning objectives for the grades.)</p> <p>Help teachers embed units that reinforce content knowledge beyond foundational skill building. Provide curricular units and resources for assignments that allow young students to work independently or with parent support on projects that apply foundational skills and content knowledge for the areas social studies, science, and the arts.</p> <p>Create a Community of Practice within the school or district. This peer-to- peer exchange will allow teachers of young students to examine, through an inquiry process, the efficacy of their remote teaching strategies on prioritized content.</p>	<p>Professional Learning Partner Guide from Rivet Education (available by the end of August)</p> <p>Instruction Partners' Guidance for Accelerating Student Learning</p> <p>Student Achievement Partners produced a digital Coherence Map to help Pre-K-3 teachers understand within and across grade level coherence.</p> <p>NAEYC created an online community of practitioners to share teaching strategies</p> <p>Improvement Science in the Time of Covid-19 (includes elementary school cases)</p>

ADDITIONAL RESOURCES

State Reopening Plans with Guidance for Pre-K and Childcare

[Georgia's](#) Guidance for Pre-K Teachers

[Alabama](#) Pre-K Remote Instruction Guidance

[Louisiana](#) introduction to virtual Pre-K toolkit

[Maryland](#) guidance on Pre-K instruction, including remote teaching

[Washington](#) Office of the Superintendent of Public Instruction – Early Learning Planning Guide

[Pennsylvania](#) Pre-K Counts and Head Start Supplemental Assistance – Administration FAQ

[New Mexico](#) Pre-K-Preschool Reentry Guidance

[Oregon](#) Health and Safety Guidelines for Childcare and Early Education During COVID-19

[Virginia](#) – Preschool Special Education Guidance FAQ

[Maine](#) – reopening Pre-K in Public Schools