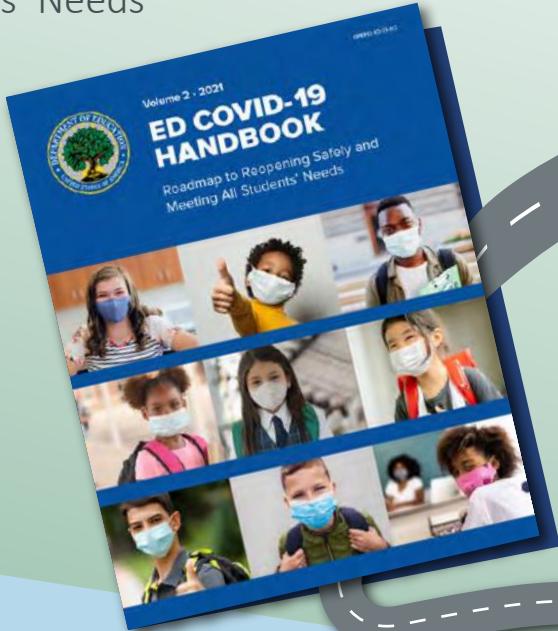


Navigating the Roadmap

A Guide to the ED COVID-19 Handbook Volume 2:
Roadmap to Reopening Safely and Meeting All
Students' Needs

June 2021



Purpose of this Guide

In April 2021, The U.S. Department of Education developed two handbook volumes for helping schools reopen safely. This guide is intended to provide a user-friendly tool for navigating the second handbook volume entitled [ED COVID-19 Handbook Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs](#) ("the Handbook"). This guide can be used to support school reopening by sharing critical sections and takeaways from the Handbook and providing links to resources for reopening.¹

The following sections outline
Handbook chapters and key takeaways.

Introduction

Pages 1-4

Audience for the Handbook: States, districts, schools, and teachers

Purpose of the Handbook: Offer evidence-based strategies for providing equitable and adequate educational opportunities that address the impact of COVID-19 on students (including students most affected by the pandemic and for whom the pandemic exacerbated preexisting inequities), educators, and staff as they reopen schools safely.



With the passage of the American Rescue Plan Act of 2021 (ARP), states, districts, and schools have access to significant federal resources² to implement the strategies in the Handbook to address gaps in educational opportunity and outcomes — not just during the COVID-19 pandemic, but beyond.



In implementing these strategies, engagement with educators and staff (including their unions), students, families, and the school community is key. This engagement should begin early in any decision-making process and should be ongoing and collaborative.



Funding



Engaging the School Community



Student Equity

¹ Related reading: [Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools of this COVID-19 Handbook](#)

² Consistent with ARP requirements and the Uniform Guidance in 2 CFR Part 200

Creating Safe and Healthy Learning Environments

Pages
5-17

Remember... Schools are microcosms of society, therefore supports provided should be trauma-informed and grounded in equity so all students feel valued.



See [Pages 8-9](#) for strategies that maximize students' social, emotional, and academic benefits, such as creating a multi-tier system of supports that matches students' needs.

See [Page 10](#) for strategies to further support social and emotional learning, such as measuring social and emotional well-being through surveys and providing opportunities for student voice to be represented throughout school functions.

What can schools do to provide all students with access to a safe and inclusive learning environment?

A few ideas to consider...

School districts should work to locate and reengage students who are chronically absent or disengaged; efforts should be undertaken in a non-punitive manner and should leverage community partners to support reengagement. [Page 12](#)

Schools should provide safe, welcoming, and inclusive learning environments to rebuild trust, reengage students, and foster recovery from the impacts of COVID-19. Effective strategies include evaluating school policies and practices to ensure they do not further perpetuate racial disparities, leveraging trauma-informed strategies to meet students where they are, and providing professional development to teachers and staff to identify and address their own bias. [Page 14](#)

Schools should promote healthy learning environments through prevention strategies for reopening, such as following CDC guidelines to address infrastructure issues (e.g., roofing and ventilation systems). [Page 16](#)

Conduct an ongoing assessment of the needs of underserved students and tailor meal programs to meet local community and individual school needs. See [Pages 6-7](#) for suggestions for meeting the nutritional needs of underserved students, such as provide information and maps of meal sites in multiple languages and formats and distribute this information through partners.

How can your school meet the social, emotional, and mental health needs of students?

Learning environments and conditions can be designed in ways that help students overcome the impact of COVID-19, as well as other traumas they may have experienced. It is vital that learning environments include social and emotional learning.

TIP

Let students know they aren't alone and provide them with a time to heal.

Schools can work to remove the stigma of mental health issues and ensure students can access programs by operationalizing a plan for conducting mental health first aid, screenings, and procedures for referrals.

See [Page 11](#) for more.

Addressing Lost Instructional Time

Pages
18-37

How can your school accelerate learning?

The Handbook suggests four approaches to accelerating student learning.

In-School Acceleration

Educators are encouraged to think differently about scheduling, grade levels, and collaboration. See [Page 19](#) for Approaches to In-School Acceleration, including focusing on the most essential knowledge and skills and content foundational for subsequent grade levels. See [Pages 19-20](#) for Strategies to Support the Successful Transition from High School to Postsecondary Education, such as emphasizing outreach efforts toward first-generation college students.

High-Quality Tutoring

High dosage tutoring led by a certified teacher or a paraprofessional and conducted during the school day tends to have the largest impact. See [Page 21](#) for An Evidence-Informed Tutoring Practices Checklist.

A Note on Supporting English learners: In 2007, four studies reviewed by the Department's What Works Clearinghouse found that peer tutoring had positive effects on English language development for English learners.

Summer Learning and Enrichment Programs

See [Page 22](#) for Evidence-Based Approaches to Successful Summer Programs. i.e., programs that are voluntary, full-day, last five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities. See [Pages 22-23](#) for Examples of Programs to Reengage Disconnected Youth Through Youth Violence Reduction Programs. See [Page 24](#) on Supporting Students with Disabilities in Enrichment Programs.

Out-of-School Time Programs

High-quality afterschool program benefits are particularly important for students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. See [Page 22](#) for Evidence-Based Approaches for Out-Of-School Time Programs.

Supporting Effective and Equitable Use of Technology

How can your school or district support equitable access and effective use of technology?

The digital divide is two-fold and includes access to the internet and devices (the digital access divide) and the divide in how technology is used (the digital use divide). To effectively bridge both digital divides, schools must address both students' access and connectivity and how those devices are leveraged by educators to create high-quality learning experiences.



For research on the digital divides, including pronounced inequities in rural communities and for Black, Latinx, and Native American households, see [Page 25](#). Strategies, such as setting clear goals and aggressive timelines for providing all students with access to high-speed broadband and devices they can use when school is not in session, can help close the digital access and use divides (See [Pages 26-27](#)). Additional guidance for equitable access for English Learners and Students with Disabilities is available on [Page 27](#).

Using Data to Target Resources and Support

How can schools use data about students' opportunities to learn to help target resources and support?

One way to better understand the context for student performance and target resources accordingly is by considering students' opportunities to learn (OTLs), i.e., the inputs necessary for student achievement outcomes.



A few ideas to consider...

Use evidence-based OTL indicators to target support. Sample OTL indicators for measures of a safe, healthy, and inclusive learning environment can include chronic absenteeism rates, discipline rates, and data from surveys. Other OTL indicators are [available on Pages 28-29](#).

Use the strategies outlined on [Pages 29-30](#) to better understand where and how resources should be targeted as schools reopen. For example, use locally collected data, in accordance with applicable law, to determine whether subgroups of students who have been historically underserved are participating in in-person instruction proportionate to their enrollment in the school and district and target resources accordingly.

Addressing Resource Inequities

How can states, districts, and schools address resource inequities?

Allocating resources in ways that advance equity is particularly important as we recover from the disparate impact of COVID-19 on communities of color and communities experiencing poverty.



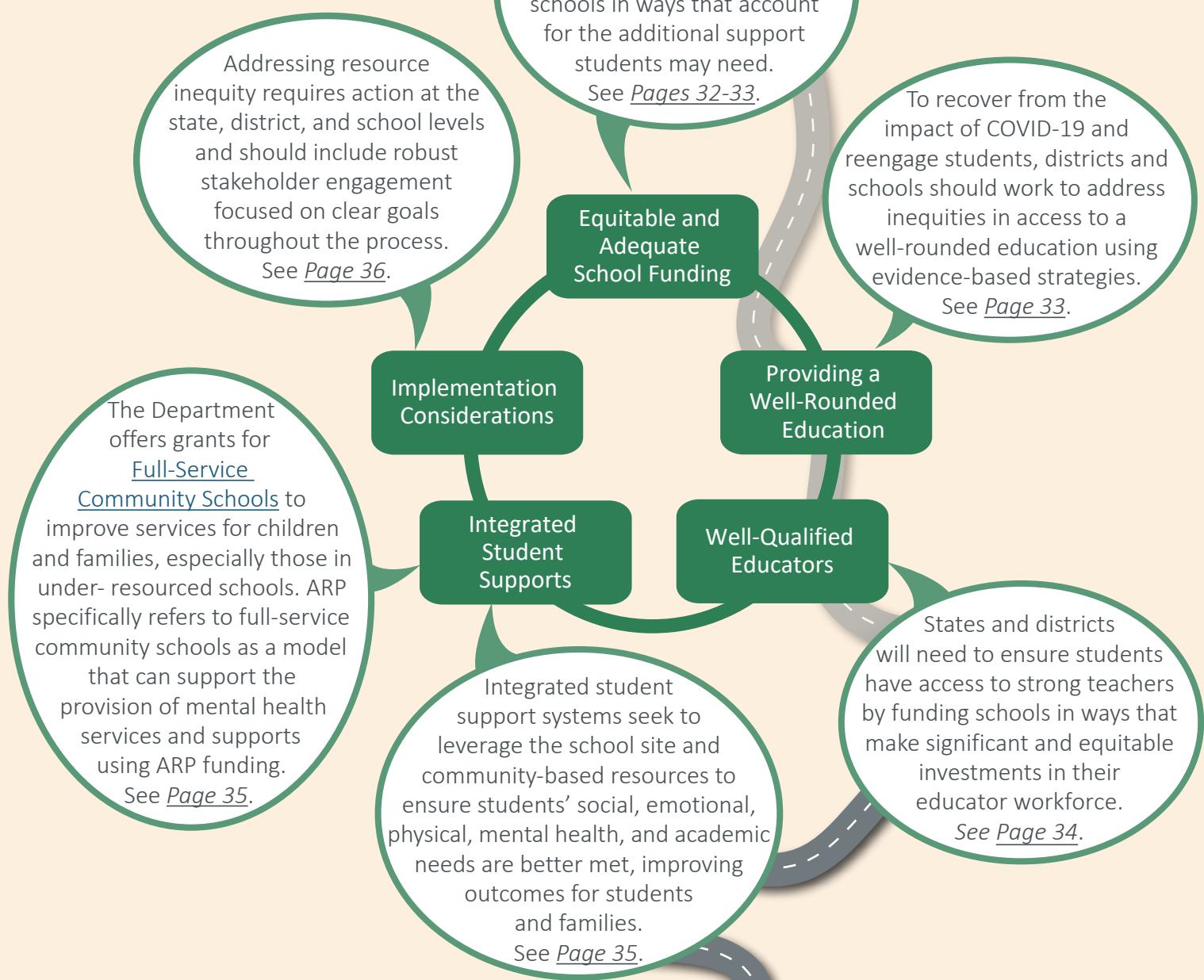
ARP includes several key fiscal equity provisions intended to advance equity and adequacy. See [Page 32](#).





Strategies Related To Addressing Resource Inequities

Pages 32-35 provide information and strategies related to addressing resource inequities in the following areas:



Supporting Educator and Staff Stability and Well-Being

Pages
38-44

How can schools stabilize a diverse and qualified educator workforce?

Approaches include...

- Extending the reach of effective teachers using teacher leaders.
- Increasing the availability of qualified adults to support educators, students, and staff.
- Building and maintaining a cadre of high-quality substitute teachers.
- Implementing flexible and creative scheduling to support students while allowing for planning and collaboration time for teachers.
- Using incentives to encourage educators to work in high-need subject areas and high-need schools.
- Offering relevant, flexible professional learning opportunities.



*The Effect of COVID-19
on a Diverse Educator
Pipeline*

More than 50% of American students are students of color while less than 20% of the educator workforce are teachers of color.

Educator diversity benefits all students, most especially students of color. Even before the pandemic, barriers challenged the educator pipeline, particularly for teaching candidates of color.

See Pages 40-41 for evidenced-based approaches to support the preparation and development of new educators. Page 40 also provides guidance on how to encourage/recruit new educators to work in high-need schools.

Remember... Strong principals are the key driver to retain teachers and school staff and improve student outcomes. Supporting principals and their well-being is also essential to school health. See Page 40.

According to a national survey in March 2021...

44%

Teacher satisfaction, down 25% compared to last year.

More than 1/3

Of teachers that have considered changing jobs because of the pandemic.



*How can schools support
educator and staff well-being?*

Building intentional systems is critical to supporting educator and staff well-being during the pandemic and beyond. This can be accomplished by:

- Involving teachers and staff in reopening planning.
- Creating school leader-to-teacher support systems.
- Creating peer-to-peer support systems.
- Considering educator workloads.
- Promoting district and school mental health supports.
- Providing an intentional space for educators to recharge.

See Pages 43-44.