



# District Perspectives on Pandemic Impacts and Recovery

**Center:** André A. Rupp & Erika Landl, Senior Associates

**Districts:** Debbie Durrence & Miranda McLaren (GCPS), Adam Hicks (SCPS)

RILS Conference, Portsmouth NH

September 22-23, 2022



# Session Overview

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11:00 – 11:15	<b>Dimensions of pandemic impact and recovery</b> <ul style="list-style-type: none"><li>- Academic impacts and technology access</li><li>- Acute trauma and mental health</li><li>- Combined inequities</li><li>- General learning frameworks</li><li>- Strategic recovery guidance</li></ul>
11:15 – 12:00	<b>District perspectives on pandemic impact and recovery</b> <ul style="list-style-type: none"><li>- Characteristics of effective districts</li><li>- Two district examples:<ul style="list-style-type: none"><li>• Gwinnett County (GA)</li><li>• Shelby County (KY)</li></ul></li></ul>
11:55 – 12:10	<b>Extended discussion with audience Q&amp;A</b>
12:10 – 12:15	<b>Wrap-up with resource examples</b>



# Dimensions of Pandemic Impact

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**Pandemic impact** is a complex, multidimensional phenomenon with many interdependencies that cut across school, family, and community contexts.

**Discussions of impact** should be informed by appropriate qualitative and quantitative data and multidisciplinary perspectives, with stories about possible root causes crafted carefully.

**Addressing pandemic impact** requires differentiated, multifaceted recovery efforts that need to be fine-tuned in local contexts to be most effective.



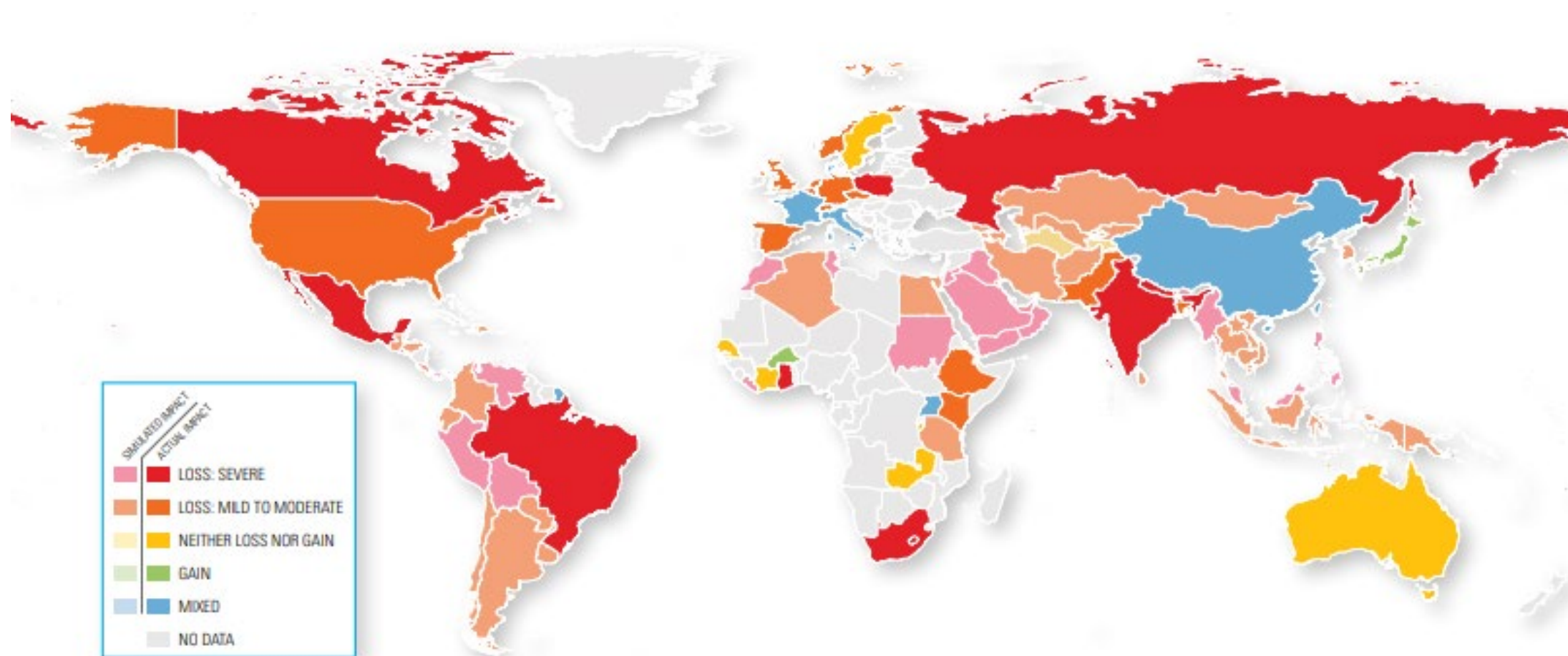
# Outcome Analyses

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## Academic Impacts



# Unfinished Learning as a Global Issue







# Unfinished Learning as a National Issue

- 1** First ever drop in mathematics and first drop in reading since 1980s—scores comparable to 20 years ago
- 2** Declines across percentiles—Greater for lower performers
- 3** While many student groups declined, only two score gaps changed
  - 1** White-Black gap widened in mathematics
  - 2** City-Suburban gap narrowed in reading
- 4** Widespread challenges during remote learning—Greater for lower performers



# State Assessments

## Multi-State 2019 to 2021 COVID-19 Academic Impact

All Students  
ELA And Mathematics by Grade

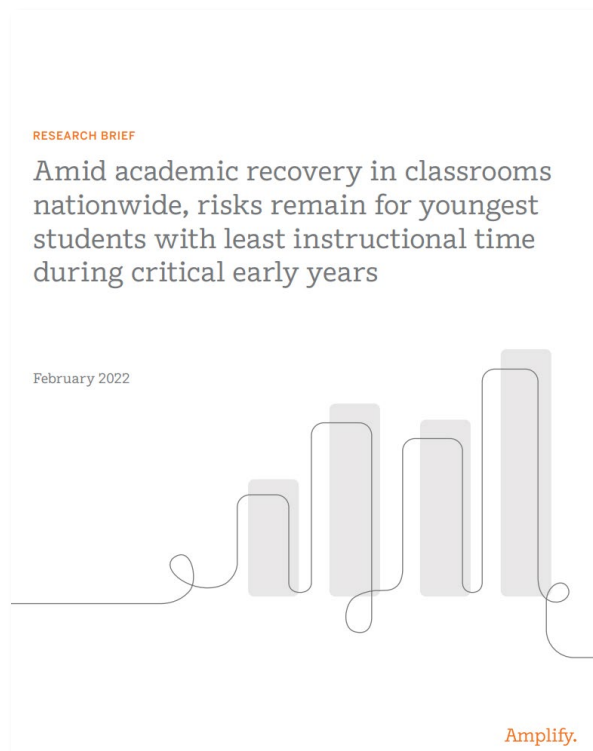


	ELA						Mathematics					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
State A	Moderate	Moderate	Modest to None	Moderate	Modest to None	Moderate	Large	Large	Large	Large	Large	Large
State B	Moderate		Moderate		Moderate			Moderate		Large		Moderate
State C	Moderate	Moderate	Large	Large	Large	Large	Severe	Severe	Severe	Severe	Large	Severe
State D	Moderate	Moderate	Large	Large	Large	Large	Large	Moderate	Severe	Severe	Large	Severe
State E	Large	Moderate	Large	Moderate	Large	Moderate	Severe	Large	Large	Severe	Large	Large
State F	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Large	Large	Large	Large	Large
State G	Moderate	Moderate	Large	Moderate	Moderate	Moderate	Severe	Large	Severe	Large	Large	Large
State H	Large	Large	Large	Moderate	Large	Moderate	Large	Severe	Large	Large	Moderate	Moderate
State I	Moderate	Large	Moderate	Moderate	Modest to None	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate





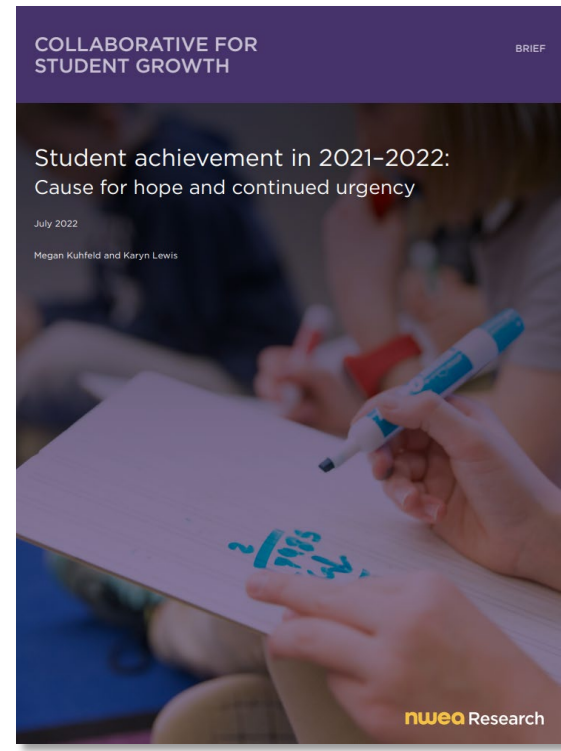
# Interim Assessments



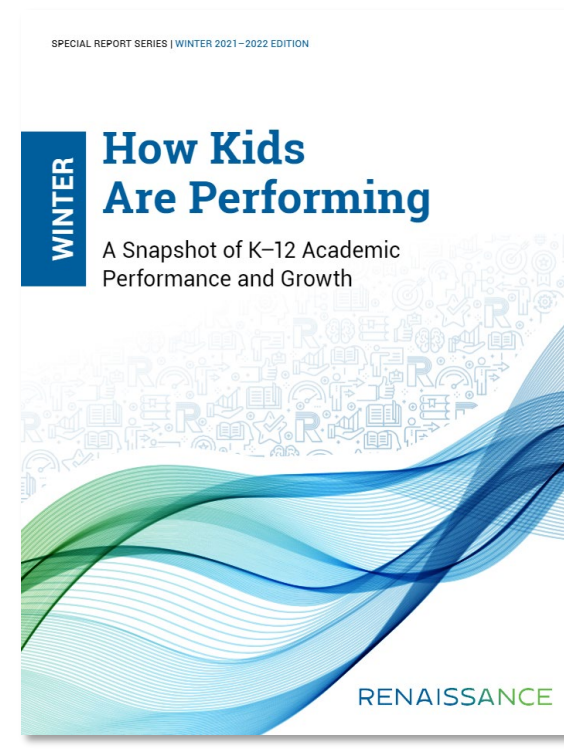
Amplify



Curriculum Associates





NWEA



Renaissance



# Broad Picture




## Student achievement gaps and the pandemic: A new review of evidence from 2021–2022

*Panel of Experts*

**Sarah Cohodes**, Columbia University  
**Dan Goldhaber**, American Institutes of Research/University of Washington  
**Paul Hill**, CRPE, Arizona State University, Chair  
**Andrew Ho**, Harvard University  
**Vladimir Kogan**, Ohio State University  
**Morgan Polikoff**, University of Southern California  
**Carrie Sampson**, Arizona State University  
**Martin West**, Harvard University

August 2022



## How Has the Pandemic Affected Students' Social- Emotional Well-Being? A Review of the Evidence to Date

*Panel of Experts*

**Co-Chair Laura Hamilton**, Educational Testing Service  
**Co-Chair Betheny Gross**, WGU Labs  
  
**David Adams**, The Urban Assembly  
**Catherine Pilcher Bradshaw**, Curry School of Education at the University of Virginia  
**Pamela Cantor**, Turnaround for Children  
**Robin Gurwitch**, Duke University  
**Robert Jagers**, CASEL  
**Velma McBride Murry**, Vanderbilt University  
**Marleen Wong**, University of Southern California

August 2021



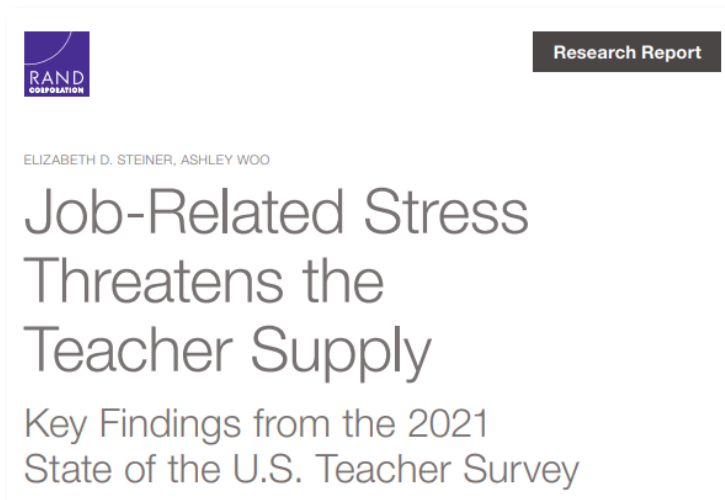
# Contextual Factors:

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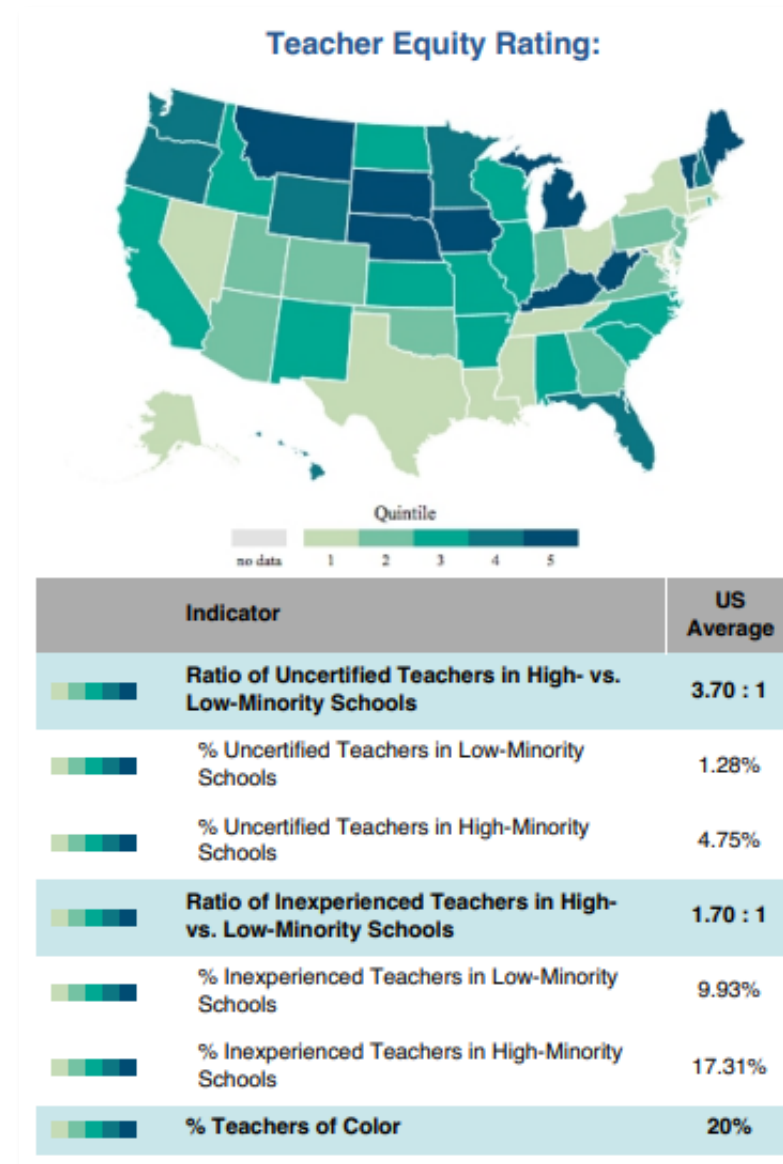
## Teacher Shortages



Washington Post  
August 3, 2022



RAND (2021)



Learning Policy Institute  
2018 Data – no recent updates available yet





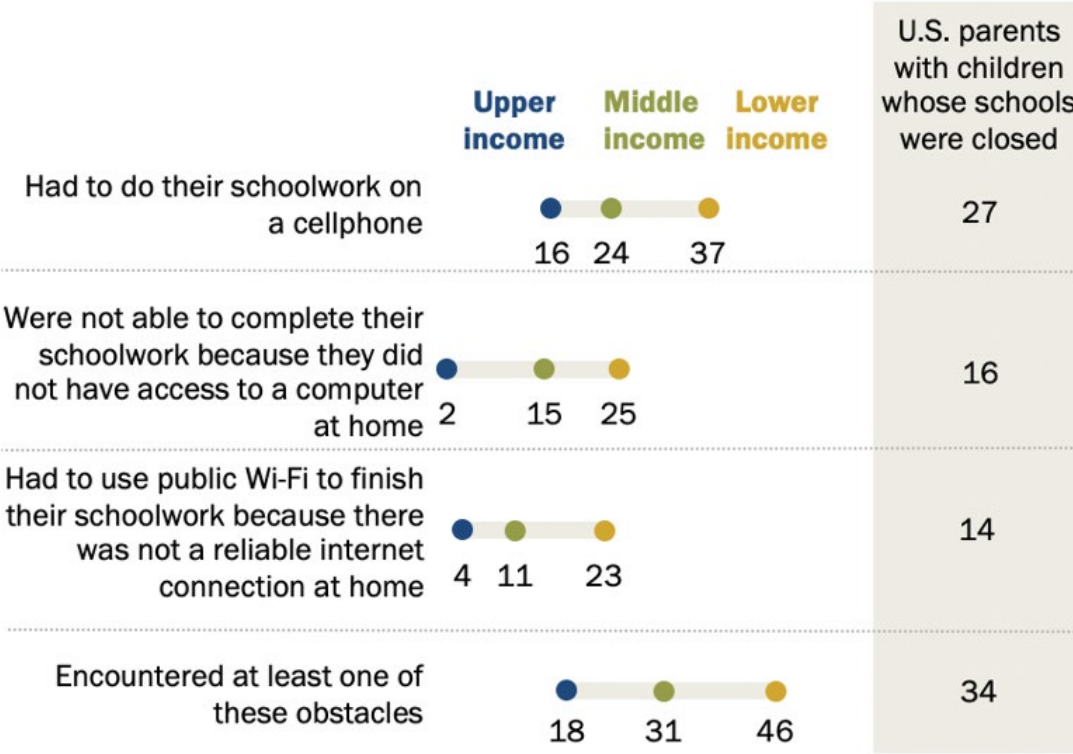
# Contextual Factors:

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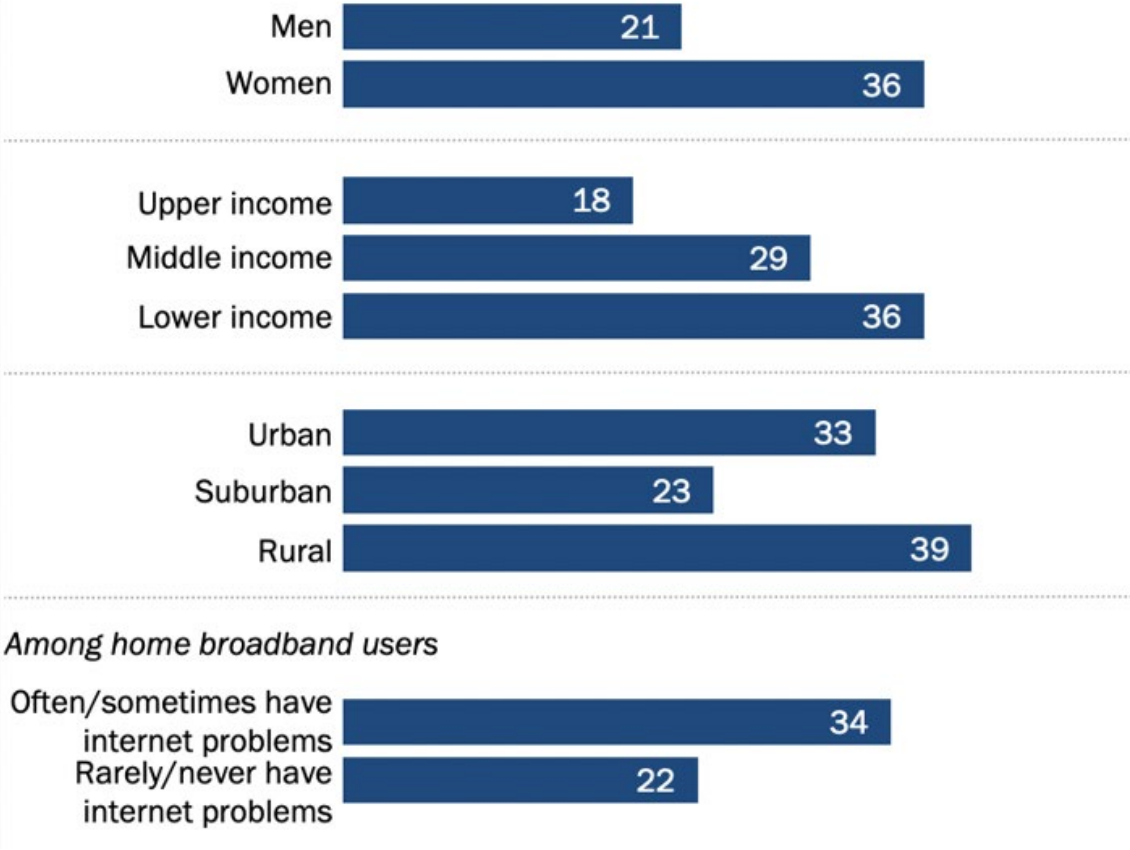
## Technology Access



Among parents with children whose K-12 schools were closed at some point due to the coronavirus outbreak, % who say that, since the beginning of the outbreak in February 2020, their children ever ...



Among parents whose K-12 children have had some online instruction since the beginning of the coronavirus outbreak, % who say it has been **very** or **somewhat difficult** to help their children use technology and the internet for online instruction







**70%** of students recalled experiencing remote learning last school year. What **supports** did those students have?

Had a desktop computer, laptop, or tablet all the time ([full question](#)) <sup>?</sup>

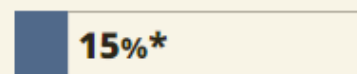
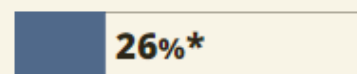
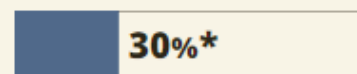
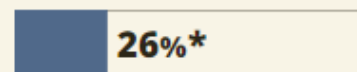
Had access to high-speed internet some of the time ([full question](#)) <sup>?</sup>

Had a quiet place to work some of the time ([full question](#)) <sup>?</sup>

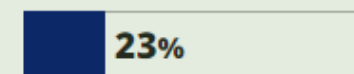
Had their teacher available to help with schoolwork every day or almost every day ([full question](#)) <sup>?</sup>

Had someone help them with their schoolwork about once or twice a week ([full question](#)) <sup>?</sup>

Proportion of **lower-performing students** (below 25th percentile)



Proportion of **higher-performing students** (at or above 75th percentile)



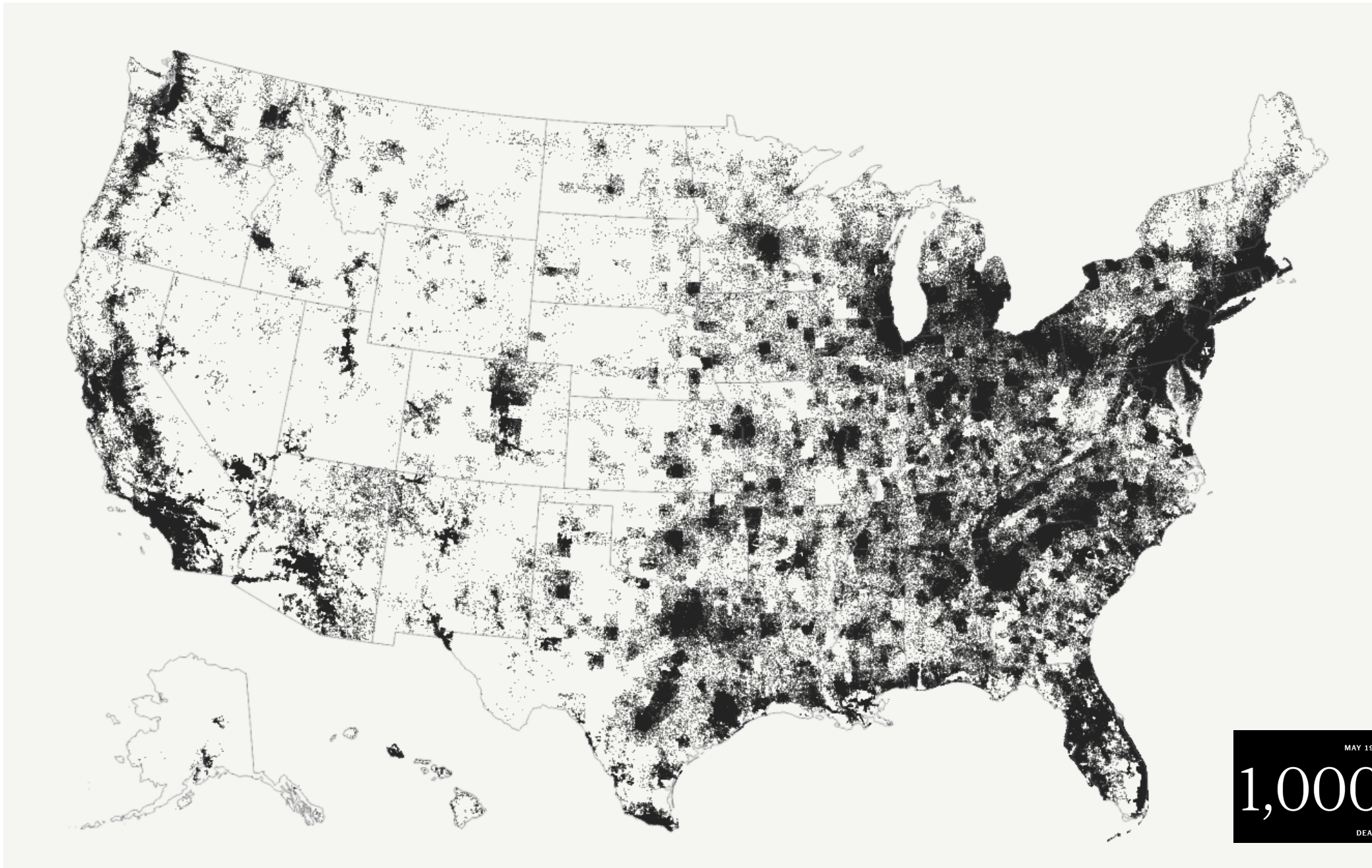
\* Significantly different ( $p < .05$ ) from students performing at or above the 75th percentile.



# Contextual Factors:

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## Acute Trauma



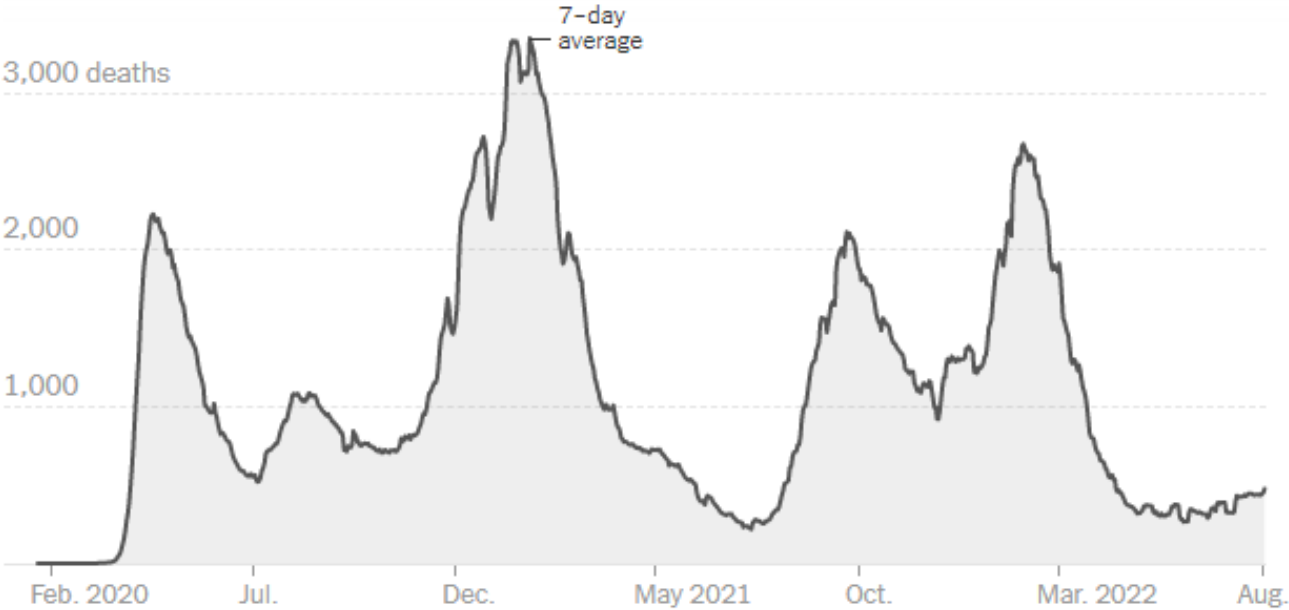
MAY 19, 2022

1,000,000

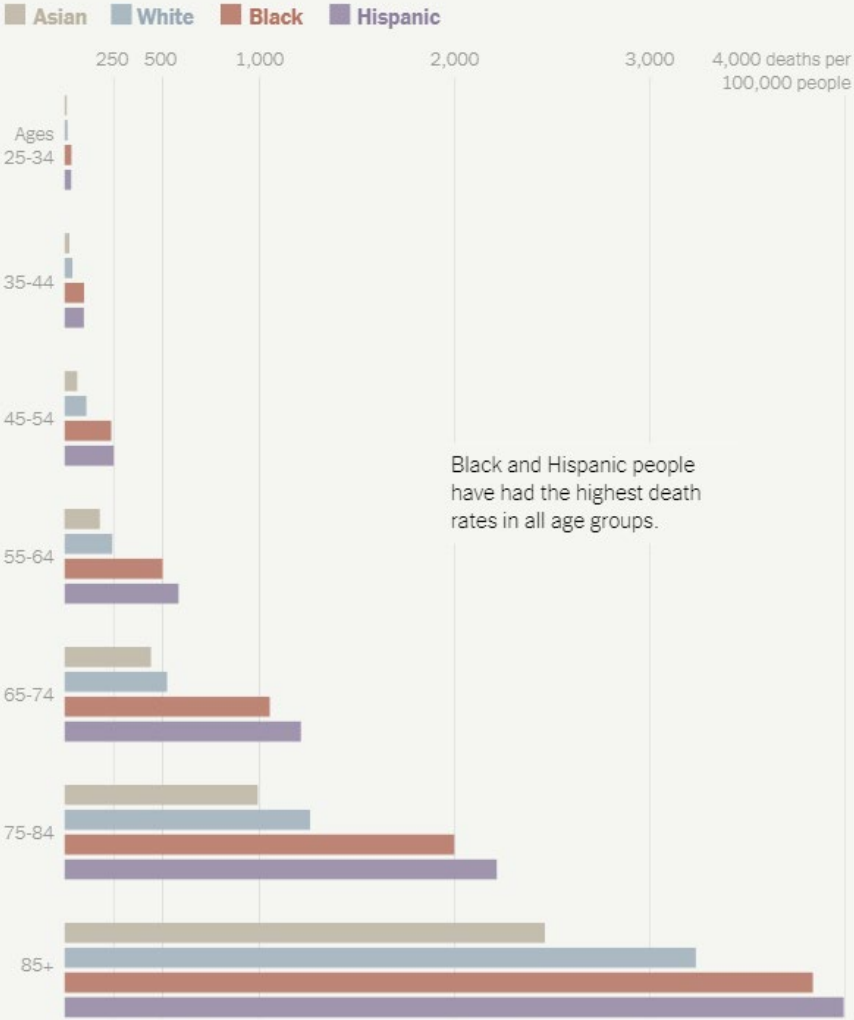
DEATHS



New reported deaths by day



Covid-19 death rates by age and race



Note: Rates for White, Black and Asian people exclude Hispanics. Rates for Native Americans and Pacific Islanders were less reliable because of low total counts and are not shown. | Source: C.D.C.





# Contextual Factors:

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# Socio-emotional Impacts



# Empirical Findings

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**Theme 1:** Broad disruptions of the pandemic in school, home, and social life

**Theme 2:** Impacts on caregivers and their relationships with students

**Theme 3:** Negative impacts of the pandemic on general mental health

**Theme 4:** Differential effects for student groups by age, gender, race, and SES

**Theme 5:** Resilience and differential effects of various coping strategies

Naff, Williams, Furman-Darby, & Yeung (2022)





## DURING THE PANDEMIC, STUDENTS EXPERIENCED A RANGE OF MENTAL AND PHYSICAL HEALTH PROBLEMS. HERE IS WHAT WE ARE SEEING:

### Mental Health Effects

- Depression
- Social withdrawal
- Increased anxiety
- Loss of confidence
- Sleep disturbances
- Suicidal tendencies



### Physical Health Effects

- Increased risk of drug abuse
- Headaches and stomach aches
- Worse physical health
- Obesity
- Higher blood pressure and cholesterol as young adults
- Higher risk of heart disease

## DURING THE PANDEMIC, BLACK AND LATINO FAMILIES ARE EXPERIENCING ADDITIONAL TRAUMA THAT WILL MAKE THEM MORE LIKELY TO FACE MENTAL HEALTH PROBLEMS.



### food insecurity

Black and Latino families are twice as likely as White families to face food insecurity.



### housing insecurity

24% of Black and 18% of Latino families face housing insecurity as compared to 12% of White families.



### unemployment

Black and Latina women are more than twice as likely to be unemployed as White women.



# Combined Inequities

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**OBSERVATION 1 (K-12):** Emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities. In core subjects like math and reading, there are worrisome signs that in some grades students might be falling even further behind pre-pandemic expectations.

**OBSERVATION 2 (K-12)** COVID-19 appears to have deepened the impact of disparities in access and opportunity facing many students of color in public schools, including technological and other barriers that make it harder to stay engaged in virtual classrooms.

**OBSERVATION 3 (K-12):** Even before the pandemic, many students learning English struggled to participate on equal terms in the classroom as they confronted the dual challenge of mastering grade-level content while continuing to learn English. For many English learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder.

**OBSERVATION 4 (K-12):** For many elementary and secondary school students with disabilities, COVID-19 has significantly disrupted the education and related aids and services needed to support their academic progress and prevent regression. And there are signs that those disruptions may be exacerbating longstanding disability-based disparities in academic achievement.

**OBSERVATION 5 (K-12):** During the pandemic, lesbian, gay, bisexual, transgender and queer (LGBTQ+) students in elementary and secondary schools have faced particularly heightened risks for anxiety and stress and have lost regular access to affirming student organizations and supportive peers, teachers, and school staff. These students also are at an increased risk of isolation and abuse from unsupportive or actively hostile family members.

**OBSERVATION 6 (K-12 and postsecondary):** Nearly all students have experienced some challenges to their mental health and well-being during the pandemic and many have lost access to school-based services and supports, with early research showing disparities based on race, ethnicity, LGBTQ+ identity, and other factors.





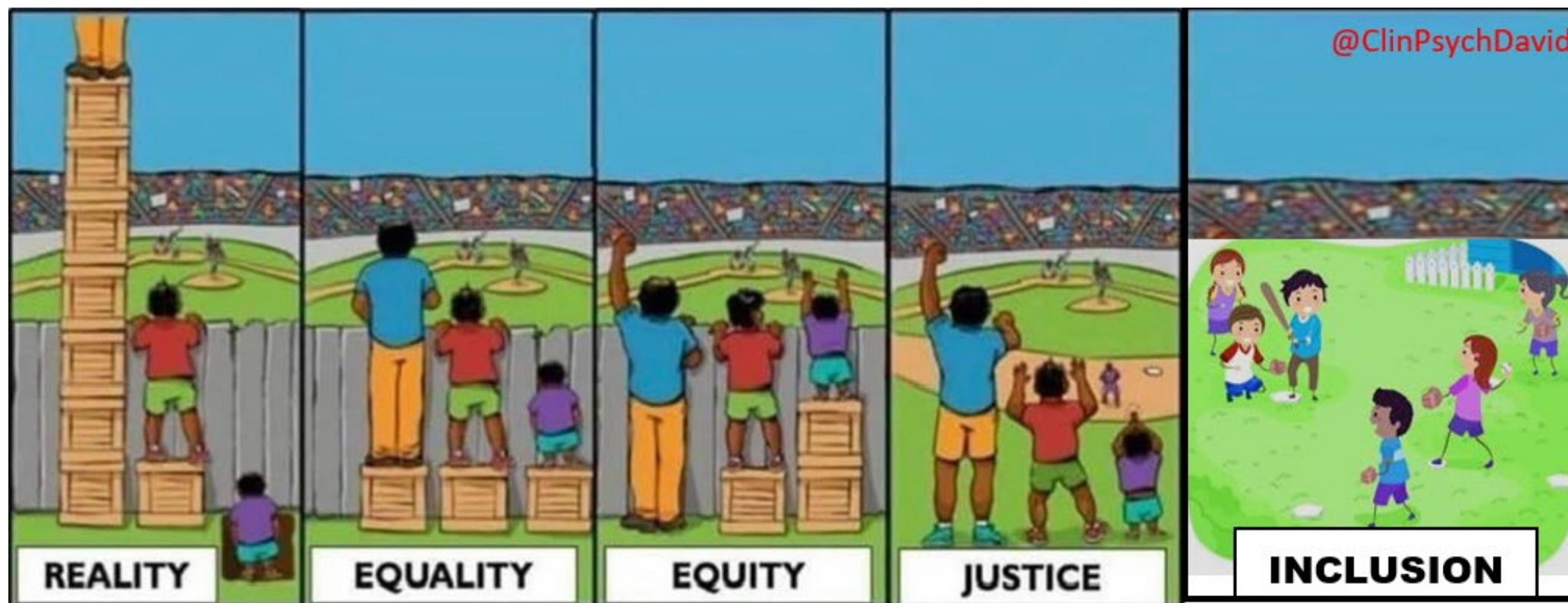
**OBSERVATION 7 (K-12 and postsecondary):** Heightened risks of sexual harassment, abuse, and violence during the pandemic, including from household members as well as intimate-partners, and online harassment from peers and others, affect many students and may be having a continued disparate impact on K-12 and postsecondary girls and women and students who are transgender, non-binary, or gender non-conforming.

**OBSERVATION 8 (K-12 and postsecondary):** Identity-based harassment and violence have long had harmful effects on targeted students and their communities. Since the pandemic's start, Asian American and Pacific Islander students in particular have faced increased risk of harassment, discrimination, and other harms that may be affecting their access to educational opportunities.

**OBSERVATION 9 (postsecondary):** COVID-19 has raised new barriers for many postsecondary students, with heightened impacts emerging for students of color, students with disabilities, and students who are caregivers, both for entry into higher education and for continuing and completing their studies.

**OBSERVATION 10 (postsecondary):** Many institutions of higher education that disproportionately serve students of color and students from low-income backgrounds have seen declines in enrollment since the pandemic began. During the 2020-21 academic year historically Black colleges and universities (HBCUs), Minority Serving Institutions (MSIs), and Tribal Colleges and Universities (TCUs) also had declines in enrollment that in some cases far outpaced enrollment declines in their predominantly white peer institutions. Higher-education institutions also reported a sharp drop-off in enrollment in 2020 of students graduating from high-poverty high schools compared to pre-pandemic numbers.

**OBSERVATION 11 (postsecondary):** Students with disabilities in higher education are facing significant hardships and other barriers due to COVID-19, threatening their access to education, including through remote learning, and basic necessities.



## Working towards Equity, Justice, and Inclusion in an Endemic Context



# Strategic Guidance

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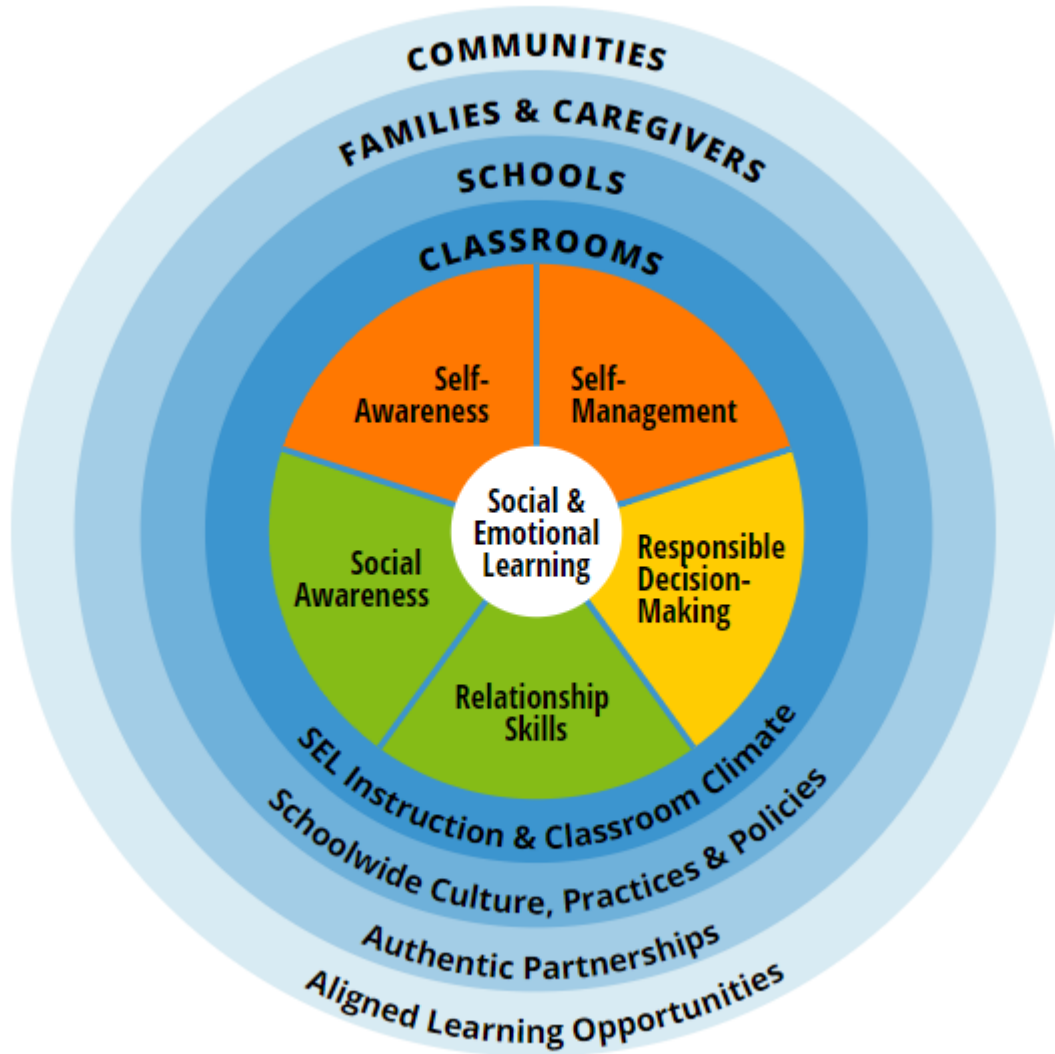




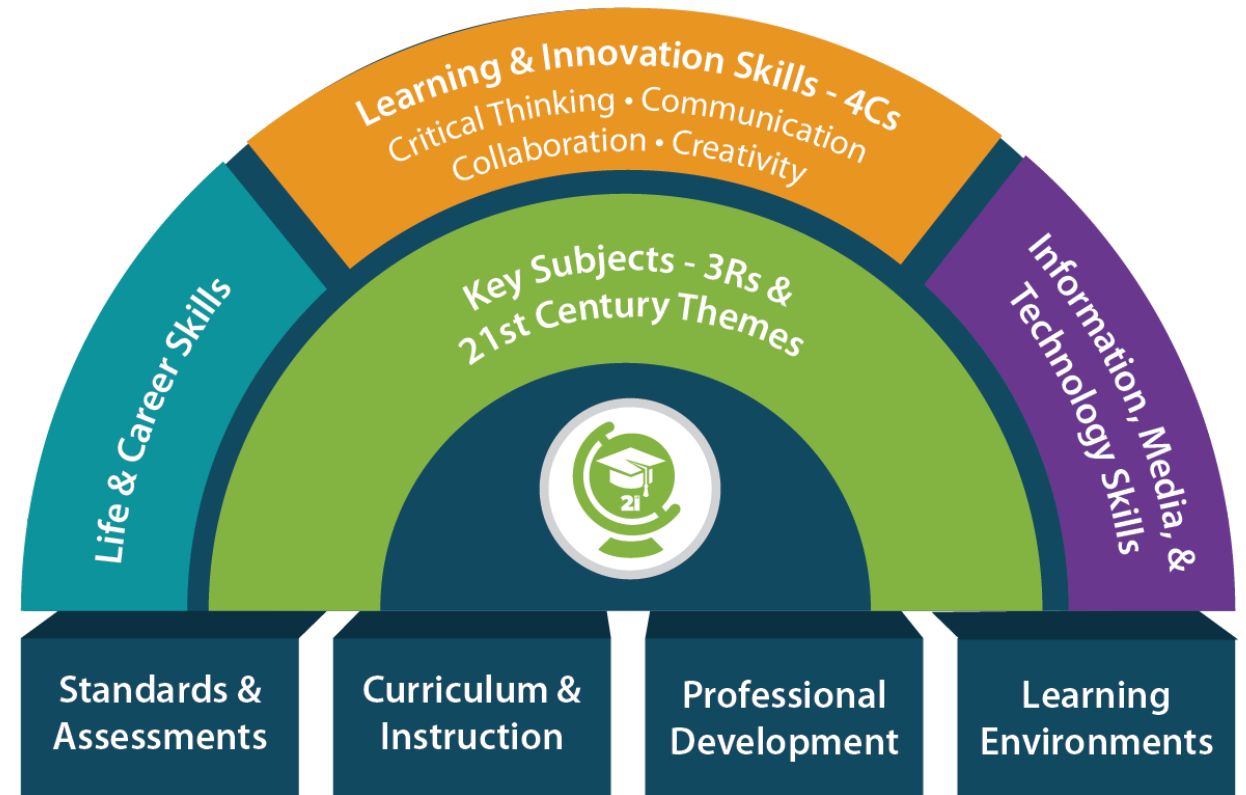
# Looking Ahead

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## General Frameworks

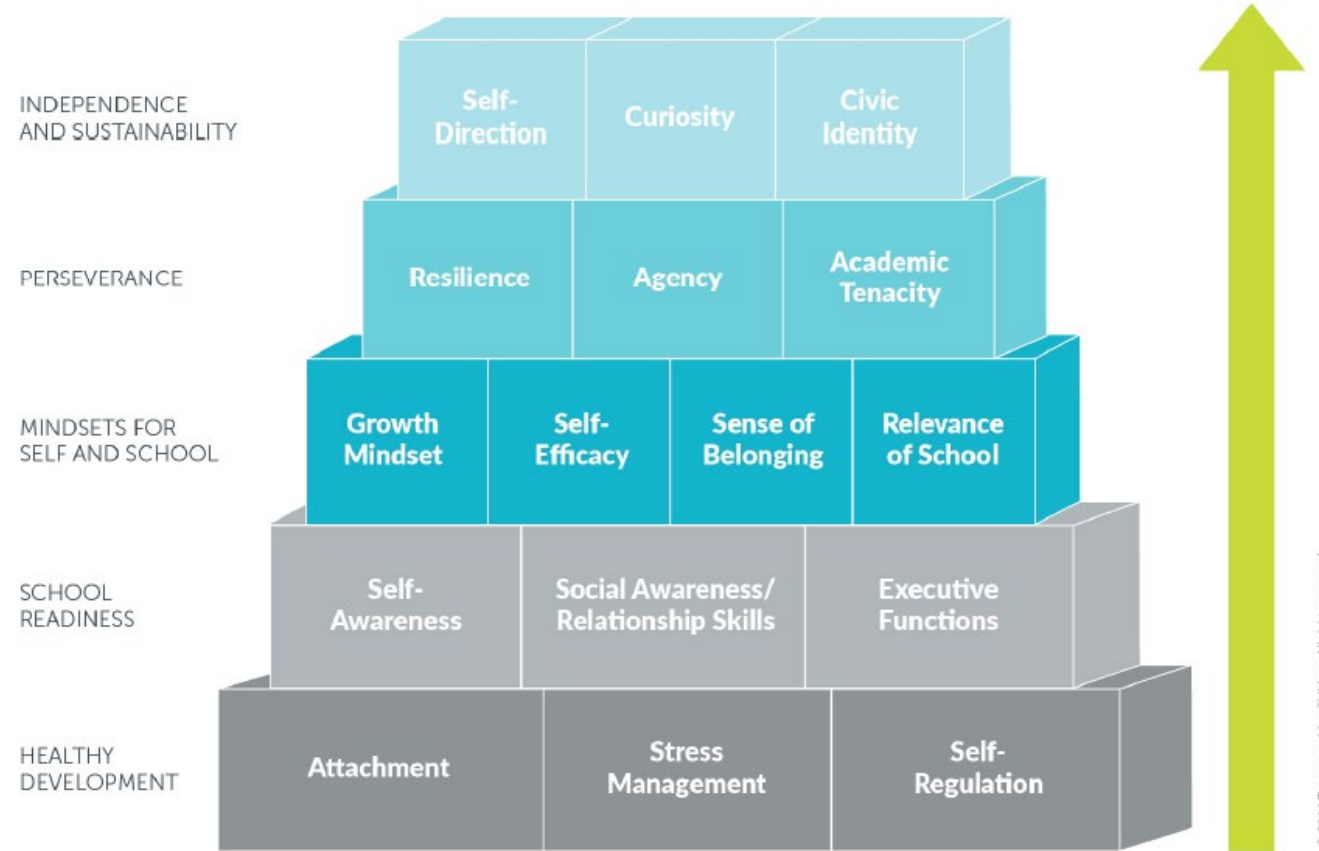


CASEL Framework



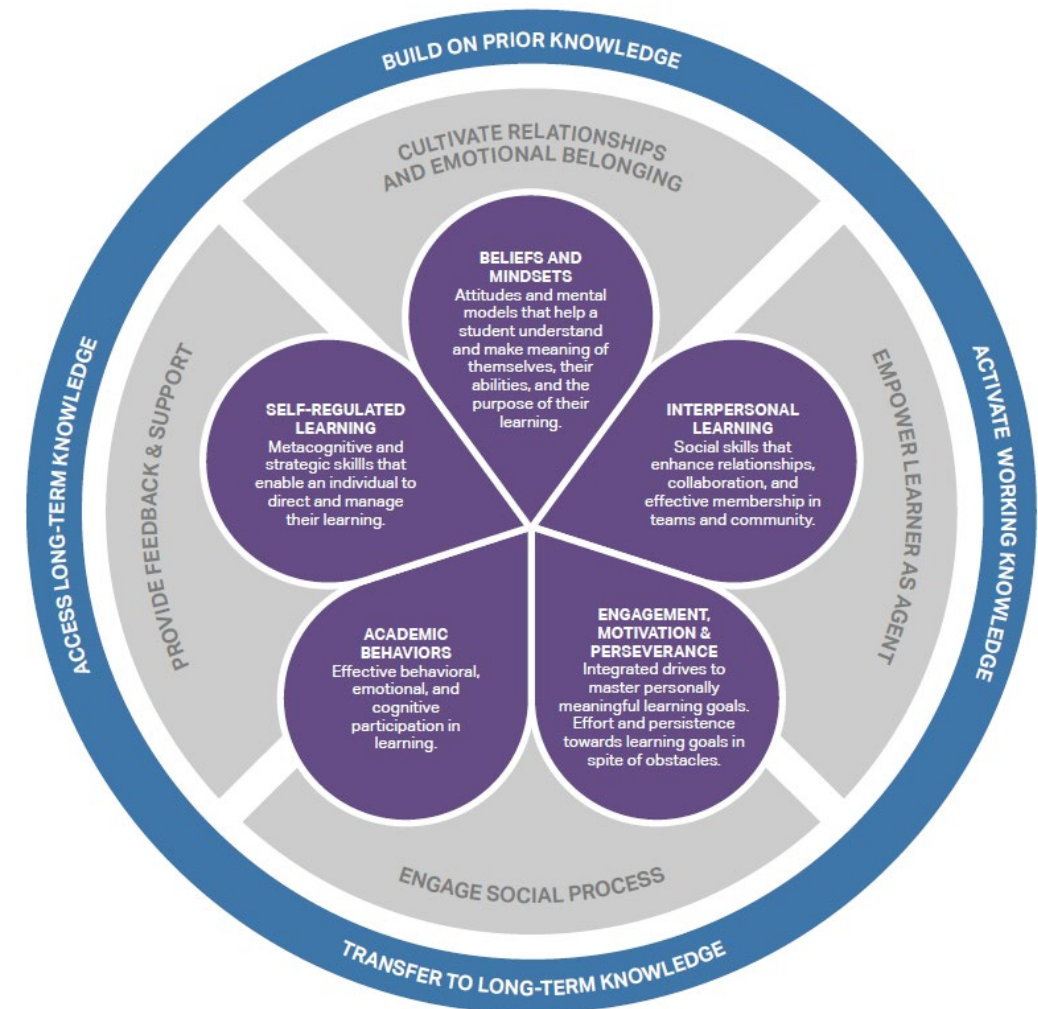
© 2019, Battelle for Kids. All Rights Reserved.

P21 Framework



Source: Building Blocks for Learning from Turnaround USA. Reproduced with permission.

Building Blocks for Learning



Model of Learning



# District Experiences & Strategies

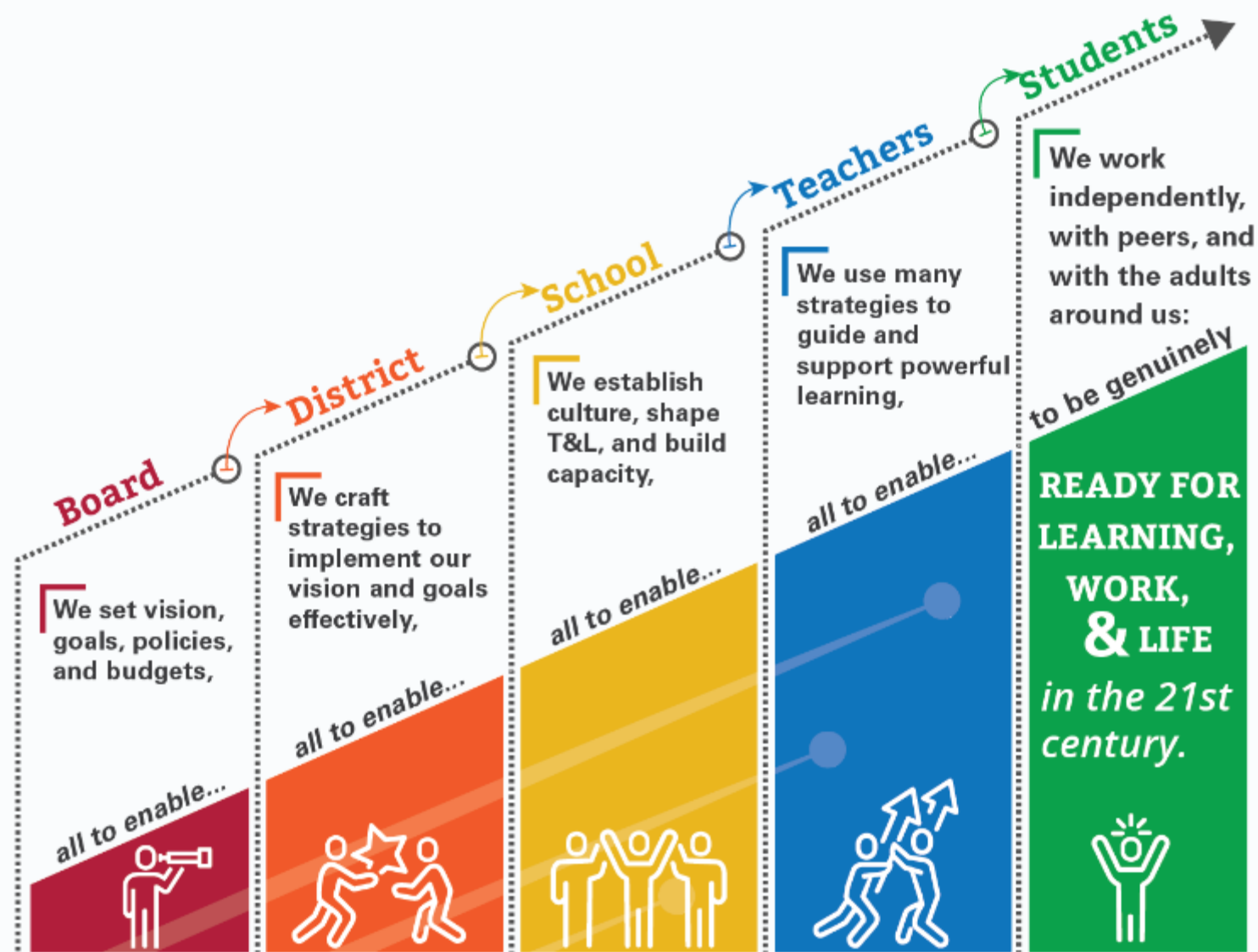
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# Bigger Picture

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Each level in a school or district's organization defines its job as empowering and enabling those at the next level to do the best work they can possibly do. Credit: NGLC







### Redefining Student Success



A whole-child definition of success, with competencies tuned to 21st century needs, is “mature and going strong” or is “taking root”

### Student-Centered



Empowering learners to holistically understand their needs, strengths, and interests is “mature and going strong” or is “taking root”

### Student-Driven



Entrusting learners to take ownership of their own learning is “mature and going strong” or is “taking root”

### Competency-Based



Learning that can progress at the learners’ own pace, based on demonstrated mastery, is “mature and going strong” or is “taking root”

### Anywhere Learning



Learning that transcends location in relevant and valued ways and is connected to families, educators, communities, and networks is “mature and going strong” or is “taking root”



### STUDENT-CENTERED LEARNING MODEL

was a critical factor in their  
response



### STRONG RELATIONSHIPS

as a component of **healthy  
culture** was a critical factor  
in their response



### CREATIVE ADAPTABILITY

as a component of **healthy  
culture** was a critical factor  
in their response



### LEADERSHIP CAPACITY

was a critical factor in their  
response



### AGILE, EFFECTIVE COMMUNICATION

was a critical factor in their  
response



### DEEP TECH CAPACITY AND BUILD-OUT

was a critical factor in their  
response



# Promising Leadership Practices of Schools That Exceeded Expectations during the Pandemic

## Key 1

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**Cultivate educator mindsets that support student success.**

## Key 2

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**Create a culture of data.**

## Key 3

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**Prioritize meeting the needs of the whole child.**

## Key 4

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**Create a school environment that engages and inspires students.**

## Key 5

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**Enhance teacher practice with more resources and support.**

## Key 6

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**Strengthen connections with families.**



# District Examples

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# District Profiles

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**Debbie Durrence**  
**Miranda McLaren**



**Adam Hicks**



# In Your District:

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## Impacts

- a) What have been the dominant longer-term impacts of the pandemic on your schools and community?
- b) What outcomes are most important in your district as a signal for pandemic recovery?

## Actions

- a) What actions are you taking as a district to support pandemic recovery?
- b) How do your plans for supporting pandemic recovery address equity concerns?

## Assessments

- a) How has the use of interim, state, and other assessments changed during the pandemic?
- b) How do you communicate about pandemic impact and recovery to key stakeholders?

## Conditions

- a) Which external messaging has served to support or hinder your recovery efforts?
- b) What unexpected innovation opportunities did the pandemic introduce?

# Audience Q&A

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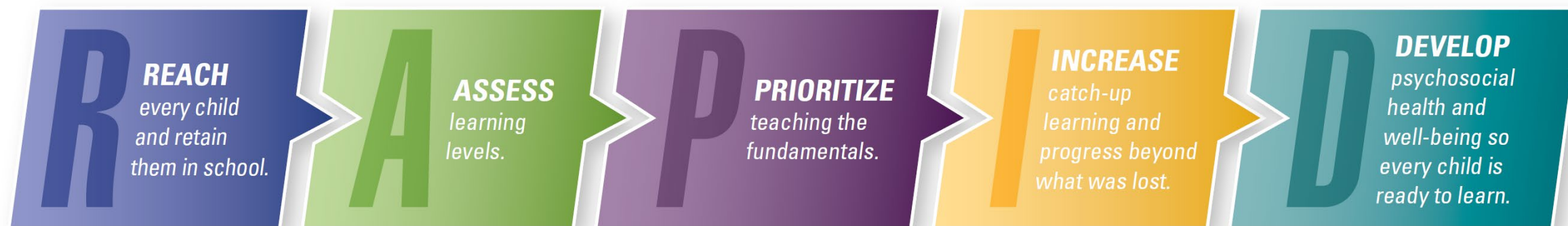
***In one sentence, please briefly say who you are, where you work, and what your main responsibilities are***





# Strategic Guidance

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## COVID-19 Resources for Schools, Students, and Families

There are several Department of Education COVID-19 resources available for states, communities, educators, and families. These resources include guidance and policies related to [elementary and secondary education](#), [special education](#), postsecondary education, and other aspects of lifelong learning. [The Centers for Disease Control and Prevention \(CDC\)](#) also continues to provide updated [guidance for school settings](#).

If you are a contractor looking for information regarding doing business with ED during the pandemic, please visit the [Contracts](#) page.

### What's New!

#### All Education Levels

- [Prioritizing Case Investigation and Contact Tracing for COVID-19](#) (March 1, 2022)
- [Secretary's Letter to School and Early Childhood Communities](#) (February 25, 2022)
- [Disability Rights](#) (February 24, 2022)
- [Four Ways Schools Can Find Covid-19 Tests](#) (February 14, 2022)
- [#ARPSStars Communications Toolkit](#) (February 9, 2022)

#### Elementary and Secondary Education

- [Improving Access to High-Quality Resources That Equitably Support Social-Emotional Development and Mental Health of Young Children](#) (June 14, 2022)
- Letter to Educators and Parents Regarding New CDC Recommendations and their Impact on Children with Disabilities [English](#) | [Español](#) (March 24, 2022)
- [Fact Sheet: Providing Students with Disabilities Free Appropriate Public Education During the COVID-19 Pandemic and Addressing the Need for Compensatory Services Under Section 504](#) (February 16, 2022)
- [Using American Rescue Plan Funds and Other Federal Supports to Address Staff Shortages](#) (January 28, 2022)
- [Using American Rescue Plan Funds and Other Federal Resources to Address Teacher Shortages](#) (January 28, 2022)
- [National Resources Supporting School COVID-19 Screening Testing: Information for State Health and Education Agencies and School Districts](#) (January 14, 2022)

#### Postsecondary Education

- [ED COVID-19 Handbook, Volume 3 on Safe Operation and Addressing COVID-19 Impact](#) (June 4, 2021)
- [Higher Education Emergency Relief \(HEER\) Fund](#)

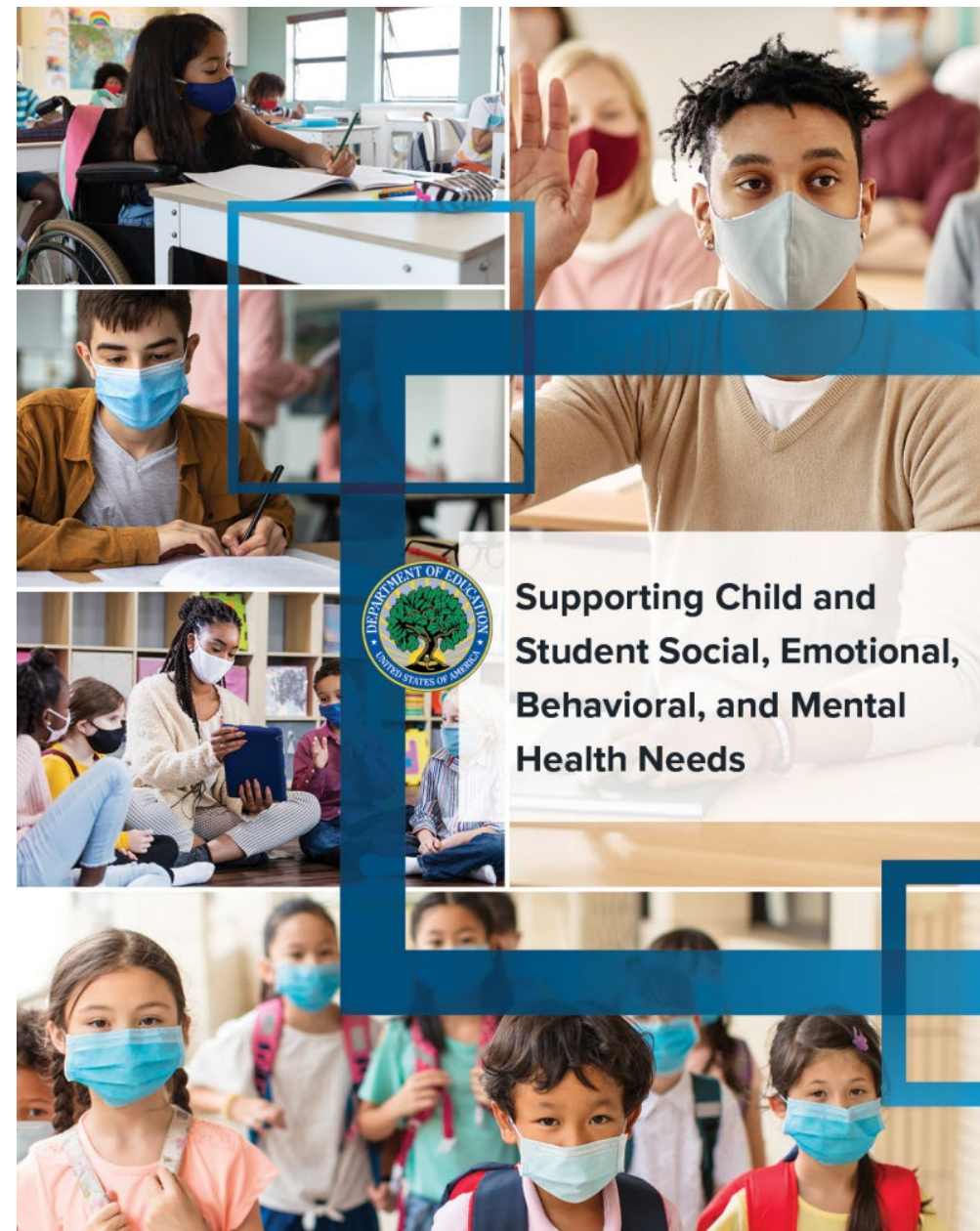
#### Coronavirus Resources

[Coronavirus.gov](#)

[Resources and Updates from CDC](#)

[Government Response to Coronavirus, COVID-19](#)

[School Testing Resources](#)



**Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs**



## Know who has been left behind

- Monitor the Back-to-School process for all children from preschool and upwards, particularly those who do not return in order to understand why and proactively reach out to them.

## Understand and address the barriers

- Implement measures that will be necessary to support and sustain girls' and other vulnerable groups' return to quality learning.

School-level barriers

Household-level barriers



## Focus on learning recovery

- Every education system must adopt a learning recovery programme, comprised of a mix of evidence-based, contextually appropriate strategies.

### Diagnose individual learning

- Catching children where they are will effectively enable children to return to school and address their learning recovery journey.

### Offer catch-up learning at scale

- Tailor catch-up learning programmes (structured pedagogy, small group tutoring and targeted instruction etc.) to bring children back on track.

### Use alternative learning pathways

- Enable alternative learning pathways so that all children can follow a learning pathway that is appropriate for their context/goals



## Strengthen tailored and comprehensive support

- Provide tailored services needed to meet their learning, health, nutrition, psychosocial wellbeing, and other needs through cross-sectoral collaboration across Ministries.

## Ensure protection, safety and referral systems

- Marginalised children are returning to school systems that need to be able to provide for their increased protection needs.

## Enablers to return to learning



**Leadership** ensures a focus on reaching marginalised children at all levels. Examples include wide and frequent consultation and encouraging the participation and voices of children and youth in the decision-making process.



**Funding** (sufficient, effective, and equitable) with learning losses/remediation given priority. Additional education funding can effectively be targeted to schools and communities hit hardest.



**Accountability system(s)** for ensuring all children return and learn) would include supporting/incentivizing all "duty-bearers". This includes empowering children to demand opportunities for effective learning.



**Engage parents, young people and communities** to address concerns, surface innovations, and ensure a safe, widely accepted reopening. Critical communications and outreach can be diversified by making them available in relevant languages and accessible formats.



**Support teachers** to address learning losses among their students and to incorporate digital technology into their teaching. This includes targeted skills training in structured pedagogy and how to cope with lower levels of learning



**Innovation** can be beneficial as schools reopen by providing new resources and pedagogies for teachers, different modalities to reach the most marginalised and reimaging education for children and adolescents.





Elnaz Kashefpakdel, Anna Riggall and Sonia Guerriero with  
Susy Ndaruhutse, Ella Page and Rosie Leonard-Kane

August 2021

# Assisting teachers to support learning recovery: understanding learning loss and learning gains during school closure



Education  
Development  
Trust

In support of  
COVID-19  
Global Education Coalition  
Launched by UNESCO



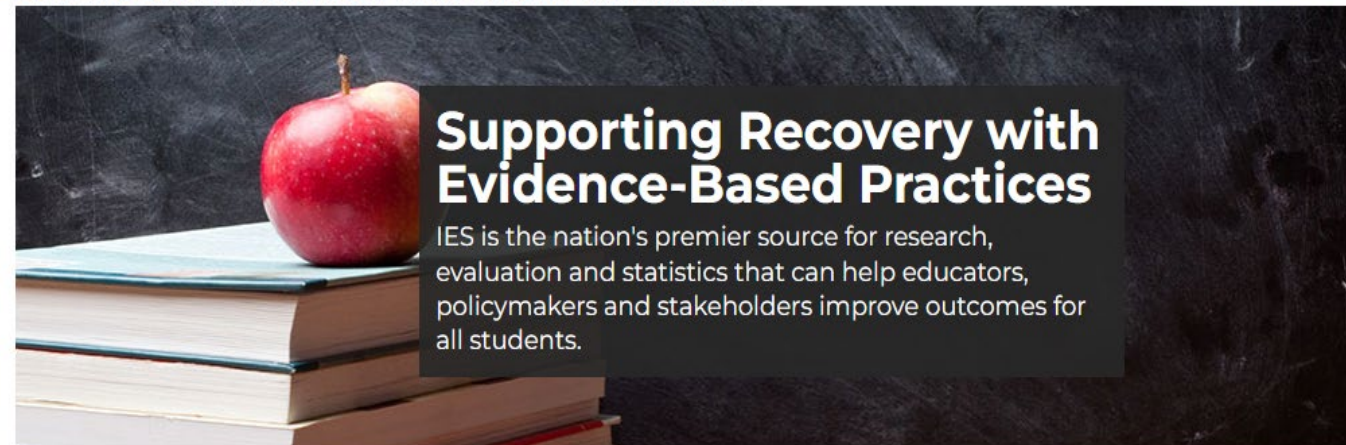
IES Institute of  
Education Sciences

MENU

Search

Go

EVIDENCE-BASED PRACTICES FOR RECOVERY AND RENEWAL



## Supporting Recovery with Evidence-Based Practices

IES is the nation's premier source for research, evaluation and statistics that can help educators, policymakers and stakeholders improve outcomes for all students.



Resources for Evidence-Based  
Practice



Afterschool and Out-of-School  
Learning



Innovation Spotlight: Data Science  
Education





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# Coping With COVID-19

## Student-to-Student Study

When Kentucky schools shut down due to coronavirus in the spring of 2020, we pivoted our school-level school climate work to design a relevant state-wide research study. The goal was to gauge the impact of the crisis on students learning from home. We wanted to ensure education leaders navigating through the pandemic would better understand what Kentucky students were experiencing to inform their decision-making.



The “Coping with COVID-19 Student-to-Student Study” is a student-driven initiative launched in the wake of statewide school closures to understand Kentucky students’ social-emotional and learning experiences during the first months of the COVID-19 crisis. The statewide survey was co-designed by students and adult research advisors and disseminated May 11-22, 2020, via a combination of peer-to-peer communication, administrative school-wide dissemination, and partnerships with youth and community organizations. Overall, more than 9,475 students from all but one county in Kentucky took part.



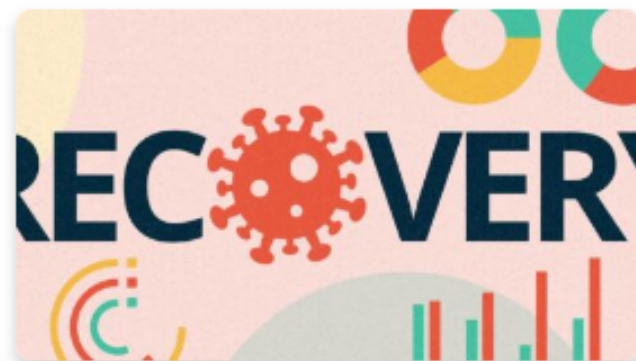
# RACE TO LEARN

*Findings, Recommendations,  
and Reflections from the  
Kentucky Student Voice Team's  
Race, Ethnicity, and School  
Climate Student Survey*





# Center Resources



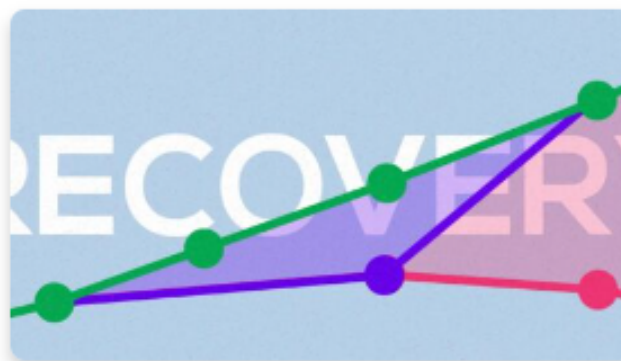
Juan D'Brot | May 18, 2022

[Large Scale Assessment](#)

## Monitoring COVID Recovery Efforts

Educational Assessments are Simply Tools in Your Toolbox "If the only tool you have is a hammer, it is tempting to treat everything as if it were a nail."

[Read More](#)



Nathan Dadey | Feb 23, 2022

[Large Scale Assessment](#)

## Comparisons Matter: Considering What Recovery Is

Now is the Time to Begin Preparing for the Reporting of Spring 2022 Assessment Results The question about the pandemic impact has largely been answered – it's bad (e.g., Betebenner et al.

[Read More](#)



Nathan Dadey, Chris Brandt, Will Lorie | Mar 25, 2021

[Education Policy](#)

## Making Sense of Recent COVID-19 Impact Studies by Interim Assessment Vendors

Part 1 of a 3-part Series on The Practical Implications of COVID-19 "Learning Loss" Studies It has been a year since COVID-19 made it impossible for states to administer state assessment programs ...

[Read More](#)

**2022 Annual Award for Exceptional Achievement in Educational Measurement by NCME**

# References I: Pandemic Impact

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# District Perspectives on Pandemic Impacts and Recovery

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September 22-23, 2022