

REENGAGING STUDENTS IN THE PANDEMIC ERA:

Making a Difference with Equitable Conditions for Learning

Abstract

CIS recognizes this critical moment in U.S. history: the confluence of historical and present inequities in our communities and the social, economic, and educational disruption of the COVID-19 pandemic.

Black, Brown, and Indigenous students and students living in poverty are experiencing a differentiated set of impacts of national crises.

This moment calls for schools, non-profits, businesses, governments, and communities to embrace a conversation around shifting the educational paradigm toward reengagement, equitable learning environments, and school climate that benefits and supports ALL students.

Beyond the physical needs of students and families, social and emotional supports are necessary for student reengagement.

The CIS model of integrated student supports can help schools address the local factors contributing to disengagement and inequitable learning.

CIS is building a set of internal and external resources for affiliates, licensees, and RampUp participants to consider for reengagement in the coming school year.

Tactical resources will be combined with internal and external messaging and advocacy.

The Situation: A System Disrupted

“In short, the disruption of schooling during the pandemic will have disparate effects across the socio-economic ladder. The achievement gap between children from poorer and richer families is bound to rise...”

-Matthias Doepke, Ph.D. & Fabrizio Zilibotti, Ph.D.
[Psychology Today](#)

“Here’s the reality...structural racism [is] the pre-existing condition that [has] destined us to be where we are—where our communities of color are disproportionately impacted by the coronavirus. We shouldn’t be shocked.”

-Vicky Pringle, Vice President, National Education Association (NEA) [neaToday](#)

During a pandemic that upended all aspects of American life, more than 50 million school children lost access to school buildings during the final months of School Year 2019-20, interrupting their learning and further disrupting home and community life. Food insecurity, challenges with distance learning, and lack of access to health care hit families hard and fast, with a disproportionate impact on Black and Brown students, Indigenous students, and students living in poverty. Anxiety and trauma were not far behind as community grappled with the fallout from school closures. Now, as schools think about starting another school year, we are just beginning to understand the range of longer-term impacts that will follow:

- An analysis by the Brookings Institution predicts students will be substantially behind academically when school resumes, particularly in mathematics, and may return to school with “more variability in their academic skills than in normal circumstances.”¹
- Stress, anxiety, grief, and trauma will likely continue. A recent survey by America’s Promise found that more than half of young people are much more concerned than usual about their physical and mental health, as well as that of their families.²
- Job loss has reached historic levels – Some 48 million people lost their jobs³ in the months of social distancing and shelter-in-place orders – and while record

¹ [The impact of COVID19 on student achievement and what it may mean for educators](#), Brown Center Chalkboard, May 2020.

² [The State of Young People During COVID-19](#), America’s Promise Alliance, June 2020

³ <https://workingnation.com/wp-content/uploads/2020/07/Weekly-Unemployment-Claims-July-9-2020.pdf>

numbers of people have applied for unemployment, it's possible many others have not applied, leaving families without resources.⁴

The ongoing fear of infection remains an issue for many as communities re-open after the period of social distancing. Some states have already backtracked on re-opening their economies. Schools and businesses are grappling with social distancing rules, the need for personal protective equipment (PPE) for staff, and continued news coverage of a possible “second wave” of coronavirus infections.

Against this backdrop, we must also acknowledge that inequities existed in the nation's schools *before* the pandemic due to institutional and structural racism and the socio-economic status of many families. Black and Brown students, Indigenous students, and students living in poverty are often deprived of instruction, supports, and opportunities to be individually and collectively successful academically and in post-secondary life. Social isolation and economic turmoil during the pandemic have heightened awareness of these inequities, compounding them, and adding new layers of trauma, stress, and anxiety.

Finally, in their communities and on their screens, students and their families are also living through a period of national transformation. The deaths of George Floyd and many other Black Americans at the hands of police have driven an examination of our comfort with the historical institutionalization of racism, including within our education system, and its impact on Black communities. Many young people experienced voice and a sense of agency as they joined in the calls for addressing inequities, and they will continue to demand to be heard.

Combined, the circumstances of the pandemic and the subsequent economic downturn, together with prior educational inequities and a national reckoning with institutional racism, indicate that the public education system will continue to see the disruption of many, if not all, of its norms and practices. As students return to school – in whatever form that takes – they face unprecedented challenges that impair the conditions for learning.

The Problem: Disengagement and Dropout

The historical inequities in our public education system, the disruption and impact of the pandemic, and renewed discussions of racial justice all require us to examine how learning has been interrupted and will be, at best, uneven across race, ethnicity, language proficiency, socio-economic status and special education populations. Some of the impacts are shown in the varying levels of access families had to online

⁴ <https://www.wsj.com/articles/how-many-u-s-workers-have-lost-jobs-during-coronavirus-pandemic-there-are-several-ways-to-count-11591176601>

resources, a time and space at home to carry out learning activities, and how connected students stayed to their teachers and peers. More will be revealed when school restarts. School districts are now preparing to assess and compensate for interrupted learning, cope with the real possibility of continued online education for some or all students and accelerate academic instruction for those most impacted.

One recent study in four states found that nearly nine in ten parents are worried about their children falling behind academically due to coronavirus-related school closures, ranking higher than any other financial or socioemotional concern, and that eight in ten parents say their (child)ren are experiencing heightened stress levels.⁵ A second, national survey indicates that 59 percent of parents are concerned about their child missing important social interactions at school or with friends; the same survey revealed that 54 percent of parents feel school closures/changes will have a negative impact on their child's education.⁶

While preparing to address these academic challenges, school districts are also expected to address continued social distancing measures designed to curb the spread of infection from the coronavirus. As a result, the physical health and safety of students and educators is a central feature of plans for re-opening school buildings in the coming school year. A recent scan of state department of education frameworks and plans for re-starting school revealed that virtually all include recommendations related to public health safety.⁷

Because schools are often the heart of a community or neighborhood, their closures have added another dimension to the disruption experienced by communities, families, and students. Many may have experienced substantial emotional distress and frustration because of challenges in their home learning environments such as lack of access to technology and reliable Internet, food insecurity, or abuse. Others will have experienced grief from the loss of loved ones, or varying levels of anxiety and trauma due to economic hardship, racial injustice, protests, and other factors. In short, many of the adults and youth who have lived through these experiences will return to school in need of social emotional supports.

School Climate: The Link to Engagement

The combination of these factors – academic, health, social-emotional – will almost certainly dictate overall school climate in the coming year. School climate can be described as positive or negative, and the National School Climate Council also notes the importance of a positive school climate:

⁵ <https://edtrust.org/parents-overwhelmingly-concerned-their-children-are-falling-behind-during-school-closures/?emci=2544abfd-b7a1-ea11-86e9-00155d03b5dd&emdi=03970d19-daa1-ea11-86e9-00155d03b5dd&ceid=273953>

⁶ https://r50gh2ss1ic2mww8s3uvjvq1-wpengine.netdna-ssl.com/wp-content/uploads/2020/05/LH_2020-Parent-Survey-Partner-1.pdf

⁷ [Johns Hopkins University eSchool+ Initiative Analysis of School Reopening Plans](#)

“A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally, and physically safe. People are engaged and respected. Students, families, and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning. Each person contributes to the operations of the school as well as the care of the physical environment.”⁸

According to a recent publication from the American School Counselor Association and National Association of School Psychologists, “Addressing the academic skills gap remains an important objective; however, students will not be ready to engage in formal learning until they feel physically and psychologically safe.”⁹

Absent a positive school climate, schools run the risk of students disengaging, failing to attend school, and ultimately dropping out entirely. Over the last thirty years, research has shown that school climate impacts both physical and mental health, making it a key contributor to the conditions for learning. One review by the National School Climate Center and Fordham University¹⁰ found:

- Evidence supports impact of school climate on students’ mental health, physical health, and academic achievement.
- School climate is associated with decreased absenteeism and lower suspension rates.
- School climate can prevent social and emotional violence (i.e., bullying).
- School climate has a positive impact on motivation to learn.
- School climate fosters learning via the promotion of cooperative learning, trust, and respect.
- School climate has been shown to mitigate the negative impact of poverty on academic success.
- Feeling of connectedness is a critical mediator of the impact of school climate on academic performance.

The need to provide a positive school climate is especially important for students of color. Black youth face more – and stricter – disciplinary actions in schools.¹¹ Children of color and English language learners are more likely to report that school is not a

⁸ <https://www.schoolclimate.org/school-climate>

⁹ <https://schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf>

¹⁰ [A Review of School Climate Research](#), September 2013

¹¹ U.S. Department of Education Office for Civil Rights, [2014 Civil Rights Data Collection: Data Snapshot \(School Discipline\)](#)

welcoming environment where they feel a sense of belonging.¹² The Learning Policy Institute has cited additional research that expounds on these findings:

“The way students are treated in school—or in society outside of school—can trigger or ameliorate social identity threat, which can affect members of groups that have been evaluated negatively in society—for example, on the basis of race, ethnicity, language, income, sexual identity, disability status, or gender. Because American schools exist within a societal climate that perceives—and misperceives—people in racial and ethnic terms, stereotype threat in the classroom is often powerfully experienced by students of color. This fear of being judged in terms of a group-based stereotype induces stress that impairs working memory and focus, leading to poorer performance on school tasks.”¹³

A research synthesis by the University of Chicago described engaging students in learning as “an educator’s most important task.”¹⁴ Describing engagement as essential to reaching equity goals, the same synthesis offered three components of engagement:

- **Behaviorally**—students are doing academic work (attending class, completing assignments, processing material with peers)
- **Emotionally**—students are interested and feel connected to the work they are doing
- **Cognitively**—students are actively focused on learning and working diligently to master new skills and knowledge

Engagement can be disrupted by external factors, and “the consequences of disengagement are more significant for students from families with fewer resources...”¹⁵ Even in normal times, barriers and inequities such as those described above can impact individual students, leading to problems with attendance, behavior, and academic achievement. Students with physiological, safety, and social-emotional needs are at higher risk of disengagement, poor academic performance, and dropping out of school entirely.¹⁶

Because of the magnitude of the challenges present in this moment, including the disproportionate impacts on students of color due to institutional racism, the affects felt by many students are expected to be more pronounced as school resumes this fall. In a national survey conducted in May 2020, America’s Promise Alliance found that 29

¹² <https://www.aspeninstitute.org/publications/state-and-district-actions-for-the-pandemic-era/>

¹³ Schmader, T., & Johns, M. (2003). Converging evidence that stereotype threat reduces working memory capacity. *Journal of Personality and Social Psychology*, 85, 440–452, as cited in *Educating the Whole Child*, Learning Policy Institute.

¹⁴ [Supporting Social, Emotional and Academic Development](#), University of Chicago, October 2018

¹⁵ University of Chicago, Ibid.

¹⁶ Wang MT, Fredricks JA. The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence. *Child Dev.* 2014;85(2):722-737. doi:10.1111/cdev.12138

percent of students currently do not feel connected to their school.¹⁷ Without careful planning, it is possible students, finding their schools without the necessary – and equitable – conditions for their learning will disengage from school.

Schools will no doubt take varying approaches to the new year, but all will need to address school climate and supports for how learning happens. Regardless of the entry point or duration of effort, the practice of reengagement is required for all approaches and all locations that are part of where learning happens—because it focuses on the needs of the student first.

The Solution: Equitable Conditions for Learning

Prioritizing student engagement will become the critical driver of cultivating more equitable school climates in the coming school year and beyond. We know that with children and youth, as with people of all ages, one approach does not work for all; we cannot assume to know how students are returning to school and whether they have had positive or negative experiences during the past several months. As school systems try to maximize learning during and after the pandemic and to reengage the school community, understanding and accommodating the individualities of the youth they serve will be even more essential than before. This will require rigorous attention to breaking down barriers to equitable learning that existed before – and have been exacerbated by – the health crisis.

Equitable conditions for learning must place students at the center of a network of caring, trained adults inside schools and at home. The nation’s state education chiefs have released guidance that focuses on this as a core principle of reopening schools: *“Organize people, time, and technology to include increased support in the areas of learning recovery, relationships, and social-emotional support.”*¹⁸ Physiological needs (food, clothing, shelter) must be met, AND we must attend to safety needs related to the coronavirus and fears of infection, AND schools must have the people, policies, and practices needed to instill a sense of belonging. Only in this way will schools reengage with students and keep them on track academically.

The same can be said for meeting the needs of adults in the system, who experienced the same disruption young people did when school buildings closed, and social distancing was instituted. Attention must be paid – and resources dedicated to – providing supports and safe spaces for teachers and non-instructional staff. Districts and their community partners also need to provide training across a spectrum ranging from self-care to identification of trauma and delivery of or referral to trauma-informed care practices and programs. We also cannot overlook the history of institutional racism

¹⁷ America’s Promise Alliance, May 2020

¹⁸ https://ccsso.org/sites/default/files/2020-07/CCSSO_RR_Consider_Teach-v3.pdf

in schools, nor the very real emotional toll and trauma caused by the recent deaths of Black Americans at the hands of police which has driven protestors into the streets.

Outside of the school building itself, many parents, guardians, and caretakers are will struggle to maintain active engagement in their child's education while navigating the economic and health challenges resulting form the pandemic. Parent and family engagement will be critical to both ensuring a positive school climate, but also in addressing the wide-ranging sets of needs our students have when re-entering school. Supports for students, especially in the wake of the pandemic, must also extend into the home with structured and intentional family supports.¹⁹ This includes equipping parents, guardians and caretakers with the necessary information to make decisions for their child in support of their learning and academic success. Additionally, creating space within the school environment where parents and families have opportunity to express concerns, support student engagement and lift up their voices will be critical to ensuring a coordinated, community-wide effort to tackle the many challenges within the education arena, from learning access to equitable student outcomes.

The goal must be to ensure **equitable conditions for learning** in all schools, with students at the center, surrounded by a caring community with access to all necessary resources. This work must consider the adverse impacts of poverty on learning, confront historical inequities for Black, Brown, and Indigenous students, and meet the purpose of establishing long-term conditions for equitable learning. An equitable learning environment operates within a school climate model that integrates the ways in which parents and families, teachers, community partners, and non-instruction staff work together to support students.

The coming together of **leadership, curriculum and instruction, whole child supports**, and **community and family engagement** integrates supports and services including academic instruction, social emotional learning and caring relationships, mental health and trauma-informed care, and engagement and inclusion in service of the needs of all students (*see Figure 1*). In turn, these supports will foster equitable conditions for learning that must be part of a positive school climate.

¹⁹ CCSSO, Ibid.

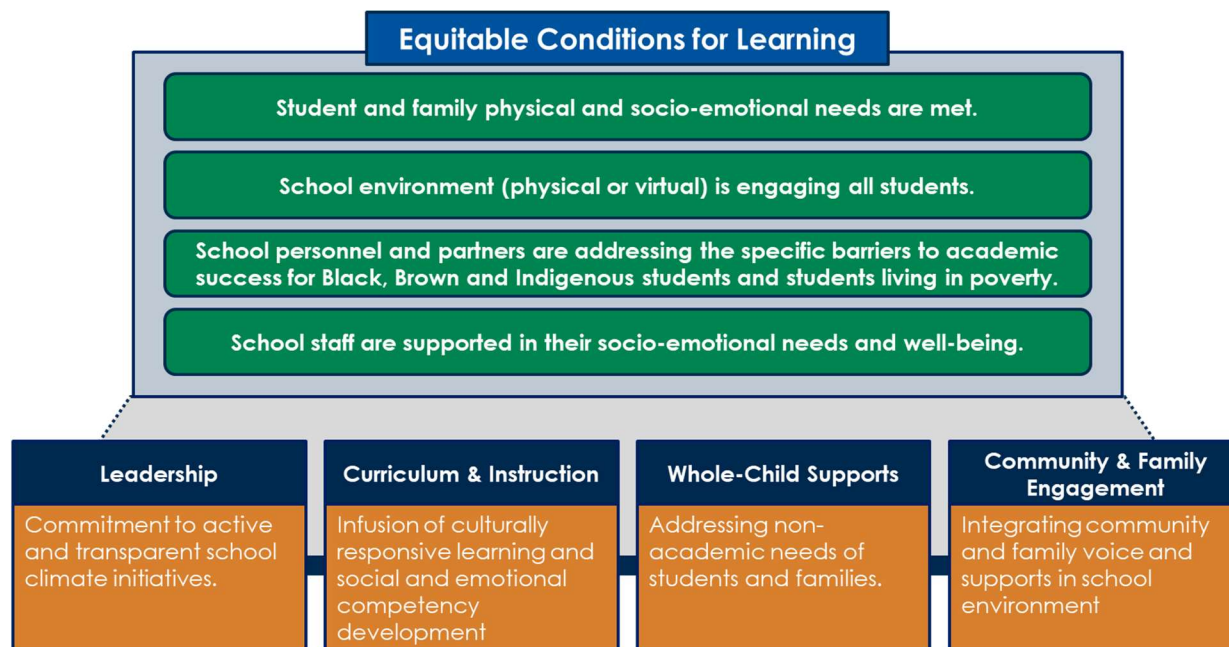


Figure 1: Equitable Conditions for Learning

The nation must rise to meet these challenges, including with new funding and careful coordination of programs and practices. Schools are being asked to invent whole new methods for handling the core logistics of academic instruction and student supports – from distance learning to providing personal protective equipment to changing class-times to establishing new transportation schedules and methods and rethinking what attendance means. In the same way that academic assessment, curriculum, and instruction practices will change, so will student support initiatives such as health clinics, food programs, and time/activities outside the classroom. This will continue for 12-18 months with longer-term impacts on the school building for several years. It is critical that *all* these changes in practice be grounded in caring relationships and a means of inter-disciplinary and cross-agency coordination, developed and implemented with an equity lens.

The Strategy: Integrated Student Supports

In its guidance document, *Restart & Recovery: Conditions for Teaching and Learning*, the Council of Chief State School officers outlines a multi-tiered system of supports as key to student well-being and connection.²⁰ With this in mind, one logical mechanism for creating equitable conditions for learning is a school-based, student-centered system of integrated student supports. According to Child Trends:

²⁰ <https://docs.google.com/document/d/163ZNDs7sZ0FWOT7-1JFxQ9Lbo6zbQNJhaHSs0LbjCE/edit#heading=h.l4s1y8b1zzhz>

“Integrated student supports (ISS) are a school-based approach to promoting students’ academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement. These resources range from traditional tutoring and mentoring to provision of a broader set of supports, such as linking students to physical and mental health care and connecting their families to parent education, family counseling, food banks, or employment assistance. While ISS programs take many forms, integration is key to the model—both integration of supports to meet individual students’ needs and integration of the ISS program into the life of a school.”²¹

As the nation’s leading provider of integrated student supports, Communities In Schools (CIS) is uniquely positioned to assist in creating equitable conditions for learning by virtue of the fact its trained staff already work directly with school personnel. The role of CIS site coordinators, and the use of a model that is driven by needs assessment, community asset mapping, and data-driven case management processes, demonstrates that CIS can contribute to the necessary conditions for learning. Even in a distance learning environment, site coordinators can “be there” for students and families.

Throughout the CIS network, site coordinators have adapted and responded to living under various health restrictions with a renewed focus on building, strengthening, and maintaining relationships with students and families. While still relying on evidence-based practice, local affiliates have adapted delivery methods and applied the same personalized care and “whatever it takes” approach to integrating resources into school and family life. Using digital platforms such as Google Classroom, Zoom and Facebook, site coordinators established critical “check-ins” to ensure students are healthy and safe. CIS was also able to support teachers during virtual instruction to identify disengaged students and conduct follow-up on a one-on-one basis to identify any engagement barriers. Site coordinators are navigating existing resources to support families – from running food delivery routes to working side-by-side with students’ parents and guardians as they access social services, unemployment filings and finding affordable physical and mental health services, all this while helping students, parents and teachers navigate new technology platforms for learning.

The components of reengagement require integration among all the stakeholders and actors who surround and support students, something well within the CIS wheelhouse. Whether in-person, online, or through a hybrid form of blended learning – students in the building part-time, learning from home part-time – or if school buildings are closed on a periodic/rolling basis due to spikes in coronavirus infections and the need for continued social distancing, CIS has the experience to broker services and supports in-school and at-home.

²¹ [Integrated Student Supports](#), Child Trends, June 2014

The CIS Model of integrated student supports lends support to district and building leaders concerned about achievement gaps, attendance, behavior, and overall student well-being. Indeed, the model remains applicable – perhaps even more so – in the current situation. With enhancements tailored to the specific needs of a disengaged population returning to disrupted school environments, the Model will be even more valuable to schools and districts seeking the best possible outcomes for all students. As demonstrated during the recent period of school building closures, integrated student supports can be adapted to in-person, online, and hybrid education models. As schools focus on mitigating infection, accelerating academic gains, and addressing new levels of anxiety and trauma, relationships and social-emotional competencies will remain key ingredients in the overall conditions for student success.

The Call to Action: Change the Way We Educate

The challenges – and opportunities – of restarting school require a coordinated effort by many stakeholders to meet the moment and encourage schools, districts, and communities to recognize that a “return to normal” may do more harm than good. Business as usual will get us back where we were before the pandemic: a system fraught with inequity and disparity.

Rather, through the process of reengagement, education can be renewed and revitalized. This will mean an increased focus on social and emotional learning, supporting adults in the school building, raising student voice, engaging parents and community members, addressing whole-child needs, and, most importantly, confronting the historic and present inequities that have been laid bare by this pandemic and the recent acts of violence against Black communities.

We realize that the path forward requires a new set of approaches to learning. Integrated student supports must be part of a solution that ensures **all** students can be successful in life.

APPENDIX: A Cross-functional Approach

The CIS national office will engage its network of affiliates, licensees, and RampUp participants to formulate a three-pronged approach to positioning the organization as a change agent for schools:

1. Define CIS' role in reengagement and the formation of equitable conditions for learning
2. Provide tools and resources for all levels of the organization to engage in this work
3. Support our schools and districts in addressing student outcome inequity with an integrated student supports model

In addition to network-facing resources, the CIS national office will engage in an on-going external dialogue on our reengagement position, including:

- Participating in national and local media opportunities to discuss and relate the need for creating equitable conditions for learning.
- Positioning our advocacy work to support educational policies, strategies and programs that align to the CIS reengagement position.
- Establish CIS as a thought leader in how to help address educational inequities with integrated student supports.
- Advocating for funding at the federal, state, and local level to ensure integrated student supports are available and that equitable conditions for learning are resourced appropriately for *all* students.

Network Tools for Monitoring and Supporting Reengagement

CIS National intends to draw on external research and resources, as well as best practices from its affiliates, to develop a reengagement toolkit for use in schools and communities; a network technical working group is being formed for this purpose. Just as the traditional needs assessment and case management processes are tailored to local and individual needs, the toolkit will be flexible and adaptable to the situations facing practitioners. The toolkit will be applicable for local affiliates, CIS National licensees, and potential clients and attendees of RampUp for Student Success professional development programs.²²

The toolkit will identify existing resources for modification within a blended learning environment, access to external resources to support the CIS model, and new resources for addressing the evolving needs of students and families at this time. Resources will fall into several major categories to address the varying situations and needs for communities, schools, and students:

- Assessing and monitoring the specific impacts of disrupted learning on individual students
- Scheduling and updating programming with a focus on relationship building

²² CIS National will determine whether the toolkit is entirely free or a blend of fee-for-service.

- Deploying school-level supports to address the wider impact of learning disruption
- Decision-making and resource lists for addressing common, individual needs among students
- Updated guidance for case management and progress monitoring

It is expected that the work will be intensive in the first days and weeks, especially as schools assess the social-emotional needs and affective indicators of their students and staff. We also know that reengagement will be a *process*, with short-, medium-, and long-term interventions and services throughout the year.

The toolkit strategies, tactics, and resources will support:

- Working with families to create equitable conditions for learning
- Adaptive and culturally responsive instruction, remediation, and acceleration
- Infusing social and emotional learning in all forms of student engagement
- Fostering positive school climate
- Focusing on student AND adult well-being

While the toolkit is being developed, a communications program will be launched to introduce the concepts and resources to the affiliates, licensees, and other stakeholders (including policymakers). Training on how to use the toolkit will follow, with a focus on affiliate and licensee program staff first; revisions to RampUp curriculum also are planned to occur in tandem, with new professional development offerings to follow.

In particular, CIS National has partnered with the American Institutes for Research (AIR) to design two tools for educators to use to understand engagement at the individual, classroom, and school levels. First, CIS and AIR are developing a short set of questions designed to quickly check students' engagement levels for use by schools beginning in fall 2020. Second, they are developing a more in-depth measure to accompany existing conditions for learning surveys for use beginning in spring 2021. Together, these tools will help educators and schools to continuously monitor and support child and youth engagement, better identify students who may need different kinds of additional support in reengaging in learning and sustaining that engagement— whether in person or virtually—and create and sustain positive and equitable conditions for learning for all students.

Communicating With All Stakeholders

As a leader in the delivery of integrated student supports, CIS will work internally and externally to craft messaging that supports our affiliate network and leads the sector in addressing educational inequities. Among these will include:

- Publishing this position paper- This summary of the CIS reengagement position will serve as a foundational document from which we will draw from which we can draw policy briefs, communications activities, and affiliate support initiatives.

- Updating the long-term strategic plan for the CIS national office to infuse our reengagement position and activities into all relevant strategic initiatives.
- Developing targeted white papers for various audiences to cover topics outlined in this position paper in more depth.
- Releasing blog posts and Op-eds to ensure on-going thought leadership in the space of integrated student supports and educational equity.

We will also incorporate this framing in our engagement with the affiliate network, including topics at Leadership Town Hall and Student Support Institute.

The goal of these communications and messaging efforts will be to align language across all engagement platforms and lead a dialogue among like-minded organizations and the education sector around supporting students throughout the school reentry process.

Policy Initiatives

As policy makers look to solutions, both in terms of student and family engagement and the health and economic impacts of the pandemic, CIS will be working to frame a set of priorities for advocacy at the federal, state, and local levels. We will identify several policy items as covered in the position paper to develop policy briefs for distribution to critical decision-makers and to the affiliate network in support of their state and local advocacy initiatives. Additionally, we will monitor appropriation decisions at the federal level to ensure that programs, services, and policies that benefit student engagement and academic success are not made in a way that would harm CIS students. This may extend beyond traditional integrated student supports priorities into areas such as after-school programming, transportation funding and broader funding in support of schools with significant populations of students living in poverty.

RampUp Products and Services

Through the RampUp for Student Success professional development series, learners receive training tailored to specific district/organization needs and implementation support. Learners are trained to use tools which range from creating a school or student support plan to organizing external partnerships to boost collective community impact. RampUp has helped schools and organizations adopt a lens to systematically focus on the whole-child approach to support its students and staff with accountability and transparency at the core.

Our RampUp professional development offerings were designed to engage school district and school-based teams to develop plans and integrate student supports to meet academic and non-academic needs. These experiences are critical opportunities for schools to consider in their reopening and reengagement strategies. We will leverage the subject matter expertise of our RampUp providers to provide a foundational understanding of the need to address the whole child as part of any successful reengagement effort. RampUp gives CIS the opportunity to reach a broader audience outside of our traditional affiliate and licensee models.

RampUp will pivot toward building stronger communities of practice in developing integrated student supports within existing district and school structures to focus on reengagement and reimagining the learning environment. This will include creating new messaging, updating curriculum and engaging organizations like CCSSO and AASA with targeted reengagement-focused webinars. We will look to position RampUp as a necessary professional development and training opportunity for school and district teams looking for systemic solutions (versus just programmatic) to addressing the impact of COVID, etc. on student disengagement and disruption to learning. Additionally, RampUp has been converted to virtual only in response to the pandemic and we will be pilot testing and refining delivery in the coming months.

These resources will be relevant for this unique moment in time and for continued use in subsequent years as they can help address both the individuality of learning and the fact that learning occurs in multiple environments, both at home and at school. Collectively, the goal of toolkit and these new resources is to equip educators with resources to help ensure that students' psychological, social-emotional, and academic needs are addressed – thereby facilitating systemic change that results in more equitable learning environments and experiences for **all** children and youth in their individual journeys.