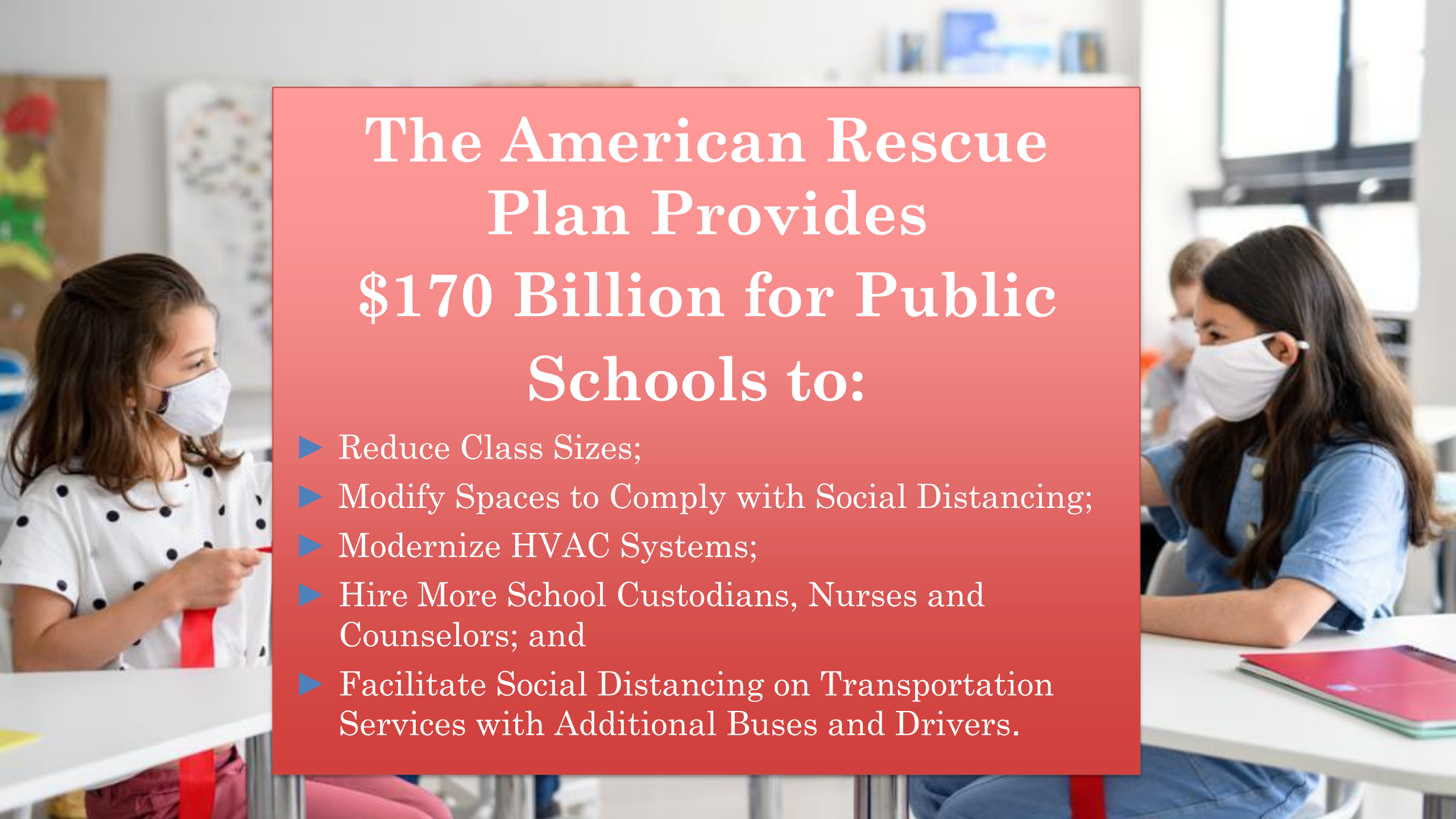
A photograph of three diverse students wearing face masks. The student on the left is a young man with dark hair wearing a light blue patterned mask. The student in the center is a young woman with braided hair wearing a white mask. The student on the right is a young woman with dark hair wearing a black mask with white polka dots. The background is a plain, light-colored wall.

Back in School: Addressing the Well- Being of Students in the Wake of COVID-19

Secretary-Treasurer Noel Candelaria
National Education Association



The background of the slide shows a classroom setting. On the left, a young girl with long brown hair, wearing a white face mask and a white shirt with black polka dots, is looking towards the right. On the right, another young girl with long dark hair, also wearing a white face mask and a blue shirt, is sitting at a desk and looking down at a red folder. The background is slightly blurred, showing other students and classroom furniture.

The American Rescue Plan Provides \$170 Billion for Public Schools to:

- ▶ Reduce Class Sizes;
- ▶ Modify Spaces to Comply with Social Distancing;
- ▶ Modernize HVAC Systems;
- ▶ Hire More School Custodians, Nurses and Counselors; and
- ▶ Facilitate Social Distancing on Transportation Services with Additional Buses and Drivers.



Student Voices in the Time of COVID

Survey of American Public School Students

- ▶ Most students report doing “OK.”
- ▶ Some students are suffering.
- ▶ Many students report a significant decline in academic performance.
- ▶ 88 percent majority trust their teachers to teach them this year and 76 percent believe they are getting a good education.
- ▶ Students miss the one-on-one interaction of the pre-COVID period.
- ▶ Given the choice, most students opt for in-person learning, at least part of the time, assuming nothing changes with the pandemic.

From the US Department of Education:

Key evidence-based practices that maximize students' social, emotional, and academic benefits include:

- Creating a framework for meeting students' social, emotional, and academic needs;
- Building strong and trusting relationships among students, families, and educators;
- Establishing safe, positive, and stable environments;
- Explicitly teaching critical social, emotional, and academic skills;
- Actively engaging students in meaningful and culturally and linguistically relevant learning experiences rooted in high academic expectations for all students;
- Providing supportive and specific feedback to encourage skill growth across all domains;
- Providing access to support from guidance counselors, psychologists, and trusted staff members; and
- Establishing building-level wellness teams to address the SEL needs of both students and staff.



NEA Resources

educatingthroughcrisis.org

- ❖ Learning Beyond COVID
- ❖ Webinar – SEL (<https://www.nea.org/social-emotional-learning-sel-courses>)
- ❖ Article - <https://www.nea.org/advocating-for-change/new-from-nea/social-emotional-learning-should-be-priority-during-covid-19>
- ❖ Tips - <https://www.nea.org/advocating-for-change/new-from-nea/social-emotional-learning-should-be-priority-during-covid-19>
- ❖ Tips - <https://www.nea.org/advocating-for-change/new-from-nea/classrooms-need-three-rs-social-emotional-learning-right-now>
- ❖ Resource: <https://www.readingrockets.org/reading-rockets-nea-guide/social-emotional-learning-during-covid-19-strategies-and-more>