Recommendations for Staying Connected with Remote Learners

In the spring of 2020, mandated child abuse and neglect reporting decreased significantly as a ripple effect of the global pandemic. This was most evident in the decrease of reports submitted by key groups of support personnel in the education system. In an effort to address this, here are some "best practice" strategies for consideration.

Take active attendance

Require active attendance in virtual classes. This ensures that students are actively participating and increases the "visibility" of students. This expectation and regular participation can also increase motivation. Examples of how some virtual schools collect attendance for full or hybrid virtual instruction/distance/remote learning include (but are not limited to):

Track: ➔

- ✔ Student duration in online course
- ✔ Time spent in the online classroom/platform
- ✔ Student log-in into online platform
- ✔ Attendance during live virtual instruction
- ✔ Student submission of assignments
- ✔ Student/teacher interactions

If attendance is lacking:

- ✔ Evaluate attendance with administration
- ✔ Make a support and outreach plan to re-engage the student
- ✔ Follow up consistently with families/caregivers of students who are not actively attending classes
- ✔ Escalate concerns to your administrators
- ✔ Maintain documentation of such efforts and communication

Engage learners in interactive & peer-to-peer learning

Engaging remote learners in daily interactive and peer-to-peer learning keeps them connected to their teachers and peers and reinforces a sense of classroom community. It also ensures that students are not isolated.
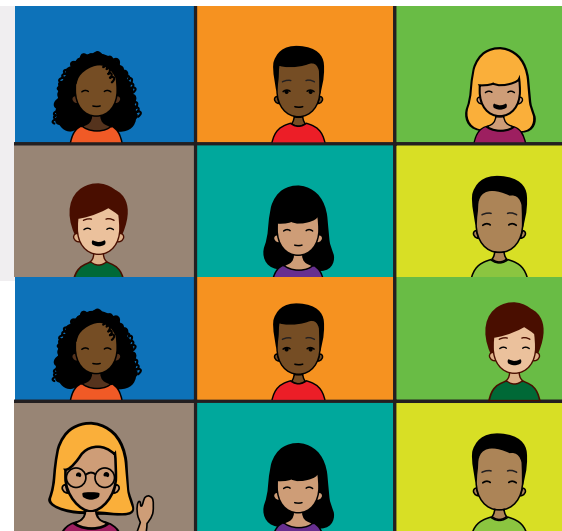
Visit virtual classrooms

Guidance counselors, school social workers, school nurses, and other support specialists can develop a rotating schedule to "pop-in" on virtual classrooms to make additional connections with students. This gives learners an opportunity to feel that there is a community of educators who are there for them in a variety of ways.
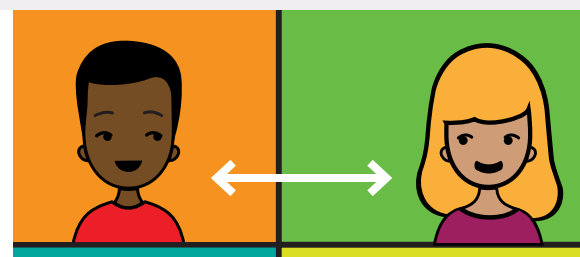
Hold office hours

Maintain consistent "office hours" to meet with students and families should they need your support or assistance. Utilize this time to actively reach out to disconnected students. Adult support for remote learners is crucial, so be sure office hours are available to both students and adult caregivers/families/guardians.

OFFICE HOURS

OPEN!

Actively track connections

Tracking connections and interactions with ALL students across ALL school staff ensures consistent, proactive outreach to students. Outreach strengthens relationships and creates opportunities for help. Schools can implement communication and tracking mechanisms to ensure that no student is left unnoticed or unsupported.

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Practice relationship mapping

In addition to daily active attendance, ensure that ALL students and families have at least one school staff "assigned" to connect with them regularly. There are several activities that a school team can conduct to facilitate a process where staff members identify students with whom they have an ongoing connection. As a result, gaps in connections are identified and staff assign themselves to make intentional and ongoing connections to students that do not otherwise have them.
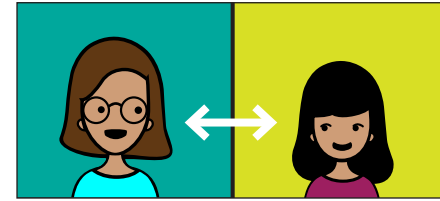
# Implement virtual Check-In/Check-Out (CICO)

Implement an adapted version of CICO, a targeted evidence-based intervention for students who are at-risk and in need of positive and consistent check-ins and reinforcement throughout the day. When planning to adapt an evidence-based practice such as CICO, it is useful to understand its mechanisms (or more simply, how and why CICO works at school) before making changes to suit distance learning environments. CICO works because it adds increased positive interactions with adults throughout the day, additional structure to the school day, and instruction and practice in self-monitoring of behavior.

Resource: https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning

Conduct home visits

With family permission, offer support and an in-person opportunity to connect by dropping by to say hello to your students and families. While some families will appreciate this, some will not, and this is okay! It is important to remain respectful of family privacy as well as cultural and linguistic competency in these interactions.
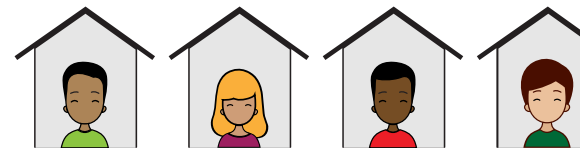
Ride the bus

Assign a rotation of school staff to climb aboard the bus and participate in the delivery of homework, materials and meals. Having in-person interactions can provide insight into the well-being of students and families, foster a healthy and supportive connection, and reinforce a sense of school community.

Visit community programs serving students

Many NH students are receiving alternative care or supervision during the school day. Schedule a time to visit them in these programs including sports and extracurricular activities. Communities coming together to support youth is a positive developmental asset, reinforces the sense of community, and provides opportunities to establish and maintain positive relationships with students and families.

Offer support to families, guardians, and caregivers

Support during this crisis is needed by all. Proactively ask and listen to what families need during this time. The needs of students and families can vary widely and are based on a variety of factors. Basic needs such as food, shelter, and safety come first and there are resources to assist when these needs are not being met. Assist families to identifying the barriers to accessing support and services.

Connect with the NHDOE Bureau of Student Wellness – Office of Social and Emotional Wellness

Website:
education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness
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