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Covid-19's Effect on Education

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Abstract

The purpose for this paper is to inform the reader of what the effect of the Covid-19 pandemic has on students and teachers along with finding solutions. The biggest concern during this time is if students are meeting the required materials while in school. Many students are falling behind and there needs to be a solution on how to solve this problem. Covid has caused many problems in everyone's life but, especially in the lives of students. Teachers are struggling to find solutions due to limitations of Nontraditional Instruction and virtual classrooms. Parents and teachers can team up to help one another out and to achieve the goals of their student(s).

The Covid-19 Pandemic has caused many changes in education, some of them include students falling behind academically, Teachers struggling to find ways to meet the needs of each student, and while on a completely different learning curve than ever before. The unexpected effect of the pandemic has caused teachers and students, stress, anxiety, and even burnout.

Covid has changed education dramatically, parents and teachers argue that students are not receiving the education they deserve. During this time of uncertainty, teachers, admin, and parents are going to extreme extents to help their students achieve high standards. Alongside nontraditional instruction and virtual classrooms, teachers should be allowed to help their students either through socially distanced home visits or small groups in the classroom.

Throughout this essay topics that will be discussed include:

How did Covid start and what were the beginning impacts on the world?

Second, what were schools implementing for instruction?

Third, home life, what was going on in students' lives, how were they completing work?

Fourth, how were teachers doing during this time and how were they adjusting to the "new normal".

Fifth, the current Covid situation, now that Covid is practically a thing of the past.

How did Covid start and what were the beginning impacts on the world?

Covid-19 is a novel coronavirus that was first identified in Wuhan, China in December 2019 (Karthik, 2020). The outbreak has since spread worldwide. While the exact source of the virus is still unknown, it is believed to have originated from a wet market in Wuhan where live animals were being sold for human consumption. This market has since been closed down by Chinese authorities.

Since its initial discovery, much has been learned about this virus and how it affects humans. Covid-19 primarily causes respiratory illness in people of all ages, though some groups are at a higher risk for more severe illness, including older adults and those with underlying medical conditions (Karthik, 2020). Symptoms can range from mild (such as runny nose and cough) to severe (such as pneumonia), most of the time, symptoms arise 2-14 days after exposure. Serious cases may result in hospitalization. As of June 2020, there have been over 7 million confirmed cases of Covid-19, and over 400,000 people have died from the virus. Most people who contract Covid-19 experience mild symptoms, but the virus can be deadly for some people, particularly those with underlying health conditions. There is no cure for Covid-19. Treatment focuses on relieving symptoms and supporting patients until they recover.

As of December 2020, there were two vaccines available for Covid in the USA: Pfizer and Moderna. Both vaccines are highly effective at preventing and easing treatment of Covid infection.

The distribution of these vaccines has been a challenge due to their limited supply. However, the US government has been working closely with both manufacturers to ensure that as many doses as possible are distributed to high-risk groups first.

It is still unclear how long immunity from these vaccines lasts: however, experts believe that it should provide at least some protection for several months to a year or more. In addition, it is important to note that even after receiving a vaccine dose(s), individuals must continue to practice all recommended public health measures. These include such things as wearing a mask and maintaining social distancing guidelines to protect themselves and others from Covid infection.

Covid-19 has had a profound effect on education. In the United States, schools have been closed since March 2020. This has resulted in a significant increase in homeschooling. According to a recent study, there are now 2 million more homeschoolers than there were before the pandemic began (Hernandez, 2022).

The impact of Covid-19 goes beyond just homeschooling though. Many students have struggled with online learning and virtual classrooms. The lack of in-person interaction and socialization has been difficult for many students to adjust to. In addition, the financial impact of the pandemic has meant that many families can no longer afford private school tuition or even basic school supplies like textbooks and computers. There are many factors that have affected families such as job loss, supply chain issues, and job layoffs.

The Covid-19 Pandemic has had a profound impact on the United States. In 2020, the virus caused widespread panic and disruption, leading to a significant decrease in economic activity. The following year, 2021 saw a resurgence of the virus, resulting in even more deaths

and damage to the economy. By 2022, however, things have begun to improve. The vaccine rollout has been successful and infections are down significantly. While there are still some hotspots around the country, overall things are much better than they were just a few years ago.

This improvement is due in large part to the hard work of healthcare workers and scientists who have been working tirelessly since the pandemic began. They have developed new treatments and vaccines that have saved countless lives. In addition, people have become more aware of how to prevent themselves from becoming infected with Covid-19. Wearing masks and social distancing are now commonplace activities that help keep people safe from infection.

The current situation with Covid-19 in the USA is still very uncertain. The pandemic has had a devastating effect on the economy and many people are still struggling to recover. The government is working hard to try to control the spread of the virus but it is proving difficult. There are still a lot of cases being reported and many people are dying from the virus. It is hoped that by 2022, there will be a vaccine created to help get life back to normal.

An article from 2020 shows what precautions should be taken and risks associated with those precautions stating “Daily symptom screening can identify individuals with Covid-19 at first presentation. They should seek diagnostic testing. However, infections can be silent. Approximately 15 to 50% of children and 10 to 30% of adults will either not notice symptoms while their immune system fights the infection (asymptomatic carriers) or become infectious 1 to 3 days before symptom onset (presymptomatic carriers). Current diagnostic tests cannot identify silent infections reliably and are not sufficiently fast and inexpensive to make a school-wide testing-based surveillance system practical. Thus, the most effective tool for minimizing the risk of infections being carried into schools is to restrict in-person learning to when infection in the

local community is controlled.” (Lorden et al, 2020) Due to asymptomatic or presymptomatic carriers, many communities experience a never ending cycle of people passing it to one another. Person A will pass it to person B who will give it to person C who ultimately gives it back to person A. this is especially true for schools where sometimes hundreds or more students all use the same common areas.

For many areas mask mandates are being lifted and left up to his/her own discretion, they are recommended for when in large groups/crowds. With that means schools are left to individually decide if a mask mandate is the best option for their school. The schools that have chosen to keep the mandates have the permission from the government to ignore their request.

Reopening schools, mask wearing, treatment of vulnerable students and staff and fall sports are all questions that have different answers to them. Each school district has their own plan for reopening schools, most of them include in person, hybrid, or remote learning. Among reopening schools fall sports are a big topic of discussion on whether or not they will be able to happen.

“Regardless of what a school district's transition to remote instruction looked like, the job of an educator looked radically different and became increasingly difficult” (Marshall, Dorsey, 2020).

Additionally, teachers are struggling to keep students accountable for their work during online/ hybrid classes. Another big struggle for teachers is trying to come up with ideas on how to implement instruction for hybrid/ online classes, they also note in this article that “Teachers similarly cited their own challenges outside of school, including balancing the educational needs of their own children with those of their students.” Plans for the Fall semester of 2020 were

being discussed in ways of how schools should implement instruction, through online instruction or come up with a way to reduce the spread of Covid-19 and have in person learning. Of course, many were ready to be back in person especially for the needs of the students to not fall behind. (Marshall, Dorsey, 2020).

This article focuses on two main points:

1. What guidance are state-level education policy makers providing for schools for reopening for the 2020-21 school year? Each individual school district along with the state made up their own plan to implement, while each state had their own plan, most states and districts resembled one another.
2. How are the largest school districts in the United States opting to reopen their schools for the 2020-21 school year? Most schools are offering in person or hybrid learning. Parents have the option of doing what they feel is best for their child. For mask wearing it is strongly encouraged for most states, for some they are left to their own decision. Most schools have opened sports for the fall semester. (Marshall, Dorsey, 2020).

With so many opinions of reopening schools there are many areas of concern. The focus for opening schools is the safety of the students. This has been a hot topic since the pandemic started. Parents and Teachers are concerned on how students are going to get their education safely and effectively. With all the different opinions towards opening schools back up there is conflict, miscommunication, and potential dissatisfaction from parents and teachers. It will question what the schools have done and are doing to keep everyone safe as well as what they are doing to get back to a new normal.

Covid-19 has had a major impact on education at all levels. The long term effects of this pandemic are still unknown but it is certain that education will never be the same again.

Covid-19 has had a significant impact on students' mental health. The pandemic has caused increased levels of anxiety and stress, as well as depression and isolation. Many students have struggled to cope with the changes to their daily routine and the loss of social interaction. This has led to an increase in mental health problems among young people.

The pandemic has also had a financial impact on many families, which can cause the stress that students are feeling. Some parents have lost their jobs or even been forced to take pay cuts, which can make it difficult for families to make ends meet. This can cause additional worry and anxiety for students who are struggling mentally.

There are some steps that schools and universities can take to help support their students during this time. Offering online counseling services or setting up support groups could help those who are struggling mentally due to Covid-19 as well as providing resources on how to manage stress and anxiety could also be beneficial for all students.

Covid-19 has a significant impact on mental health. The pandemic has affected stress and anxiety in ways of: depression, isolation, financial burdens, and students also face a heavy amount as well.

When faced with a traumatic event, children may react in a variety of ways. Some common ones include feeling scared, confused, or alone. Additionally, children may have trouble sleeping or eating and may feel like they are in danger even when they are not. It is important for adults to be aware of their reactions and provide support to children during this difficult time.

One way to provide support is by ensuring that children feel safe and secure. This can be done by providing them with a routine and structure as well as maintaining communications with their caregivers. Additionally, it is important to encourage positive coping mechanisms such as journaling or talking about their experiences with someone who will listen without judgment. Finally, it is crucial to avoid any further trauma by avoiding topics that may be too upsetting for the child or exposing them to graphic images or stories.

During the beginning of Covid there was uncertainty of what would happen with education. Things like how are the students going to accomplish their work? According to the research done by Almendingen, Students were able to complete most of their work from home through digital groups. With many of the students agreeing that in the future, pre-recorded lectures could benefit student outcomes. During this time of at-home learning, the biggest concern was students that had weak internet connections, some areas not being able to provide students adequate speeds to do their schoolwork. Despite the newness of online learning or at home learning, most students could catch on quickly and were able to follow along with the rest of their online class.

Teachers all over were sitting in fear and uncertainty in March of 2020. Almost every school was shut down and vacant during this time. As Education week states "Parents were asking their children to make sure they knew of what the plan would be for when everything is shut down" students were even encouraged to ask if their school would make plans for a "Teleschool." Meaning an online education while the schools were closed. Teachers, parents and students had no clue as to what was going to happen when the schools closed in person learning (Baker et al, 2022).

In May of 2020, most schools were closed to in person learning to end their academic year. "Forty-eight states, four U.S. territories, the District of Columbia, and the Department of Defense Education Activity have by this time ordered or recommended school building closures for the rest of the academic year, affecting at least 50.8 million public school students. By early May, 80 percent of teachers report in an EdWeek Research Center survey interacting with the majority of their students daily or weekly, either online or in-person." (Baker et al, 2022).

During the two years of the pandemic, there was so much frustration over not knowing what would happen. The most crucial detail was that teachers, administrators, and other staff were there for the students no matter what. Everyone was ready to do whatever they could to help each student learn to the best of their ability and to succeed. Teachers were felt to be heroes after the pandemic, they went above and beyond, working countless hours to make sure each student got the help they deserve. It's amazing to see the sacrifices teachers made during this time.

With the first year of Covid there were so many changes, especially for students, their entire social lives were basically put on hold. They were not getting to see classmates, teachers, or friends. During this video (Filmed by Unicef) they explain how much of an impact Covid is having while students are absent from in person learning. This video took place in New York, it states that "There were 168 million empty desks and backpacks, 168 million students absent. This gives a great picture reference to how big of an impact Covid-19 had on students. Children are falling behind everyday; they are not able to attend in person learning."(Unicef) "It pictures an outdoor classroom with empty desks and states that "This is a silent pandemic classroom, silent is a loud message" (Unicef, 2021). It's easy to look at small communities and see what the pandemic has done in just a short period of time. It's overwhelming to think about how 168

million students are learning at home, and at that time had no clue what the plans of the future would be.

What were schools implementing for instruction?

“The Covid-19 pandemic had significant impacts on schools during 2020, with districts moving to all virtual instruction during the spring and facing the debate of how to return safely to school in the fall.” (Pressley, Ha, 2021). This article explores how teachers were handling this time of uncertainty.

To cope with the outbreak of Covid-19, schools were implementing a variety of procedures. To slow the spread of Covid-19 many schools have shut their doors. The schools that have remained open have also put into place protocols of safety and cleaning. The majority of schools have now shifted to online learning in order to keep everyone safe and engaged in their studies.

The schools have made the choices to do either in person learning with many safety procedures or completely remote. Whichever the school chose, it was with great consideration for the health and safety of the students and staff.

On average 94% of students around the world were out of school during the beginning of the pandemic. Learning losses are worldwide during this time, students are not able to keep up with the high standards that schools were once implementing. Covid brought on many challenges for students and teachers that are to this day not solved. Before the pandemic many students were being left behind by education systems. Covid left millions of children to face a radically transformed educational experience (Radhika, Floretta, 2020).

To help aid students during this time, this article provides many ideas to help support students.

1. Support caregivers at home to help children learn while schools are closed. Many were struggling to find the right ways to help their students, for most instruction at home consisted of complete chaos.

Some schools have found ways to help parents and caregivers, one school used SMS, phone calls and other technology methods of information delivery. Teachers sent out messages to the parents and caregivers with an ongoing series of “problems of the week.” Teachers also conducted phone calls once a week or as needed to discuss the current issues that were arising. Over the course of multiple weeks, this allowed parents and teachers an open line of communication that could help them when any problem arose. “Parents became more engaged with their children’s education and had a better understanding of their learning levels (Radhika, Floretta, 2020).” “The purpose of this is to be able to engage parents in their student’s education and contribute to learning, perhaps even after schools reopen (Radhika, Floretta, 2020).

2. As schools reopen, educators should use low-stakes assessments to identify learning gaps.

“Many governments need to be prepared for the vast majority of children to be significantly behind in their education as they return- a factor exacerbated by the low pre-pandemic learning levels (Radhika, Floretta, 2020).” This article states that many need to assess students before they assume grade level. Which is very important for schools to do, after all no one really knows what level these students are on. For most students that fell behind they could potentially have to repeat a grade. To help teachers see where their students are at this time they

can do oral assessments to help really see their “level” . This assessment would benefit mostly in math. Teachers would be able to see what students can demonstrate to them, number recognition, two digit subtraction, division, and the list goes on. These tests will mainly benefit the teacher to help them know what steps need to be taken next in order to help the student(s) succeed.

3. Tailor children’s instruction to help them master foundational skills once learning gaps are identified.

With given circumstances on children’s learning levels, it's very important to make sure a lot of focus is being put on basic skills to ensure they are building strong foundations. Rather than just focusing on curriculum in school, look at a strategy that is called “Teaching at the Right Level.” This is an approach pioneered by Indian non governmental organization Pratham in partnership with The Jameel Poverty Action Lab (JPAL). They did six randomized evaluations over the last 20 years, the main focus is foundational literacy and numeracy skills. They use interactivities for parts instead of just relying on curriculum (Radhika, Floretta, 2020). J-PAL is intended to help students grow and learn outside the classroom.

This program has helped students learn things that are putting them on a fast track to success. For this program they were able to have a phone call with the parent to help them guide their child in the subject. This not only helped the student(s) but the parent as well. In their studies they had 20 children and before the program they couldn't do basic math, after finishing over half of the students were able to do the basic math principles.

THINK stands for: **T**eaching with **H**ealthcare **I**nformed **N**eurological **S**trategies **K**ids. This is a toolbox to provide teachers with the knowledge that can help them in the classroom, it

focuses on mental, and physical health, with intervention resources for teachers, parents, and caregivers.

The Washington State Department of Health (WSDH) talks about the impact of disasters on children and teens. The article states that “some families experienced job loss, financial worries about basic needs, such as housing, and health care” (WSDH, 2021). Everyone experienced different situations, some might not have been able to see others in person, whether it was a family member, friend, teacher, or even parent. This was a major issue in the mental health of young children. Depending on socioeconomic status, not all experienced trauma, some parents were able to work from home which can reduce the impact of trauma. For those that were not able to work remotely, it was difficult. Essential workers were not able to see one another as much due to working extra hours. For children with parents that were not working from home it was very difficult for them because they were not at home during typical school hours. Many children were at home with grandparents, or a babysitter.

Children, teens, and adults all react differently to trauma. Washington State Department of Health states “Children’s brains do not process information like adults do.” “Youth don’t yet have some of the valuable experiences that adults have” (WSDH, 2021) The article shows a normal developmental milestones chart to show specific ages and what typically happens during this time.

One thing from each age category of milestones to show what normal development consists of. Ages 3-5, Prefers a consistent routine, 6-11, Begins to develop the ability to see another person's perspective. 12-14, Realizing there is more than one way of doing things, 15-19,

Begins to use critical thinking (makes predictions based on evidence), begins to see cause and effect, understands metaphor and symbolic ideas, and proposes new ideas.

It's difficult to consider children at all different ages/milestones. While they are hitting these milestones oftentimes students have a whole different thought process at that given time. During the phase of 3-5 many children have tunnel vision, they get very focused on one thing and until they achieve it they can't think about anything else. The pandemic is affecting almost every student's development. For a child that is the age 3-5 they prefer a consistent routine, Covid has drastically changed that, routines are like never before. Students don't know what to do with themselves when they are home all day, many children are being taken care of by someone they don't know because their parents are working.

So how do you know if a child is showing symptoms of traumatic response? "Changing the subject or avoiding sharing," "nonverbal messages- play and art" (WSDH, 2021). These will show parents and caregivers that a child may be showing their feelings through violent play or drawing an experience that could make them sad or overwhelmed. It's important to help children see their feelings and explain to them how to express them. One thing that children and adults have in common is "How children experience loss and grief, some reactions can look like general traumatic reactions, like changes in eating, sleeping, behavior and ability to process information."

Additionally, trauma can affect a child's brain. Many of these symptoms cause children to develop differently. There are also illustrations in this article on a child's brain, including: each area and how it could possibly affect the child's brain now and later in their life. The article states that "A small hippocampus within an overactive limbic system can be associated with

behavioral problems.” Another great point is “Resilience factors are conditions that help a person survive and recover from crisis or trauma” (WSDH, 2021). The many components that build resilience can be grouped into four categories: 1. Adaptability and flexibility 2. Connection 3. Purpose. 4. Hope.” These are great points to understand what trauma can do and how someone can see it in a child’s life. It is very important for educators and caregivers to understand these tactics (WSDH, 2021).

There are many good options for teachers that include interventions. Some of these are: “Provide opportunities to use individual strengths to help classmates with a concept.” “Involve students in goal setting,” “Foster community and connection in the classroom” and “Enhance adaptability and flexibility” (WSDH, 2021).

This article is meant for teachers and parents to achieve good mental health with their students/ children. The article really does have something for every child, it even includes tips on how to help children sleep better during these hard times and has great ways to help with children that are on the autism spectrum. Another great tip is helping manage behaviors, in times like this children’s behaviors change, some for the good but most of the time for the bad. This is an advancing theory in Covid, also with the mental impacts it has on children.

A resource like this is very vital to an educator, or parent. It’s important to know how to be able to deal with mental health and trauma properly. This article is very easy to read and understand. The content was laid out very well and in good order.

There are many different types of remote learning, but the latest in the field are focused on making it more interactive and engaging for students. One way this is being done is by using virtual reality (VR) technology to create immersive learning experiences. This can be used to

transport students to different locations or time periods, or to allow them to experience things that would be otherwise impossible. VR uses motion sensors or infrared cameras to allow you or a student to be able to look around and interact with an environment from home or a classroom.

Another advance that is being made in remote learning is the use of artificial intelligence (AI). AI can be used to personalize instruction for each student based on their individual needs and abilities. This ensures that every student has a tailored education that meets their specific needs. Additionally, AI can be used to create adaptive tests and assignments that adjust themselves based on how well the student is doing. This allows for a more dynamic and responsive form of education that traditional methods sometimes cannot provide.

The last major advance in remote learning is the use of data analytics tools. These tools collect data about how students are interacting with their courses and then provide feedback about what areas need improvement. This helps educators fine-tune their instructional materials and make sure they are providing the best possible experience for their students.

One challenge is ensuring that all students have access to reliable internet, computers, or other devices on which they can participate in online courses. Another challenge is making sure that instructors who teach remotely are properly trained in how to effectively use technology for teaching purposes. Finally, it is important to create a supportive community among learners who may feel isolated due to participating in courses remotely.

Students found themselves in very different circumstances in March of 2020, this article explores areas of online learning. To inform the reader of what the needs are for distance learning/ zoom classes and what they entail. The key to success in online learning is the introduction and format. For many students online learning is just not a great option. The article

seeks to quantify how well students were learning during this time. As well as the differences between soft and hard skill disciplines.

“The study revealed that the hard skill disciplines, when they migrate to technology-mediated environments, are more likely to fail to achieve their educational goals than soft skill disciplines subject to the same migration.” (Lorenzo, M 2020). When students are more focused on their studies, they may struggle a little more because they feel the need to push themselves to their limits. During the lockdown many schools only provided students with recaps of what they have already gone over, most schools were not implementing any new topics during this time due to teachers not having solid communication with each student.

“Making sure your child gets the Education they deserve” This article is a guide for parents to know what their children are entitled to and what they need to do to make sure their child is receiving the proper education. Through this article, it explores different areas of why students need a well rounded education. Every child in the USA is entitled to a free education regardless of any background or disability.

Parents should be guiding and overseeing their student's education, after all, parents should know their child more than anyone else. Today especially, it is important to do this, no matter what desires a student has in their adult life, a well-rounded education is vital.

Steps that parents can take to ensure their child is getting a proper education:

1. Ensuring schools are using up to date information with textbooks and technology.

This shows how much the school is really investing in the students.

2. Making sure students have a safe and nurturing environment. This means multiple different things, schools need to have a low student- teacher ratio to ensure students are provided their entitled education. Communities need to make sure they can provide schools with the proper financial funds to make sure that students are able to have a safe and up to date environment.
3. Strong parent–teacher communication: Parents know their children better than anyone, it is very important that parents and teachers have good communication. Teachers can provide parents with information that will help their children be successful at school. Parents can help teachers be able to know their children's strengths and weaknesses, or any concern for that matter after all parents know their children the best.
4. Transparency around learning objectives and tests: Parents should be informed on what the standards are, when their student will be tested or what the objectives of the classes are when they start. It is important that parents have this information, they have every right to help their child succeed. If a parent ever has a question on what a student's score is or needs more interpretation on what it is, they should be able to feel comfortable around the teacher. Teachers need to be able to help parents and want to help them help their children succeed.
5. Information on school performance: Parents can ask for the school's information on graduation rate, access to advanced course work for their students, or their child's current grades. This is the law that schools provide this information to parents.

6. High expectations: schools set high expectations for a reason; they want to see each student work hard and succeed. Studies show that students want to work harder when they are challenged to do their best, this will help them develop into strong adults knowing that they can do hard things!
7. The importance of learning at home. Parents play a very important role in their child's education. They need to be able to help their child with their homework when needed, create a safe environment and quiet environment for them to work in, and teach organization skills to them. Parents need to show their child the importance of organization, this will help them in many aspects of their life. They will be able to stay on top of their schoolwork when they know what is going on. This will help parents be on the same page with their student on what is due and when.
8. The importance of family development: Family members play an important role in academic success, it's important to let the child know at every opportunity how important education is. Telling students that education is a daily journey that it is not something that can be completed in a day. When a child has support from parents and other adults they can feel empowered and secure. (PTA. 2018)

Home life, what was going on in students' lives, and how were they completing work?

The outbreak of Covid-19 has been a trying time for everyone, but perhaps more so for students. Having to suddenly switch to online learning can be difficult and frustrating, especially when being used to in-person classes. Add in the worry and stress of the pandemic itself, and it's no wonder that many students are struggling.

There are some things that students can do to help themselves cope with the situation though. First, it's important to stay organized and keep up with all the assignments the best possible. This will help make the student feel more in control of the situation and less overwhelmed by everything that's going on. Secondly, students need to make sure and take breaks when they need them- both from schoolwork and also thinking about the pandemic itself. It's okay for students to take breaks and have time for themselves, in fact, it's necessary. Students may struggle with more temptations at home. For many students they will want to be playing video games, watching tv or doing anything besides school, students are not used to their "Home" Being "School." Students are finding new and innovative ways to complete their assignments. Some students are using online tools such as Google classroom and Zoom to stay connected with their teachers and classmates. Others are using apps like Quizlet to study for tests and quizzes. Many students can take control of this time and get ahead on their work.

No matter what strategies students are using, one thing is clear: most students are determined to succeed despite the challenges posed by the pandemic. With so much uncertainty in the world right now, education is one thing that can help provide a sense of stability and normalcy. So even though it may be difficult at times, students will continue to find ways to learn and grow during this unprecedented time.

Covid-19's impact on students' academic and mental well-being.

This article explains the beginning of Covid-19 in the school system. How it really affected students, especially those in poverty. It also details the possible impact of what may occur in the future, which a lot of these predictions have since come true. Youki describes how student

services are temporarily not being offered in schools. How they impact academic and mental health among students.

The article continues with possible percentages of how students could fall behind academically as well as the future harm of Covid-19 that could affect our next generation. We have seen some of these predictions come true, today, as Covid continues to affect the school systems and our daily lives. The purpose of this article is to be able to inform the reader about Covid-19 and the possible setbacks it could cause. The beginning of the article explains how there is a big possibility of a major achievement gap that is likely to widen especially for students that are in poverty. One of the major obstacles that were faced were students who needed interventions such as English Language Learners. While doing remote classes, these students faced struggles with internet access and parental assistance.

Due to socioeconomic differences, students of color are being disproportionately affected “The Covid-19 pandemic created challenges for every learner, but according to some estimates, students of color could be 6 to 12 months behind, compared with White students, who are 4 to 8 months behind. A lack of technology, higher rates of coronavirus infection, job loss, and food insecurity are just some of the struggles impacting communities of color and their education” (NEA).

Majority of students were faced with at least 3 months of face-to-face instruction loss during the shutdown. Leading them to develop major setbacks. The mental health of students during this time was and is very scary. It affected each student differently. “Mental Health and academic achievement are linked” (Youki, 2020). In our daily lives if we are not on a set schedule and something throws us off this can lead to stress, depression, and many other issues.

For the students not being able to see their friends, and teachers this is hard for them, all they have known during their years of being in school is a daily routine of classes. Covid-19 has a major impact on our mental well-being.

“Trauma-informed practices were widely used before the pandemic, they’re likely to be even more integral as students experience economic hardships” (Youki, 2020). The article also relates Covid to natural disasters that have occurred over the past few decades, like hurricane Katrina. Everyone remembers that after the hurricane, schools were shut down for a long time. But it only affected certain areas and not practically the entire world. What the hurricane and Covid do have in common is the impact of the unknown, and trauma that it caused on everyone, but mainly children.

During the initial shut down many were worried about the learning loss being more than a summer break learning loss. Summer break learning loss is understandable. If students were not able to receive any education during the shutdown, it was going to exacerbate the learning loss. This may have been caused by no internet access, or possibly the school didn’t have the adequate resources to facilitate online learning. It’s hard for teachers to be able to do online learning with their students when they have not ever done it before, especially when a pandemic like this is unheard of. No one knows what to do!

“Researchers analyzed a national sample of 5 million students in grades 3-8 who took the MAP growth test. This test measures students' reading and math growth throughout the year. They compared typical growth and growth from mid-March to the start of the new school year and compared. Researchers predict that, on average, students will experience substantial drops in reading and math, losing roughly three months in reading and five in math” (Youki, 2020). These

predictions are variable, each school, student, and their specific needs. For some students they may progress during this period, especially with students that have parents that are able to help them daily.

This article is very helpful to find research on the beginning and predictions of Covid-19 and the effect it will/ has on student success and mental health. It is argued that this is an advancing theory of Covid-19. In this article, there are not many solutions, it's more of informing the reader of what the cause/ effect of Covid has on education, this does seem to be a great article to find the beginning resources of how Covid has affected the classroom amongst students and teachers in their day-to-day life.

This article has so much information, mostly information that can give the cause and effect to how Covid has impacted the classroom. Including information on why students are not able to meet the criteria for their grade, and what the consequences for unfinished learning would be.

This article looks at what impacts Covid 19 has had on education, along with how they can "catch up" as (Dorn et al. 2021). Covid 19 has impacted each student in one way or another, the hardest part for most of the students is not having many foundational building blocks. Including many ways for teachers and students to be informed on how to properly catch up, along with the economic standpoint on the dropout rate for students. It also includes percentages of students who will most likely not receive post-secondary schooling.

On average students are five months behind in math and four months behind in reading as (Dorn et al. 2021). Students that were on the line of struggling academically before Covid were close to if not failing when Covid was going on. No student should have to have distanced

learning, every student is entitled to a free education, whether that education is one on one with a teacher or in a classroom. Standards are created for a reason and that reason is success. If students can't have the proper education that they are entitled to then they will get behind.

It's one thing for a student to get behind in math, but when students are falling behind in all areas that is a major concern. This article mentions how the impact of Covid is not going to just affect us for a few years, this is going to be a generational impact. Many students will acquire unfinished learning, and this will lead to the next generation losing 49-61,000 dollars over the course of their life due to unfinished learning (Dorn et al. 2021)

A large focus in this article is to be able to determine what each student's needs really are. Another area is the financial aspect, what amount of responsibility the government has and can help with to be able to help students succeed in their career goals in post-secondary education. "Across all of these priorities it's critical to take a holistic approach" (Dorn et al. 2021). This quote seems to be able to have an open minded, non-biased opinion to others' education and their specific needs.

Unfinished learning. During the pandemic most students went through a time of unfinished learning and during that time students struggled to be successful. The time included zoom meetings, and many students had internet troubles. Teachers were giving out assignments that were not being completed. Teachers struggled to know what to really do to help their students succeed. It was hard for everyone to wrap their minds around what was going on. The school year went from five days a week in person to a hybrid method with little to no teacher-student interaction. Many students' appeared to have vanished during this time. All of this adds up to students that may have to repeat a grade or might possibly not even complete high school.

“Unfinished learning is real- and inequitable” (Dorn et al. 2021). This article continues to explain learning through the pandemic, one of the most important elements is to compare the statistics of different schools to really know what the “average learning is” for each school. They compared during the pandemic and the first semester of in person instruction. This is the best way to get an accurate reading. “Despite reports that remote learning was more challenging for early elementary students’ results suggest that Impact was just as meaningful for older elementary students” (Dorn et al., 2021). While this is an “average” observation, most students had a burden over them, some with fear of what to do during this time of nontraditional instruction.

To some students the pandemic was more than just not being in school, for some it was life altering. Some students lost family members and loved ones. Many students had parents that had major changes in income. All the factors add up to lots of students struggling with their mental health.

There is a large value in this article. Teachers, students, and parents will all want to look back on the pandemic and remember how it affected them or their students. The pandemic will be a big point in history that many will look back to remember, possibly like the outbreak of smallpox but on a different level. There are a lot of ways to look at this article, as statistics, information for teachers or just to read about to gain information on how education was really affected during Covid-19.

This article has a lot of value during and after the pandemic. The content was very specific on the statistics and the real-life impact of the pandemic. While there is a lot to do with the cause of the struggles during the pandemic, there are not a lot of resources for teachers and

parents to help overcome the barriers. There are great points on how to safely open in person learning to help students achieve their highest goals.

“The longer-term impact of Covid-19 on K-12 students Learning and assessment”

“Due to the precipitous onset of the coronavirus disease, teachers and students across the nation were thrust into a new environment, and the impact of this new experience will be felt both shorter and longer term (Middleton. 2020)”.

The focus for this article is very important during the time of the major shut down of Covid, many students were facing learning loss. Learning loss was mainly due to the unpredicted consequences of the shutdown. Students were faced with learning like they have never seen before. “Classroom assessment, teaching and learning, and measurement and interpretation of student growth are among numerous areas that have been affixed by the sudden switch of schools to online instruction that will require much thought in order to examine the impact of the significant deviation from the classroom norms on which much of previous research has been based (Middleton. 2020).”

Additionally, Covid has caused a curve for not only students but teachers as well. As they were put into a new teaching and learning environment. The impact this has caused will be felt for a long time after Covid slows down.

“The impact of Covid-19 on learning”

“Covid’s impact on classroom assessment” There are so many factors in test pollution, it is considered to be A: test preparation, B: Situational factors (stress, anxiety) and C: external factors (socioeconomic status) (Middleton. 2020) . During the year of Covid it was sought to be a

lot of “test pollution” with all the online instruction. Students trying to get ready for a test while at home is hard. Things like distraction come into play, siblings, a new caregiver, as well as parents who are under more stress which children take on. It's imaginably hard to accomplish a test while the learning environment is completely changed. Students are used to working on their homework for a little while at home, but they are not used to a full day of instruction from their kitchen table. To have a consistent test on a student it is important that they remain in the same environment. While students were learning from home it was almost impossible to get an accurate test score from them. “While it is factual that scores on tests taken during class time while monitored by a teacher may be invalid for various reasons (cheating, illness, mental state, lack of focus, or concentration, etc.) (Middleton, 2020).

“In numerous online surveys conducted since March, teachers have consistently indicated they were not prepared to teach online and that a significant percentage of their students did not even log in to complete assignments” (Middleton, 2020). It is absurd to think about all the changes and learning loss students are going through but this article has a well-rounded opinion. Teachers really struggle to implement instruction that works, the beginning of Covid was just at a trial and error phase to see what would work for most. Some students would not even log on to complete their work, resulting in them failing the class. Preparation was lacking completely, before Covid the only kind of online learning was done at colleges and universities, leaving K-12 schools well behind on this. But after all, how would schools know to have a plan of online/non traditional instruction if they have never needed it before? The pandemic has really been an eye opener especially for schools, now they will have options to go online if it is ever needed again.

“The Impact on Covid-19 on Teaching”

Teachers were having to teach differently, they were not able to have a classroom and face to face instruction. During the lockdown teachers faced problems beyond teaching their class. “This may be due to lack of knowledge of evidence-based pedagogical approaches to teaching online, lack of knowledge of technology, family/personal issues, illness or many additional reasons.” (Middleton, 2020) Most schools don't teach new materials during this time, they are just focused on being involved with the student and trying to help them cope with a whole new level of learning. Some teachers required students to turn in assignments that would be graded, other teachers were doing good to just get into contact with each student. Many students seemed to vanish during this time of online learning, they were not willing or able to keep up with what was going on. This could be due to lack of help from parents or caregivers. One thing that worked well for teachers is uploading online videos, these could have a lecture or a lesson in them or both. Students were able to go back and watch these videos as many times as they needed. To continue with learning loss as students move on to the next semester, they may not have the same classmates. The learning loss that will be demonstrated during this time. Students that once received A's could be failing all of their classes. While students were doing online learning it wasn't that many of them were not capable of completing the work, for most it was having the understanding and help to complete the work. (Middleton, 2020)

“The impact of Covid-19 on the interpretation of student growth”

“Classroom instruction and assessment help both teachers and students recognize strengths and weaknesses as well as prepare students for standardized testing” (Middleton, 2020). While in lock down students were repeating work consistently, which does not have a particularly good effect on students. They are not gaining much when they have reviewed these topics over and over. In addition, it is not helping students gain new knowledge, it's very

important that teachers are providing students with new resources to help them achieve the standards. “To illustrate, the calculation of student growth which compares a student to his or her peers who received similar scores on a prior assessment, if utilizing student growth percentiles (SGP), has been impeded since there will be no test score for the 2019-2020 academic year. The 2018-19 to 2019-2020 growth as well as the 2019-20 to 2020-21 growth will be unable to be calculated.” (Middleton, 2020) It's sad to see the real impact of what Covid has done. The learning gap it has caused students will forever be at loss. Some schools were able to offer summer school to help bridge the gap for the students that were struggling more than others. With the learning loss from the spring of 2020, this led to the regular summer learning loss which made students fall even further behind.

Finally, “With the switch to online learning, the standardization of both teacher and student performance was not easily attainable.” (Middleton, 2020). Teachers and students all over felt the learning loss during the time of online instruction. It was not easy for both the student and the teacher during this time of uncertainty.

“School closures have been a common tool in the battle against Covid-19. Yet, their cost and benefits remain insufficiently known. We used a natural experiment that occurred as national examinations in The Netherlands took place before and after lockdown to evaluate the impact of school closures on student learning.” (Engzell, et al, 2021).

During the research that was done in the Netherlands they state that they were only in an 8 week lockdown when Covid first started. The eight weeks is equivalent to one-fifth of a school year. The Covid lockdown affected 95% of students during that time. The main areas they focused on their study on were math, spelling and reading tests. These students were between the

ages of 8-11 and the results showed that in the three subject areas that they lost on average 3.16 percentile in the national distribution (Engzell, et al 2021). They also included a graph timeline on when and which schools were open or closed and ranged from January to August.

Fourth, how were teachers doing during this time and how were they adjusting to the “new normal”.

When the pandemic first hit, teachers were scrambling to figure out how to keep their students engaged in learning while also keeping them safe. Many schools shifted to online learning, which meant that teachers had to learn new technologies and techniques overnight. It was a lot of work, but most teachers rose to the challenge and found ways to make it work for their students.

Research conducted in Spain has found that training or education in Information communication technologies (ICT) and Electronic learning (EL) has decreased stress among teachers. “First of all, according to the first specific research objective, participants in the training showed a decrease in their stress levels. Second, according to the second and third specific research objective, participants in the training showed a decreased emotional exhaustion and depersonalization and an increased sense of personal accomplishment. Third, according to the fourth specific research objective, the participants in the training showed an increase in the emotional intelligence levels.

Fourthly, according with the fifth specific research objective, the teacher training program includes training on the use of ICT to overcome adverse educational and social-sanitary conditions; the association of ICT methodologies with key concepts and educational innovations applied to classroom challenges; ICT-based pedagogical methodologies for lesson planning and evaluation;

and ICT-based innovations and game-based e-learning methodologies to foster a high-quality teaching/learning environment in primary education” (Rico et al. 2020) Teachers that were trained in these areas were under considerably less stress, but not all school districts could provide it.

Teachers had a lot of different emotions at the beginning. Teachers had to worry about the students that vanished during the time of remote learning. Many things they questioned were: is a parent sick, are they not joining a Zoom meeting because of lack of internet connection or computer? These and many others were questions that teachers had during this time. Teachers are constantly calling and emailing their students regarding why they are not responding. Due to inaccessibility for some students, some replies were never gotten,

“We address how care, while at the heart of all teaching, can be truly exhausting on a normal day.” (Jones, Kessler, 2020). Very few teachers were shocked with how much work they were having to put in each day during remote learning. In a normal day of a classroom setting teachers have so many responsibilities to tend to. Now, while trying to coordinate online meeting time with their students, they also needed to make time to talk with administrators and other teachers to see what tools and resources needed or could be implemented during this time.

During the pandemic there was a study done on teachers. This study explored the feelings of teachers, the experiences, and the different perspectives of the new normal in the distanced learning classroom. The study consisted of 107 teachers from 25 different states who completed the online survey (Yunjo An et al).

During this study they were able to closely monitor teachers and students, the effect of distance learning, how each subject went over, home life, and what the biggest need/ struggle was. The biggest concern was not enough parental support to help teachers. During the

pandemic each student had a different arrangement. Some students were home with their parents all day, others were with grandparents or other guardians. This was causing much diverse learning. For the students that were thriving they did not have enough work to do. But, for the students that had issues with an adult being home, no internet connection, or anything of that matter they were not able to stay caught up on their work and fall drastically behind academically.

Teachers were doing all they could to make sure to help their students in any way possible. For many teachers with students not having an internet connection, they would make students paper copies and personally take them to the student(s) homes for them to be able to work on and not fail. The pandemic really highlighted how much teachers do. They care so much about their students as if they were their own children. But during this time many teachers couldn't handle the stress of what was going on. So many teachers left the teaching profession because they did not have enough support or resources to get them through the hard time of the pandemic, leading them to quit.

“Together, public K–12 schools and higher education institutions lost more than 1 million employees in 2020, including some 670,000 K–12 jobs, according to the Bureau of Labor Statistics. Among them are nearly 200,000 ESP positions across K–12 and higher education institutions, reports the U.S Census Bureau. In total, that's nearly three times the number of education jobs lost during the entire Great Recession of 2008 – 2013. In the end, students pay the price, facing larger class sizes and the erosion of the rich curriculum and services they deserve “ (NEA Today, 2021). Some teachers were beginning to think of leaving the profession even before the pandemic. Once all were added to their job duties, some had had enough and decided to resign or retire. “Last year, a pre-pandemic study by English researchers found that an

increasing number of teachers face mental-health issues, and that “sleeping problems, panic attacks, and anxiety issues” had contributed to teachers’ decision to leave the profession” (NEA Today, 2021).

“Humans are social animals. Working from home, or worse, from quarantine, is isolating and often depressing for both teachers and students” (Merrill, 2020). It is very overwhelming to have to change work environments, while teachers moved to online learning they had to adjust to working from home, some school districts wouldn’t even allow teachers to work in their classrooms alone. They were required to work remotely. This put so much stress on teachers of moving “offices” after teachers got their things packed up they were having to work long tiring hours to come up with ways to teach their students.

The biggest adjustment for teachers is trial and error, virtual learning isn't something that can be mastered overnight. The best advice for teachers in the beginning of the pandemic is to do less work. “Students won't be able to work productively anyway- so if the school district allows scale back on lessons. Give the students time to adjust to this new way of life (Merrill, 2020).

Teachers can also use ‘old analog approaches : paper and pencil tasks, workbooks and activity packets that can be mailed from home” (Merrill, 2020). Many teachers used paper copies for things so they could take it to students’ houses if they needed to. Many students did not have the proper equipment to do virtual learning, some students just quit talking to their teachers and ended up failing their classes due to lack of communication and incomplete work.

Teachers quickly experienced extreme burnout during the pandemic. Even before the pandemic teachers have a very lengthy work load that could cause anxiety. With the pandemic it added extra work such as converting lesson plans from paper to online, corresponding with each

student daily as well as setting up online class times with programs most K-12 teachers have not experienced. “Burnout syndrome is an individual stress experience embedded in a context of complex social relationships that encompasses the concept the person has of themselves and others.” (Rubilar, Oros, 2021) Burnout syndrome is typically defined as a response to work stress.

Teachers have to have a very giving personality to be successful in this career, especially during the time of the pandemic. Many studies have been done on teachers and their mental health during Covid, this one in particular focused on what percentage teachers were quitting and why.

During the pandemic teachers are overloaded more than they have ever been. “Teachers have to adapt to unexpected conditions, teaching in unprecedented ways, using synchronous and asynchronous instruction, while also being challenged to establish connections with students, families, and colleagues, all while considering the health factors.” (Zamarro et al. 2021)

One of the main issues during Covid was teachers who didn't know what to do or how to handle this situation. This study explores many different areas and what teachers are looking at for their future. Many of them state that they will not be doing this into retirement. Additionally, teachers said that the teaching profession is nothing like it used to be. This study shows that 40% of teachers wanted to leave because their colleagues did. Teachers that were 55 years or older said that during the time of Covid they considered retiring due to the risk of health concerns and change of instruction (Zamarro et al. 2021). “Teacher’s considerations of leaving were more common than actually doing so (Zammaro et al 2021).”

Many teachers were left wondering how to convert in person lessons to online. They didn't have the time or sometimes resources to effectively prepare for upcoming classes. “The immediate shift to online instruction made us feel as if we were building the ship as we were flying it. Mike reflected, “Small tasks like having students turn and talk or talk around the table were seemingly impossible. Anything that took 5 min in the classroom would take 15 online....”

When teaching in a more traditional classroom, the instructor can continuously read the room and drive the pace, guiding students to move on or change course immediately; this is impossible to do as students are working autonomously. Plans we had that we knew would be successful in a face to face setting would simply not work online. Structuring online courses requires a thoughtful design that ensures that all tasks and assignments are purposeful and framed explicitly.” (Loose, Ryan, 2020)

Online teaching was mandated by many schools during the beginning of the pandemic. This leads teachers to have to come up with ways to teach their lessons over Zoom, Skype, Microsoft teams, Google hangouts or other virtual classroom options. This research is an effort to understand the factors which encourage adoption of online teaching at the time of Covid-19 pandemic induced lockdown" (Sangeeta, Tandon, 2020). During this research they talked with teachers all from different areas. They asked teachers how they felt about online teaching during the pandemic, many of them gave some great answers. Some of them include: “I prefer to teach online during the outbreak of contagious diseases because I can have access to students at distant locations. Second, I prefer to teach online during the outbreak of contagious diseases because it helps me utilize the time effectively. Third, I intend to encourage my peers and colleagues to adapt online teaching during the spread of contagious disease.” (Sangeeta, Tandon, 2020).

“Understanding teachers’ perceptions, who are at the forefront, would substantiate the feasibility of implementing regulations on social distancing and hygiene measures thereby helping in policy making”. (Kamath et al. 2022) This article was published to give examples of what teachers are having to go through during the pandemic. This article originated in India, and observed what was happening at their schools during Covid. Alongside the USA, India was also doing online learning. Teachers were working very hard to make sure students got the proper education. “Covid appropriate behavioral measures need to be followed once school reopens.” (Kamath et al. 2022) It seems as if India had higher standards during the pandemic, and in education compared to the USA.

This article continues with the survey, they surveyed 547 teachers and more than 90% of the teachers agreed to the Covid policy of social distancing and hygiene. Additionally, teachers agreed to the social distancing and hygiene measures for children. There were different opinions on whether classes should be online-offline student learning, number of children per class, time of class, and seating arrangements.” (Kamath et al.2022)

While teachers have had a very challenging year, principals also had their struggles as well. “This article explores how K-12 Principals leading schools serving high numbers of students from racially and socioeconomically minority backgrounds made sense of and responded to the pandemic.” (Grooms, Childs, 2021). Throughout this article it talks about how much principals had to do during the pandemic. They had to make decisions that would affect schools during the shutdown, remote/virtual learning.

Principals had a good idea of what the impact of the shutdown would be for teachers, students and the schools as a whole. “Principals implemented changes and created new

organizational routines in order to support their students, especially for students receiving special education services.” (Grooms, Childs, 2021).

“Our Children are not “behind” due to the Covid-19 pandemic, but our institutional response might be.” This article has great points about the pandemic, it’s important to remember that students may not be progressing like they were years ago. “It is essential to recognize that Covid-19 pandemic has altered the academic and developmental landscape in a fundamental way, perhaps permanently.” (Mann, et al. 2021). This article has a completely different view on the pandemic and education, but it does make sense. Maybe students are not falling behind, maybe the school system is behind. Everyone wants kids to be back on track, but what they don’t realize is this could be harming children. Everyone is ready for the pandemic to be over and life to go back perfectly as it was.

“Decades of research provides insight into how children react to feeling “Behind” and none of it suggests that labeling a generation as being behind often feels diminished self-worth, pressure to “catch up,” struggle to remain motivated, and frequently fall further behind. “ (Mann, et al. 2021). Almost any adult could testify to the feeling of being late to something important, no matter how hard they try to be on time it never seems to happen, compared to the article it seems like children and adults can have the same fears of “being late or behind.” It’s important to remember that children often take on what their parents/ teachers/ caregivers do. They are able to feel the stress they are experiencing. For standards that were implemented before Covid started a lot of those are now not even applicable for the different levels students are on. “In the 1900s many US children worked in agriculture, mines, and textile factories and did so capably.” Nowadays, students are doing things that were not even imagined in that time” (Mann et al. 2021).

Today, students are expected to do more than they ever have. Maybe during the shutdown students were able to explore and learn with their hands outside or learn a new skill in. This article is very vital to remember and put into place when thinking students are “behind.”

“Educators, families, and policymakers need to prioritize carving out time and creating opportunities for meeting human needs so learning can be maximized.” (Mann et al. 2021) Some children have not had the opportunity to have hands-on learning at home. For other children it may be all they are doing. Students thrive when they are learning with their own hands. While education is very vital to everyone, it's important to remember to have balance between both schoolwork and creative play.

Now that we are several months into the pandemic, many teachers have found a groove with online teaching. They have figured out which tools and methods work best for them and their students. While there are still some challenges associated with online learning, such as making sure all students have access to technology and dealing with internet connectivity issues, overall most teachers feel like they are coping well with the current situation.

Looking ahead, it is unclear how long this pandemic will last or what further impacts it will have on education. However, one thing is certain: Teachers will continue to do whatever it takes to ensure that their students receive a quality education regardless of the circumstances

Fifth, the current Covid situation, now that Covid is practically a thing of the past.

At the beginning of the pandemic, education was a very scary situation. Every school was closed, and students were stuck at home to try and finish out the year. Putting everyone into panic mode. Teachers and parents were struggling to find solutions to help their students and

children. Without the help of teachers and parents' education, students could have been put at a bigger risk and long-term learning loss could have been a lot worse than it was.

A study was done in Indiana to show the statistics of how Covid is mainly being transmitted, how schools can safely re-open and have effective learning. Most schools went back to in person learning in August of 2020. Many of these schools are mandated to keep the students and staff safe and healthy. With many schools only following the procedures of wearing a mask, and social distancing this was helping the spread some, although it is quite impossible to be perfect at social distancing and wearing a mask at all times especially when children are involved. Because after all who wants to wear something over their face all day and try to breathe while moving around. The result of this study concludes that schools can help with transmission of Covid-19 significantly (Espana et al).

At the beginning of the study, they did in Indiana, the major factors were what capacity the schools could operate at and how well everyone would cooperate with the mask mandates. (Espana et al. 2021). During this study they used multiple data statistics that would help figure out what was most effective, masks, social distancing, nontraditional instruction (NTI), or quarantine. When schools started going back in August of 2020 Covid cases were at their all-time highs. With other un-masked gatherings starting back, this was causing infection rates to rise. Parents and Teachers had a lot of concern on how to manage these issues. The biggest issue was how they were going to get everyone the education they needed. With many students and teachers out, there was no way for everyone to stay on the same track. One student gets Covid they are out for two weeks, the teacher gets it then another student, that's potentially six weeks out of school for three people with a spiral effect.

“Many parents and educators are reasonably concerned, however, about whether any large-scale reopening plan can ensure safety for students, school staff, and household members, given high levels of community transmission in many U.S. regions.” (Levinson, et al, 2020) Safety is the biggest concern when it comes to reopening schools. Students are missing out on learning opportunities daily. “Other Countries demonstrated how safety measures can be put into place to help reduce the spread of Covid-19.” (Levinson, et al, 2020)

“Children miss out on essential academic and social–emotional learning, formative relationships with peers and adults, opportunities for play, and other developmental necessities when they are kept at home” (Levinson, et al, 2020). Students are also missing out on meals they are entitled to. For students that fall below the poverty line, they are used to receiving two meals a day at school for free. While on lockdown parents are having to stretch meals to make sure that everyone is fed, for some parents that have lost their job due to the pandemic they are in major financial struggle.

“Even if schools can make creative short-term use of additional space, thousands of schools — particularly those serving low-income students of color — will require significant federally funded upgrades to improve ventilation, sanitation, nurse’s offices, and hand-washing and bathroom facilities” (Levinson, et al, 2020). Schools should be considered an essential, students are entitled to an education, while remote learning they are not receiving the education they deserve. Schools can go to the extent of using other locations to help spread out classrooms and reduce class size. It's important for schools to reopen with well enforced safety measures.

Many schools do not have a plan to recover the lost education during the pandemic, this article goes into detail about how education can potentially be recovered by 2028 if the right

steps are taken. “People who have been studying our schools for decades are cautious when answering my question. Some say reading and math averages could rebound by 2028, but they admit many children will never get everything they missed” (Mathews, 2022). To get students caught up it will cost schools a lot of time and money to achieve.

There are many opinions on how to get students caught up in their learning “Giving students more time to learn and better-trained teachers appears to work. But many students didn't have such help before the pandemic” (Matthews, 2022). Schools can also give the students more instructional time to help them get their work done, having smaller class sizes with more one on one instruction with the teacher will help to benefit the students.

“Successful programs train teachers to encourage students and earn their trust, rather than just make demands” (Matthews, 2022). It's important that teachers have enough qualified training to be able to help students learn. Teachers impact students' lives everyday. During the pandemic teachers really became heroes to their students, they made sacrifices for whatever it took to help them be as successful as possible. For students to get caught up on learning loss from the pandemic the time frame for each school will be different. These factors will vary from budgeting, sources, staffing and time management. +

Aside from the education standpoint, there were many economic factors to put into place during this time. For some parents, they could not stay home with their children. For the parents that could, they were able to help their children during this time and help them not fall behind. During this time of uncertainty, studies were conducted at the initial stages of the pandemic. Public schools were to rely on what the government advised. One of the main ways schools were able to have specific Covid regulations was from the multiple studies done. This study looks at

the data from daily deaths, hospitalizations, and positive Covid-19 tests (España alt 2021). They took into consideration where the positive victims contacted exposure, what their symptoms were and what precautions they took. They used this analysis to help them make decisions on what would be the best approach to help the schools open.

Some families were impacted harder than others. A lot of that was to do with how much risk they had. Families with lower economic status struggled, parents were not able to stay home with them while on lock down because they may have had an essential job. Many students were spending their time at family members or babysitters' households, parents were not left with much of a choice if they had to go to work. It was an extremely challenging time for everyone. Not only were students struggling with their education but being stuck at home also caused issues with obesity, food eating disorders, mental health problems and raising the risk of dropping out of school. (Boutzoukas alt).

The process for testing and quarantine changed a lot over the course of two years. At the beginning anyone who was in contact with someone with symptoms for more than 15 minutes would have to quarantine for two weeks. Anyone with a positive test would have to quarantine for two weeks along with being symptom free and a negative test before returning to school. If anyone had a symptom of Covid they would have to have a negative test before returning.

During the conclusion of the "Quarantine Elimination for K-12 students" Boutzoukas stated that "Elimination of unnecessary quarantine elimination may help maximize in-person learning in 2021-2022 school year." Everyone left and right was being put into quarantine in the school, after they eliminate the unnecessary quarantine, this will help the never-ending cycle of Covid. Yes, there were a lot of positive tests during this time. This article is really talking about

students that might have been walked by someone in the hall that tested positive with Covid the next day. Sure, there are still people who might have walked by someone who had Covid, but more than likely they would contract it from someone else they were around for a longer period. While K-12 schools contribute significantly to Covid-19 cases, they found that high school capacity with moderate face mask usage was effective enough to resume full capacity.

For an individual that was exposed to Covid and did not get tested, they would have a 10-day isolation period in case they had Covid. During this time masks were mandated everywhere. After a while of this going on the CDC changed the requirements to anyone who was exposed with no symptoms, they could wear two masks to help protect. This idea was for someone who was in a class for thirty minutes and they tested positive the next couple of days, that teacher or student could return to school if they had no symptoms, wearing two masks and frequently getting tested. Many classrooms were shut down for weeks on end because one student would test positive and by the end of it the whole class was out because everyone had it.

This time was a very unknown and a new situation for everyone. Each parent, teacher and student had an opinion and idea of what needed to happen. The school systems were left to their own decision. Each state had their own policy, and each individual district oversaw enforcing their own rules guided by their state.

Not every school was doing in-person learning in August 2020. A lot of schools gave parents the option to keep their children at home and do NTI, Zoom classes, and meeting with their teacher. A few schools were doing four-day weeks; they would trade days depending on the student's last name. Monday and Wednesday would be A-M and Tuesday and Thursday would

be N-Z (like that anyway). They even proposed doing shorter days instead of school getting out at three; they would end the day at noon and the students would take their lunch home.

John Dewey wrote in "Democracy and Education," that education is not preparation for life; education is life; education is life itself." (Perry 2021) That statement is very truthful. The pandemic is a very real and unfortunate situation. On top of that, the pandemic has changed education like never before. The importance of having a plan and implementation of a plan to reopen schools is important. The next generation deserves to be set up for success.

After they came out with the vaccine and mask mandates were still in place there was still so much chaos. Students and staff were still testing positive all the time. As time went on, cases were slowly going down. They eventually changed the quarantine time to 10 days from the first symptom. This did a little bit of a difference; students were able to come back to school sooner.

To reopen schools at full capacity there is a lengthy process of what must be done for it to be safe and effective. The government must have a plan and each school district must produce a similar plan to put it into place. To re-open schools with no masks and lower quarantine there were a lot of decisions on what is right and what is wrong. To this day there are schools that still wear masks. But most importantly every state has dismissed mask mandates. There are still public places that require masks at their own discretion. The CDC relaxed all the mask mandates.

The Covid vaccine is not being administered to children under five (BMJ). Schools are not allowed to mandate the vaccine. It is left up to everyone's personal decision. With many disputable arguments about different states requiring masks or the vaccine many believe that people are doing what they want to. Larger states are mandating the vaccine and many people don't want to adhere to that policy. For most schools they are left up to their own decision, for a

while masks mandates were lifted only for those who were vaccinated. Now, they have lifted all mask mandates no matter vaccination status.

The article written by Dryer "mask mandates fall across the US" provides concrete examples of what is going on with the pandemic. This article leads on to help tie facts together for this review. As stated in the article "As best as we can tell right now this thing is going from Pandemic to endemic." Going from a pandemic to an endemic is the main goal for this virus. This article from the CDC gives facts and statistics on what has happened recently with Covid and where they think it's going.

Extracurricular activities currently are starting back up. Everyone was willing to abide by the Covid guidelines, this allowed schools to have extra activities. Although they sure looked different than before, athletes were not allowed to have large crowds. Some schools were not even allowing any parents or fans at sporting events or other extracurricular activities.

Although there is still a lot of concern about the pandemic and what the process is to get education back to normal. What is important is that students are getting the education they need. For some that means staying home and doing nontraditional instruction and participating in Zoom meetings. Parents have the right to decide what is best for their children. Parents may decide that it is best if their child wears a mask all day at school, and that is okay too. "Rethinking educational aims and pedagogies in light of changing conditions is a demanding endeavor" (Tarc).

Soon enough Covid will be declared endemic. An endemic is a past disease that is still able to be spread, but the likelihood of it spreading is exceptionally low, for instance chicken pox is now endemic. When that day comes it will be such a relief. The past two years have been

nothing less than scary. The future of all education has been changed forever. Teachers will always have a burden of what ifs, especially when it comes to a lock down. Nontraditional instruction is something that most teachers were not prepared for, but now, all teachers will have the thought of schools closing in the back of their minds.

Covid has taken a lot away from schools, in person learning, sports, the list goes on. As the world is becoming a new normal and Covid slowly ramps down, schools are getting back to a familiar pace. For most schools this means face to face learning, sports, and firsthand learning. There are so many things that students were missing. Thankfully, the world is opening back up to achieve higher goals than before. This review has been a great revelation to see what schools really have been through the last two years. Hopefully in the coming months we will see the pandemic declared endemic.

Reducing the numbers of students who have had exposure to Covid-19. A study was done to see if a mask on masked exposure was contributing to students getting Covid.

If two students are together but socially distanced wearing masks and later in the week one of them tests positive, typically they would both be in quarantine. But studies have shown that the minimal contamination of Covid-19 would be spread to the other person. Most of the time not even enough for the student to test positive for Covid.

School- based Covid-19 transmission was exceptionally low in this large K-12 Nebraska School district. Elimination of student quarantine after masked exposure to Covid-19 within school was not associated with secondary transmission. Elimination of unnecessary quarantine elimination may help maximize in person learning in the 2021-2022 school year (Boutzoukas et al).

In addition to the negative effects of learning loss and drop-out rates, other, harder to quantify factors could exacerbate the situation: for example, the crisis is likely to cause social and emotional disruptions by increasing social isolation and creating anxiety over the possibility that parents may lose jobs and loved ones could fall ill. Milestones such as graduation ceremonies have been canceled, along with sports and other extracurricular events. These challenges can reduce academic motivation and hurt academic performance and general levels of engagement. (Dorn et al)

Covid will have a long-time effect of learning loss for student(s) this could show for years to come. Some students are not even able to complete the basic work they are given. Online learning was not meant for long periods of time, this article gives an overview of what the full effects during the pandemic was. It's frightening to see how many students could potentially forever be impacted by Covid-19. For many students especially with special needs, they were not receiving the extra care they would normally get. This also leads students to failure and the possibility of not being able to progress in grades in the coming year. Learning loss will probably be highest among low-income, black, and Hispanic students who are less likely to have access to high-quality remote learning. (Dorn et al)

To be successful with remote learning, there are a lot of things to factor in. Some of these things are: internet, computer, a quiet place to work and parental help to guide along the way. It can be obvious as to why students are struggling with remote learning. Some parents don't have a choice but to go to work, leaving the student with someone who is not capable of helping with learning. Many students don't have a strong internet, or internet at all. Almost all schools provided students with a computer or something to be able to do their school with at home.

Although gaps in students' education have been identified, schools are doing what they can to mitigate long term effects. "School districts and states are currently making important decisions about which interventions and strategies to implement to mitigate the learning declines during the last two years. Elementary and Secondary School Emergency Relief (ESSER) investments from the American Rescue Plan provided nearly \$200 billion to public schools to spend on Covid-19-related needs." (Kuhfeld et al. 2022) School districts have implemented many programs to hopefully close these gaps. "Reviews of district and state spending plans (see Future Ed, EduRecoveryHub, and RAND's American School District Panel for more details) indicate that districts are spending their ESSER dollars designated for academic recovery on a wide variety of strategies, with summer learning, tutoring, after-school programs, and extended school-day and school-year initiatives rising to the top." (Kuhfeld et al. 2022)

This article continues on with the statistics of learning loss between 2019-2021. To help get students caught up on learning things that could be implemented: smaller class sizes, tutors for each student, which could get pricey, summer programs to help bridge the gap. All of these are great to add to help students but most of the time they dont fit into the district's budget.

In closing, Covid has had many effects on students and their education, mainly falling behind academically. Students faced challenges of not meeting standards, missing out on socialization, and struggling with mental health. Teachers were faced with impromptu planning of online learning, stress and anxiety to complete their job. Teachers faced burdens of trying to help students gain proper knowledge in subject areas that were difficult to teach online. They also faced struggles with contacting students and parents when they vanished bringing on worry and fear for teachers.

While covid has drastically changed education forever, parents and teachers have found many ways to help their students get caught up and stay on track. Teachers, Parents and Administrators have helped children cope through these tough times. Almost every school today is back to in person learning, while there has been a lot of struggles and work to get to this point everyone is grateful to have life at a new normal.

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