

Student Name: _____ **ID:** _____ **Grade:** _____

DOB: _____ **School:** _____

This checklist is intended as a tool to help school personnel formally consider and document the potential impact the COVID-19 pandemic had on a student's academic and emotional functioning and provides guiding questions for consideration in regard to the following areas:

- 1.) Psycho-social 2.) Socio-economic 3.) Educational/Academic

The checklist can be used by evaluation personnel **prior to conducting formal testing** or by student support teams **prior to referring** a student for formal testing. Additionally, findings should be integrated with other multiple sources of data when making educational decisions regarding the student.

Direct Impact of COVID-19 on the student *The purpose of this section is to obtain information regarding the direct impact of COVID-19 on the student's academic, psycho-social, and socio-economic status.*

<p>Was the student diagnosed with COVID-19?</p> <p>If yes: Details about treatment and recovery:</p>	<p>Was an immediate family member diagnosed with COVID-19?</p> <p>If yes, who?</p>	<p>Was an extended family member diagnosed with COVID-19?</p> <p>If yes, who?</p>	<p>Was there a death of a close family member or friend due to COVID-19?</p> <p>If yes, who?</p>
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Psycho-Social Considerations *The purpose of this section is to obtain information regarding the possible impact of COVID-19 on the student's psycho-social well-being and consider such impact on the student's functioning.*

- Was the student diagnosed with depression and/or anxiety prior to COVID-19? Explain: _____
 - Did the student appear to experience increased anxiety during the COVID-19 self-quarantine? Explain: _____
 - Did the student's sleep patterns change (e.g., sleeping more than usual)? Explain: _____
 - Did the student's behavior significantly change after COVID-19 (e.g., increased crying, anger, temper tantrums, withdrawal, etc.)? Explain: _____
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- Did the student have opportunities for remote social interaction? Explain: _____
 - Did the student have an established routine for school activities? Explain: _____

Socio-Economic Considerations *The purpose of this section is to obtain information regarding the possible impact of COVID-19-related socio-economic stressors and consider such impact on the student's functioning.*

- Was the student receiving free/reduced lunch prior to COVID-19?
 - Did the student's parent(s) lose a job(s) during COVID-19? Explain: _____
 - Did the family rely on food bank or other assistance programs for food or other goods and services during COVID-19? Explain: _____
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- Did the family struggle with housing (e.g., paying rent or mortgages)?
 - Were there increased family stressors during COVID-19 regarding bills? Explain: _____

Educational/Academic Considerations *The purpose of this section is to obtain information regarding the possible impact of COVID-19 on the student's academic performance and consider such impact on the student's academic performance.*

Student's educational trajectory prior to and during COVID-19

How did the student perform academically prior to COVID-19?

Strengths: _____

Weaknesses: _____

How did the students perform academically during remote instruction?

Strengths: _____

Weaknesses: _____

Grades

Review school's grading policy for Spring 2020 (e.g., pass/fail, reduction in requirements, no penalty for late submission)

What were the student's grades prior to instructional changes resulting from COVID-19?

Writing: _____

Science: _____

Math: _____

SS: _____

Reading: _____

Other: _____

What were the student's grades during COVID-19 virtual instruction?

Writing: _____

Science: _____

Math: _____

SS: _____

Reading: _____

Other: _____

Virtual Academic Instruction

• What mode(s) of instruction were utilized during remote instruction? Live virtual sessions? Video-taped lessons? Posted assignments?

• Did the student have access to necessary technology to engage in academic instruction (computer, internet, etc.)?

• Did the student have a quiet place at home to complete schoolwork with minimal distraction?

• Did the student have the necessary support from a parent or sibling, needed to complete assignments? Explain:

• Did the student continue to receive necessary academic support during COVID-19 (e.g., interventions or remedial instruction)? Explain:

Student Engagement in Learning

• Did the student participate in virtual instructional meetings with teacher if offered? Explain:

• Did the student complete necessary assignments? Explain: _____

• Is there evidence of progress monitoring? (e.g., iStation) Explain: _____