ASCD & CDC webinar
Leading Schools During the Coronavirus Crisis:
Planning for Reopening

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Welcome
Stay calm and social distance
Coronavirus Crisis and Schools
The novel coronavirus outbreak has deeply affected the entire K-12 education community and infrastructure. To be informed and responsive: Get updated guidance and resources on school crisis management, safety precautions, student needs, and distance learning.

Webinar Archive Handouts
- Leading Schools During the Coronavirus Crisis: Short-Term Steps (PDF) with ASCD and the CDC (March 26, 2020)
- Leading Schools During the Coronavirus Crisis: Medium-Term Steps (PDF) with ASCD and the CDC (April 28, 2020)

Due to the everchanging information and recommendations surrounding the Coronavirus pandemic the webinar recordings from these events are not available as archives, but the handouts include useful information and resources for school leaders and staff.

www.ascd.org/coronavirusresources
Agenda

1. CDC Updates and Recommendations (20 mins)
2. ASCD Learning and Trauma Informed Practice (10 mins)
3. ASCD Teaching and our ‘New Normal’ (10 mins)
4. Q&A (10 mins)
The slides from this CDC section of the PPT have purposely not been archived.

As the situation is changing constantly, we recommend people go to the CDC website for the most up-to-date information on Coronavirus

General: [www.cdc.gov/coronavirus](http://www.cdc.gov/coronavirus)

COVID-19 Trauma-Informed Practice

- **Support regulation**— when stressed, people have a harder time managing emotions and staying regulated. Build in time for regulation practices like breathing, grounding exercises, and movement. Model the calm behavior you want staff to mirror.

- **Prioritize relationships**. Social support and connection can actually buffer a stress response. During times of stress, it’s important to find ways to connect and support each other.

- **Explain the why** behind decisions. Understanding why something (like a policy or practice) is happening can give people a sense of control and decrease a stress response.

Adapted from COVID-19 Considerations for a Trauma Informed Response for Work Settings https://traumainformedoregon.org
COVID-19 Trauma-Informed Practice

- **Trust and openness.** Help staff know what to expect to the extent possible. In uncertain times, having any amount of certainty or predictability is helpful. We aren’t suggesting that you provide answers that you don’t have; however, sharing information when it’s available will decrease stress.

- **Reframe behavior.** It’s important to remember that emotional regulation and impulse control are more difficult during times of stress. People may not be showing up as their best selves during this period of fear and chaos. We need to give everyone grace and realize that challenging behaviors are a reflection of the stress we are under. We need to all exercise patience and understanding. Give people the benefit of the doubt.

Adapted from COVID-19 Considerations for a Trauma Informed Response for Work Settings
https://traumainformedoregon.org

Actions for schools to build up Protective Factors

- **Check ins:** start of each day and also during the day. Keep a weekly ‘office hours’ time (before/after school, lunch) for people to come to chat.

- **Set a pattern:** provide schedules/structures (week/day/lesson) to build sense of stability and security. Allow for people to ‘stray’ but know that having a structure helps ground people.

- **Relationships:** keep the great relationship building work started remotely going. Allow for group work (hybrid online); allow for self-reflection; adjust teaching-learning to accommodate relationship building and sharing.

- **Explain and discuss whys:** in general and across the board - not just re Covid. Reduce uncertainty.

Adapted from What's Love Got to Do with It? : Trauma-Informed Teaching Strategies; and School Safety Starts from Within (EL Magazine October 2019)
Actions for schools to build up Protective Factors

- **Self-Regulation**: teaching students to recognize their own feelings and to learn to control them.
- **Provide off ramps**: alone time; mindfulness; access to Counselors; don’t overreact but take your time to understand why the behavior (loud, disruptive or even withdrawn) is occurring
- **Exercise**: get moving; sweat; increase heartrate; laugh; have fun
- **Get outside**: fresh air; space; calming effect of nature; move
- **Go to the well**: ask and get support from your peers, community, health services

Adapted from *What’s Love Got to Do with It?*; *Trauma-Informed Teaching Strategies*; & *School Safety Starts from Within* (EL Magazine October 2019)
There will not be a perfect solution nor a one-size-fits-all solution. Each school and district has its unique needs and constraints. Whereas one school may have the facilities and resources (including funding) to make many of the recommended suggestions, others will not.

While we can and must learn from other’s experiences, we must also be ready for innovative reforms and adjustments.

This will be a time for greater communication and collaboration between and across schools, districts and systems.

"There's so much new information all the time, it still feels like week two. At the same, it feels like week 976," said Ricardo Colon, an instructional coach at PS/IS 30 in Bay Ridge, Brooklyn.
There are still many questions that need to be answered...

“Can you stagger the times that our students come in so you can appropriate yourself differently within the existing physical environment — by reducing physical contact if possible, reducing the congregate meal, dressing issues related to PE and recess?” Newsom said. “Those are the kinds of things — those are the kind of conversations we’re all going to be having over the course of the next number of weeks and the next number of months.”

School systems will confront a potential logistics nightmare when they reopen, said UC Berkeley education professor Bruce Fuller. “Go slow,” Fuller suggested. “Invite 15 kids into a classroom with two adults. Use parent volunteers. Start with preschools and elementary schools. Younger children are more likely to conform to social distancing. Randomly test children and teachers each week to guard against a return of coronavirus.”

In an altered school day, some students may need more time on campus than others, said UCLA education professor Tyrone Howard. “There very well could be a hybrid model of school/home... Perhaps there will be a staggered situation where some students are on a 70/30 school/home situation, whereas other students may be on a 50/50 situation. We’re going to have to be creative, flexible, and great listeners to the needs of vulnerable children and families.”

There are still many questions that need to be answered...

**LA County Schools**
- Planning for Aug 18
- Face-to-face V Hybrid V Distance decisions up to each district/school
- Testing and contact tracing required before any in-person reopening
- Physical distance; masks; temperature
- Classrooms with students 6 ft apart or outside classrooms (av. 16 students per standard room)
- Staggered cafeterias
- Closed gyms (storage)
- One-way hallways

**DC Public Schools**
- Planning for Aug 31 (but potential earlier start Aug 10)
- Some 3rd, 6th, 9th grade classes initially
- Considering options
  - Distance learning model 2 mths
  - Alternating groups of students every other day
  - Socially distant classroom model (10 students 6ft apart)
- Families will have options and choices
- Students will not be required to attend in person if they don’t feel safe
There are still many questions that need to be answered... and there will be a range of innovations

**Tacoma, WA**

**Main concerns:**
- Balancing health with SEL engagement.
- Ensuring learning in a hybrid environment.
- Creating healthy physical and mental learning conditions that families can functionally support.

**Innovative ideas:**
- Student groupings that keeps families on similar schedules.
- Partners to provide academic coaching on how to be successful in a hybrid learning model.
- PD for parents of hybrid learning and how to support the whole child.

**West Windsor – Plainsboro, NJ**

**Main 3 concerns**
- Health and safety concerns
- Social distancing and practical implementation
- Meeting the needs of Special Ed., ELL/ESL, and students struggling with mental health concerns.

**Innovative ideas**
- Flexibility - hybrid scheduling models
- Crowdsourcing - working across grade level and content teachers to crowdsource experiences, resources, learning lessons, etc.
- Compassion over Compliance – focus on the development of the Whole Child / Whole Teacher.

ASCD is looking at ways to best support teachers and disseminate the many innovative responses to reopening schools...

- July & August Virtual Event
- Ongoing platform for sharing ideas and successes
- ASCD Express
- ASCD Inservice ([Preparing our school districts for Fall 2020; Reopening schools: What knowledge can we rely upon?](#))
- Whole Child Network [www.ascd.org/wholechildnetwork](http://www.ascd.org/wholechildnetwork)
Questions
Please type into the Q&A widget

Thank you
Stay calm and social distance