Supporting the Whole Child During Restart & Recovery—COVID-19 Response

May 19th, 2020
Supporting the Whole Child During Restart & Recovery—COVID-19 Response

Welcome!

- Please take a moment to self-mute your phone to limit background noise.
- Please send questions through the chat feature to ‘All Panelists’ in WebEx.
- A copy of today’s slides and recording will be available following the webinar.
Welcome Remarks

Carissa Moffat Miller
Executive Director
CCSSO
CCSSO Releases Framework to Assist State Education Leaders in Planning for Restart of Schools

Published: APRIL 30, 2020

Author: JESTES

SHARE:
Restart and Recovery Framework

- Continuity of Learning
- Conditions for Learning
- Leadership and Planning
- Policy and Funding
Linda Darling-Hammond

President & CEO
The Learning Policy Institute
Bringing the Whole Child Back to School

Linda Darling-Hammond
President, Learning Policy Institute
President, California State Board of Education
Reopening Schools

Denmark. Credit: Ritzau Scanpix/Bo Amstrup/Reuters, [here](#)

Taiwan. Credit: David Chang/EPA=EFE/REX, [here](#)
What We Know from the Science of Learning and Development

- The brain & development are malleable.
- Relationships catalyze healthy development and learning.
- Children actively construct knowledge based on their experiences and contexts.
- Learning is social, emotional, and academic. All areas of development are intertwined.
Adversity affects learning
—and it can be mitigated by

- Secure, long-term relationships
- Supportive contexts that provide belonging and safety
- Experiences that foster self-efficacy, and purpose, and
- Social / emotional supports and skills
Science-informed **principles of practice** include:

- **Positive school climate**, promoting attachment and relationships, safety & belonging
- **Social and emotional development**, promoting self-regulation, interpersonal skills, perseverance, and resilience
- **Productive instructional strategies**, promoting conceptual understanding and metacognition
- **Systems of support**, promoting healthy development and addressing barriers to learning
Centering on the Whole Child
What an equity-focused approach can do

Transform Learning Settings
Set a Whole Child Vision
Support Productive Instruction
Build Adult Capacity
Organize and Leverage Resources
Preparing for Restart & Reinvention: Transforming Learning

1. Close the digital divide.
2. Strengthen distance and blended learning.
4. Ensure supports for social & emotional learning
5. Redesign schools for stronger relationships
Blended & Authentic Learning
Preparing for Restart & Reinvention: Closing the Gap

6. Support community schools
7. Expand learning time
8. Use formative assessments that support growth
9. Leverage more equitable school funding
10. Sustain early childhood education programs
Resources

Learning in the Time of COVID-19

Blog Series: Community-Based Learning; End of Year Assessment; Remote Learning; School Funding; COVID 2.0 Policy
Paolo DeMaria
Superintendent of Public Instruction
Ohio Department of Education
To ask a question, please use the WebEx chat feature and select ‘All Panelists’ or email communications@ccsso.org.
Kansas State Department of Education convened the Continuous Learning Task Force to develop guidelines for Kansas School Districts, which include content and grade-level guidelines for student support services and SEL, including the importance of doing regular check-ins with students and encouraging students to identify/name how they are feeling.

Indiana Department of Education (IDOE) developed a searchable database which includes SEL and wellness supports for PK-12 students. IDOE also speaks specifically to SEL and student voice in their Continuous Learning Guidance Plan. The IDOE Social, Emotional, and Behavioral Wellness team has been hosting live professional development for educators and has created continuous learning weekly challenges for parents and educators which includes a SEL section.
Michigan Department of Education is providing SEL resources for children and adults, including free access to relevant online learning courses for educators through Michigan Virtual. The Superintendent of Public Instruction also shared a letter to school district superintendents emphasizing that SEL principles and practices are especially important given school closures and that MDE was committed to sharing resources to help support the SEL needs of students, staff, and families.

The Washington Office of the State Superintendent of Public Instruction previously developed an SEL Online Education Module that is free and open under a creative commons license. The “Social and Emotional Learning in Washington State Schools: Building Foundations and Strategies” module is designed for educators, administrators, school staff, other professionals, and parents who interact with youth as a means to help them build and improve their understanding of social emotional skills.
**Oklahoma State Department of Education** included guidance on SEL in their resources for distance learning, including a guide for educators and families on virtual and distance social emotional learning during coronavirus/COVID-19 reinforcing why it is important to teach SEL at this time, alongside resources for educators and families. ODE also provided resources and guidance for distance learning school counseling that were shared directly with Oklahoma school counselors.

**The Vermont Agency of Education** and the Vermont Department of Health released a joint memorandum on the continuity of mental health services emphasizing that “mental health services are more essential than ever during this time of heightened uncertainty and anxiety for students, when the traditional support of familiar, structured educational environments is no longer available.” The agencies jointly encouraged supervisory districts/unions and schools to work with school staff, their Designated Mental Health Agencies, and other contracted providers to maintain mental health supports for students.
Resources

Find resources on ccsso.org/coronavirus
  - CCSSO Restart and Recovery Framework

Learning Policy Institute
  - Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries
  - Educating the Whole Child: Improving School Climate to Support Student Success
  - Learning in the Time of COVID-19 Blog Series
Resources

- **Aspen Institute Education & Society Program**
  - *Fostering Connectedness in the Pandemic Era: Policy Recommendations to Support Social, Emotional, and Academic Development*

- **CASEL**
  - *Initial Guidance: Leveraging the Power of SEL As you Prepare to Reopen and Renew Your School Community*

- **Center to Improve SEL & School Safety**
  - *Strategies for Trauma-Informed Distance Learning*
  - *Investing in Evidence-Based Social and Emotional Learning*