Lessons from the Field

Returning to School: Strategies for Reengaging PreK-12 Students

AUGUST 25, 2021
3 PM – 4:15 PM ET
To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinar-series
Logistics

Zoom Control Panel

Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location:
https://safesupportivelearning.ed.gov/events/webinar/lessons-field-returning-school-strategies-supporting-staff

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.
1. What is your role?
   - School administrator
   - Teacher
   - Other school staff
   - Local education agency staff
   - State educational agency staff
   - Parent
   - Community member
   - Advocate
   - Other

2. Is your district planning to offer on-site student vaccination this Fall?
   - Yes
   - No
   - Unknown/Not applicable
Speakers

Christian Rhodes
Chief of Staff, Office of Elementary and Secondary Education, U.S. Department of Education

Elizabeth Coke Haller
Deputy, School Support Section; State, Tribal, Local, and Territorial Support Task Force, COVID-19 Emergency Response

Jenny Scala
Co-Director, Student Engagement and Attendance Center

Supreet Anand
Deputy Director, Office of English Language Acquisition, U.S. Department of Education

Leah Keuscher
Principal, East Wooster High School, Washoe County Public Schools, NV

Sarah Frazelle
Director, Early Warning Indicator Systems & Multi-Tiered Systems of Support, Puget Sound Education Service District, WA

Bios for the speakers are archived at the following location:
COVID-19 Prevention in Kindergarten (K)-12 Schools

Elizabeth Coke Haller, M.Ed.
State, Tribal, Local, and Territorial Support Task Force
CDC COVID-19 Response

cdc.gov/coronavirus
Disclaimer

- This presentation is meant to outline strategies that schools can use to help maintain healthy environments and operations, lower the risk of COVID-19 spread in their programs, prepare for when someone is sick with COVID-19, and support coping and resilience. The information covered in this presentation is not exhaustive.


- The information in this presentation is current as of August 5, 2021.
Prevention Strategies to Reduce Transmission of SARS-CoV-2 in K-12 Schools
Key Takeaways

▪ Students benefit from in-person learning, and safely returning to in-person schools in the fall 2021 is a priority.
▪ This guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently).
▪ Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic.
▪ Schools should require universal masking for all students, teachers, and staff in K-12 schools, regardless of vaccination status or level of community transmission.
Primary Factors to Consider for Decision-Making

- Level of community transmission
- COVID-19 vaccination coverage
- Strain on health system capacity for the community
- Use of a SARS-CoV-2 screening testing program
- COVID-19 outbreaks
- Ages of children served
The Importance Of Layered Prevention Strategies In Schools

- Safely Open For In-person Instruction And Remain Open
- Children Can Get Sick From COVID-19
- Children Can Spread The Virus
- Not All Students Are Eligible For Vaccination
Promoting COVID-19 Vaccination

- CDC recommends that everyone ages 12 and older get fully vaccinated against COVID-19.
- To promote vaccination, schools can:
  - Visit vaccines.gov to find local vaccination sites.
  - Educate families about COVID-19 vaccination.
  - Support staff vaccination.

Sources: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/summer-camps.html
Consistent and Correct Mask Use

Indoors: Schools should require universal mask use for all teachers, staff, students, and visitors regardless of vaccination status and level of community transmission.

Outdoors: In general, people do not need to wear masks.

During School Transportation: Passengers and drivers must wear a mask on school buses.
Prevention Strategies

- Promoting vaccination
- Consistent and correct mask use
- Physical distancing
- Screening testing to promptly identify cases, clusters, and outbreaks
- Ventilation
- Handwashing and respiratory etiquette
- Staying home when sick and getting tested
- Contact tracing, in combination with isolation and quarantine
- Cleaning and disinfection
CDC Youth Resources

COVID-19 General Resources:

- COVID-19 Frequently Asked Questions: [Coronavirus (COVID-19) frequently asked questions | CDC](#)
- Latest COVID Information: [Coronavirus Disease 2019 (COVID-19) | CDC](#)
- Managing Stress and Coping: [Mental Health and Coping During COVID-19 | CDC](#)
- People at Increased Risk: [Do I need to Take Extra Precautions Against COVID-19 | CDC](#)
- Children and COVID-19: [Children and Teens | COVID-19 | CDC](#)
- [What to do if a Student Becomes Sick at School or Reports a New COVID-19 Diagnosis Flowchart | CDC](#)
CDC Youth Resources (Continued)

For Administrators and Parents, Guardians, and Caregivers:


Coping and Resilience Support Numbers:

- National Distress Hotline: call or text 1-800-985-5990, or text TalkWithUs to 66746
- National Suicide Prevention Lifeline at 1-800-273-TALK (1-800-273-8255), 1-888-628-9454 for Spanish
The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.
Themes from SEAs on Attendance Data and Supports from the Past School Year

Jenny Scala

CO-DIRECTOR
STUDENT ENGAGEMENT AND ATTENDANCE CENTER
SEAs noted the need for disaggregated data (by instructional setting, grade spans, demographics).

Some states are discussing adding additional attendance codes to differentiate instructional settings.

They see challenges in striking a balance between data collection burden and benefits of usable data reports on programmatic side.
Almost every state noted that some students were more engaged during remote/hybrid learning than pre-pandemic.

States noted a shift to more supportive approach (versus monitoring or deficit) including communication, leveraging other organizations/groups, and supports.

The pandemic increased attention to what wasn’t working to support students prior to pandemic.
SUPREET ANAND, PhD

ACTING ASSISTANT DEPUTY SECRETARY AND DIRECTOR OELA
U.S. DEPARTMENT OF EDUCATION
Practices to Re-engage English Learners

- Community building & Social Emotional Learning
- Formative assessment to develop student agency
- Accommodations and Scaffolds
• Development is a consequence of, not a pre-requisite for learning.

• Inter-personal processes, dialogic interactions, drive the development of intra-personal autonomy, self-regulation.

• Meaning making, the weaving of interconnections, and gradual apprenticeship are central in this process.

• Scaffolding is designed contextually and, in practice, it is adapted contingently (van Lier, 2004; Walqui & Bunch, 2019).
Scaffolding to Support Student Voice

• Opportunities to work independently as well as with a partner or small group

• Explicit modeling of both the process and the language expectations

• Formulaic expressions

• Opportunities to write, read, speak, and listen
Scaffolds are tools for creating spaces in which students can express their ideas, and know that they will be listened to and valued regardless of their language proficiency.

They are an important part of instructional environments where English learners can participate in activities and discussions about content.
Resources

National Clearinghouse for English Language Acquisition

NEW: Ensuring Continuity Of Learning And Operations

- Facilitating Online Learning
- Resources to Share
- Distance Learning Plans
- School Reopening Resources

Resources

Webinar
Supporting English Learning in Math and Science

Podcast
Engaging English Learners and Families
New Publications

The Biennial Report to Congress On the Implementation of the Title III State Formula Grant Program

School Years 2014–2016

Integrating Language While Teaching Mathematics

This is the third publication in a series of briefs that are designed to highlight promising practices for educators and other staff who support English learners (ELs) and their families with English language acquisition and the maintenance of native languages.
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Practitioner Introduction

Leah Keuscher

PRINCIPAL, EAST WOOSTER HIGH SCHOOL
WASHOE COUNTY PUBLIC SCHOOLS
NEVADA
Earl Wooster High School

- Washoe County School District
- Reno, Nevada
- 1,600 Students
- Demographics
- Special Programs
- Chronic Absenteeism
- Graduation Rates
If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.

—Daniel Goleman
Practitioner Introduction

Sarah Frazelle

DIRECTOR, EARLY WARNING INDICATOR SYSTEMS & MULTI-TIERED SYSTEMS OF SUPPORT
PUGET SOUND EDUCATION SERVICE DISTRICT
WASHINGTON
Context on participating schools

- **School level support at 12 participating schools**
  - 5 elementary schools
  - 4 middle school/junior high schools
  - 2 high school
  - 1 alternative school (middle and high school)

- **District level support in 1 district**
- Broad geographic spread of schools around Pierce and King Counties
- Schools had positive and supportive approach to attendance
- Currently in exploration or early implementation phase
Panel Discussion

LESSONS FROM THE FIELD
3. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)

- Mental Health and Wellness for Faculty and Staff
- Mental Health for Students
- Allowable Uses of ARP Funds
- COVID-19 Prevention and Safe Operations Strategies
- Vaccinating Students, Faculty and Staff
- Re-engaging Students
- Early Childhood
- Higher Education
- Nutrition and Wellness
Lessons from the Field Webinar Series

SCHEDULE AND TOPICS FOR BACK-TO-SCHOOL SUMMER SESSIONS

September

- September 9: Early childhood
- September 22: Nutrition and wellness
Feedback Form

HTTPS://WWW.SURVEYMONKEY.COM/R/LFTFSESSION11
Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/