

A 6 Week Plan for Re-Opening Schools After Covid-19 Q&A

**Lori Lynass, Sound Supports Executive Director
And Cher Anderton, Sound Supports MTSS Coach**

Question:

Is there a good place for us to find supports for kids now during the remote learning time?
(Lisa E.)

Answer:

www.pbis.org has some good online resources as does www.ci3t.org

Question:

Is it a good idea to have our students take an ACES survey as a tool to identify needed supports? I teach/counsel in an ALE high school. (Rebecca H.)

Answer:

With caution and care, as taking the survey can also be triggering.

Question:

Is this the 6-week plan for elementary? What of this transfers to secondary? (Christine V.)

Answer:

The one shown had some elementary specific things like structured recess, but all the major pieces of building relationships, SEL and teaching expectations would be the same.

Question:

Can you touch on using these to support attendance and truancy prevention? (Alison W.)

Answer:

The more connected and socially invested kids are to the schools, the more likely they are to stay engaged. For attendance issues, it's important to involve the families to be a problem-solving partner with the school.



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Question:

What universal screeners have you had good experiences with? (Barb C.)

Answer:

My top favorite is the SRSS-IE (www.ci3t.org), but I also like and have used the SAEBERS, the SDQ, the BESS screener of the BASC 2&3 Assessment and the BEISY.

Question:

How can we be really intentional about setting the groundwork for returning to school through distance learning, especially when that work is packet based and asynchronous? (Amanda S.)

Answer:

Try to do as much outreach and relationship building with families now and before school starts.

Question:

Which behavior screener do you recommend? The ones I've used in the past are long and hard to get teacher buy in. (Charles H.)

Answer:

My top favorite is the SRSS-IE (www.ci3t.org), but I also like and have used the SAEBERS, the SDQ, the BESS screener of the BASC 2&3 Assessment and the BEISY.

Question:

What could educators be doing now, or be doing differently in engaging families during school facility closures which might help address toxic stress that could be happening in homes and with students? (Jen C.)

Answer:

Providing resources on managing stress and SEL skills for the home such as breathing, mindfulness, etc.

Question:

Are there any highlighted differences in the 6-week plan between starting a school year with strong relationships in 'normal' times vs. anything that should be considered specifically for the coming fall (post remote learning environments) that might be different? (Rachel A.)

Answer:

It will be tricky for sure if we start remote or hybrid, so doing outreach to engage families and students in multiple ways (online, calls, post cards home) will help. There are good online resources too at both www.pbis.org and www.ci3t.org

Question:

When working with educators who may struggle with the buy-in of the importance of embedding SEL into academics or leading the educational year with SEL, is there any research that sites the percentage of time spent educators focus on SEL and the academic outcomes of their students? (Lauren W.)

Answer:

These articles provide some good research:

- [SEL Research Learning Outcomes](#)
- [Social Emotional Learning and Academic Achievement](#)

Question:

Do you have a recommendation about how much time should be allotted to academics vs. the SEL parts each week? (Andraya M.)

Answer:

The first 3 weeks should really be non-academic and then moving forward about 50/50 until week 7 and then more can shift to academics.

Question:

After the initial 6 weeks, do you have a recommendation/preference for the amount of time designated to predictable and consistent delivery of SEL, character, Restorative practices, community circles, etc. daily? Admittedly integrated throughout the day, but for intentional direct instruction of the skills and practices. (Corey G.)

Answer:

The first 3 weeks should really be non-academic and then moving forward about 50/50 until week 7 and then more can shift to academics.

Question:

Do you recommend bringing in any of the virtual learning habits/routines/structures that are taking place now into the physical space in the fall? (Lila C.)

Answer:

It might not be a bad idea as we know we may be in and out of remote learning until we have a vaccine.



Question:

How would you respond to a district or school leader who is especially concerned with the recovery of missed core academic instruction from the 2019-2020? (Greg P.)

Answer:

First, validate that concern, but then also provide the research that shows the outcomes of focusing on SEL, RJP and School Connectedness. We know in the end these schools gain more academic time back.

Question:

When we teach school wide expectations building a common vocabulary do you recommend also teaching the "don't" vocabulary (example: Engagement and Disruption)? (Thom W.)

Answer:

We always encourage the language to be the focus instead of what you want to see the students doing. It keeps it positively focused.

Question:

Have you come across some good SEL curriculum resources for elementary? (Pam K.)

Answer:

There are recommended guides on www.casel.org. Check that the curriculums has been normed for the populations you serve and don't have white dominate SEL skills.

Question:

Do you have suggestions for staff professional development we can be doing in preparation for our return? Books to read together, perhaps? (Andrea H.)

Answer:

I think this depends on what area you want to focus on. You can email me at lori@soundssupportsk12.com for options.

Question:

Can you speak to how you may have seen recess games being taught successfully in elementary? who does it? when? etc. (Kristin D.)

Answer:

There are great guides and resources on the [Playworks website](#).



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