

COVID-19 Resources for Student-Centered Responses LIBRARY

Overview: With the assistance of many of you, we have put together this living document collecting many COVID-19 resources for student-centered learning. If you are in need of resources, have resources to share, or questions we might be able to assist with, we encourage you to either email your regional director or the editors of this document at lbp@bigpicturelearning.org.

PLEASE NOTE: WE ARE NO LONGER UPDATING THIS SITE and HAVE NOT BEEN SINCE 3.14.2020. We will keep this document active but have created a more filtered set of resources for practitioners in the Big Picture community which you can access at: bit.ly/bplcommunity

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[BPL Online Instruction: Resources and How To's](#): Includes links to a variety of online and distance learning resources.
Learning from our international colleagues: [WEBSITE BP Italy Created in Response to School Closures](#)
[BPL Student Resource Document](#)

"Our message to the school fam this morning: Conversations will not be cancelled. Relationships will not be cancelled. LOVE will not be cancelled. Songs will not be cancelled. Reading will not be cancelled. Self-care will not be cancelled. Hope will not be cancelled. May we lean into the good stuff that remains."

HOW TO'S and RESPONSES

Concern	Considerations
Mentors suspending internships	Strive for Informed and Humanized Decision Making, consider: • Sharing district and/or school communication with mentors. • Asking advisors, students, and/or LTICs to reach out to individual mentors to understand why they may have suspended internships so you can learn from and/or address the reasons with the community at large. • Asking mentors how you could virtually continue the internship work. Perhaps the mentor would be willing to come by the school, could share ways students could practice their skills, and/or has ideas for at-school/home project work. • If a mentor cancels and/or suspends an internship, it may be because they are facing undo hardship. Consider asking them how the school/student could be helpful during this time. Activate Power through Interest-Driven and Real World Learning • What changes are you making to ensure students affected by mentor-suspend internships are still engaged with powerful learning experiences? Perhaps you could invite students to participate in a community service internship or a temporary placement with a student in another internship. What ideas does the student have? Family? Mentor?

Districts suspending internships, leaving to learns, and/or extracurricular activities (districts prohibiting volunteers)	Strive for Informed and Humanized Decision Making, consider: • Sharing district and/or school communication with mentors. • Asking mentors how you could virtually continue the internship work. Perhaps the mentor would be willing to come by the school, could share ways students could practice their skills, and/or has ideas for at-school/home project work. • Show compassion; many mentors may be facing hardship and losing a highly productive intern could add to this struggle. Consider asking mentors how you and/or the school can be supportive. • SEE BELOW FOR EXAMPLE EMAIL FROM A PRINCIPAL Connect with our Network of Practitioners, consider: • Reaching out to other schools in our network to arrange for virtual Leaving to Learns. Perhaps students could virtually shadow a student whose school is still in session in another state. • Reach out to your coach and/or Regional Director (RD) for ideas and connections. That's what they are here for! • Share! As you learn ways to navigate through challenges, share your ideas with your local coach and/or Regional Director and your colleagues and partners in other Big Picture schools. Activate Power through Interest-Driven and Real World Learning, consider: • How might a suspension of internships and Leaving to Learns represent an opportunity to support new projects and ways to engage with interest-driven learning? Perhaps advisories could sponsor mentor potlucks, community responses, and/or virtual supports. • How might students use their skills and resources to help their communities? What needs do they see? What efforts can they join? What novel solutions can they offer? • This is a time to double-down on community building events such as Pick-Me-Ups and Send-Me-Offs.
Short-Term school closures	Strive for Informed and Humanized Decision Making, consider: • Personally reaching out to all families, especially those who might have less access to electronic communication. • Personally reaching out to students and families who may be more impacted by short-term school closures; especially families with childcare needs and families who might depend on school meals and services. • Reaching out to mentors and other community organizations working in and around the school to listen to their perspective and to keep them updated as to your intentions. • Prepare for re-engagement: Plan or ask someone else to plan community building activities when students return from school. As we would after a planned break, remind staff to expect students to return in different places and to have compassion for students who might experience challenging situations. • Consider asking your district if you could bring staff together to listen, plan, and build adult community the day before students return. • Reaching out to staff, students, families, and mentors to see what kinds of support they might need during the closure.

Long-Term school closures	Strive for Informed and Humanized Decision Making - Consider personally reaching out to families who might have less access to electronic communication regarding the coronavirus. - Consider personally reaching out to students and families who may be more impacted by short-term school closures; especially families with younger children and families who might depend on school meals. - Consider reaching out to mentors and other community organizations working in and around the school so they know what to expect. - Considering reaching out to staff, students, families, and mentors to see what kinds of support they might need during the closure. - As appropriate, ask advisors to maintain communication with students, families, and mentors. How can you mitigate the effects of long-term school closures in your community? Many schools implement summer individualized learning plans, consider implementing school closure plans. How do you support student learning when students are on break? Suspended? How might this apply to a long-term school closure. Connect with our Network of Practitioners - Consider reaching out to your coach and/or RD for ideas and support. Additionally, BPL RDs and coaches are hosting a variety of webinars.
Mandated online learning	<u>Online Learning: Resources and How To's</u> Activate Power through Interest-Driven and Real World Learning - If your district intends to mandate online learning in the even of long-term school closures, consider proposing an alternative to typical subject/content based online courses. - Whether or not your school is closing, it might be a good idea to understand which families have regular and consistent access to internet. Consider connecting families with free/reduced price internet through programs such as: https://www.internetessentials.com/ - Global Online Academy's 10 strategies https://globalonlineacademy.org/insights/articles/10-strategies-for-leading-online-when-school-is-closed - Link to doc Eva found: Stanford's Guide to supporting online learning - Creative examples of how BP schools have used online learning to empower interest-driven and real world learning: - Video conferences with other advisories
Misinformation and fake news	Strive for Informed and Humanized Decision Making Never too early to have discussions with students, families, staff, and mentors about the danger of misinformation and fake news. Consider sharing resources you use and asking students, families... Resources:

	• Common Sense Education: Digital Citizenship curriculum (News & Media Literacy): This one of the best and thoroughly vetted online resources for teachers.
Stopping stereotyping and hate	Strive for Informed and Humanized Decision Making • Change, trauma, and crisis can lead to extreme behavior and emotional decision making. Consider facilitating discussions as to how the impact of COVID19 might affect stereotypes, bias, racism, and hate: ◦ https://cornellsun.com/2020/03/10/waite-unmasking-the-racist-infection-of-the-coronavirus/ ◦ Podcast, "When Xenophobia Spreads Like a Virus" https://www.npr.org/transcripts/811363404 Connect with our Network of Practitioners • Consider connecting with leaders in other Big Picture schools to learn and share... • Don't assume your mentors, or anyone in your community, are immune from fear, bias, and/or hysteria - especially in a highly emotional and/or stressful time. How could you help your community respond to some of this behavior?
Impact of stress (especially for more vulnerable groups)	Questions to ask: • How can you facilitate connections with services you might be providing at your school such as: ◦ Counseling ◦ Groups: Boys Groups, Girls Groups, etc • Do families and students know who to reach out to for support? Can families contact you? • How can you help connect staff, families, and young people with community resources? • Would it be helpful to share resources such as: ◦ Unemployment services, how to access? ◦ Food banks
Meal Services	• In the event of school closure, neighborhood schools might be providing meal service for young people in their neighborhood and/or your school might be able to serve meals. If your students do not live in your school's neighborhood, consider informing students and families where they can get meals. Washington State and California have already received waivers to offer meals if schools close. For more information visit: https://www.fns.usda.gov/disaster/pandemic • Consider informing all families of options for meals, including local food banks. Consider reaching out to your local YMCA, Boys and Girls Club, and community centers to learn what kind of services (meal or otherwise) they might provide in the event of closure. • One BPL school is preparing and freezing meals to distribute to families - multiple meals at a time.
Counseling and Wellness Services	• Many Big Picture schools connect students with on- or off-site counseling and wellness services. In the event of school closure, consider helping your students find alternative ways to connect with these services. • Additionally, the impact of COVID19 on families, staff, and young people may increase the need for counseling and wellness services. How can you connect families?

IEP Renewals	- Consider consulting with your district supervisor to understand how the district will handle IEP renewals during school closures. https://www.ed.gov/news/press-releases/ - appears Federal government will be allowing for waivers and increasing flexibility - monitor this site for more developments.
Student, Staff, and Family Recruiting	In the event of a long-term closure, you may have to consider alternative means of connecting with incoming students, staff, and families. Some Big Picture schools have worked with local community centers, churches, and other venues that may have direct access to students and families. Electronic communication alone is not sufficient.

ARCHIVE OF SAMPLES

Resource	Relevant to	Notes
Last Day of School Agenda from BP Innovations HS	Folks about to close school	Fantastic agenda created the day they learned their school would be closing
Article from Highline District communications		Example of how a district is responding in the Seattle/King County area
A principal's priorities on what might be the last day of school (not a link, see notes for details)		Innovations TODAY will: 1. meet whole school seated by advisories, 2. Ensure that all current contacts/physical addresses are shared. 3. Share when it's totally cool to reach out to each other

		(feeling scared, lonely, have questions, etc.) 4. Checking for basic needs before everyone leaves. 5. Giving everyone writing materials and some potential cross-curricular project prompts for if they're up to "school -ishness". 6. Remind everyone to check Social media/School Website if they're able and we'll finish with a badass Kickout. :-)
Compiled Thoughts from BP Principals who Dealt With Fire Related School Closures		Learning from our colleagues who dealt with fire-related school closures in Northern California
An email from Julia Bamba, principal of Gibson Ek informing the community of options when faced with internship closures.	Principals and school leaders of communities in which internships are being paused.	

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- Learning from our international colleagues: [WEBSITE BP Italy Created in Response to School Closures](#)
- [BPL Student Resource Document](#)
- [Incomplete list of Best Practices](#): Communication to schools about best practices before students leave.
- Online Learning guides
 - [OREO Strategy](#)
 - [10 Strategies for Online Learning](#)
 - [Universal Design for Online Learning](#)