Prioritizing Equity and the Social & Emotional Learning Needs of Students & Staff Upon School Reentry

Learning outcomes:

1. Strategize ways to create an equitable learning environment while addressing students’ social and emotional learning and mental and behavioral health needs regardless of how instruction is delivered this fall (in-person, hybrid or virtual).

1. Locate resources to aid you in supporting students’ and staff social and emotional needs upon school reentry.
School Counselors on Reentry

Which three areas are you most concerned about regarding reentry...

- Student Mental Health: 32.9%
- Learning Gaps: 32.9%
- Attendance/Engagement: 23.3%
- Student Trauma: 9.6%
What’s your starting point?

1. Create priorities
2. Assess Strengths and Weaknesses from March shutdown
3. What lessons were learned over the summer? (parent feedback, ongoing services to students or silence?)
Pre-planning, planning and more planning

• Different Phases of Recovery

• Multidisciplinary team

• Resource Mapping

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<th>Schedule</th>
<th>Target Group</th>
<th>Tiers</th>
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<td>Universal-All</td>
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<td>Now</td>
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<td>Targeted-Some</td>
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<td>Families</td>
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<td>1 month before</td>
<td>Students</td>
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Sugai (2020)-MTSS FEST Key Note; retrieved from https://www.youtube.com/watch?v=rzRDNZlw14

MTSS - Multi-Tiered Systems of Equity

• ALL STUDENTS
• 1 system with a continuum of support team
• Start with commitment to being welcoming and open
• Explicit expectations for Universal, Additional and Intense Supports

(McCart & Miller, 2020)
Social/Emotional & Mental/Behavioral Health of Students and Staff

- Determine capacity for universal screenings or alternatives
- Embed SEL into core academic content areas
- Anticipate regression

Explicitly address adult mindsets, beliefs and behaviors and how those impacts classroom factors.

The Education Trust, 2020
Reunite, Renew, and Thrive: SEL Roadmap for Reopening School
CASEL, 2020

A SEL ROADMAP TO REOPENING

Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Self-Awareness
Self-Management
Social Awareness
Relationship Skills
Responsible Decision-Making

Create safe, supportive, and equitable learning environments that promote all students’ social and emotional development.

Design opportunities where adults can connect, heal, and build their capacity to support students.
Family Engagement

- Include parent/family voice in multidisciplinary team
- Engage families frequently – provide activities to familiarize them with new protocols, back to school opportunities, etc.
- Identify needs the families in your community may have, provide resources and assistance to those who may need food, shelter and other basic needs.

Use evidence-based and standards-based resources
Trauma Engaged Education

Identify and Address Traumatic Stress
Prevent and Intervene Related to Traumatic Stress
Teaching Trauma Education and Awareness
Partner with Student and Families
Develop a trauma-informed learning environment

Be Culturally Responsive
Develop & implement emergency management/crisis response plans
Ensure staff self-care and prevent secondary traumatic stress
Understand & Address staff self-care & secondary traumatic stress
Establish and collaborate across disciplines and into the community.

National Center for Traumatic Stress Network, 2018

Physical and Psychological Safety

A PLAN TO SAFELY REOPEN AMERICA’S SCHOOLS AND COMMUNITIES
Guidance for imagining a new normal for public education, public health and our economy in the age of COVID-19

A Framework for Safe and Successful Schools
Virtual Child Safety Tips

**Guiding Questions:**
- Is the child frequently alone in the residence when you are working/checking with them? Or are they being made to be responsible for other children in the home?
- Does the parent/caregiver appear overly stressed or frightened?
- Have you noticed a significant change in the child’s mood or behavior?
- Has the child eaten today?

**Conversation Tips**
- Ask about pets ....
- Spend extra time with students with physical, emotional or developmental challenges.
- Consider use of a codeword in safety planning.
- Write a letter with self-addressed stamped envelope

Texas Department of Family and Protective Services (2020)

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**Discipline**

- Inconsistent expectations while at home
- Underlying trauma
- Avoid punitive/exclusionary discipline
- Restorative Practices
**Advocacy**

- Targeted funds for highly vulnerable districts & populations
- Educator health rights

Losen & Whitaker, 2018

**Supports for Staff**

**General Tips**

- Town Hall listening sessions
- Resources for Adult SEL & mindfulness
- Tap In/Tap out
- Create a needs assessment
- Consider a Tiered Plan of Support
- Communicate focus on staff and student wellness
Counseling Considerations

ASCA MODEL

- **Define** - Do I have the background knowledge to contextualize and apply Ethical Considerations and Mission?
- **Deliver** - How does your instruction, appraisal, advisement and counseling services equip all students to address and navigate complex systems?
- **Manage** - Where is the focus of your program centered, and are you planning accordingly?
- **Assess** - How are you evaluating and reflecting on your practice and how will you respond to that?

Marching Forward

- **Collaborate** - with students, families and stakeholders
- **Advocate** - with Data, Cultural & Historic Narratives, and Scenario Planning
- **Lead for Systemic Change** - with self-reflection, design, analysis, and re-imaging a more equitable system