

ROADMAP FOR SCHOOL SYSTEMS NAVIGATING THROUGH COVID-19:

SOCIAL AND EMOTIONAL STUDENT AND FAMILY SUPPORT

(access all Roadmaps at www.catalyst-ed.org/covid/roadmaps)



ROADMAP SECTIONS	Vision for Social and Emotional Student and Family Support Building Connection Student and Family Well-Being Creating a Fortified Learning Environment
ROADMAP KEY	 DEI  Finance  Instruction  Social and Emotional  IT and Operations  Talent  Resilient Leadership

Phase 1 - Launch Remote Learning	Phase 2 - Finish the School Year Strong	Phase 3 - Implications for Summer & Beyond	Resources and Sample Technical Assistance Projects (request support here)
Vision for Social and Emotional Student and Family Support			
<p> Align with leadership, your instructional team, and support staff (e.g., social workers and guidance counselors) on your vision and guiding principles for supporting students and families during this time of crisis, including their:</p> <ul style="list-style-type: none"> • social-emotional well-being; • relationship with and connection to the school; and • experience of learning and safety in the remote learning environment <p> Ensure your support vision incorporates the voice and experience of diverse populations. Prioritize your vulnerable (marginalized) community members to assess/solve for inequities in access and resources.</p> <p>Consider short family surveys or other methods for attuning to the most relevant needs in your community.</p> <p> Articulate concrete “look fors” from your vision to guide schools and educators (eg food access,</p>	<p>To provide a sense of closure, reflection and learning, consider an abbreviated (climate / pulse) survey of families and staff on the COVID-19 era.</p> <p>Reflect and identify the key learnings for SY 20-21. Consider how you might invite staff and students to reflect as well.</p> <p> Evaluate your effectiveness at identifying and responding to inequities in access and resources.</p>	<p>Evaluate how you want to mark the shared COVID-19 experience you undertook together, and how to kick off your return.</p> <p>Intentionally re-form culture and connections after the shared remote experience.</p> <p>Review your vision and guiding principles for students and family social emotional support in the SY '20-21 school year.</p>	<p>Resources: See Valor Collegiate's Foundational Framework, or Turnaround for Children's Building Blocks for Learning for examples of research-based SEL frameworks.</p> <p>Sample Technical Assistance Projects: Reviewing vision, guiding principles, and plans with an equity lens to make sure all populations are considered.</p> <p>Developing and overseeing a survey administered to families and staff to gauge climate and needs.</p> <p>Creating activities for students and staff to do when buildings reopen to reflect on</p>

physical safety, ability to access remote learning etc).

 Collaborate with your Chief Talent officer to create a vision for teacher and school leader support and well-being that equips them to be a warm and assuring presence for families. ([See Talent Roadmap](#))

Building Connection (*Being Known*)

Establish initial contact with 100% of students and families through a known and trusted person (often the student's teacher). This should be grounded on the concrete "look fors." and should have guidance or a script to ensure sensitivity in enquiring into the set up of families.

Collect all of the current emergency contact information for your students. Ensure you have accurate contact information and multiple phone numbers for a family in case they are difficult to reach at any point.

Create a simple set of remote connection structures to provide continued emotional and social connection and support. Where possible, repurpose or enhance rituals you already had. For example:

- Teachers / Students: structured advisory (non-academic) time or regular 1:1 outreach
- Students / Peers: advisory / structured small group conversations / SEL rituals such as [Compass Circles](#)
- Families (may depend on grade level): frequent communications from leadership; group discussions (eg Zoom call by grade or classroom) or 1:1 connections with teachers to address concerns. See [Ed-Trust's poll](#) on top parent concerns.

 Integrate these connection structures into your remote learning plan to provide clarity of expectations for both instruction and student connection. ([See Academics Roadmap](#))

Monitor connection structures and adjust as necessary.

Err on the side of frequent, positive communication between the school and the home. Increase the number of just-for-fun, positive interactions your school has with students and families (e.g., virtual yoga sessions, movie nights, games, etc).

 Assess community needs for connection once school ends. (Can some amount of school continue to provide a sense of connection if students are still isolated?)

Create end of year rituals for remote celebration, graduation and promotion as a way of maintaining key school traditions.

Develop your 2.0 connection structures vision for SY '20-21 to have in the event of delayed openings or rolling school closures

the COVID-19 experience and to help students and staff transition back to school buildings.

Resources:
[Greater Good SEL Practices](#)

[Academic and Student Support Roadmap](#) for additional recommendations on family communications related to the learning plan

Sample Technical Assistance Projects:
Designing remote connection structures and routines to provide continued emotional and social connection and support

Creating content for communication between the school and home including on social media, newsletters, and phone calls.

Developing a plan for the summer to provide social emotional support for students even when the school year ends.

Student and Family Well-Being (*Being Safe*)

💖 Support teachers in identifying and addressing student/family well-being issues.

- Ensure teachers are equipped to assess students and families needs by providing a script.
- Create simple ways for teachers to flag if students need more support (e.g., a google form) and identify resources to support them
- Provide escalation guidance when teachers observe issues that may require mandated reporting or evidence of a family in crisis
- Provide your teachers and faculty with anticipated misconceptions and biases with consideration for the diverse families you serve

✉️ Develop partnerships with or curate resources from community organizations that can provide deeper support on food security or other issues. Share this with staff and teachers to pass on in ongoing connections with families in sensitive ways. (See [IT and Operations Roadmap](#) on food planning.)

Identify what supports from the spring will continue through the summer.

Provide resources for families to support students individually on issues such as mental health, enrichment, etc.

💖 With input from families, determine what, if any, ongoing family supports you might provide in the event of a prolonged shelter-in-place.

💖 Reflect and assess:

- what you have learned through a different lens into students' lives
- how that informs your SY 20-21 approach
- where you may benefit from cultural competency or bias training

Sample Technical Assistance Projects:

Creating a resource or providing professional development to help staff identify flags that students may need support and actions they should take if they have concerns.

Establishing relationships with community organizations that can provide wraparound services.

Curating a list of resources for families to support students' social and emotional needs.

Creating a Fortified Learning Environment (*Being Productive*)

Update your student behavior expectations for the remote environment, and share with staff and families supporting and aware if you need to contact them.

In professional development, provide teacher with understanding and supports for:

- when students are not engaging
- when they are in distress or experiencing acute mental health issues
- when disruptive classroom behavior arises.

Ensure your PD plan includes clear roles and responsibilities for tiered response so that teachers know the universal response for Tier 1 concerns, as well as who to contact/how to respond to elevated concerns

Identify positive behavior interventions and supports for the remote environment (including the peer connection opportunities above). Find how to incentivize students as traditional rewards such as grading may shift in this environment.

Adapt and continue your SEL curriculum.

Continue to evolve guidance.

Where common issues arise, provide training and guidance in teacher professional learning.

Identify common challenges for students in remote learning. Providing targeted lessons or learning opportunities. (Consider discussing in the non-academic advisory times or other ways where students can support each other.)

Consider how you want to assess or close out the year on your SEL curriculum.

Develop your 2.0 learning environment design for SY '20-21 to have in the event of delayed openings or rolling school closures

If school returns to business as usual, identify what you have learned about fostering student engagement that you want to infuse into your ongoing approach

Consider a v2.0 strategy for your SEL curriculum or ways of developing scholars' learning habits.

Resources:

See [Valor's Distance Learning Scholar Culture Playbook](#)

Sample Technical Assistance Projects:

Designing solutions to gauge student access and engagement to lessons

Developing a learning environment design for SY '20-21 to have in the event of delayed openings or rolling school closures

Identifying best practices for remote learning and proliferating them to all staff members.

Providing PD for teachers for creating a safe environment for students during remote learning during a traumatic event and managing potential challenges.

