

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

Three Overarching Principles

Parity and Interdependence of Physical and Emotional Safety. Physical and emotional safety are inextricably linked at the most fundamental level. As we implement [reopening guidance](#) related to the physical, logistical, and technical aspects of the three teaching and learning models, we need to engage in a parallel assessment of the social emotional implications of each scenario, with an emphasis on how we will communicate with and support staff, students, and families before, during, and after reopening.

Equity and Racial Justice. Schools will reopen in the fall after experiencing school closures due to the COVID-19 pandemic and months of heightened national discourse related to our country's long history of institutional racism. In addition, the pandemic's disproportionate impact on people of color will reverberate long after we return to school. As a result, we need to put racial equity and cultural responsiveness at the center of our work, including in our COVID-19 planning.

Collective Care. In the year ahead, it is vital that we take care of each other by fostering a sense of common purpose, building strong relationships, and reinforcing the social emotional skills we use to support each other and respond to challenges together. The concept of collective care is inclusive of self-care practices but goes further by asking us to show proactive compassion for one another - both on interpersonal and systemic levels.

[-DESE Guidance on Social Emotional Learning and Mental Health](#)

Below are four critical practices for equitable reopening and the specific steps Arlington Public Schools is committed to in order to ensure our entire community of learners are welcomed back to safe and supportive learning environments this fall, be it in remote, hybrid or in-person learning formats. This work is underway and will continue to be informed by and shaped through the voices of our families, students and staff. Please see the hyperlinks or the [SEL Website](#) for more information on any given topic, or reach out to our Director of Social Emotional Learning and Counseling, Sara Fernandes Burd, RDT at sburd@arlington.k12.ma.us or your building Principal.



SEL Critical Practice 1: Take time to cultivate and deepen relationships, build partnerships, and plan for SEL

- **Foster new relationships that elevate student & family voice**
 - SASS Advisory Council and Family/Student Listening Sessions
 - University of Alabama partnership on community communication and Whole Child/Safe and Supportive Schools AEF Grant Program. Front Porch Listening Sessions TBA
- **Use two-way communication strategies**
 - Engaging Families as Partners: Maintain strong two-way communication with families prior to and during the school year using culturally and linguistically responsive practices.
 - [District SEL Website](#) and social media presence TBD
 - Strengthen [School SEL/Leadership teams](#) and their partnerships with the District SASS Leadership team.
- **Examine impact of SEL efforts**
 - [YMHFA trainings](#) and impact with AEF grant
 - SEL walkthrough audit 2019-2020(Appendix)
 - YRBS Data/ VOCAL Data
 - Potential Panorama partnership
- **Build a broad coalition and integrate SEL into plans**
 - SASS Advisory Council
 - SASS District and School Teams/ Student Services Subcommittee

Equity-Related Planning Questions:

- How will you ensure that multiple stakeholders are meaningful collaborators in the team process, especially staff, families, and students?
- Are your team members trained to consider indicators of racism or inequity (such as disproportionality in either risk factors or access to protective factors) when developing social emotional-related action plans for school reopening?



SEL Critical Practice 2: Design opportunities where adults can connect, heal, and build their capacity to support students

- **Allow space for connection & healing among adults*** (see Sustain Educator Community and Wellbeing Building Blocks Appendix)
 - Supporting Staff: Stay connected with staff and help to manage uncertainty. [Self assessment and self care plans](#) and resources.

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

- Wise @ Work App and Webinar
- [Mental Health and WellBeing Website and Calendar](#)
- **Ensure access to mental health and trauma support**
 - MIAA EAP/ INTERFACE
 - Mental Health Screener (for adults?)
 - Mindful Schools/ Yoga 4 Classrooms/ Mind Up/ Breath For Change
 - [STAT-](#) Secondary Traumatic Stress Support for Teachers
 - [SEL for Adults-](#) Resilience
- **Identify opportunities for innovation & antiracist practices**
 - Mobilizing Around this Work Articulate the Roles of Key Stakeholders Before and After School Reopens
 - Synchronous study group and other academic PD
 - [SEL PD](#) over the summer and ongoing through in service days
 - SRI Summer sessions and book groups- CTE Leaders/ Learners/ Teachers
 - PD Catalog, DEI Website, 10 Days of Inservice
- **Provide embedded professional learning**
 - [Rennie Center Blueprints](#)
 - [Trauma Courses](#) continue to be offered to staff at a discounted rate
 - 3-Year MTSS Academies

Mental Health and Social Emotional Learning	Thompson
Positive Behavioral Interventions and Supports	Bishop, Hardy, Thompson, Gibbs,
Culturally Responsive Teaching	Bishop, Brackett, Hardy, Thompson

- [Student and Family Voice PD](#)
- Continue to use the [3 Signature SEL Practices](#) in all adult learning spaces.

Equity-Related Planning Questions:

- Which staff have been engaged in planning related to reopening and social emotional support for staff? Which voices have we not heard from?
- This year may present unique challenges and risks for particular staff members in terms of social emotional needs, health, finances, childcare, support around remote learning, etc. How will we assess these needs? Do we see any inequities we need to own and address?



SEL Critical Practice 3: Create safe, supportive, and equitable learning environments that promote all students' social and emotional development

- **Build adult-student and peer relationships**
 - Re-envisioning School Culture and the Conditions for Learning: Allocate a structured period of culture-building time as school first opens.
 - [Connection mapping virtual](#) and in person with all staff
 - Train increasing numbers of staff and families in YMHFA
 - Provide students with [multiple, consistent opportunities for relationships building](#) and interaction with adults and peers.
 - Intentionally build relationships with BIPOC using antiracist and abolitionist practices.
 - Responsive Classroom [Morning Meeting for First 10 Days 2020](#)
 - Responsive [Advisory Grades 6-8, First 10 Days of 2020](#)
- **Weave in opportunities for SEL practice and reflection*** (see Move Beyond Academics)
 - Through direct instruction and embedded instruction, SEL in PK-12 will have space in each students' schedule. (RULER, Morning Meeting, Open Circle, Second Step, etc)
 - A focus on 3 major competencies for direct instruction in student learning in the 2020-2021 school year. ([Relationships](#), [Self-Awareness](#), [Self-Management](#)) See appendix
 - A focus on [two integrated SEL adult teaching approaches](#) for the 2020-2021 school year to support the mastery of above competencies. (Conducive Environments, Strong Relationships)
 - Practice virtual HCLE/TSS [strategies and rituals](#) such as these.
- **Implement a comprehensive system of supports** (see Build Systems of Support)
 - Mapped MTSS Resources in development with subcommittee
 - Bolstering Tier 1 supports (see above bullet)
 - Preparing to Address Increased Tier 2 & Tier 3 Needs -Supporting More Intensive Mental Health Needs: Assume and plan for an increase in mental health needs and adjust methods of delivery accordingly. (DESE Grant 336)
- **Discuss the impact of the pandemic and racial equity**
 - Intersection with [Social Studies/History work](#) and the above links in [equity and SEL](#) (refer to History department antiracist work)
 - IDEAS courses and continued partnership with CHNA 17 Grant

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

- Develop district goals in SASS, SEL and Counseling resulting in [Building Equitable Learning Environments student outcomes](#) (appendix)
- **Collaborate with families and partners**
 - SEL resources in google classroom and in virtual settings weekly/integrated
 - [Family trainings/sessions](#) to teach SEL skills and provide family supports and resources

Equity-Related Planning Questions:

- Who in our community was most acutely impacted (in terms of health or economically) by the COVID-19 pandemic over the past few months? If we do not know, how can we find out?
- As we evaluate available resources, have we considered overall access for these supports and services as well as our families' cultural backgrounds and linguistic needs?
- What are the barriers to accessing Tier 2 and Tier 3 support services, and who experiences those barriers? How can we remove those barriers?
- How do we use the [Abolitionist SEL understandings](#) to ensure SEL work is not continually oppressing non-white students and families?*



SEL Critical Practice 4: Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff

- **Elevate student voice in reflecting and acting on data** (see Build Systems of Support)
 - SASS Student Advisory Council members
 - Student Art used to inform decision making through reflective protocols
 - Panorama
- **Support educators in reflecting on instruction and environment**
 - Use of VOCAL, YRBS data and SELIS DESE Pilot or Panorama pilot
 - PDA cycles of continuous improvement with connectedness data
 - Mental Health Screeners (Pilot at Dallin and OMS) Fall TBD
 - SCUTA at the secondary level for student relationships and engagement
- **Partner with families and community members to improve**
 - Mobilizing Around this Work - Articulate the Roles of Key Stakeholders Before and After School Reopens

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

Equity-Related Planning Questions:

- Are the school's behavioral expectations aligned with and reflective of the norms and values of all students' backgrounds? What steps have we taken to get student and family feedback to this question?
- Are we regularly disaggregating our data (by race, gender, disability status, etc.) to determine whether specific student groups are being disciplined more frequently than others or experiencing disproportionate consequences for the same violations?
- Will the new behavioral expectations and consequences disproportionately impact specific student groups (e.g., students with disabilities, students who have experienced trauma, etc.)? What restorative measures can be taken to ensure that those students are supported in the adoption of behaviors required for health and safety reasons?

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

APPENDICES:

(In development) WHAT DOES THE SEL PLAN MEAN FOR ME?

Role	District Administration	Principals	Teachers, Support Staff	Students	Families
Critical Practice #1	Chair District SASS/SEL Leadership team with inclusive membership. Ensure Leadership team members are in communication with school SEL leadership teams. Improved efforts to reach out to marginalized families with two-way communication Review the Equity Considerations	Ensure SEL Leadership team members are representative of the school community and are in communication with the district team. Improved efforts to reach out to marginalized families with two-way communication. Review the Equity Considerations when revising	Representative members on the school and district SEL Leadership teams. Opportunities to share input in real time decisions that shape the teaching and learning experience and to see their voices amplified in the environments around them.	Opportunities to share input in real time decisions that shape their learning experience and to see their voices amplified in the environments around them. Representatives on a district and school based SEL and Equity Leadership teams.	Opportunities to share input in real time decisions that shape the community at large and to see their voices amplified in the environments around them. Improved two-way communication. Representatives on a district and school based SEL and Equity

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

	when revising District Improvement Plans/Goals.	School Improvement Plans/Goals.			Leadership teams.
Critical Practice #2					
Critical Practice #3					
Critical Practice #4					

COMPETENCY DEFINED

SKILLS WE NEED NOW

SELF-AWARENESS , which is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior; and accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	As we process the current pandemic and racial injustices, self-awareness is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases.
RELATIONSHIP SKILLS , which is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	Relationship skills are essential to help us build and maintain meaningful connections across race, culture, age, and distance; support one another during collective grief and struggle; and collaboratively find solutions to new obstacles
SELF-MANAGEMENT , which is the ability to successfully regulate one's	

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself; and the ability to set and work toward goals.	Self-management is critical now as we cope with grief and loss, develop our resiliency, and express our agency through resisting injustices and practicing anti-racism.
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BELE FRAMEWORK EXCERPT:

Equitable Learning Environments are designed so that every student experiences:

- An engaging, intellectually rigorous learning environment
- Physical, emotional, and psychological safety
- Meaningful and relevant work and classroom discourse
- Their cultural, spiritual, and/or ethnic values and practices acknowledged, honored, and respected
- Feeling seen, respected, and cared for by adults and peers
- Opportunities to set and meet goals, and to learn and recover from failure

Equitable Learning Environments result in the following student outcomes:

- Intellectual curiosity and strong academic skills
- A sense of agency and optimism for the future
- Self-love, self-acceptance, and pride in one's multiple identities
- Understanding of one's own and others' cultural histories and contributions
- Empathy for and meaningful connections with others

BUILDING BLOCKS ON SOCIAL EMOTIONAL LEARNING:

Sustain Educator Community and Well-Being

Provide opportunities for educators to communicate, collaborate, and support one another.

- What opportunities for teacher collaboration can you reimagine within your current learning model?
- What structured time do educators have to problem-solve together?
- How do you maintain a sense of school community and provide opportunities for staff to socialize and build personal connections?
- Are these opportunities inclusive of and available to all educators?

Provide opportunities for educators to take care of their mental well-being.

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

- How are you being understanding and flexible when communicating responsibilities and deadlines for educators?
- What time and space do educators have to recharge away from the stress and demands of work?
- What proactive opportunities can you offer to help enable self-care (e.g., fitness classes, meditation exercises)?
- How are mental health and well-being resources being communicated to reduce stigma, encourage support, and recognize cultural differences?
- Are mental health resources covered in medical benefits?

Move Beyond Academics

Provide students with a sense of structure and routine.

- How are you ensuring that students have a sense of safety and normalcy?
- To the extent possible, how are you building and sustaining regular classroom routines?
- How are you balancing offering suggestions and schedules while also remaining flexible and accommodating of individual circumstances?
- When individual circumstances make it difficult to establish regular routines, what assistance can be offered to support students and families?

Build and sustain a sense of community and ensure that students have opportunities to connect.

- What routines can help instill a sense of community and collaboration in your current learning model?
- What opportunities do students have to interact with their peers about both academic and non-academic topics?
- What opportunities exist beyond the classroom to foster community in the school (e.g., all-school or grade-level activities and/or friendly competitions)?
- Who is left out and what actions are being taken to increase inclusivity?

Plan for explicit instruction on the specific non-academic and social-emotional learning skills necessary to succeed in your current learning model.

- What non-academic skills do students need to succeed as an independent learner? How are these skills being developed?
- Is the SEL instruction that was already part of the curriculum still a priority? If so, how are you ensuring that this programming continues?
- What are you doing to ensure that your SEL instruction is culturally responsive?
- Have the current circumstances created a need for new SEL programming? If so, how are you planning to meet this need?
- How are you encouraging healthy habits, physical activity, reflection, and goal setting?

Consider the need for trauma-informed instruction and educator training on these practices.

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

- What are you doing to ensure that the learning environment is welcoming, caring, respectful, and safe for all students?
- How are you considering the impacts of various types of trauma (e.g., racism, death/illness of a loved one, poverty, economic dislocation)?
- How are educators developing the skills needed to foster a feeling of safety and belonging for all students in the current learning model?
- How do you ensure that students have adequate time and space to process their emotions and experiences?

Build Systems of Support

Engage in social-emotional learning with the purpose of creating more equitable learning systems.

- How are your social-emotional learning practices affirming students' diverse cultures, backgrounds, and lived experiences?
- How are you ensuring that social-emotional learning addresses the impact of systemic oppression?
- What opportunities are available for staff to increase their capacity to build and sustain an equitable and inclusive learning environment?

Build systems to ensure that each student has at least one trusted adult with whom they are regularly communicating.

- What opportunities are available within your learning model to ensure that each student can build meaningful relationships with adults?
- What adult-student relationships already exist, beyond those with a classroom teacher, that can be maximized to increase student connectedness?
- How are you fostering social connections for students who may be feeling isolated?
- What structures are in place to assess and monitor that the system you have built is moving toward an authentic connection for each student?

Ensure social-emotional and mental health resources are easily accessible for all students, families, and staff.

- What resources are available to help support students, families, and staff as they navigate the stresses brought on by current circumstances?
- Is support available for students and families who have not been identified previously as needing mental health support?
- How are you ensuring that these resources are accessible to all stakeholders?
- Do the resources and supports offered honor the cultural backgrounds and current priorities of those they aim to serve?

Construct a multi-tier system of support to identify needs and provide targeted mental health and social-emotional interventions.

- Are you able to provide universal screening for all students?
- What existing processes can you build on, and what changes do you need to make to accommodate the current circumstances?

Arlington Public Schools Social Emotional Learning Plans for [Equitable Reopening](#)

- How can you build a consistent system for identifying, intervening, tracking, and revisiting student needs?
- How do students and families get connected with school- and community-based mental health resources (e.g., school psychologists, guidance counselors, crisis centers, community-based services)?
- When remote, what telehealth opportunities are available to students who receive counseling services at school?

Recording

Tiered Supports

Talking: Jim Vetter



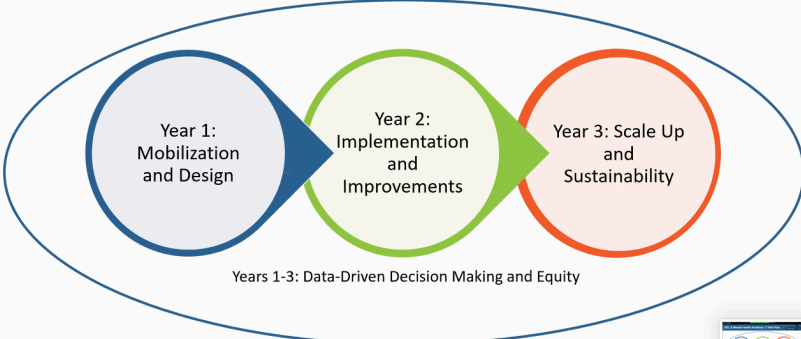
A MTSS for SEL and mental health should include a continuum of supports (e.g., programs, strategies, policies, and interventions) across three tiers

SOCIAL EMOTIONAL LEARNING & MENTAL HEALTH ACADEMY

Recording

SEL & Mental Health Academy: 3 Year Plan

Talking: Jim Vetter



Year 1: Mobilization and Design

Year 2: Implementation and Improvements

Year 3: Scale Up and Sustainability

Years 1-3: Data-Driven Decision Making and Equity

SOCIAL EMOTIONAL LEARNING & MENTAL HEALTH ACADEMY

Unmute Start Video Invite Participants 33 Share Chat Record Leave Meeting

Arlington Public Schools
Social Emotional Learning Plans for [Equitable Reopening](#)

