

Social, Emotional, and Academic Learning Supports in Quarter 2

Overview

Nationally, the devastating impact of the Covid-19 pandemic on the continuity of learning and social-emotional development opportunities for students in schools has crossed all race, gender, ability, and socio-economic and regional demographics. The impact on learning loss is compounded for students with learning challenges associated with special needs, limited English proficiency language, and other risk factors.

Students experienced significant interruptions in learning as schools implemented virtual learning strategies to complete the SY 2019-20 academic year. As schools prepared to reopen for the new school year, the persistence of the pandemic's critical health and safety concerns required schools to design innovative, standards-aligned instructional models for students while prioritizing teachers' health, safety, and families.

Trauma adversely affects students' capacity to regulate emotions and control behaviors and inhibits relationships with both teachers and peers. Trauma causes lower levels of academic achievement. Trauma affected students are more likely to encounter learning difficulties, need additional supports, experience grade retention, and absenteeism, and drop out of school. Trauma occurs across all segments of a community, but research has found trauma disproportionality impacts families with lower economic resources, higher parental stress levels, and those experiencing insecurity across critical areas (food, shelter, employment, transportation).

The school division continues to utilize multidisciplinary teams as a proactive strategy to support student needs in the current virtual learning environment. The following supports and strategies currently being implemented across the school division highlight how we monitor and support student progress. All schools focus on social, emotional, and academic learning (SEAL); chronic absenteeism and grade distribution; and the Multi-Tiered Systems of Support (MTSS) through their School Improvement Plans (SIP) to ensure that we are meeting students' needs.

Social, Emotional and Academic Learning Supports

- Analyzing PALS and MAP testing results to identify students who may need additional support from the Reading and/or Math specialists
- Grade level teams review data (classroom and division level assessments) to inform actions
- Weekly grade level, PLC and SST team meetings to collaboratively progress monitor student outcomes
- Daily individual and small group, specialized service support provided by Reading and Math interventionists, English Language Learner, and Special Education staff

- Data meetings held between the teacher, social worker, and administration examine each student's progress and possible strategies to support growth
- Teachers engage students in one-on-one conversations to discuss progress

Chronic Absenteeism Supports

Tier I

- Communication and messaging to all students about the importance of attending school
- Daily lessons focused on Social, Emotional, and Academic Learning (SEAL)

Tier 2 and 3

- Regular meetings of the multidisciplinary MTSS team, grade level teams, student support teams (SST), to analyze data on student absenteeism and determine which students may need additional interventions
- Central office collaborations between school social work, truancy support, and the homeless liaison to support schools with cases of chronic absenteeism
- Working with Tech Services to connect students and families with hardware issues (e.g. laptop, charger, Kajeets) with assistance, as well as helping families connect with the Comcast Internet Essentials program if connectivity was a barrier
- Collaboration with Family and Community Partnerships to assist with referrals to child care providers if this was a barrier
- Small groups run by SST to engage students in school to support greater attendance and participation
- The contacting of students and families by school social workers, administrators, teachers, and other SST members to determine barriers to attendance and to discuss interventions. Contact may be made by entering a virtual classroom, via phone or email, or through a socially-distant home visit if the family is non-responsive to other communication attempts to ensure student safety and problem-solve absences
- Referrals to Attendance Review Panel for students with excessive absences to address cases. Consultation with the central office team supporting attendance is also ongoing to assist with case management

Multi-Tiered System of Supports (MTSS) Strategy

- Provide one-on-one and/or small group support sessions for students experiencing academic difficulties
- Tier 2 small group counseling conferences with student/parent/teacher/social worker

- Administrators and counselors conduct weekly KidTalk meetings to review student progress
- School social workers provide weekly monitoring for students with chronic attendance issues
- Outreach to parents to review current performance and how to assist children at home
- Teachers meeting with students in breakout rooms and scheduling office hours for targeted assistance
- Grade level Intervention and Enrichment blocks to provide flexible, tiered intervention instruction by SPED, EL, interventionists, and the classroom teachers
- Targeted skill-based groups for high school students focused on executive function/organization, and peer mentoring
- Monthly parent chats held with Spanish speaking parents to help them navigate the social, academic, and emotional needs of virtual learning