



Building systems to support the whole child amid COVID-19

Tuesday, June 9, 2020

12-1:30PM

Agenda

1. Welcome and Introductions
2. Gathering information to address the whole child
3. Learning from the field
4. Centering efforts on equity
5. Taking action
6. Opportunity for long-term support
7. Q & A

Introductions

Today's Facilitators

Rennie Center for
Education Research & Policy



Jenna Drollette



Vibha Honasoge

Center for Optimized Student Support,
Boston College



Tina Chen-Xu



Rebecca Lebowitz

Webinar Objectives

- Learn strategies for remotely identifying and organizing a response to students' needs in this moment of crisis
- Identify ways to successfully close out the academic year, while also planning to support students through the summer and fall
- Learn strategies for identifying and tracking students' holistic needs and building sustainable systems for doing so.
- Learn how educators in the field are building systems to track student need amid COVID-19
- Identify next steps for taking action this school year and beyond

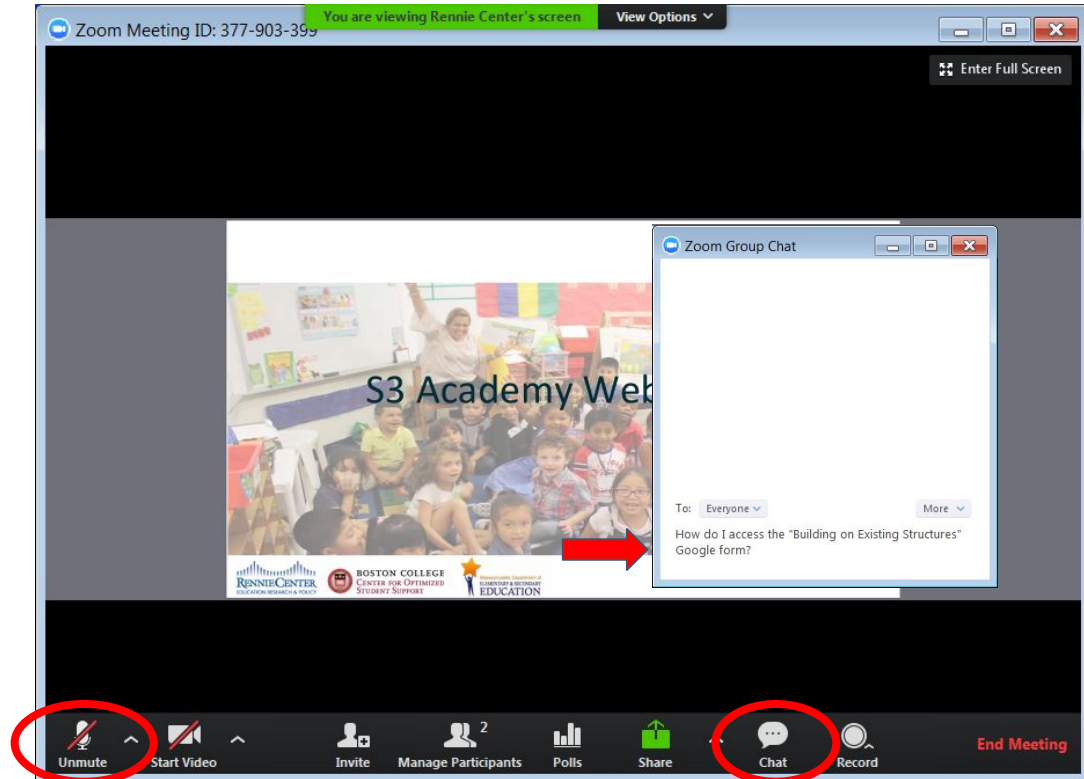
Webinar Norms

Please keep your audio on mute

When you have a question, please type it into the chat window

We will pause periodically to answer questions throughout the webinar

Raise or lower your hand in “Webinar Controls”



Zoom Meeting ID: 377-903-399

You are viewing Rennie Center's screen

View Options

Enter Full Screen

Zoom Group Chat

To: Everyone

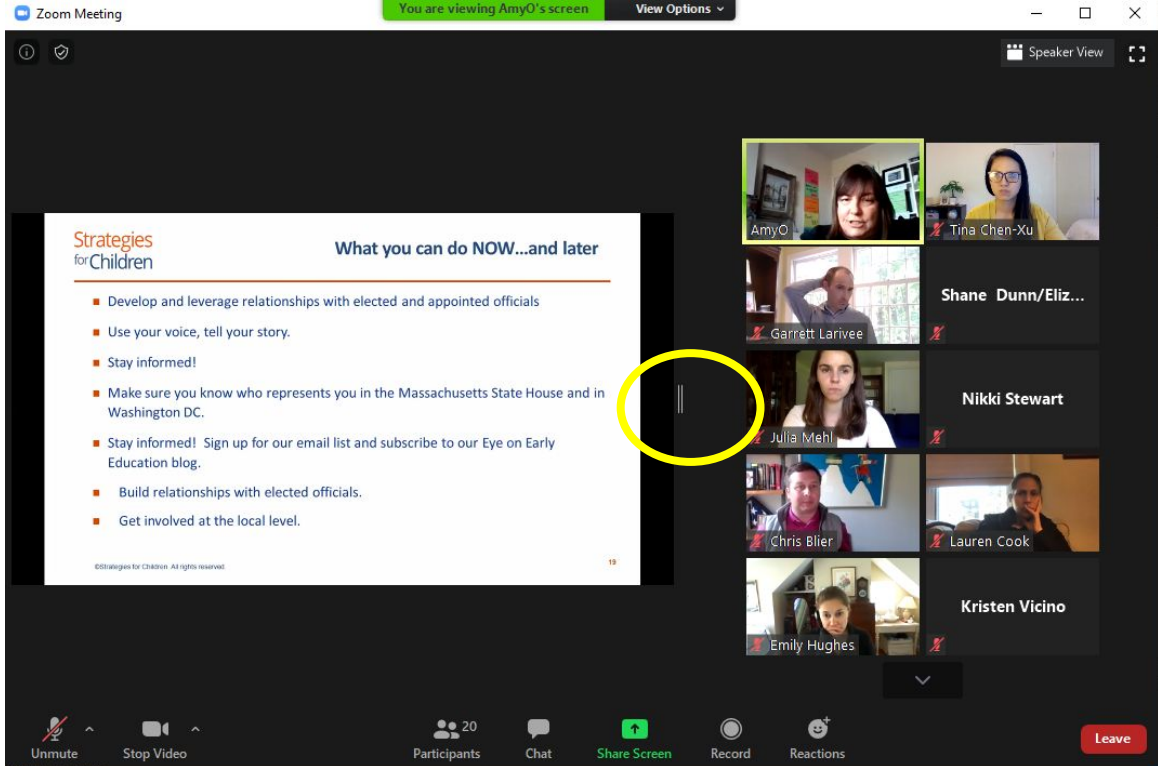
More

How do I access the "Building on Existing Structures" Google form?

Unmute Start Video Invite Manage Participants Polls Share Chat Record

End Meeting

Zoom tip: When someone is sharing their screen, adjust your view so you can see everyone's lovely faces



The screenshot shows a Zoom meeting window. At the top, it says "Zoom Meeting" and "You are viewing AmyO's screen". The main content area displays a slide titled "Strategies for Children" with the subtitle "What you can do NOW...and later". The slide lists several bullet points: "Develop and leverage relationships with elected and appointed officials", "Use your voice, tell your story.", "Stay informed!", "Make sure you know who represents you in the Massachusetts State House and in Washington DC.", "Stay informed! Sign up for our email list and subscribe to our Eye on Early Education blog.", "Build relationships with elected officials.", and "Get involved at the local level." A yellow circle highlights a vertical scrollbar on the right side of the slide, indicating that the user can scroll to see more content. On the right side of the meeting window, there is a gallery view of participants, including AmyO, Tina Chen-Xu, Shane Dunn/Eliz..., Nikki Stewart, Julia Mehl, Chris Blier, Lauren Cook, and Kristen Vicino. The bottom toolbar contains icons for Unmute, Stop Video, Participants (20), Chat, Share Screen, Record, Reactions, and a red Leave button.

Reflection questions

Take a moment to think to yourself:

How is my school or district remotely collecting information on how our students are currently faring amid the COVID-19 pandemic?

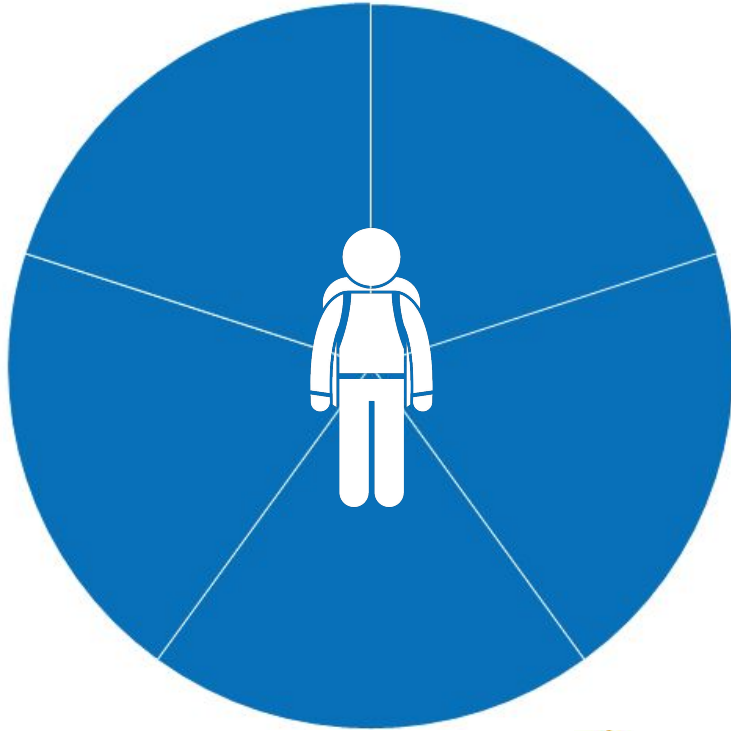
What successes and challenges have we experienced with this process?

Strategies for gathering information to address the whole child

Reviewing every student holistically

Developmental Domain	Information Points	Information Source(s)/Owner	Person Responsible for Collection & Presentation
Academic			
Social-emotional/ behavioral			
Health & wellness			
Other?			

Whole Child Approach



Group discussion:

What areas of development does your school/district hope to explore to understand students' more holistic needs during the Covid crisis?

For each student: Probing questions to uncover academics



Question: How **engaged** has the student been in school/district assignments and outreach (define by schools & districts)?

Example:

High: active participation

Medium: moderate or inconsistent participation

Low: little or no participation or communication

For each student: Probing questions to uncover **family context**



Question: What is does the home context look like for this student?

- Does the student have stable housing?
- Does the student have consistent parent/guardian care during COVID?
- Does the student have other siblings or family members to care for?
- What is the level of access to virtual learning tools?

For each student: Probing questions to uncover **health & wellbeing**



Question: How is the general health and wellbeing of the student?

Example:

No or little concern: appear to be well rested, have consistent access to food

Some concern: inconsistent

High concern: appear tired, hungry, without clean clothing, family member with COVID-19

Domains & Associated Information

Developmental Domain	Information Points	Information Source(s)/Owner	Person Responsible for Collection & Presentation
Academic	Engagement score Assignment completion Observations	SIS/teacher SIS Teacher	
Social-emotional/ behavioral	Observations Probing questions Family reports	Teacher/staff/family SIS/teacher Family/school counselor	
Health & wellness	Observations Health records Family reports	School counselor/teacher Pediatrician/school nurse Family	

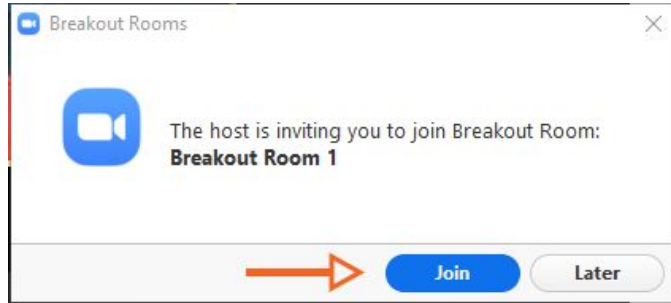
EXAMPLE

Organizing student-level information

Student	Academic Engagement (high/med/low)	Family (no or little concern, some concern, high concern)	Health/wellbeing risk (no or little concern, some concern, high concern)	Domain #4 (scale)
Student A	High: complete all online assignments	Some concern: Parent/guardian unemployed	High concern: house occupant has Covid	
Student B	Medium: inconsistent participation in online learning	EXAMPLE		
Student C				

Small Group Discussion: Breakout Rooms

What areas of development does your school/district hope to explore to understand students' more holistic needs during the Covid crisis?



How might you collect student information accordingly?

Take Action

Now

- Decide the domains in which you hope to understand students
- Decide how to remotely assess students in each domain
- Develop a series of new questions to understand the needs of the whole child (in each domain)
- Designate staff who will be collecting and recording student info
- Develop a data collection tool (excel spreadsheet/Google Sheet)
- Plan to address student need based on current information
- Identify and prepare strategies for students in need of summer intensive supports

Take Action

Summer

- Create a list of probing questions to collect student-level information
- Connect students with urgent needs to resources available over the summer
- Document the strengths and challenges of your student tracking system and make necessary improvements

School year 2020-21

- Use your student tracking system to identify needs for each individual student in the fall

Examples from the field

Parker Elementary School

The Parker School



Jennifer Mainelli

Principal

John A. Parker Elementary School

New Bedford Public Schools

Communications Log

Student Name:		[REDACTED]	
Date	Time	Staff Member on Call	Conversation Notes
3/23/20	10:45	O'Leary	Left Voicemail. Spoke with mom she was very happy and said she was glad because [REDACTED] keeps "boxing and circling the questions and she has no clue what that means". I explained the strategy and she was happy to hear [REDACTED] is putting forth so much effort. Set up weekly appointment and told mom for her to circle problems she was stuck on to avoid frustration.
3/30/20	12:30	O'Leary	[REDACTED] misses her friends and teachers! She was very shy and didn't want to chat today. She has been plugging away at her work but looks forward to online learning. Mom is still working and has concerns with being in and out of people's homes and shared a lot of other worries.
4/6/20	11:30	O'Leary	Called and spoke with Mom, she is working today and said would call back later.
4/7/20	5:00	O'Leary	[REDACTED] up & running on google classroom! Big sister is there to help her all day too.
4/13/20	11:30	O'Leary	Called and left voicemail.
4/15 4/16	9:00	O'Leary	Texted Mom, no response yet.

Student engagement tracker

	A	B	C	D
1	HR Teacher:			
2	<i>Type Student Names (Last Name, First Name) under the appropriate column below.</i>			
3	On Google Classroom, Completing Work Regularly	On Google Classroom, NOT Completing Work Regularly	Not On Google Classroom	
4	<i>Student Name</i>	<i>Student Name</i>	<i>Student Name</i>	
5				
6				
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17				

Follow up protocols

Parker School-to-Home Communication_Protocol & Logistics

Task 1: Initial Call to Families

- Determine one day and time that works for you and the family each week to have a 10-15 minute call with families and your student.
- Log the call day/time in the *School-Home Communication_Call Log Schedule Spreadsheet* in your HR's tab for each student (log in order according to days of the week i.e. all Mondays, then all Tuesdays, etc.)

Task 2: Weekly Call to Families

- First 2-3 minutes: Talk with Parents/Guardians
 - Discuss any questions/concerns they may have
- Next 7-12 minutes: Talk with Students
 - SEL:
 - Talk with them about how their week has been (what they've been doing, what's been going well, what's been difficult, is there anything they'd like to talk to you about)
 - Share something about yourself from the last week
 - Academic (Grades PreK and K these conversations may be more parent/guardian facilitated):
 - Support students with their Enrichment Learning Packages (you may want to have them in front of you to better support your students)

Questions

What has gone well with using these tools? What are some challenges that you've faced?

How do you anticipate using these tools post-crisis?

Other questions from the audience?



Somerville Public Schools

Somerville Public Schools



Gilbert White

Assistant Director of Student Services

Somerville Public Schools

5,501 students

10 schools

Student tracker

A	B	C	D	E	F	G	H
	week 1			week 2			
Student Name	Engagement	SE Concerns	Code	Engagement	SE Concerns	Code	
aaa	yes ▾	None ▾		yes ▾	None ▾		
bbb	yes ▾	Some ▾		no ▾	Some ▾		
ccc	no ▾	Some ▾		yes ▾	Some ▾		
	▾	▾		▾	▾		
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Questions

What has gone well with using this tool? What are some challenges that you've faced?

How do you anticipate using this tool post-crisis?

Other questions from the audience?



Take Action

Now

- Create a living document (Excel spreadsheet, Google Sheet, etc) for tracking student needs
- Determine current support needs for each of your students

Summer

- Codify the process for reviewing a student

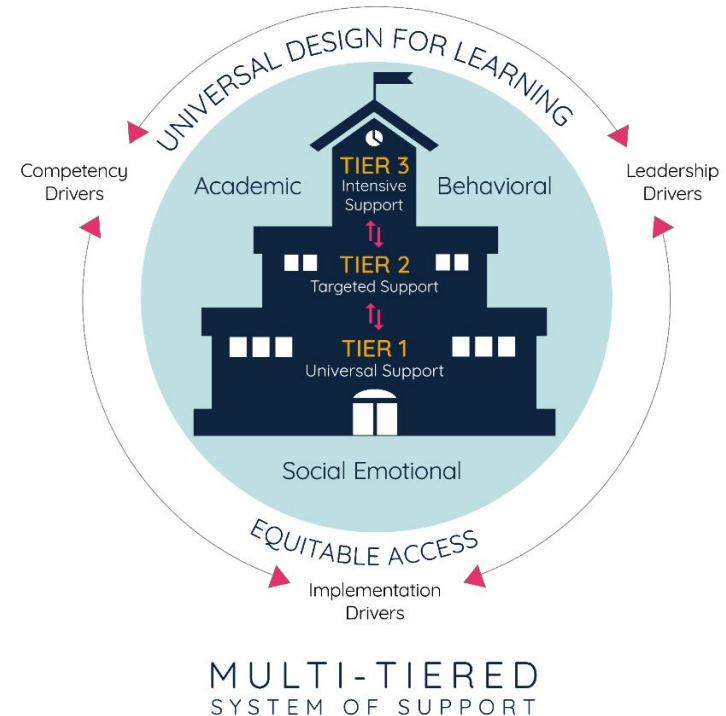
School year

- Discuss all students individually to determine current areas of strength and need

Centering efforts on equity

MTSS & ISS Promote Equity

- ✓ Whole child
- ✓ All learners
- ✓ An organized system in schools
- ✓ Data-driven decision making
- ✓ Supported by leadership
- ✓ Evidence-based
- ✓ Proactive
- ✓ Equitable

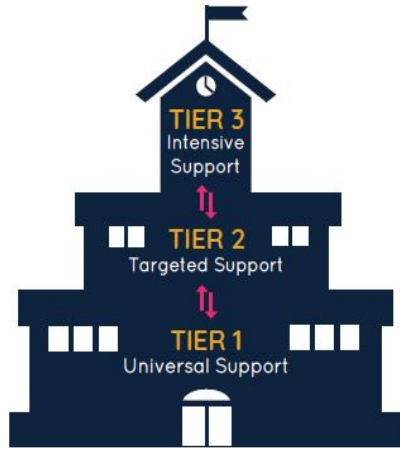


MTSS & ISS: Addressing the needs of *all* students across multiple domains...

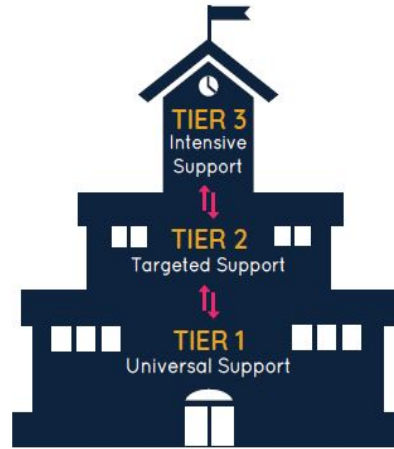


...and differing levels of intensity

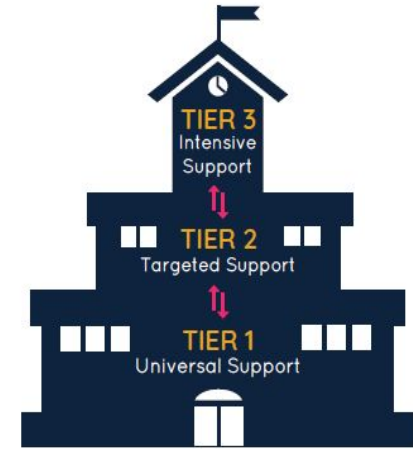
Academics *Tiered*



Behavioral *Tiered*



Social Emotional *Tiered*



Considerations for racial justice

- Cultivate service partnerships that match the needs of students and represent the rich diversity of our schools
 - Utilize trauma-informed practices
 - Seek out partnerships with providers of color
- Use MTSS to address the needs of individual students and consider the whole child
- Actively reflect on how structural racism and biases are embedded in our current approaches to student support, writ large, and locally (e.g., special education, disciplinary referrals)
 - What specific changes can we make in student support *now* to pursue antiracism?

Take Action

Now

- ❑ Incorporate trauma-sensitive practices and cultural responsiveness into student support processes
- ❑ Train staff to identify and respond to student need in a culturally competent manner
- ❑ Indicate the urgency and intensity level of student need in your system

Take Action

Summer

- ❑ Continue to incorporate trauma-sensitive practices into a multi-tiered system of support
- ❑ Identify and develop partnerships with community organizations that support students

School year

- ❑ Develop a school or district-wide plan for holistic student support that is culturally responsive and trauma-sensitive

Taking Action

What can you do to better support students right now?

Right Now

- ❑ **Determine current need for all of your students**
 - *Are we identifying needs for all students or just a subset? Are there other student populations who warrant conversations?*

- ❑ **Build or revise a document for tracking student needs**
 - *Does the method your school or district uses now meet your needs?*

This summer

- ❑ **Codify student review processes and protocols**
 - *Which new processes and protocols should be articulated and shared with staff members?*

- ❑ **Build a repository of school- and community-based resources for students and families**
 - *Which domains should you prioritize, based on the needs of your student population?*

School year 2020-21

- ❑ **Discuss all students individually to determine current areas of strength and need**
 - *Have students' needs evolved since the onset of COVID-19 and through the summer?*

- ❑ **Continue to use and refine your student tracking system to document and address student need**
 - *What resources do students have access to in the school or community?*

- ❑ **Receive long-term, targeted support in developing a system of integrated student support**

Long-term expert support in this work

Join the S3 Academy

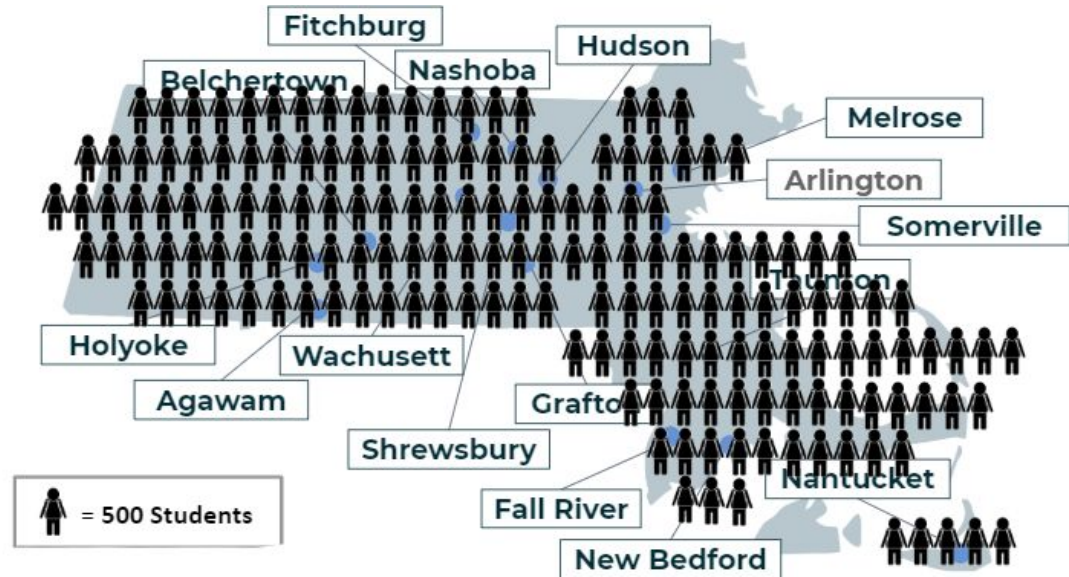
Academy aim

Participating schools and districts will implement best practices in Integrated Student Support (ISS) by:

1. Assessing the strengths and needs of every student, across multiple developmental domains, resulting in a plan with tailored services for each student; and
2. Developing and embedding ISS systems that are sustainable.

The S3 Academy

S3 supports schools and districts in building *effective* systems of integrated student support that address students' comprehensive strengths and needs.



Objectives

By the end of the year, participants will:

1. Be able to articulate to all stakeholders the features of effective student support and its importance relative to student outcomes (i.e., thriving and achievement).
2. Develop a shared mission for systemic integrated student support for each district and school.
3. Assess and review the resources and processes critical to developing an effective approach to systemic student support
4. Develop/refine and act on a detailed plan for sustainable ISS implementation
5. Develop a network of peers for ongoing support and collaboration

How to apply

1. Go to <http://www.doe.mass.edu/sfss/prof-dev/>
2. Click on “Systemic Student Support (S3) Academy”
3. Submit an application

E-mail S3AcademyMA@gmail.com with any questions.





Questions? Thank you!

Feel free to contact us:

S3 Academy Planning Team

s3academyma@gmail.com