



La Cima Social-Emotional Learning Reconnection Plan

Introduction

The current circumstances resulting from COVID-19 caused an abrupt shift in our school experience, and many could not comprehend the short-term and long-term changes, such as navigating technology, limited social interaction, and challenges in maintaining mental wellness. Social-Emotional Learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This plan is designed to gradually re-acclimate stakeholders to the school environment, provide guidance in how to process their experience and reconnect to the school community. One resource we relied heavily on to create this plan is the Collaborative for Academic, Social, and Emotional Learning (CASEL).

There will be three areas of focus for our social emotional plan:

1. Strengthen adult SEL.
2. Promote SEL for students.
3. Practice continuous improvement.

This social-emotional reconnection plan has three phases: 1. Assessing Needs, 2. Support and Training for Staff and Families, 3. Practicing Continuous Improvement.

PHASE 1: ASSESSING NEEDS

Assessing Needs will explain how we will get a better understanding of the needs of our learning community. In order to foster a responsive Reconnection Plan, the voices of all scholars, families, and staff need to be heard and uplifted. We will be conducting outreach in a number of ways, including individual phone calls and surveys. By obtaining a clear picture, we will be able to meet our community where they are to effectively improve collectively.

- Get a Better Understanding of Support Needed.
 - The Scholar Support Team (SST) will create needs surveys for staff, families, and students. These surveys will determine our needs, aspirations, and apprehensions for our stakeholders.
- Communication.
 - We will communicate regularly to all stakeholders the importance of SEL to provide the support our community requires, for our complete attainment of our needs.
 - We will build our competency of SEL, and share our intentions and goals in a variety of ways to our staff through professional development and training opportunities, and to our scholars and families through workshops, research, our website, and our social media accounts.

PHASE 2: IMPLEMENTATION SUPPORT AND TRAINING FOR STAFF AND FAMILIES

Support and Training will assist staff with rebuilding relationships while creating a supportive environment, as well as discussing strategies and trainings to equip staff with the support they need to re-enter into the school community.

- By utilizing our training and resources, staff will plan, prepare, and build relationships.



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- Staff will create and maintain a caring, safe, and supportive environment for all students and adults.
- Professional development will be offered on trauma, social-emotional learning, grief, anti-bias and anti-racism, and Students in Temporary Housing.
- The Scholar Support Team (SST) will share warning signs of trauma and/or distress in children.
- The SST will create and share a referral process for social-emotional support.
- Staff will receive training on secondary trauma/compassion fatigue, and equip them with preventative and reactive tools from the SST and outside resources.
- All staff members will focus on self-care and coping strategies through workshops.
- Training for staff will be provided to develop emotional skills and support for their own emotional well-being in order to better support students' needs.

Commented [GS1]: We should include the anti-racism workshops here.

In order to focus on academic growth, we must also ensure we are cultivating our stakeholders' social and emotional needs of our entire school community. By continuously making social emotional needs a focal point, we can enrich our community's recovery, compassion, and resilience to concurrently improve our efforts of teaching and learning. The Scholar Support Team will approach supporting staff with the following timeline:

Dates	Time Required	Scholar Support Team Tasks	Stakeholder Participants
August 2020	2 Hours	Social-Emotional PD during Summer Institute	Full Staff
9/7/20-9/11/20	30 Minutes Per Class	Hold individual classroom meetings to discuss student concerns	All teachers
9/7/20-9/11/20	30 Minutes	Conduct meeting with Operations to discuss student concerns	Operations Staff
9/14/20 - 11/20/20	15 Minutes per Class	Hold individual classroom weekly or biweekly check-ins	All teachers
11/23/20-6/11/21	15-30 mins per class	Schedule check-ins/meetings with individual classrooms to discuss scholar concerns as needed	All teachers



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Incorporate SEL into Morning Meetings

Every class will conduct a Morning Meeting to build their community and focus on social emotional learning. At La Cima, we use resources from both *Responsive Classroom* and *Getting Along Together*. These programs support with promoting social skills while reinforcing various social emotional learning concepts. Scholars are able to have a safe space to share important events in their lives while offering empathy to their peers.

Commented [GS2]: I thought this was being replaced? Getting Along Together is SFAs SEL model. It is not trauma informed nor is it anti-racist.

To ensure Morning Meetings are effective, our staff's responsibilities are listed below:

- The Scholar Support Team (SST) will create structured guidelines for morning meetings.
- The Instructional Leadership Team will ensure teachers have adequate training to address needs.
- The SST will provide teachers a one page list of guiding questions.
- Morning Meeting observations will be conducted by Instructional Leadership and the SST.
- Teachers will continue to monitor student responses and the tone of written work.

Support Families

To support our families in a variety of areas such as social emotional learning, wellness, and mental health, in our Family Engagement Calendar, we have built in:

- Trauma/ Loss Workshop
- School after COVID-19 Info Session
- Bullying and DASA Awareness Workshop
- Stress Management Workshop
- Self-Care Workshop
- Navigating Technology Workshop
- Workshop for families on how to best support their child through distance learning
- Newcomer Support: Navigating the Systems
- Arts and Crafts Family Night-Relationship Building
- Exercise Session: African Dance and Drumming
- Exercise Session: Zumba

Supporting All Stakeholders with Loss

We recognize many of our community members have lost someone during this time, and we want to provide a space of comfort and compassion. To support our families and staff with honoring any loved ones they have lost, we will be holding a ceremony as a time to honor them. We will be doing this as a community together, to support with the grieving process and provide resources to support with healing.



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PHASE 3: CONTINUOUS IMPROVEMENT

Practicing Continuous Improvement will allow our Scholar Support Team and Instructional Leadership to monitor our Social-Emotional Learning Reconnection Plan in order to ensure effectiveness of the plan and make revisions when necessary. We will:

- Assess the Effectiveness of the Social-Emotional Learning Reconnection Plan.
- Make Adjustments As Needed.

Monitor Effectiveness of SEL

- The SST will create and disseminate surveys to assess effectiveness of Social-Emotional Learning.
- Revisions will be made, as needed.
- A follow-up survey six weeks after implementation of revisions will be distributed.

Special Populations Support- Students with Disabilities (SWDs) and English Learners (ELs)

The Scholar Support Team works together to ensure needs are being met for all learners, including our scholars with *disabilities* and *multilingual learners*. Each provider's roles and responsibilities are outlined below.

	All Teachers	Guidance Counselor & School Psychologist
Roles & Responsibilities	<ul style="list-style-type: none"> <input type="checkbox"/> Present social-emotional concerns regarding scholars to the Child Study Team and/or the Scholar Support Team immediately. <input type="checkbox"/> Connect families who need social-emotional, or mental health support to the Guidance Counselor or School Psychologist. <input type="checkbox"/> Advocate for support services that will meet the needs of scholars. <input type="checkbox"/> Ensure they are meeting the management needs of scholars with IEPs such as breaks, mindfulness exercises, breathing 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide social-emotional support for scholars and families by holding sessions and providing resources. <input type="checkbox"/> Hold counseling sessions that adhere to scholar's IEP mandate. <input type="checkbox"/> Provide at-risk counseling to scholars who need social emotional support but are not mandated to receive counseling. <input type="checkbox"/> Refer to appropriate Community-Based Organizations (CBOs), or other outside agencies. <input type="checkbox"/> Collaborate with families, teachers, and Instructional Leadership to create and implement individualized plans.

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	techniques, or positive reinforcement.	
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Social-Emotional Learning Resources

There are a variety of resources, community based organizations, and evidence-based programs we will use to carry out our Reconnection Plan effectively. Families are also provided with a Social Emotional Health Plan that was created by our Scholar Support Team, as a guide to help support our community socially, emotionally, and mentally. Other resources our stakeholders may reference are listed below.

Resources	
Collaborative for Inclusive Education	https://nycsped.org/
Collaborative for Academic, Social, and Emotional Learning (CASEL)	https://casel.org/
Getting Along Together Curriculum	https://www.successforall.org/our-approach/targeted-programs/getting-along-together/
New York State Community Schools	https://www.nyscommunityschools.org/
NYS Education Department Educator Resources	http://www.nysed.gov/edtech/educator-resources
Pathway 2 Success	https://www.pathways-2-success.org/
Point Made Learning	https://pointmadelearning.com
Responsive Classroom	https://www.responsiveclassroom.org/

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The Urban Assembly

<https://urbanassembly.org/>

School Mental Health Consultant, Ms. Cyré Bridgewater

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