Reunite, Renew and Thrive: SEL Roadmap for Returning to School

Reading the roadmap alone will be helpful, but it will be more powerful when you process its contents with a broader team. We recommend you use this organizer with your team to preview the sixteen sections of this toolkit, rank your priorities on a scale of 1 (most immediate) to 3 (this can come later), divide the prioritized sections among your team, and make notes of the action steps you may take and the tools you would like to use or adapt as you make your way through this roadmap.

Before you dive in, it is important that you set the tone for your own thinking and conversations with your team. Take five minutes to think through the five reflection prompts below. Once you have made your way through the prompts, share your thoughts, questions, and concerns with your team members.

* **TEAMWORK:** This work is not possible to do on your own. Think about your closest colleagues. How have you built relational trust? How will you extend this relational trust   
  throughout a larger, more diverse planning team? Why is it essential to bring in others who have different views and experiences?
* **SENSE OF URGENCY:** This can hijack our ability to think critically. How will you resist the urge to jump right into a strategy without thinking through the rationale? What   
  strategies will help you to slow down to read and think critically?
* **TIME:** This is our most valuable resource, and where we invest it is a good indicator of our values. How will you prioritize the time needed to read, think, and plan?   
  What will you say “no” to so that you have the time you need to focus on SEL as a lever for equity and transformation?
* **COMPLEXITY:** This year is full of complex problems and uncertainty, and we won’t be able to fall back on standard practices and procedures.   
  How can you prepare yourself to be in a state of constant learning and flux? How will you keep your core values at the center while the landscape shifts around you?
* **FEELING OVERWHELMED:** If it feels like too much, it’s too much. Trust your feelings. There will be many moments of feeling overwhelmed, so plan ahead for what happens   
  when those feelings come up for you. What can you do when something is too heavy, too much, too many?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. TAKE TIME TO CULTIVATE AND DEEPEN RELATIONSHIPS, BUILD PARTNERSHIPS, AND PLAN FOR SEL** | | | | | |
| Critical Practice | | Priority  Level | Prepare  What will we do now to prepare  for the ’20-21 school year? | Implement  What will we do in the first weeks  and months of the school year? | Sustain  How will we keep this work going  as the year unfolds? |
| **1.1** | **Foster new relationships that elevate student & family voice**  Prioritize this to focus on connecting with, caring for, and affirming the  experiences of members of the wider school community. |  |  |  |  |
|  |
| **1.2** | **Use two-way communication strategies**  Prioritize this to communicate the importance of SEL in navigating upcoming  transitions and be responsive to student & family concerns. |  |  |  |
|  |
| **1.3** | **Examine impact of SEL efforts**  Prioritize this to take a data-centered approach to decision-making, in building on strengths and targeting strategies to meet needs. |  |  |  |
|  |
| **1.4** | **Build a broad coalition and integrate SEL into plans**  Prioritize this to meaningfully involve community partners, families,  and students in developing a vision, goals, and plans for the year. |  |  |  |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2. DESIGN OPPORTUNITIES WHERE ADULTS CAN CONNECT, HEAL, AND BUILD THEIR CAPACITY TO SUPPORT STUDENTS** | | | | | |
| Critical Practice | | Priority  Level | Prepare  What will we do now to prepare  for the ’20-21 school year? | Implement  What will we do in the first weeks  and months of the school year? | Sustain  How will we keep this work going  as the year unfolds? |
| **2.1** | **Allow space for connection & healing among adults**  Prioritize this for staff to focus on self-care, process experiences, and build  trust and community. |  |  |  |  |
|  |
| **2.2** | **Ensure access to mental health and trauma support**  Prioritize this to put staff well-being at the center of school culture and  leverage community partners to support the range of needs. |  |  |  |
|  |
| **2.3** | **Identify opportunities for innovation & antiracist practices**  Prioritize this to build on what staff have learned to reimagine distance  learning, culturally responsive teaching, and approaches to equity. |  |  |  |
|  |
| **2.4** | **Provide embedded professional learning**  Prioritize this to plan learning experiences to develop capacity in trauma response, addressing racial bias, & other areas that align with school goals. |  |  |  |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3. CREATE SAFE, SUPPORTIVE, AND EQUITABLE LEARNING ENVIRONMENTS THAT PROMOTE ALL STUDENTS’ SEL** | | | | | |
| Critical Practice | | Priority  Level | Prepare  What will we do now to prepare  for the ’20-21 school year? | Implement  What will we do in the first weeks  and months of the school year? | Sustain  How will we keep this work going  as the year unfolds? |
| **3.1** | **Build adult-student and peer relationships**  Prioritize this to build structures that maximize supportive connections,  either in-person or through distance learning. |  |  |  |  |
|  |
| **3.2** | **Weave in opportunities for SEL practice and reflection**  Prioritize this to integrate SEL into the school day and support  students’ sense of identity, agency, and belonging. |  |  |  |
|  |
| **3.3** | **Implement a comprehensive system of supports**  Prioritize this to strengthen your tiered system of supports to meet new  student needs and monitor progress. |  |  |  |
|  |
| **3.4** | **Discuss the impact of the pandemic & racial inequity**  Prioritize this to create brave spaces for students to discuss struggles, process emotions, and build their understanding of others’ experiences. |  |  |  |
|  |
| **3.5** | **Collaborate with families & partners**  Prioritize this to coordinate with and learn from families and community  partners to support students’ SEL. |  |  |  |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4. USE DATA AS AN OPPORTUNITY TO SHARE POWER, DEEPEN RELATIONSHIPS, AND CONTINUOUSLY IMPROVE SUPPORT** | | | | | |
| Critical Practice | | Priority  Level | Prepare  What will we do now to prepare  for the ’20-21 school year? | Implement  What will we do in the first weeks  and months of the school year? | Sustain  How will we keep this work going  as the year unfolds? |
| **4.1** | **Elevate student voice in reflecting and acting on data**  Prioritize this to collaborate with students in examining root causes and barriers to attendance, learning, and engagement and action planning. |  |  |  |  |
|  |
| **4.2** | **Support educators in reflecting on instruction & environment**  Prioritize this to focus on classroom-level data and growth. |  |  |  |
|  |
| **4.3** | **Partner with families & community members to improve**  Prioritize this to strengthen partnerships through the process of collecting, reflecting, problem-solving, and taking action from data. |  |  |  |
|  |