

**Create.
Innovate.
Discover.**



Social & Emotional Learning for SY21

As teachers and staff begin to remotely restore classroom connections, it's important that we have a plan that honors our shared commitment to our students, families, communities, and each other - to collective care.

We are continuing to work while recognizing that, in the very least, current events have caused an enormous disruption to normal life and an interruption to relationships and predictability. This, in and of itself, may have been traumatic for some - especially many of our students.

Despite the uncertainty, this is still a time of *opportunity* - building community has always been considered the cornerstone for safe, supportive, productive schools and classrooms, and re-establishing a sense of unity and solidarity is more important than ever. This is an opportunity to strengthen resilience, support recovery and foster repair.

Becoming “healing centered” is more important than ever.

The Healing Centered Project

Three Critical Priorities...



A five-year vision that includes focus on supporting talented and empowered educators, safety and support for all students, development of the *whole child*, and an orientation to collective impact



An equity framework that advocates for liberatory thinking, inclusive partnerships, resource equity, and fair policies and practices



A recovery from the impact of COVID-19 that recognizes this shared experience as potentially traumatic and fosters collective healing to define the new normal

OUR GOAL

To transform Chicago Public Schools into a more **trauma-engaged, culturally-responsive** school district

Research shows how untreated trauma impacts the lives of young people, including CPS students

1 Childhood

High Levels Of Trauma Have Been Linked To¹:

- **9.8** Fewer Points In Reading Achievement
- **3x** Likelihood To Require Behavioral Support (I.E., Iep)
- **7.5** Fewer Iq Points

Trauma Is **Fundamentally An Equity Issue** As Communities That Face Historic Disinvestment, Unemployment & Poverty, And Systemic Racism Disproportionately Face Trauma From Those Experiences

2 Adulthood

Increased Trauma Exposure Is Linked To **Increased Risk Of Life-threatening Chronic Disease** Like Cancer, Stroke And Diabetes²

3 Families

Trauma Is **Passed Down Across Generations**, E.G., Children Exposed To Domestic Violence Are More Likely To Become Involved In Family Violence As Adults³



Research also shows the power of healing in mitigating those impacts



Safe, stable adult relationships

Numerous studies show that having one or more caring, “mentor-like” adults in a child’s adult significant increases the likelihood to flourish¹



Safe and supportive school environments

School connectedness (feeling close to others at school and treated fairly by teachers) acts as a protective factor for youth against emotional distress, suicidality, and other youth risk behaviors



Targeted resources, supports, and interventions

As one example, Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) significantly reduces symptoms of post-traumatic stress and depression for students exposed to violence

Three intertwined crises face CPS students today



Since the beginning of this year, COVID-19 has impacted both the health and economic stability of Chicago's families



Longstanding racial injustice has risen to the surface and reopened wounds for our students, our staff, our families, and our communities



This summer our students and their families and communities have experienced disproportionately high rates of community violence

The need for healing is more urgent now than ever

The Healing-centered Framework

Our vision for a healing-centered district

Legend



Stakeholder

Four key groups that provide/ receive healing (based on WSCC model)



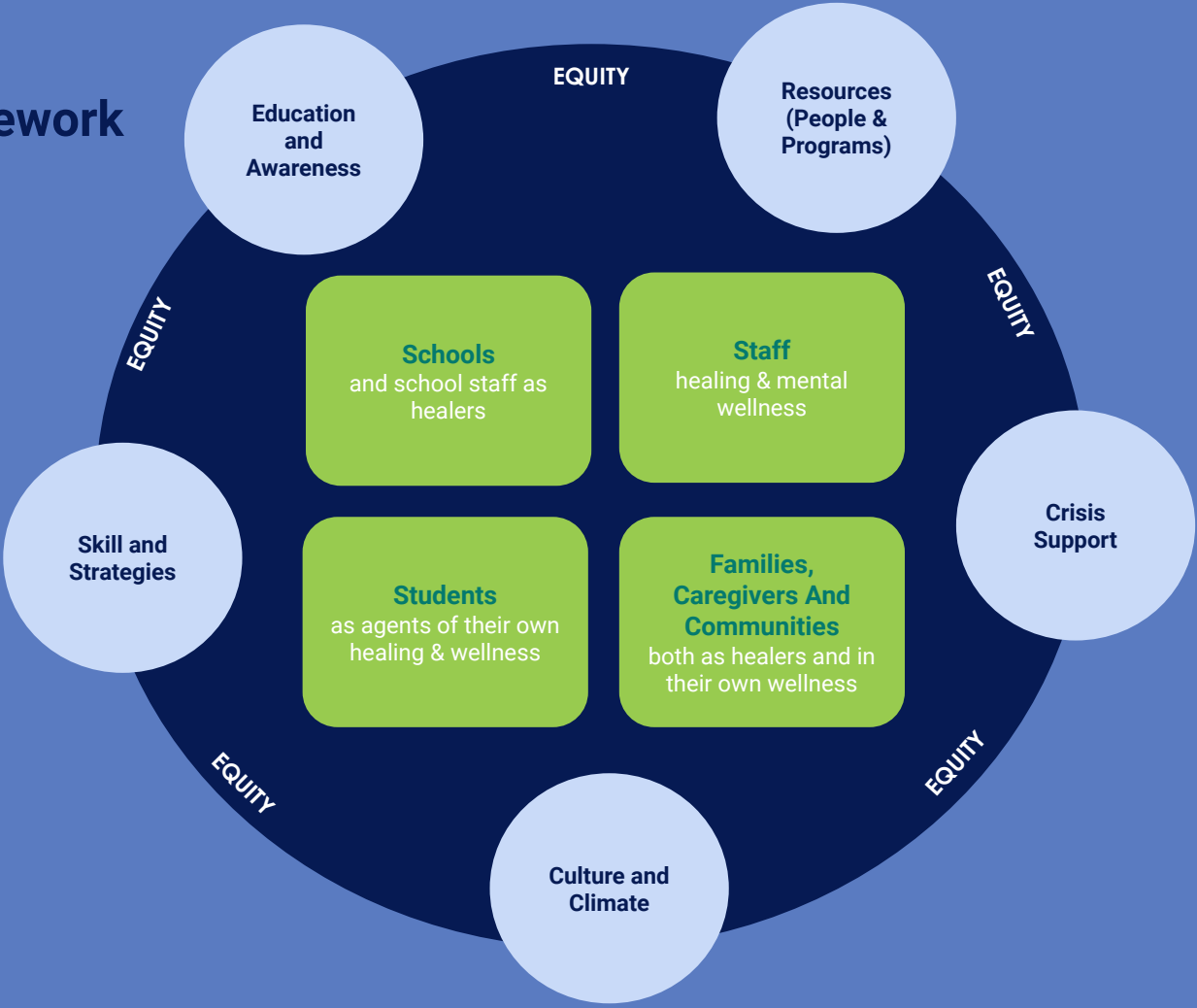
Components

Five main categories of healing elements, that apply to all four groups.



Equity

Equity is embedded throughout and explicitly called out in the healing-centered framework



Schools & Staff

Building supportive relationships, creating welcoming and predictable learning environments, and fostering social and emotional skill development are key strategies in attending to social and emotional needs.

These are especially critical during times of change and uncertainty - for students, staff and families alike.

Every interaction we have with our students, families, and each other contributes to our collective success and resilience.



Schools

(the professional life)

- Community Building Workshops for BOY
- Youth Mental Health First Aid
- Classroom Stress & Coping Strategies



Schools

(the professional life)

- Restorative Practices:
Expanding the RP Affiliate & Leadership Programs
- Expand access to mindfulness resources:
Calm Practice Classroom E-book
- Trauma Informed Teacher Leaders



Staff (the personal life)

- Healing Circles for Administrators (P/APs)
- Circles of Support TOT
- Self Care Strategies



Students

Maintaining routines is a key strategy in attending to social and emotional needs during times of change and uncertainty. Work with students to help develop and maintain routines and rituals that are culturally sustaining and trauma-engaged and that can take place both in-person and remotely.

Foster social and emotional skill development by continuing to provide students the opportunity for SEL skill building and practice, especially for students who may feel distress, anxiety, fear, etc.

In the 2019 YRBS data:

- 38.2% of HS students reported feeling sad or hopeless almost every day for 2 weeks or more in a row.
- 16.6% of HS students reported seriously considering suicide.
- 32.9% of MS students reported seriously considering suicide



Students

- Rainbows/Silver Linings (Grief/Trauma curriculum) 150 schools
- SPARCS (Structured Psychotherapy for Adolescents Responding to Chronic Stress) 20 High Schools
- Guidance & Resources for Suicide Awareness and Prevention



Families, Caregivers, and Community Partners

- FACE: Adopt a School
Faith-based institutions
providing youth mentoring
- Community Agency Network
Referrals, Training, and Support



Social emotional learning for all stakeholders is a top priority

- Building supportive relationships
- Creating consistent, welcoming learning environments
- Fostering SEL skills



Recap, Resources and Reminders

Things to keep in mind	Resources	Reminders
<p>Build Community</p>	<ul style="list-style-type: none"> • <u>SEL In Remote Learning</u> • <u>Guidance for Principals: Rebuilding Trust, Relationships, and Community During COVID-19</u> 	<p>Community Partners:</p> <ul style="list-style-type: none"> - Check AUP status - Agreements for all SEL/MH partners
<p>Engage in SEL Instruction & Integration</p>	<ul style="list-style-type: none"> • <u>Safety/Security: Crisis Manual</u> • <u>Student Discipline Guidance in Remote Learning</u> 	<p>The Student Code of Conduct is still in effect</p>
<p>Have systems of support</p>	<ul style="list-style-type: none"> • <u>Responding to Student Mental Health Concerns During Remote Learning</u> 	<ul style="list-style-type: none"> - Employ MTSS - Activate/Establish BHTs - Document services