

# Strategies for Supporting Students During the Latest Covid Surge

1/28/22 Learning Community Session

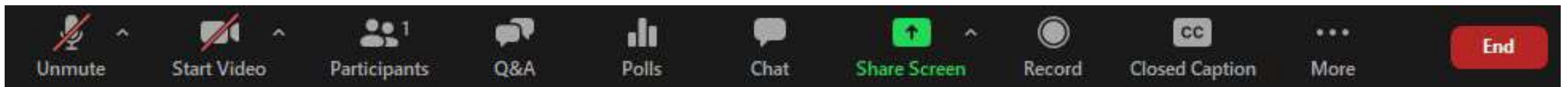
OPPORTUNITY FOR ALL  
**EDREDESIGN**  
THE EDUCATION REDESIGN LAB





# Welcome and Tech Tips

- Participants are **muted** to limit background noise
- For tech support, please send **chat message** to Michelle Sedaca
- Please submit questions in the **chat box**
- Live captioning is available by using the **“CC”** button on the bottom of the screen
- When breakout rooms are enabled, you will see an invitation notification to join.



# Session Overview



- **Three innovative strategies for supporting students**  
Featuring guest speakers
- **Q&A**
- **Deep dive & peer share**  
Breakout groups
- **Bringing it all together and action steps**  
Key takeaways and wrap up

# Learning Objectives




- Learn about innovative strategies for supporting students
- Explore how these approaches can be adapted to your school context

# Meeting the Current Moment



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HARVARD  
UNIVERSITY  
GRADUATE SCHOOL  
OF EDUCATION

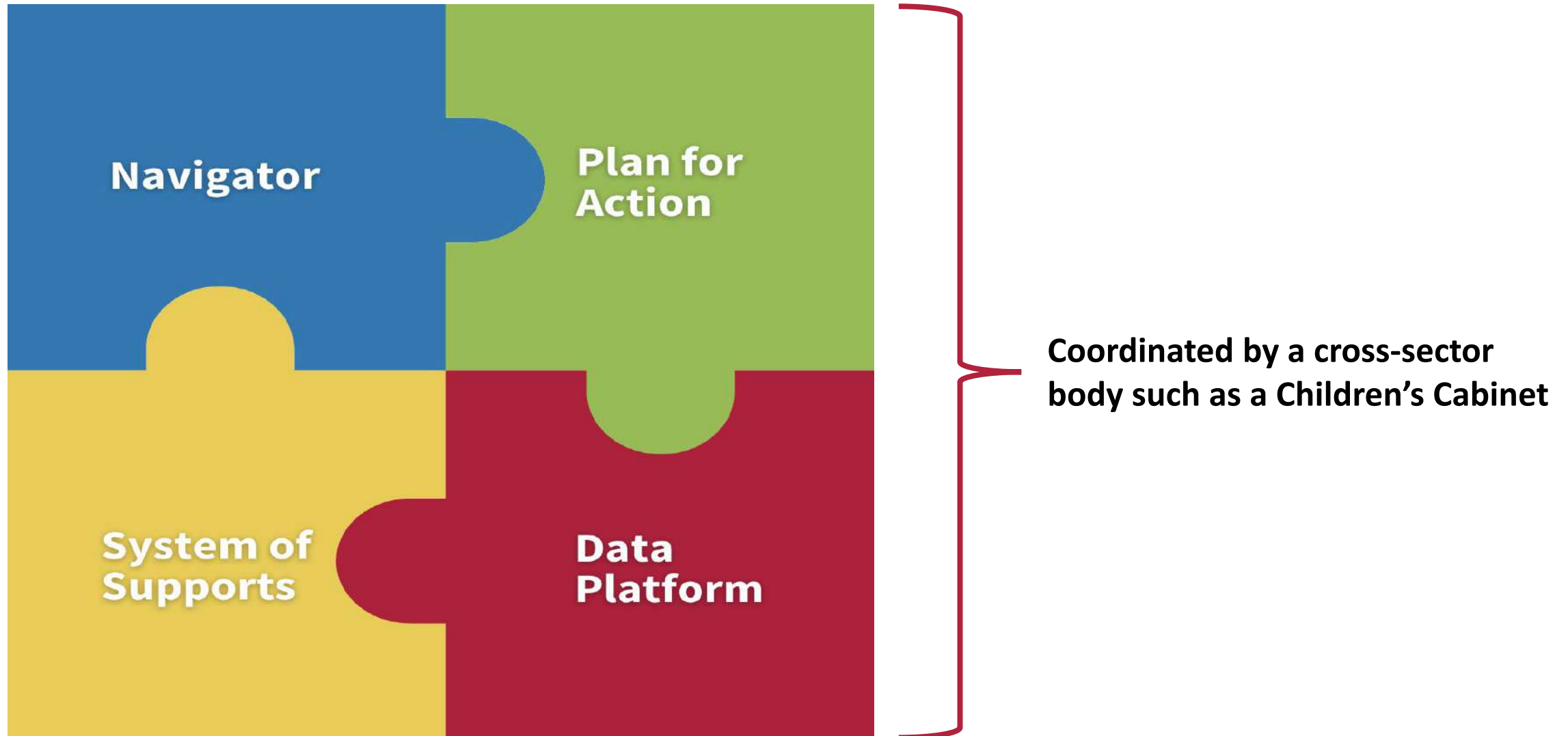


In a time of disruption, schools  
must ensure every child is known

Quick Resource Guide to Start a  
Navigator Program

JANUARY 10, 2022

# Success Planning Components



# 10 Guiding Principles



Equitable



Comprehensive



Student-Centered



Relationship-Driven



Personalized



Actionable



Cross-Sector



Information-Driven



Secure



Sustainable



# Guest Speakers



**CHARLES DAVIS**  
Chief Comprehensive  
Services and Data  
Officer at Evolve502



**RUPA GUPTA**  
Co-Founder/CEO of  
Sown to Grow



**ELLEN WINGARD**  
Director of Student and  
Family Support at  
Salem Public Schools



# ***Relationships, Access, and Connections in Systems of Student and Family Support***

**January 28, 2022**

Ellen Wingard, M.Ed.  
Director of Student and Family Support  
Salem Public Schools  
(781) 732-0137  
[ewingard@salemk12.org](mailto:ewingard@salemk12.org)



**@WingardEllen**

# Salem Public Schools



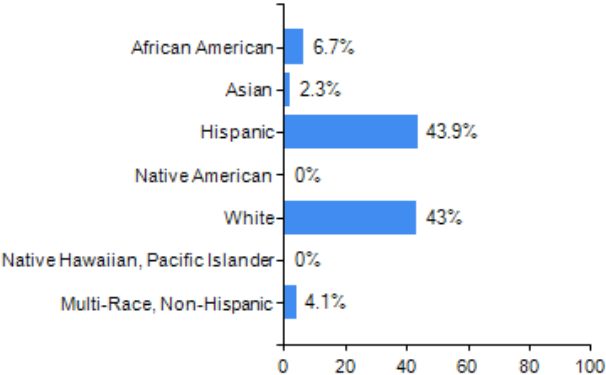
**District Type**  
Public

**Number of Schools**  
11

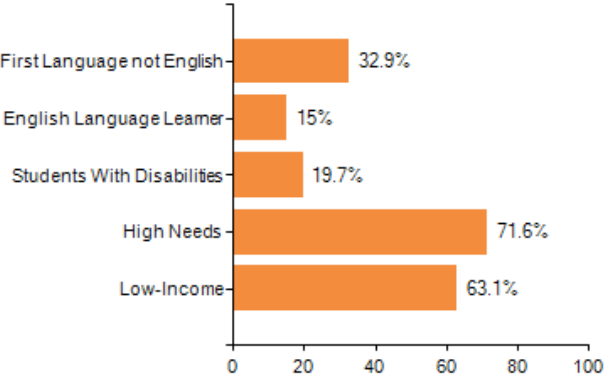
**Enrollment**  
3,665

**Grades Served**  
PK - 12

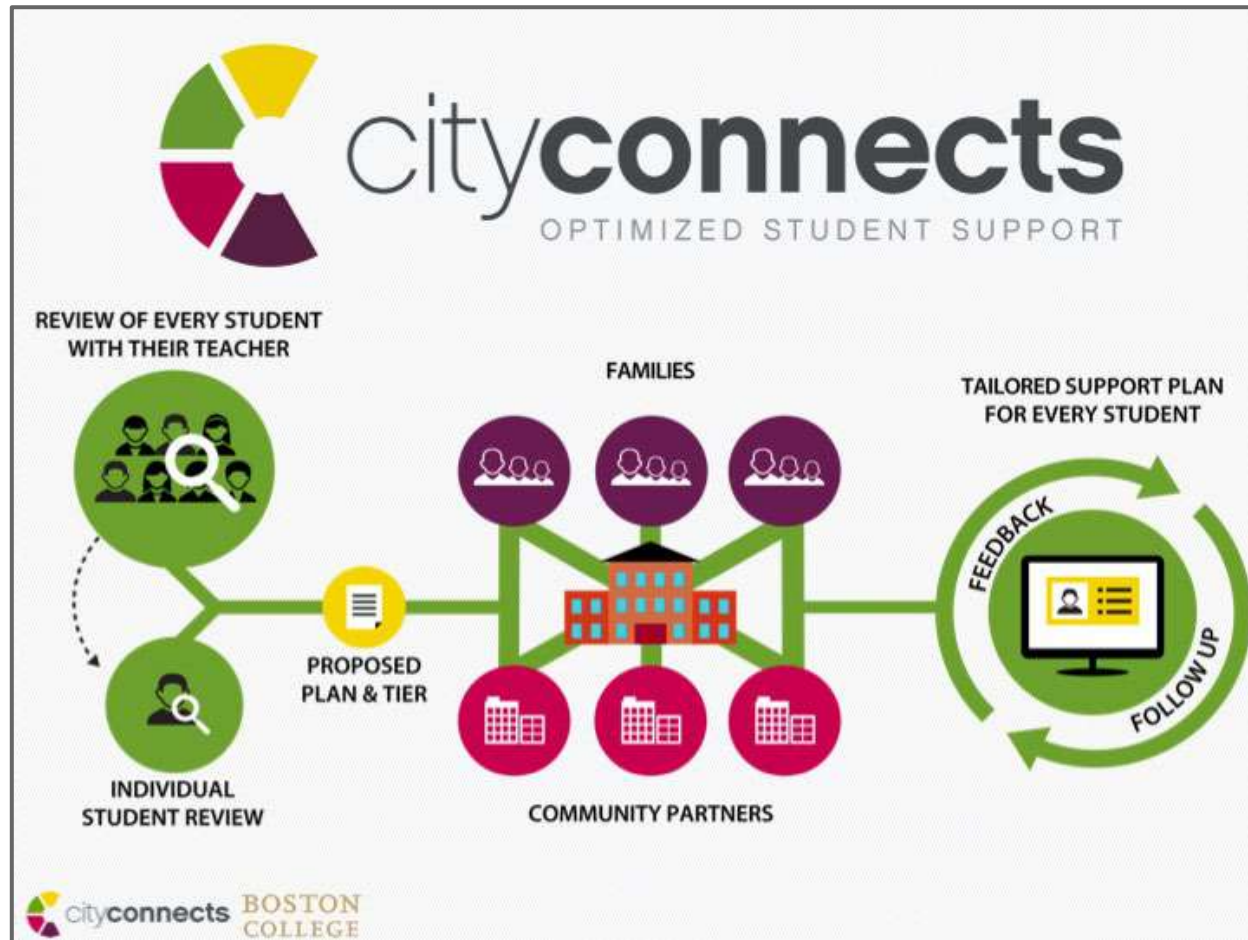
Student Race and Ethnicity



Selected Populations



# Systems of Student Support in Salem Public Schools



## The 8 interlocking strategies

The BARR model uses eight interlocking strategies that build intentional relationships, utilize real-time data, and enable schools to achieve concrete academic, social and emotional outcomes for each and every student.



# “Leaning in” Systems of Student Support - City Connects

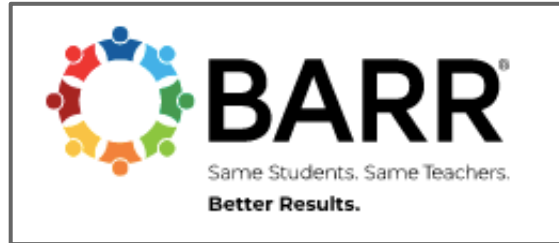
## Whole Class Review



## Universal Question

*“Drawing on students’ strengths, what can we do to bolster this student’s connection to school? What is keeping this student engaged in remote learning? What isn’t?”*

# “Leaning in” Systems of Student Support - BARR



- **Sept 2020 - 9th & 10th**
- **Sept 2021 - 11th & 12th**
- **Whole student focus**
- **Cohort model = student and teacher teams**



# Relationships, Access, and Connections


## Family Point Person Tracker

### Family Point Person Tracker

- **Tool to build school and family relationships**
- **Universal and systematic**
  - **technology**
  - **physical health**
  - **mental health**
  - **food stability**
  - **learning experience**
- **Student support staff follow-up**



# Family Point Person Tracker Implementation Support

 **SPS Universal Family Engagement 2020-2021  
Family Point Person Outreach and Logistics**

The district has embraced a comprehensive and universal approach to family engagement that relies on all teaching staff to utilize the tools available to effectively communicate with families. This approach ensures each family has a point of contact who regularly reaches out to check in and ask if caregivers have what they need to engage in their child's remote learning experience. We are calling this role the Family Point Person. Below are four documents that outline and clarify the purpose and process of the Family Point Person calls.


[Overview](#)      [FAQs for Families](#)  
[FAQs for Staff](#)      [Translation for Family Point Person Calls](#)

**Overview of Family Point Person Purpose and Role**

The purpose of the Family Point Person is to ensure every child and family is connected to their school community and has needs identified and met. All SPS students are assigned a Family Point Person. Each Family Point Person will have a caseload of up to ten families and will

1. provide connection
2. streamline information
3. assess and track needs and tier 1 engagement
4. refer to tier II and III interventions and services

The Family Point Person will address needs should they arise within the **engagement domain**. Other domains (food, technology, mental and physical health, etc.) will be referred to Student Support Teams, who will coordinate the response.



## How to Request Translation through Bay State Interpreters

Salem Public Schools has contracted Bay State Interpreters to support school staff with phone calls to families who speak languages other than English. Please follow the instructions below to access an oral interpreter in whatever language you need:



 Salem Public Schools

## Teaching & Learning Updates

Home

9.7.20 Updates



# Relationships, Access, and Connections Family Point Person Tracker

- **Implementation support to educators**
- **Strengths and challenges**
- **Feedback and version 2.0**





# References and Sources

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“Reunite, Renew, Thrive.” *Collaborative for Academic, Social, and Emotional Learning (CASEL)*, <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>.

Wilkes, Julie, et al. “Creating Systemic Change and Solving Problems BEFORE They Happen.” *The Cornerstone For Teachers*, <https://thecornerstoneforteachers.com/truth-for-teachers-podcast/creating-systemic-change-and-proactive-problem-solving/>.

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“New Directions for School Counselors, Psychologists, and Social Workers.” *The Center for MH in Schools & Student/Learning Supports*, March 2021, <http://smhp.psych.ucla.edu/pdfdocs/report/framingnewdir.pdf>

Rothstein, Richard. “How to Fix Our Schools.” *Economic Policy Institute*, 10 Oct. 2010, [www.epi.org/publication/ib286/](http://www.epi.org/publication/ib286/)

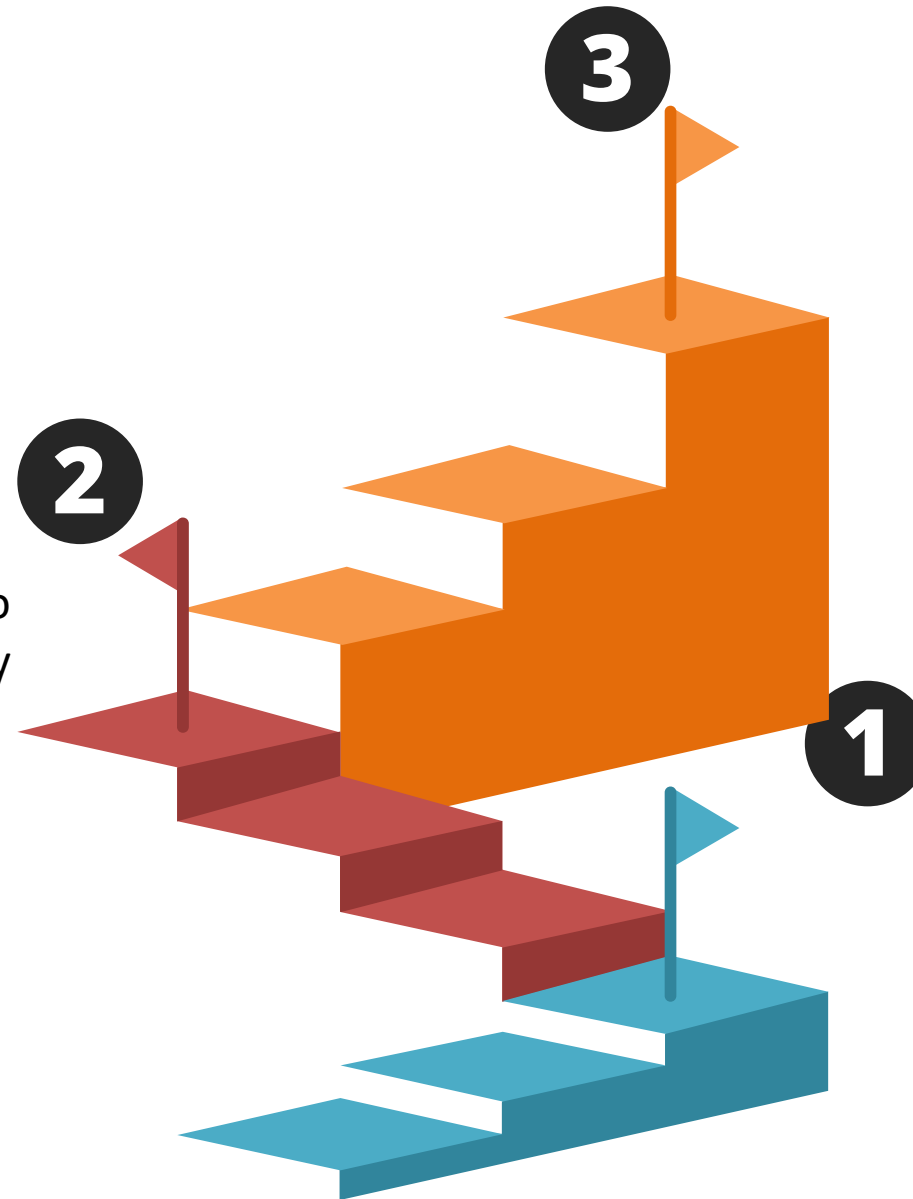
# IMPLEMENTATION Is THE INNOVATION

COMMUNITY LEARNING HUBS CASE STUDY

**Dr. Charles C. Davis, Jr.**  
**Chief Comprehensive Services &  
Data Officer**

## Establishing Collaborative Structures

- Established “Rapid Response Team”
- Comprised of key stakeholders who could quickly impact People, Policy and/or Purse-strings.



## Communication of Public Value

- Allows community to know what happened and why
- Opens up the imagination of others who did not originally see themselves in the work

## Intentionally Identifying Sector Failure

- There is a problem that no one sector can solve by itself
- Allows the participants in collaboration to know why they are at the table

# Cultivating Collaboration



**WE'VE ALWAYS HAD  
THE COMPONENTS...**

...We just needed intentionality  
+ nurturing



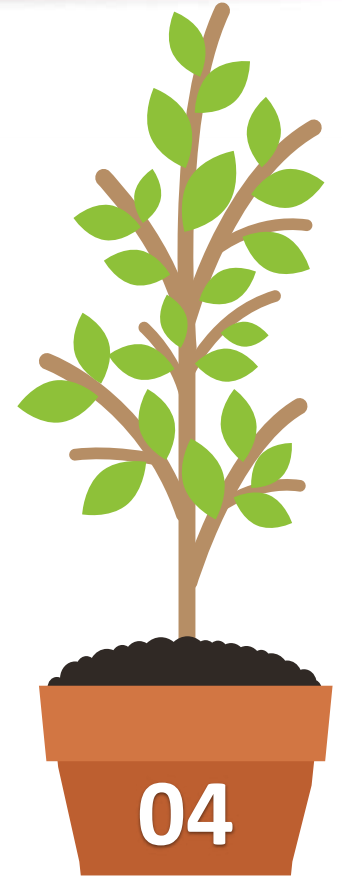
**2020 – COMMUNITY  
LEARNING HUBS  
[2500+ STUDENTS]**

Crisis brought together a  
variety of sectors, with singular effort to support thousands of  
goal of supporting youth



**2021 –SUMMER BACKPACK  
LEAGUE  
[6,000+ STUDENTS]**

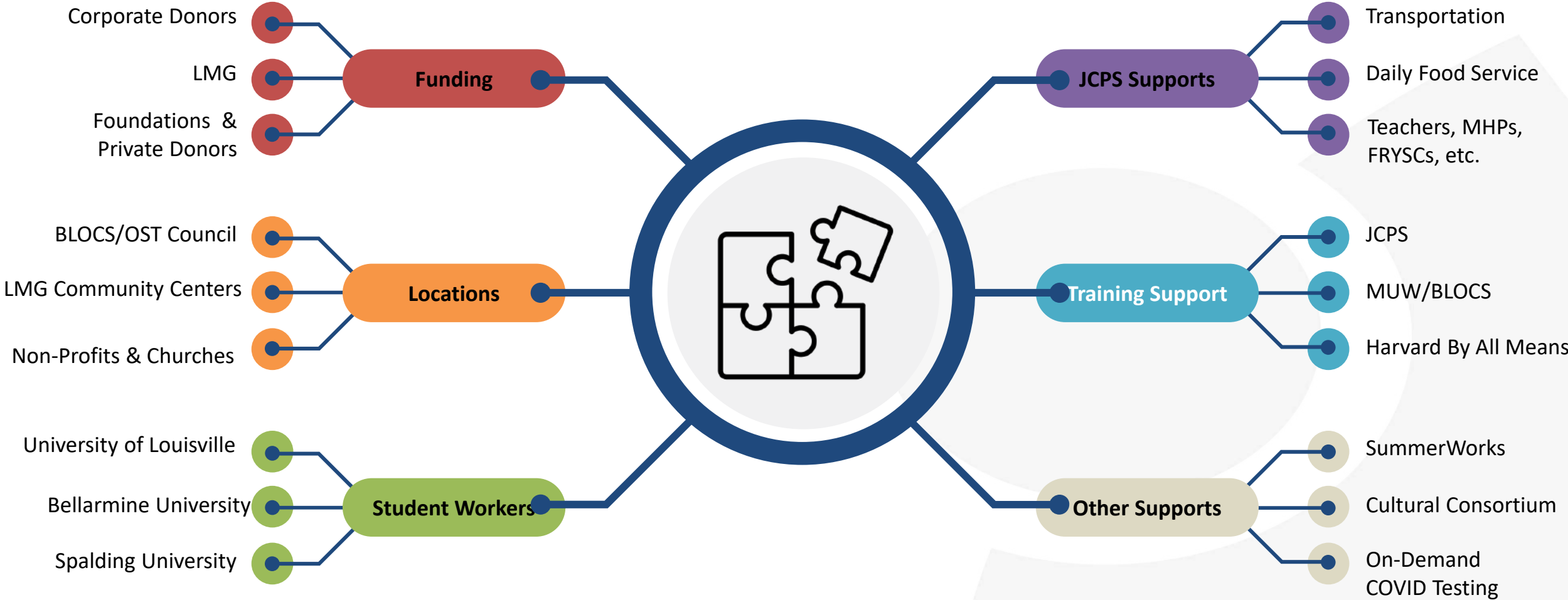
First time community-wide  
effort to support thousands of  
kids with free, enriching  
opportunity

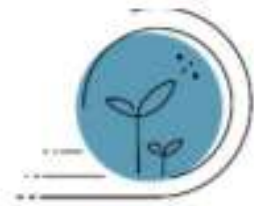


**2022 & BEYOND:  
THE FUTURE STATE  
[10,000+ STUDENTS]**

More Collaboration +  
More Intentionality +  
More Resources =  
Greater outcomes for students

# HOW THE LOUISVILLE COMMUNITY CAME TOGETHER





# NATIONAL STUDENT SUPPORT ACCELERATOR

*equalizing access to quality tutoring*

## **Defining High-Impact Tutoring**

October 8, 2020

Tutoring is a form of teaching, one-on-one or in a small group, towards a specific goal. High-impact tutoring leads to substantial learning gains for students by supplementing (but not replacing) students' classroom experiences.<sup>[ 1]</sup> High-impact tutoring responds to individual needs and complements students' existing curriculum.

# COMMUNITY LEARNING HUBS 2.0: TARGETED INTENSIVE TUTORING



# COMMUNITY LEARNING HUBS 2.0: TARGETED INTENSIVE TUTORING

## TUTORING LOCATIONS

- OST PARTNERS
- CHURCHES
- COMMUNITY CENTERS

## STANDARDIZED CURRICULUM

- I WOULD RATHER BE READING TRAUMA INFORMED READING MENTORS

## STANDARDS FOR SAFE ENVIRONMENTS

- METRO UNITED WAY QUALITY STANDARDS



## STAFFING

- LOCAL COLLEGES OF EDUCATION
  - UNIVERSITY OF LOUISVILLE
  - BELLARMINE UNIVERSITY
  - SPALDING UNIVERSITY

## STUDENT DIAGNOSTIC

- JCPS RESEARCH & EVALUATION DEPT.

## COMMUNICATIONS PLAN

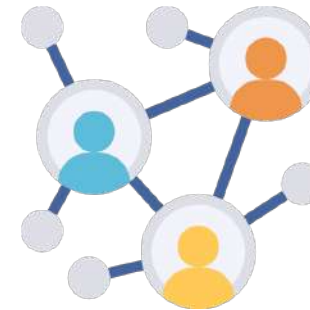
- LOUISVILLE URBAN LEAGUE PARENT ENGAGEMENT
- JCPS PARENT ENGAGEMENT



Working with Out-Of-School Time Partners taps into valuable and available time



More intentional connections around students from more trusted partners

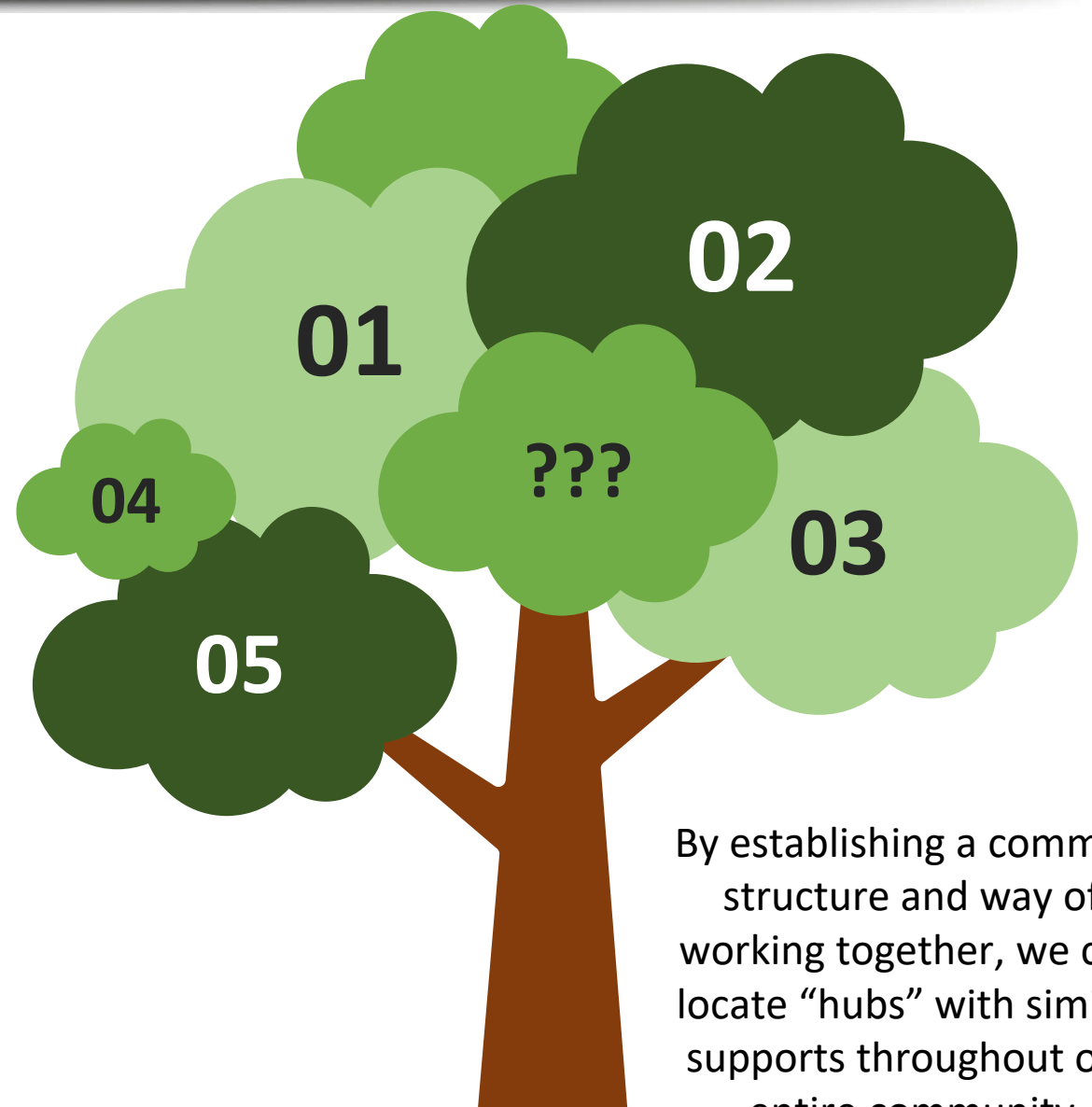


Collaboration allows us to leverage more resources from the district and the city e.g. ARP Funds



# ONE TREE FORMS MANY BRANCHES...

- 01 Academic Services
- 02 Mental Health Supports
- 03 Parent Engagement
- 04 Enrichment Opportunities
- 05 Arts & Culture
- ??? Only limited by our imagination...



By establishing a common structure and way of working together, we can locate “hubs” with similar supports throughout our entire community

# Social Emotional Academic Health



## Weekly Check-In

**How are you  
feeling?**



*What's going well, and  
what's been hard?*



[Click to view  
a quick demo](#)

## Weekly Check-In

**How are you  
feeling?**



*What's going well, and  
what's been hard?*



## Proactive Support

### School emotions



### Feeling down

**Maksim L.**



\_\_\_\_\_

**Raveena S.**



\_\_\_\_\_

**Gordon F.**



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## Weekly Check-In

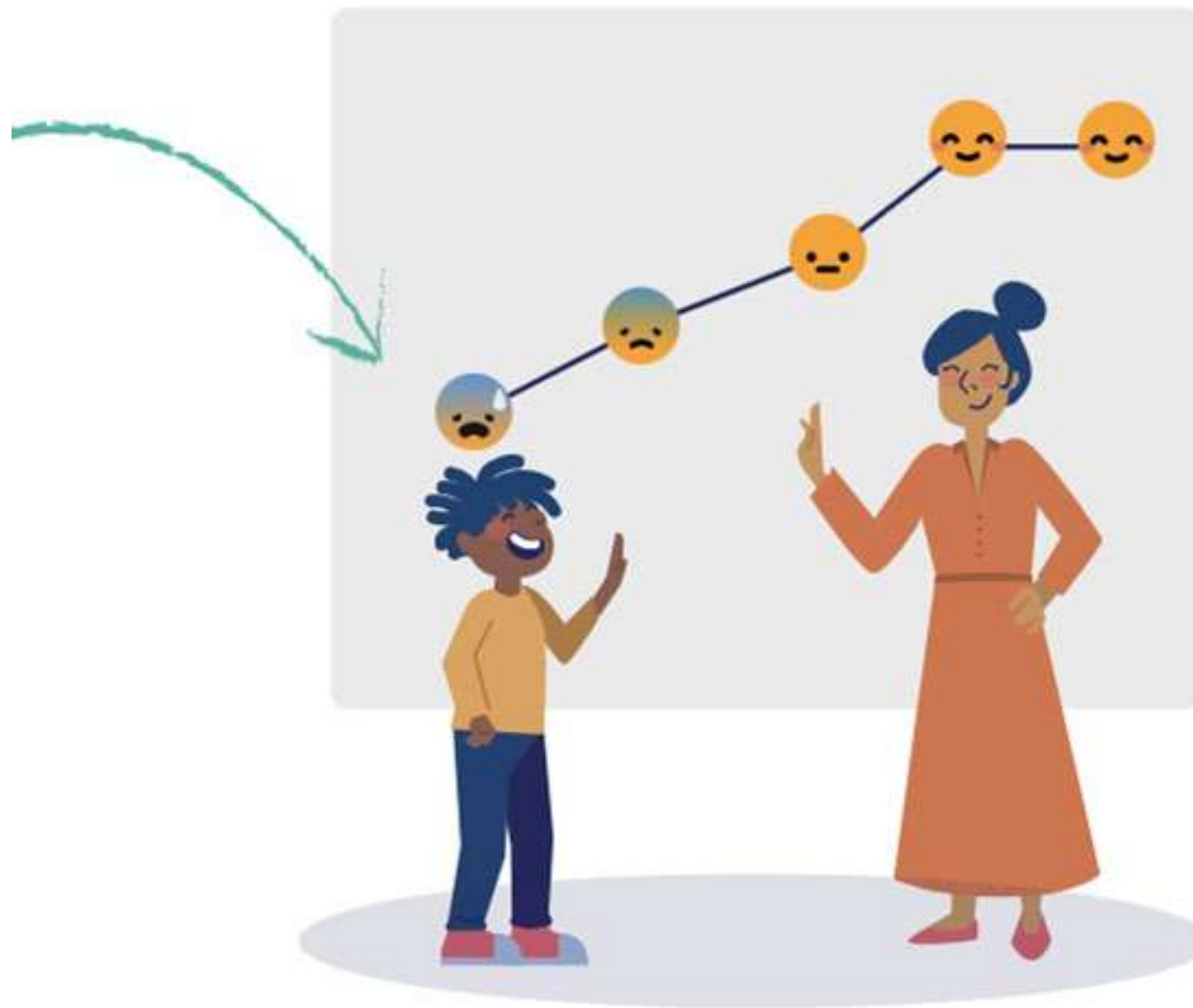
**How are you  
feeling?**



*What's going well, and  
what's been hard?*



## Proactive Support



# Learnings & Best Practices

- **A consistent routine** is key
- **Start simple** - focus on engaging for students, easy for teachers, systems for schools
- **Drawing connections on trends** is where SEL learning happens for students
- **Feedback from teachers** helps students feel seen and engage more deeply

CHILDREN'S HEALTH

# The U.S. surgeon general issues a stark warning about the state of youth mental health

December 7, 2021 · 12:44 PM ET



U.S. Surgeon General Vivek Murthy talks to reporters at the White House on July 15.



CHILDREN'S HEALTH

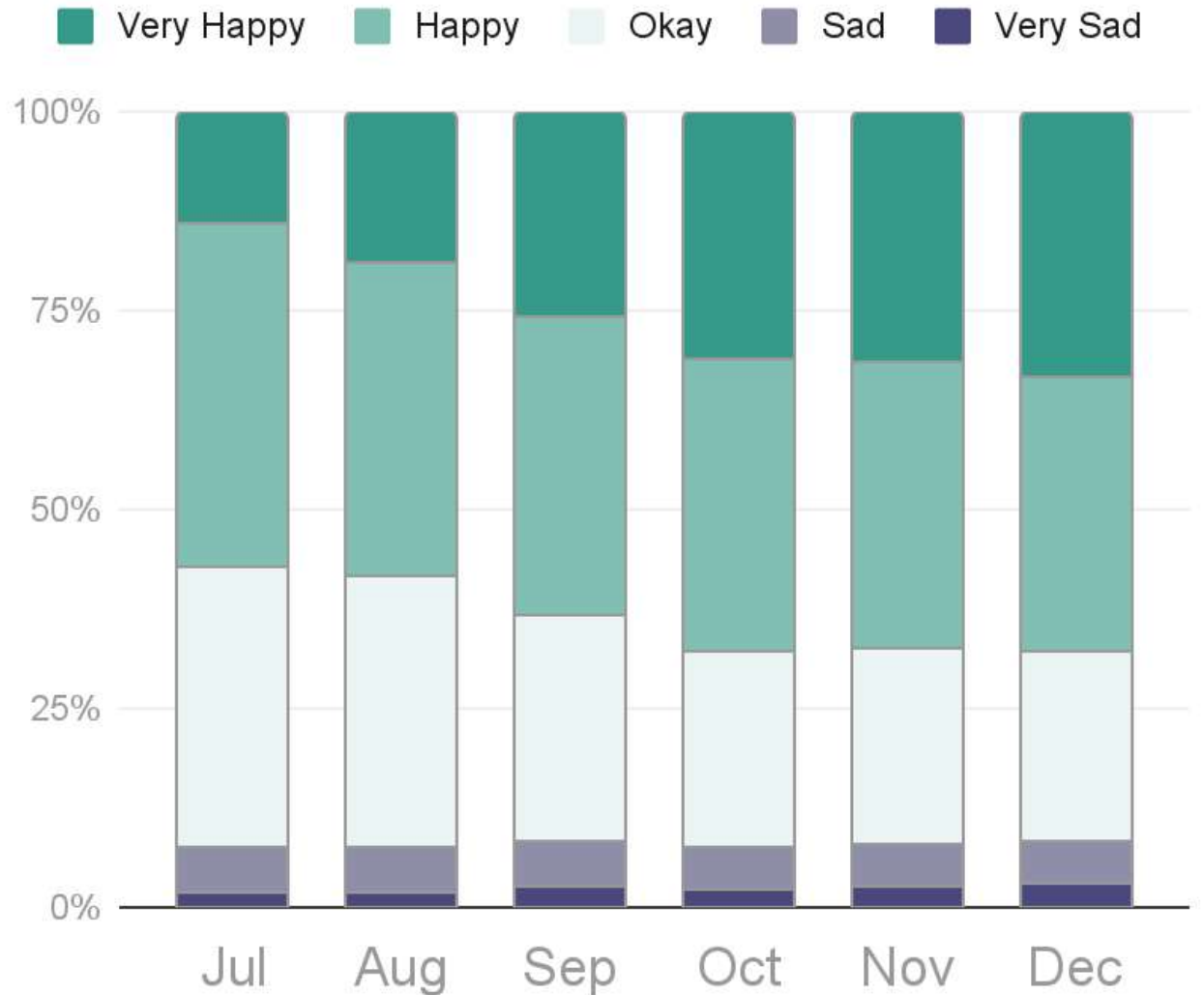
# The U.S. surgeon general issues a stark warning about the state of youth mental health

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## Breakdown of Student Emojis (Nationwide, Fall 2021)



n = ~600K reflections

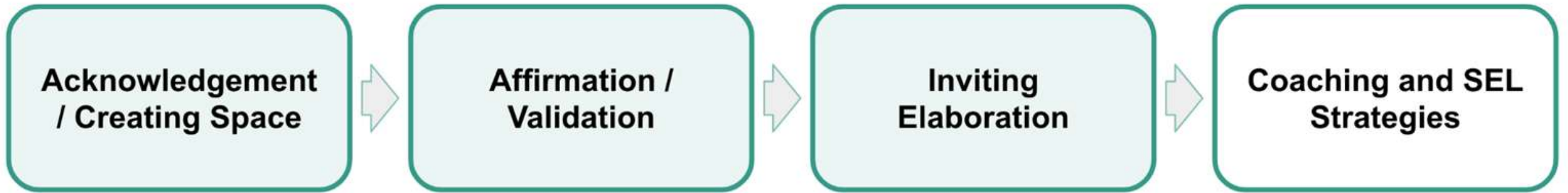
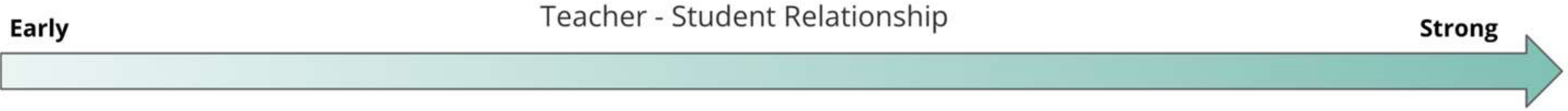
**Please reach out with  
questions or feedback!**

Rupa Gupta  
Founder & CEO  
[rupa@sowntogrow.com](mailto:rupa@sowntogrow.com)



# Appendix

# STG's Application of the Belonging Framework



Thanks for sharing!



I know it is tough, but I believe in you!



Why do you think you are feeling this way?



Have you tried....?



# Students have found this to be a powerful **safe space** to share what's going on with them

**I feel alone.** I don't know what's wrong with me.

There seems to be nothing that really excites me, or motivates me, to wake up and have a smile on my face. Of course though, nobody can see that over the screen of a Zoom meeting. **I just want someone to reach out to me and genuinely care.**

I just felt like I needed to vent. I am going to be okay, sooner or later. **Thank you for making us write on here, Ms. D. This was what I needed.**

I am trying my best in my classes but **I am not getting the results I want and work for.**

**Nothing I do seems to be fun anymore.** I feel like I have grown up too fast and all the good moments are gone.

# Proven impact, especially for students who are behind

*Evaluations by researcher at University of California, Los Angeles & WestEd*

## SEL Capacity

“I am more self-aware”  
**+68%**

“I can better identify my emotions”  
**+63%**

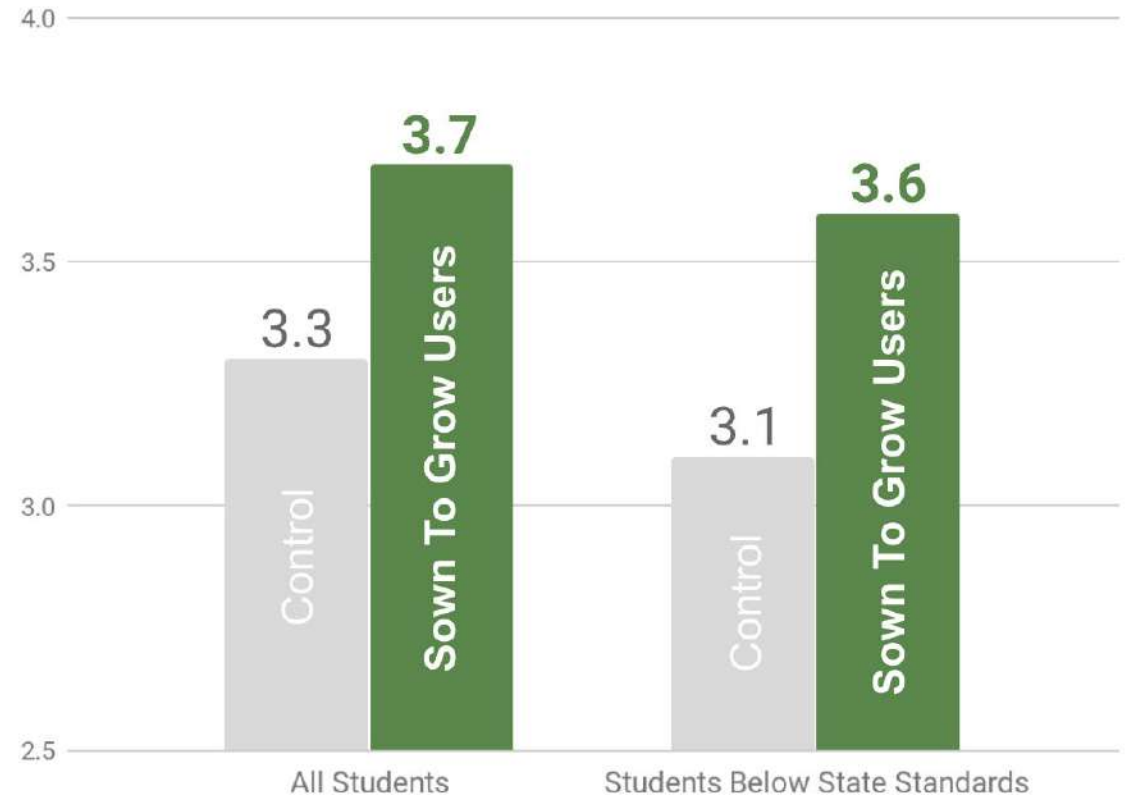
## Belief Systems

Growth Mindset  
**+62%**

Student Empowerment  
**+56%**

Relative increase in percent of students scoring “high” (StG group vs control group).

## Academic GPA







# **Breakout Groups**





# Online Tools and Resources: [EdRedesign.org](https://edredesign.org)



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[Lynne\\_Sacks@gse.harvard.edu](mailto:Lynne_Sacks@gse.harvard.edu)

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[www.EdRedesign.org](http://www.EdRedesign.org)

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