

Panorama Survey Data Part II: Response to the Data

School Committee Presentation
Thursday February 11, 2021

Presenters:

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Objectives

- Present Assumptions that are currently being discussed in the district
- Clarify certain Data Points from Panorama Family Survey
 - Learning Models
 - Learning Behaviors (National comparison)
- Provide a description of current initiatives that are in place that address some of the data points
- Respond to the following questions presented by School Committee Members during the January 28 meeting
 - What are immediate things we can do to respond to the data?
 - What are some long terms things that can be established to respond to the data?
- Resources:
 - [SEL Website](#)

Our values

- The following values provide the guidance for how we planned and prepared for this year:
- The physical and mental health of all the adults and students in the district
- Equity in learning
- Highly engaged teaching and learning
- Teacher collaboration
- Guiding documents that reflect our values
 - [Vision of Student as a Learner and Global Citizen](#)
 - [Transferable Skills](#)
 - [19-20 District SMART Goals](#)
- Two-way communication with students/families
- Community Building

Assumptions

- The goal of the district is to bring back all students as soon as it is safe
- District staff are concerned about the impact the pandemic has had on the academic progress and the social and emotional wellness of all students
- Cultural awareness and the creation of an antiracist learning environment is a district goal
- Reaching out to students who are not engaging in their current learning model is a priority for district staff at all levels
- Discussion for bringing back different grades consistently takes place amongst administrators.

Data Points from the Survey

- The national average for "Learning Behaviors" is incorrect. We were being compared to other school districts that administered the survey pre-pandemic thereby making the national comparison invalid.
- In addition, the "Learning Behaviors" data point has been incorrectly compared to "Learning Models" and interpreted as if we were in the bottom 10% of the country. The "Learning Models" data point does not have a national metric attached to it.

Culture Awareness Anti-Racist Initiatives

- In the past 2 years, the district has sponsored multiple opportunities for staff to take the IDEAS I Course: Anti-Racist Practices to Support All Students
 - To date, 80 staff have been trained
- A Diversity, Equity and Inclusion page has been created for staff
- At the beginning of the year, all staff participated in two hours of equity training that focused on the theme of identity and introspection
- On Nov 3 all staff participated in 3.5 hours of equity and inclusion training that included presentations by teachers of lessons they have implemented
- Currently, administrators, students and teachers are participating in a workshop entitled: Commitment to Equity

Culture Awareness Anti-Racist Initiatives

- All content areas are exploring how to integrate multicultural content and culturally responsive teaching practices
- 3 schools are participating in the MTSS Culturally Responsive Teaching academy
- Staff meet with the high school student Antiracist Working Group (AWG) on a weekly basis to discuss curriculum, professional development and the creation of a student Diversity, Equity and Inclusion page
 - The AWG sends out a monthly video newsletter that is shared with the entire district

Learning Needs

- Community Block Development Grant that gives us additional funds to offer targeted tutoring for small groups of students.
- NHS tutoring, Online Learning Center tutoring. Reverse field trips, now replaced by regular in-person classes every other week per class.
- Elementary students who have been identified as requiring additional support in academic, executive functioning, and social-emotional areas are being provided time with tutors, as well as additional sessions with APS faculty. We have 2 tutors working 1:1 or in small groups during the remote school days or after school, as well as one reserve teacher who works with students 1:1, small group, and large groups on remote days.
- We have hired six tutors who are reaching out to struggling students in the hybrid program when they are at home. Each tutor is assigned 8 to 10 students and spends 30 minutes to an hour with them. They are helping students with executive functioning skills, individual assignments and motivation.

**Establishing additional time to meet with students requires additional hiring of staff, thus the hiring has been erratic at best within the current hiring environment.*

Outreach

- Monthly PTO meetings with a Principal report on COVID programming, both health and safety, and hearing questions/concerns from families.
- Email communication, newsletters, PTO meetings, School Council meetings and shared minutes, DIG meetings, conferences, phone calls, shared community events
- FAQ, attendance contacts by Deans, COVID screener calls, community forums, METCO parent zoom call, Semester 2 planning (parent, student forums and surveys)
- We have met to discuss students who are struggling, looked at their data/performance, and have reached out to families to invite students in for 4 days beyond those EL and Special Ed students who met that initial criteria. We are also working with families who are struggling to engage on their remote days, teachers and assistants are scheduling additional check-ins as needed, working with students who are attending programs at ABGC, Town Hall, etc. to support their remote days as well. In addition there are PTO meetings, remote events such as a recent Magic Show, One School/One Read of Fenway and Hattie with grade level visits with the author, news letter.

SASS Assessments 2020-2021

1. Panorama Family, Student, Staff

These surveys measure the adult/family feedback specific to school reopenings and relationships, staff feedback, and student feedback on supports and environment. This survey includes sections for free responses and additional feedback as well as what supports are strong/in need of improvement.

2. Universal Mental Health Screener - UCLA

This screener assesses the mental health and well-being of students during COVID-19. It is available at no cost to facilitate risk screening and triage to address the impact of the coronavirus pandemic on children, adolescents and their families. This tool is designed for use by professionals across a range of child-serving systems. The exposure questions are followed by an 11-item set of validated questions about the frequency of PTSD symptoms in the past month. The score sheet provides an algorithm for determining the need for ongoing monitoring or a full PTSD assessment and, if indicated, evidence-based trauma-focused treatment. The UCLA Brief COVID-19 Screen is available in English and Spanish. Families of students who are elevated are contacted and given the option to opt into Tier II and Tier III supports.

3. SELIS through DESE

APS was awarded a grant for Social Emotional Learning Indicator System (SELIS). SELIS is an evidence-based assessment for students administered by DESE that supports a strength-based, tiered approach to developing social emotional learning skills. Educators receive a map of their students' skills and can use the data to inform curriculum and social emotional learning. SELIS identifies students' self reported SEL strengths in five core competencies aligned with state standards. The data collected from this survey allows us as educators to support students in areas in their strengths and needs of development.

The three offer distinct viewpoints of our community and allow us to take appropriate steps that recognize the needs of all - all of our families, staff teams, *and* student needs.

SEL District Plans for 2020-2021 Currently in Progress

Three Overarching Principles

Parity and Interdependence of Physical and Emotional Safety. Physical and emotional safety are inextricably linked at the most fundamental level. As we implement [reopening guidance](#) related to the physical, logistical, and technical aspects of the three teaching and learning models, we need to engage in a parallel assessment of the social emotional implications of each scenario, with an emphasis on how we will communicate with and support staff, students, and families before, during, and after reopening.

Equity and Racial Justice. Schools will reopen in the fall after experiencing school closures due to the COVID-19 pandemic *and* months of heightened national discourse related to our country's long history of institutional racism. In addition, the pandemic's disproportionate impact on people of color will reverberate long after we return to school. As a result, we need to put racial equity and cultural responsiveness at the center of our work, including in our COVID-19 planning.

Collective Care. In the year ahead, it is vital that we take care of each other by fostering a sense of common purpose, building strong relationships, and reinforcing the social emotional skills we use to support each other and respond to challenges together. The concept of collective care is inclusive of self-care practices but goes further by asking us to show proactive compassion for one another - both on interpersonal and systemic levels.

[-DESE Guidance on Social Emotional Learning and Mental Health](#)

Next are the four critical practices and plans in motion currently for equitable reopening and the specific steps Arlington Public Schools committed to for the 2020-2021 school year in order to ensure our entire community of learners are welcomed back to safe and supportive learning environments, be it in remote, hybrid or in-person learning formats.

Grant Funding

(Grant projects in GREEN)

Arlington Education Foundation

- \$200,000 over multiple years- Safe and Supportive Schools Project

DESE

- 613- Mental Health Screening and Access to Service
- 337- Safe and Supportive Schools Continuation and Mentoring
- 151- SELIS Pilot and District Partnership Program

CHNA17

- Access and Equity in Mental Health Multiple Year

SEL Critical Practice 1: Take time to cultivate and deepen relationships, build partnerships, and plan for SEL

Foster new relationships that elevate student & family voice

- o SASS Advisory Council and Family/Student Listening Sessions
- o University of Alabama partnership on community communication and Whole Child/Safe and Supportive Schools AEF Grant Program. Front Porch Listening Sessions TBA

Use two-way communication strategies

- o Engaging Families as Partners: Maintain strong two-way communication with families prior to and during the school year using culturally and linguistically responsive practices.
- o [District SEL Website](#) and social media presence TBD
- o Strengthen [School SEL/Leadership teams](#) and their partnerships with the District SASS Leadership team.

Examine impact of SEL efforts

- o [YMHFA trainings](#) and impact with AEF grant
- o SEL walkthrough audit 2019-2020(Appendix)
- o YRBS Data/ VOCAL Data
- o Potential Panorama partnership

Build a broad coalition and integrate SEL into plans

- o SASS Advisory Council
- o [SASS District and School Teams](#)/ Student Services Subcommittee

Equity-Related Planning Questions:

How will you ensure that multiple stakeholders are meaningful collaborators in the team process, especially staff, families, and students?

Are your team members trained to consider indicators of racism or inequity (such as disproportionality in either risk factors or access to protective factors) when developing social emotional-related action plans for school reopening?

SEL Critical Practice 2: Design opportunities where adults can connect, heal, and build their capacity to support students

- **Allow space for connection & healing among adults*** (see Sustain Educator Community and Wellbeing Building Blocks Appendix)
 - Supporting Staff: Stay connected with staff and help to manage uncertainty. [Self assessment and self care plans](#) and resources.
 - Wise @ Work App and Webinar
 - [Mental Health and WellBeing Website and Calendar](#)
- **Ensure access to mental health and trauma support**
 - MIAA EAP/ **INTERFACE**
 - Mental Health Screener
 - Mindful Schools/ Yoga 4 Classrooms/ Mind Up/ Breath For Change
 - [STAT-](#) Secondary Traumatic Stress Support for Teachers
 - [SEL for Adults-](#) Resilience
- **Identify opportunities for innovation & antiracist practices**
 - Mobilizing Around this Work Articulate the Roles of Key Stakeholders Before and After School Reopens
 - Synchronous study group and other academic PD
 - [SEL PD](#) over the summer and ongoing through in service days
 - **SRI Summer sessions** and book groups- CTE Leaders/ Learners/ Teachers
 - PD Catalog, DEI Website, 10 Days of Inservice

SEL Critical Practice 2 Cont.

- **Provide embedded professional learning**
 - [Rennie Center Blueprints](#)
 - [Trauma Courses](#) continue to be offered to staff at a discounted rate
 - [3-Year MTSS Academies](#)
 - [Student and Family Voice PD](#)
 - Continue to use the [3 Signature SEL Practices](#) in all adult learning spaces.

Mental Health and Social Emotional Learning	Thompson
Positive Behavioral Interventions and Supports	Bishop, Hardy, Thompson, Gibbs,
Culturally Responsive Teaching	Bishop, Brackett, Hardy, Thompson

Equity-Related Planning Questions:

- Which staff have been engaged in planning related to reopening and social emotional support for staff? Which voices have we not heard from?
- This year may present unique challenges and risks for particular staff members in terms of social emotional needs, health, finances, childcare, support around remote learning, etc. How will we assess these needs? Do we see any inequities we need to own and address?

SEL Critical Practice 3: Create safe, supportive, and equitable learning environments that promote all students' social and emotional development

- **Build adult-student and peer relationships**
 - Re-envisioning School Culture and the Conditions for Learning: Allocate a structured period of culture-building time as school first opens.
 - [Connection mapping virtual](#) and in person with all staff
 - Train increasing numbers of staff and families in YMHFA
 - Provide students with [multiple, consistent opportunities for relationships building](#) and interaction with adults and peers.
 - Intentionally build relationships with BIPOC using antiracist and abolitionist practices.
 - Responsive Classroom [Morning Meeting for First 10 Days 2020](#)
 - Responsive [Advisory Grades 6-8, First 10 Days of 2020](#)
- **Weave in opportunities for SEL practice and reflection*** (see Move Beyond Academics)
 - Through direct instruction and embedded instruction, SEL in PK-12 will have space in each students' schedule. (RULER, Morning Meeting, Open Circle, Second Step, etc)
 - A focus on 3 major competencies for direct instruction in student learning in the 2020-2021 school year. ([Relationships, Self-Awareness, Self-Management](#)) See appendix
 - A focus on [two integrated SEL adult teaching approaches](#) for the 2020-2021 school year to support the mastery of above competencies. (Conducive Environments, Strong Relationships)
 - Practice virtual HCLE/TSS [strategies and rituals](#) such as these.
- **Implement a comprehensive system of supports** (see Build Systems of Support)
 - Mapped MTSS Resources in development with subcommittee
 - Bolstering Tier 1 supports (see above bullet)
 - Preparing to Address Increased Tier 2 & Tier 3 Needs -Supporting More Intensive Mental Health Needs: Assume and plan for an increase in mental health needs and adjust methods of delivery accordingly. (DESE Grant 336)

SEL Practice 3 Cont.

- **Discuss the impact of the pandemic and racial equity**
 - Intersection with Social Studies/History work and the above links in equity and SEL (refer to History department antiracist work)
 - IDEAS courses and continued partnership with CHNA 17 Grant
 - Develop district goals in SASS, SEL and Counseling resulting in Building Equitable Learning Environments student outcomes (appendix)
- **Collaborate with families and partners**
 - SEL resources in google classroom and in virtual settings weekly/integrated
 - Family trainings/sessions to teach SEL skills and provide family supports and resources

Equity-Related Planning Questions:

- Who in our community was most acutely impacted (in terms of health or economically)by the COVID-19 pandemic over the past few months ? If we do not know, how can we find out?
- As we evaluate available resources, have we considered overall access for these supports and services as well as our families' cultural backgrounds and linguistic needs?
- What are the barriers to accessing Tier 2 and Tier 3 support services, and who experiences those barriers? How can we remove those barriers?
- How do we use the Abolitionist SEL understandings to ensure SEL work is not continually oppressing non-white students and families?*

SEL Critical Practice 4: Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff

- **Elevate student voice in reflecting and acting on data** (see Build Systems of Support)
 - SASS Student Advisory Council members
 - Student Art used to inform decision making through reflective protocols
 - Panorama
- **Support educators in reflecting on instruction and environment**
 - Use of VOCAL, YRBS data and SELIS DESE Pilot or Panorama pilot
 - PDA cycles of continuous improvement with connectedness data
 - Mental Health Screeners (Pilot at Dallin and OMS) Fall TBD
 - SCUTA at the secondary level for student relationships and engagement
- **Partner with families and community members to improve**
 - Mobilizing Around this Work - Articulate the Roles of Key Stakeholders Before and After School Reopens

Equity-Related Planning Questions:

- Are the school's behavioral expectations aligned with and reflective of the norms and values of all students' backgrounds? What steps have we taken to get student and family feedback to this question?
- Are we regularly disaggregating our data (by race, gender, disability status, etc.) to determine whether specific student groups are being disciplined more frequently than others or experiencing disproportionate consequences for the same violations?
- Will the new behavioral expectations and consequences disproportionately impact specific student groups (e.g., students with disabilities, students who have experienced trauma, etc.)? What restorative measures can be taken to ensure that those students are supported in the adoption of behaviors required for health and safety reasons?

Appendices

COMPETENCY DEFINED

SELF-AWARENESS, which is the ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior; and accurately assess one’s strengths and limitations, with a well- grounded sense of confidence, optimism, and a “growth mindset.”

RELATIONSHIP SKILLS, which is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

SELF-MANAGEMENT, which is the ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself; and the ability to set and work toward goals.

SKILLS WE NEED NOW

As we process the current pandemic and racial injustices, **self-awareness** is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases.

Relationship skills are essential to help us build and maintain meaningful connections across race, culture, age, and distance; support one another during collective grief and struggle; and collaboratively find solutions to new obstacles

Self-management is critical now as we cope with grief and loss, develop our resiliency, and express our agency through resisting injustices and practicing anti-racism.

Comments/Questions