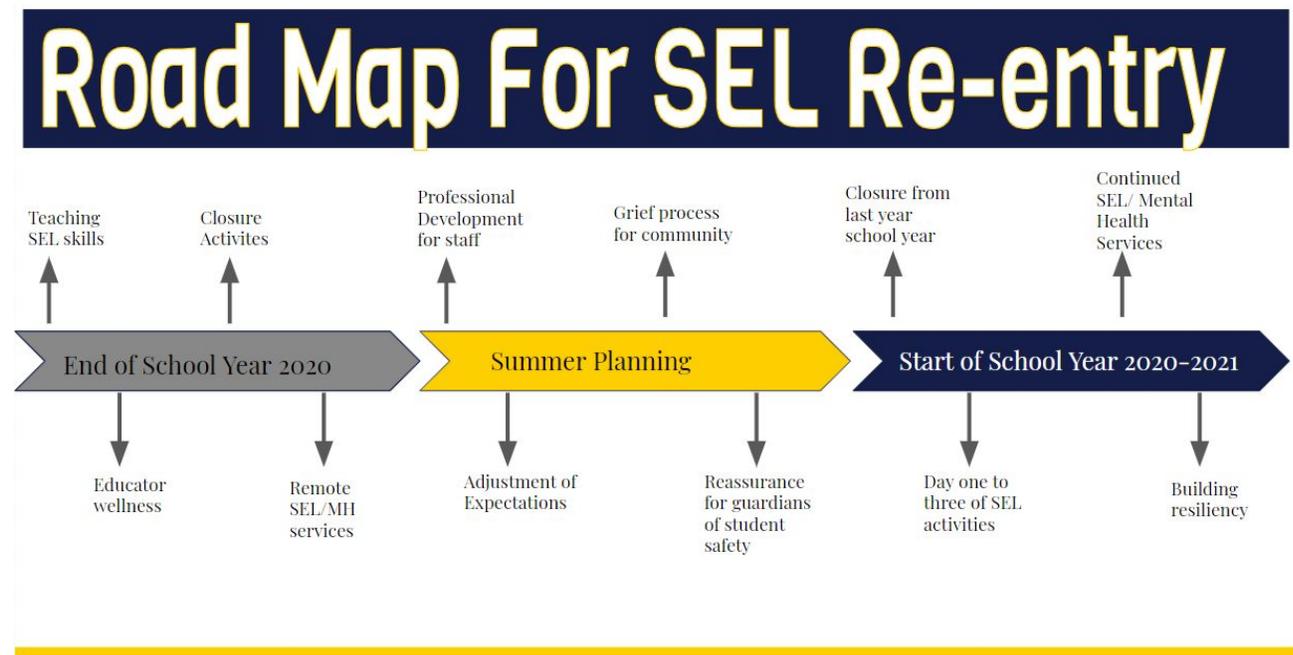


As Indiana schools and educators have been faced with new challenges through the COVID-19 pandemic Indiana Department of Education (IDOE) and partners wanted to provide a roadmap for re-entry. This roadmap is specifically designed to help support social-emotional learning for students, educators, and communities. Social-emotional learning (SEL) has been a priority for IDOE over the past few years. Numerous Indiana schools have started to incorporate SEL learning into their school day. When faced with a crisis response data shows¹ that SEL is essential to recovery. Given the individual and collective trauma felt throughout our communities from stay-at-home orders, daily data displayed on illness and death rates, and of course the closure of most schools, **SEL has moved from a “nice to do,” to a “must do”** in preparing for the student and staff return. Whatever the return to school shapes up to be, the social and emotional well-being of each child has to be considered before any academic advancements or remediation take hold. The roadmap below was created as a tool for districts and schools as they continue to support students, educators, and communities.

*please note throughout the document there will be additional wellness topics and support not only social-emotional learning.



¹ <https://casel.org/impact/>

End of School Year 2020 (phase 1):

Teaching SEL skills

- Continue and increase social-emotional learning practices virtually with students.
- Free and online resources can be found [here](#).
- Continuous learning activities can be found [here](#)
- IDOE's Science of Happiness for secondary students can be found [here](#).
- Social, Emotional, and Behavioral Wellness Resources can be found [here](#).

Closure Activities

- Consider administration of closure surveys ([2019-2020 School Closure Survey](#) or Indiana specific [Panorama survey](#))
- [School Closure Transition Activities](#) may be accessed here.
- [School Closure Activities Just Fun](#) may be accessed here.
- [Reflective Closure Activities](#) may be accessed here.
- **[Virtual Field Day](#)** Field days are a common and highly anticipated celebratory event in schools signifying the end of the school year.
 - Virtual field days are a great way to connect with students in an engaging and physically active way. Each link below will show how Warsaw Community Schools organized and communicated about their field day.
 - [Virtual Field Day Promo Video](#) - This video was created by Warsaw Schools as a way to advertise their field day event to students and parents. To access this resource [click here](#).
 - [Field Day Challenge Guide](#) - This document gives an example of the procedures used in Warsaw Schools and the point system outlined for a field day event. To access this resource [click here](#).
 - Field Day Challenge - Day 1: "Bozo Ball Toss" To access this resource [click here](#)
 - Field Day Challenge - Day 2: "1/2 Mile and Mile Run" To access this resource [click here](#)
 - Field Day Challenge - Day 3: "Sock Ladder Challenge" To access this resource [click here](#)
 - Field Day Challenge - Day 4: "Overhand Ball Throw" To access this resource [click here](#)

- Plan for a virtual graduation with help from IDOE's [resource guide](#)
- Celebrate seniors with these ideas:
 - Online dance party – set a theme, encourage students to dress up, share a playlist, and all join in on a video app.
 - Decorating front doors of all the seniors with photos, mementos, college regalia for where they are going in the fall, etc.
 - Video montage – create a video montage of each senior recording themselves saying something about what their post-secondary plans are, what they loved most about high school, what they will miss, etc. and have a time limit for each video of 30-60 seconds.
 - Enlist help from local businesses – encourage local businesses to use their signs to give a celebratory message to the 2020 seniors.
 - Check out these 50 virtual graduation party ideas: [Congrats, Grad! 50 Virtual and Drive-By Graduation Party Ideas for the Class of 2020! Click here to access this resource.](#)

Educator Wellness

(Please note that “educator” refers to all staff in school buildings and school districts)

“Self-care is a way to accept yourself so that you are not constantly exhausted from trying to be everything to everyone all the time and then needing to take deliberate breaks from living. Self-care should not be something we resort to because we are so absolutely exhausted that we need some reprieve from our own relentless life. True self-care is making the choice to build a life you don’t need to regularly escape from.”

-Brianna West (adapted)

Adult SEL/ wellness

- [Educator Wellness and Mental Health Supports Infographic](#)
- [The Science of Happiness Course](#)
- [Self-Care Action Plan](#)

Become familiar with the 6 Dimensions of Self-Care:

1. Occupational
2. Social
3. Physical
4. Emotional
5. Intellectual
6. Spiritual

Complete the National Alliance on Mental Illness (NAMI) [“Self-Care Assessment”](#)

Free Apps to Assist in gaining a sense of mindfulness through guided meditations

- **MyLife Meditation (Previously - Stop, Breathe, & Think)**
- **Stop, Breathe, & Think Kids**
- **Calm**
- **Relax Melodies**
- **Headspace**

Additional article resources

- [“Taking Care of Your Mental Health in the Face of Uncertainty”](#)
- [“Stress and Coping”](#)
- [When Terrible Things Happen to Adults”](#)
- [COVID-19 Support Resources](#)

Safety supports

- National Suicide Prevention and Crisis Line: 1(800)273-8255
- Or text TALK to 741741
- Or call your Employee Assistance Program (EAP). If you don't have the information check your employer's human resources/benefits website

Remote SEL and Mental Health Services

Remote supports for SEL:

- [Pear Deck](#) - for Google Slides is an add-on for Chrome that makes it effortless for educators to add interactive questions and formative assessments to presentations. There are SEL templates available in the template library.
- [Microsoft forms](#)-template can help student services personnel and teachers regularly check each students' emotions and wellbeing.
- [Google forms](#)- could be used for students to fill out to request to speak with the school counselor or school social worker. Here is one [example](#). (make a copy before editing)
- [Doxy.me](#) - a free, HIPAA, GDPR, PHIPA/PIPEDA, and HITECH compliant video

conferencing site used for providers to do telecounseling.

- [Screencastify](#) - allows you to create videos to publish. You can talk over a powerpoint or make a video of yourself for students. This is a Chrome extension add-on. The free version allows for up to 5 minute videos.

Remote supports for mental health and/or counseling services:

- [Reestablishing Consent](#)
- [American School Counseling Association](#)
 - [Virtual School Counseling Toolkit](#)
- [National Association of School Psychologists](#)
- [School Social Work Association](#)
- [FERPA Student Privacy FAQs](#)

[Register](#) for webinar on June 24, 2020, focused on Effective Collaborations with Community Mental Health Centers for Schools.

School districts can use funding such as CARES ACT, Title IV, etc. to help increase safety, wellness, and supportive services. Please reach out to your local mental health partner to discuss a new partnership or new options around mental health/school support/SEL opportunities that could be implemented throughout the 2020/2021 school year due to effects of COVID-19.

Summer planning (phase 2):

Adjustment of Expectation

- Use baseline data from surveys such as Indiana specific [Panorama survey](#). Reflect back on SEL efforts and what has been successful and what needs to be modified.
- Realize there may be more families that will need and qualify for free and reduced lunch programs.
 - Be intentional with getting this information in front of all families
- Families may not have funding for school supply list and/or uniforms
 - Communicate with local organizations about the new needs students have.
 - Potential supplies drives or resource fairs.
- Using established Multi-tiered systems of support (MTSS) teams at the school or district to plan and provide enhanced student learning support now and when students return. IDOE's [MTSS website](#) has a variety of resources.
- This is a much needed time for those responsible for student/learning support to be connected as a team focusing on providing for students, families, and staff

-- both now and in anticipation of when schools reopen. Most teams can be connected online; emails and conference phone calls are other means. Clearly, we all are learning new ways to continue to support students/families/staff during the crisis. At the same time, schools must start planning for the increased number of learning, behavior, and emotional problems that are likely to manifest as students transition-back to school. The situation will require new thinking about how staff works together. ([UCLA document](#))

Professional Development for staff

- Professional development calendar example linked [here](#).
- Adverse Childhood Experience Training [ACEs Indiana](#)
- Trauma informed work
 - [Trauma-informed Resilient Schools](#)
 - Supporting Teachers Affected by Trauma:
 - The [STAT](#) curriculum is designed to help you understand Secondary Traumatic Stress (STS) and provide ways to mitigate its effects through the use of self-care techniques and a variety of helpful resources.
 - [Trauma training](#) opportunity with DMHA Partnerships for Success grant
 - Trauma Informed Approach for Educators training provided by DCS Education Services team that offers specific strategies and resources to implement trauma informed care into classrooms. Contact your local [DCS Education Consultant](#) for more information regarding this free opportunity.
- Continue emphasizing professional development since it is more convenient
 - PD on engaging students in e-learning, engaging during remote connection time
 - [Virtual Engagement Tip Sheet](#) - provided by Youth First (DMHA School-Based Regional EBP Provider)

Grief for Community

- Grief work-it may be helpful to provide support for students and families to process their grief over what was lost at the end of the school year.
 - [Understanding Grief to Better Support Students, Families and Educators](#)
 - [Helping Kids Grieve](#) (Resources best for Primary, Intermediate, and Parents)
 - [Help for Kids](#) - Grief (Resources for Primary, Intermediate, Secondary Students and Parents)

- [Helping Children and Teens with Loss for Secondary Students and Parents](#)
- [Transforming Grief into Hope](#) (Resources best for Intermediate and Secondary Students; as well as, Parents)
- Getting Closure for your transition grades
 - Delayed graduation ceremony
 - [Creating Your Own Milestone](#)

Reassurance for guardians of student safety

- Reassuring parents schools are cleaned and provide detailed information on step to ensure safety [CDC cleaning guidelines](#)
- See CDC's [interim guidance](#) for schools and child care programs to plan, prepare, and respond to COVID-19.
- Reassuring parents about their own child's safety
 - Here are the facts we know about how COVID-19 affects children: <https://www.cdc.gov/coronavirus/2019-ncov/faq.html#COVID-19-and-Children>
- Reassuring parents about teachers' safety
 - Recommend that schools develop policies on how to protect faculty and staff that fall into high risk categories, then communicate that to parents. Parents care about their children's teachers and it may be one more source of anxiety to them if they don't know what the schools are doing about it.
- Reassuring parents who have a high-risk household member
 - Schools will want to think about whether and how to modify their attendance policies.
- Supports parents with reminders about adjusting back to a school schedule: sleep schedules, proper nutrition, etc.

Start of school year (phase 3):

Closure from last school year

- **Acknowledgement of experience and feelings related changes due to COVID-19**
 - Remain calm and reassuring. Students will react to and follow your verbal and nonverbal reactions to the changes.

- Emphasize to your students that they are safe at school. Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your students talk about their feelings surrounding COVID-19 and help reframe their concerns into appropriate thoughts.
- Give students information that is truthful and appropriate for the age and developmental level of the child.
- [Commons behaviors and reactions from COVID-19](#)

Day one to day three of SEL activities

- Examples of how the first few days of schools could be used to focus on building community, connection, resilience and social and emotional skills
 - [Primary Template](#)
 - [Secondary Template](#)

Continued SEL/mental health services and build resiliency

- **Community and trust building**
 - Classroom meetings to set clear expectations
 - [Guidance for adults facilitating these classroom meetings](#)
- **Staff well-being**
 - Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
 - Consider adapting Evansville Vanderburgh School Corporation: *Building a caregiver self-regulation plan* [found here](#).
 - Create opportunities for movement and breathing at staff meetings to model and emphasize healthy coping techniques
 - Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)
 - Consider the integration of IDOE's Science of Happiness into planned professional learning communities.
 - Access the course on Moodle [here](#).
 - Learn how to enroll by watching [this webinar](#).
- **Work with your schools' student support team to ensure that Tier 2 and 3 social and emotional supports are available for those needing additional**

intervention, consulting with community mental health providers, as needed
<https://www.projectawarein.org/resources/>

- **Use social and emotional learning as a way to create a safe and supportive environments for all students**

Below are strategies, connected to each of Indiana's Social Emotional Learning Competencies, that can be implemented in the first few weeks back to school. For more ideas, please visit [SEL toolkit](#).

o **Insight**

- Help students identify their personal strengths. Direct them to reflect on what they may have learned about themselves while being at home/out of school (i.e. strengths within their family role, new skills/talents, adaptability.etc.).
- Help students name their feelings- Provide a list of emotions and ask students to choose one or two each day which they identify with in order to build emotional awareness, vocabulary and empathy.

o **Sensory-Motor Integration**

- Facilitate deep breathing exercises (such as [Square Breathing](#)) and prioritize physical activity opportunities

o **Regulation**

- Help students understand how their brains work and can react to stress. Use this [video](#) teaching the hand model of the brain.
- Encourage students to think about how feelings are connected with their body using the [How Does my Body Feel?](#) handout.

o **Collaboration**

- Provide opportunities for collaborative learning games and facilitate the creation of group expectations with specific roles/responsibilities for each student before beginning

o **Connection**

- Create adult to student and/or student to student mentoring opportunities to serve as an additional system of support for students

o **Critical-Thinking**

- Help students identify a cause or problem that arose in their community over the past few months. Ask students to come up with action steps or solutions to these issues.

o **Mindset**

- Praise students' process rather than students' outcome
 - For example, "I can tell you practiced!" or "I noticed you supported your friend in need today."

- Act to remove anxiety about academic performance and prioritize the healing and belonging that will foster academic learning.
 - When speaking about the coming year's academics, reassure students that the goal will be to "close the gap", not "catch-up with additional work"
 -

- Assess your strengths and areas to develop as you promote SEL through distance learning and at-home assignments
 - **Teacher self assessment**

Mandated reporting

As a reminder all educators are mandated reporters in the State of Indiana. Our teachers and communities continue to play an important role in ensuring the safety of children. As you engage with your students, please consider these factors, as some signs of maltreatment that you have been trained to notice may still be present, even virtually. [Child Safety Tips](#)

Conclusion

Students will be returning to school having a range of experiences throughout the pandemic. We must acknowledge that not all students are coming back with the same feelings and emotions. Some had access to technology; others did not. Some had a great experience learning with family; others did not. Some are living in families that are struggling financially; and others do not. We will continue to have children who may be struggling because of their families situation. Just realize each is coming back with various issues and coping mechanisms.

It is also important for school leaders to acknowledge that the staff coming back to the building have and will continue to experience a wide range of traumatic experiences themselves. Whether that be the loss of a loved one, financial difficulties, or fear of the risk that returning to school may pose on the health of themselves and their families. Having dedicated and consistent support for both students and staff will be a critical component of returning to school.

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Indiana Schools

[Evansville Vanderburgh School Corporation](#)

[Hamilton Southeastern Schools](#)

[Noblesville Schools](#)

[Vigo County School Corporation](#)

[Warsaw Community Schools](#)