

Sacramento County Office of Education (SCOE) Guidance for Relationship Building and Social and Emotional Learning (SEL) During Distance Learning

Key Takeaways

- 1) Leaders should continuously message and communicate that SEL is important for ALL students and adults
 - a) SEL is a key ingredient to re engage students in academic learning (use social media, surveys, etc to engage educators and community members around this message)
- 2) Continue relationship building and SEL
 - a) Continue to provide guidance and support around how to implement SEL and Relationship Building over distance (i.e. providing resources, guides to integrating SEL, strategies for relationship building)
- 3) Support educator mental health and wellbeing
 - a) Provide resources for self-care and wellbeing, opportunities for connection among peers, and validate the challenges that teachers are experiencing

Resources for Teachers

Strategies for Relationship Building During Distance Learning

- [5-Minute Chats with Students](#)—developed by CASEL
- [Checklist: Building Developmental Relationships during the COVID 19 Crisis](#)—developed by Search Institute
- [For Educators: COVID Check-In Survey](#)—developed by Harvard Graduate School of Education
- [Relationships, Routines, and Resilience](#)—developed by Turnaround for Children

Strategies for Educator Self-Care

- [COVID-19: Managing Anxiety and Emotional Wellbeing](#)—developed by Sacramento County Office of Education
- [Self-Care Strategies for Educators During the Coronavirus Crisis- Supporting Personal Social and Emotional Well-Being](#)—developed by WestEd
- [Educator Resilience and Trauma Informed Self-Care](#)—developed by Center on Great Teachers and Leaders

- [Educator Resilience: Tips on Self-Care in the Time of COVID-19](#)—developed by Vermont Agency of Education

Integrating SEL and the 3 Signature Practices into Academic Content

- [Relationships and SEL During Distance Learning](#)—developed by Sacramento County Office of Education
- [Integrating SEL into Academic Content for Distance Learning](#)—developed by Sacramento City Unified School District
- [3 SEL Signature Practices to Embed in Academic Content During Distance Learning](#)—developed by Sacramento City Unified School District
- [SEL Through Distance Learning: Teacher Self-Assessment](#)—developed by CASEL

SEL and Equity

- [Strategies for Equitable Family Engagement](#)—developed by State Support Network
- [Critical Practices for Anti-Bias Education](#)—developed by Teaching Tolerance
- [Focal Students: Equity in the Classroom](#)—developed by National Equity Project

Trauma Informed Strategies during Distance Learning

- [Strategies for Trauma-Informed Distance Learning](#)—developed by WestEd
- [Trauma Informed School Strategies during Covid-19](#)—developed by The National Child Traumatic Stress Network

Resources for School and District Leadership Teams

Supporting Educator Wellbeing

- [Community-Care Strategies for Schools During the Coronavirus](#)—developed by WestEd
- [5 Minute Chats with the Principal](#)—developed by CASEL
- [Educator Resilience and Trauma Informed Self-Care](#)—developed by Center on Great Teachers and Leaders
- [SEL Through Distance Learning: Teacher Self-Assessment](#)—developed by CASEL
- [How to Support Teachers' Emotional Needs Right Now](#)—developed by Greater Good Science Center

Promoting Equity

- [Criteria for an Equitable School- Equity Audit](#)—developed by Mid Atlantic Equity Consortium
- [Strategies for Equitable Family Engagement](#)—developed by State Support Network
- [Critical Practices for Anti-Bias Education](#)—developed by Teaching Tolerance
- [Focal Students: Equity in the Classroom](#)—developed by National Equity Project
- [Pursuing Social and Emotional Learning through a Racial Equity Lens: A Call to Action](#)—developed by the Aspen Institute

Frameworks for SEL during Distance Learning

- [Mental Health and Social-Emotional Learning Supports](#)—developed by Committee for Children
- [Reunite, Renew, and Thrive: Social and Emotional Learning \(SEL\) Roadmap for Reopening School](#)—developed by CASEL
- [Integrating SEL into Academic Content for Distance Learning](#)—developed by Sacramento City Unified School District

Resources for County and State Leadership Teams

[Pursuing Social and Emotional Learning through a Racial Equity Lens: A Call to Action](#)
—developed by the Aspen Institute

[State Efforts to Elevate Social and Emotional Learning During the Pandemic](#)—
developed by CASEL

- Key Recommendations:
 - 1) Communicate SEL as Important for ALL Students and Adults—SEL is a key ingredient to re engage students in academic learning (use social media, surveys, etc. to engage educators and community members around this message)
 - 2) Define and Coordinate SEL and Mental Health Supports (i.e. guidance documents, mental wellness briefs, etc.)
 - 3) Disseminate SEL Practices in the Time of the Pandemic (i.e. resources, guides to integrating SEL, strategies for relationship building)
 - 4) Provide Professional Learning and Support for Adult SEL Competencies, Capacities, and Wellness
 - 5) Leverage Data for Continuous Improvement (survey families, conduct needs assessments, etc.)
 - 6) Encourage Use of Funds on SEL