

Strategies for Educators to Support the Social and Emotional Needs of Students Impacted by the COVID-19 Pandemic and the Demand for Racial Justice

Supporting children pre-k to grade 12

A Publication From Regional Educational Laboratory West at IES

To access the RELs' evidence-based COVID-19 response resources, visit <https://ies.ed.gov/ncee/edlabs/projects/covid-19>.



View Webinar

Primary Audience: School Leaders

Secondary Audiences: Principals and Teachers

Educators and students alike face unprecedented uncertainty around the 2020/21 school year. Regardless of how learning is organized—remote, in-person, or hybrid—it is crucial that planning for the year ahead includes creating safe and supportive school environments, promoting family and community communication and collaboration, and fostering collective care.

This webinar, hosted by [Regional Educational Laboratory \(REL\) West](#), the [Region 15 Comprehensive Center](#), and the [National Center to Improve Social & Emotional Learning and School Safety](#), shares perspectives from students, families, and school districts about how schools can restore environments and relationships that support student wellness, connection, and, ultimately, achievement.



Promising Practices

What do students need to feel connected and supported?

- Opportunities to co-create and influence their learning experiences
- Re-examination of school attendance, safety, and discipline policies
- Authentic and actionable engagement of student voice in school and district decisionmaking

What do families and communities need to feel connected and supported?

- Assurance that they are cared for, listened to, and validated
- Holistic wraparound services that include addressing basic needs
- Frequent opportunities to share input and feedback during reopening and recovery

How can district leaders support staff and students?

- Create a sense of community, characterized by cohesion, participation, and safety
- Focus on building relationships, listening, and acting based on feedback
- Consider culture and community contexts in reestablishing supports

Key Takeaways: Guiding Actions for the Return to School

- Listen first, then co-develop a plan in partnership with students, families, and staff
- Co-create the conditions for healing and success for all school community members
- Continue to reflect on and refine policies and practices with students, families, and staff

Questions to Consider



- What are your top three priorities for supporting social and emotional well-being in your school(s)?
- What is one action you can take now toward addressing each of these priorities?

Related Resources



REL West Webinar Series: [Supporting the Social and Emotional Needs of Educators and Students: Skills for Now and Planning for When Schools Reopen](#)

Presenting Organizations:

- [Prichard Committee Student Voice Team](#)
- [RISE Colorado](#)
- [The National Center to Improve Social and Emotional Learning and School Safety at WestEd](#)
 - [Community-Care Strategies for Schools During the Coronavirus Crisis: Practical Tips for School Staff and Administrators](#)
 - [Mindfulness in Education: An Approach to Cultivating Self-Awareness That Can Bolster Kids' Learning](#)
 - [Selected Race and Equity Resources](#)
 - [Self-Care Strategies for Educators During the Coronavirus Crisis: Supporting Personal Social and Emotional Well-Being](#)
 - [Strategies for Trauma-Informed Distance Learning](#)
 - [Video: Creating coherence around safe and supportive environments through SEL, trauma-informed practices, and restorative practices alignment](#)



Related Resources (continued)

Related Resources:

- American Psychological Association: [Health Disparities and Stress Fact Sheet](#)
- Attendance Works: [Key Concepts for Leveraging Chronic Absence During the Coronavirus Pandemic](#)
- Beacon House: [The Three R's: Regulate, Relate, Reason](#)
- B. Hudnall Stamm: [Professional Quality of Life Measure](#)
- Cal Matters: [Distance Learning Standards for Schools](#)
- Centers for Disease Control and Prevention: [Health Equity Considerations and Racial and Ethnic Minority Groups](#)
- Center on Great Teachers and Leaders: [Educator Resilience and Trauma-Informed Self-Care](#)
- Child Trends: [Resources to Support Children's Emotional Well-Being Amid Anti-Black Racism, Racial Violence, and Trauma](#)
- Edutopia: [Tap-In/Tap-Out: Giving Teachers Time to Recharge](#)
- Jobs for the Future: [Spectrum of Student Voice](#)
- OSEP Technical Assistance Center: [Resources for Making Your School Year Safer, More Predictable, and More Positive](#)
- [Move School Forward](#)
- Search Institute: [Building Developmental Relationships During the COVID-19 Crisis](#)
- Turnaround for Children: [Stress and the Brain](#)

The U.S. Department of Education's Institute of Education Sciences funds a network of 10 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works in partnership with educators and policymakers with a mission of supporting a more evidence-based education system to improve outcomes for students. In response to the impact of COVID-19 on education systems, the RELs collaborated to produce evidence-based resources and guidance.

This material was prepared under Contract ED-IES-17-C-0012 by Regional Educational Laboratory West, administered by WestEd. The content of the publication does not necessarily reflect the views or policies of the Institute of Education Sciences (IES) or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.