

# MENTAL HEALTH AND SOCIAL EMOTIONAL WELL-BEING CHECKLIST DURING COVID-19

## Advocating for social-emotional learning and mental health supports through the Learning Continuity and Attendance Plan

Under California state law, districts must create Learning Continuity Plans by September 30th in partnership with parents, students, and other stakeholders to describe its plans to keep kids learning, address the impact of COVID-19, remediate learning loss, and use federal and state funds for recovery efforts. These plans are required instead of the Local Control Accountability Plan (LCAP) that districts are usually required to complete. Districts must describe in their Learning Continuity Plan (“LCPs”) how they will monitor and support the mental health and social-emotional well-being of students and staff, how they will provide professional development and resources to address the trauma and other impacts of COVID-19 on the school community, and how they will engage students who are absent from distance learning. Check out these [slides](#) and [2-pager](#) (also available in [Spanish](#)) for more information about the timeline for LCPs and what these LCPs need to include.



### QUESTION 1: HOW IS THE DISTRICT IDENTIFYING AND SUPPORTING HIGH-NEED AND HARD-TO-REACH STUDENTS AND FAMILIES?

- ☐ **Is the district connecting with students and families** that have not been in contact with their school or are more vulnerable during school closures to identify their needs and challenges? (foster youth, unhoused youth, English learners, low-income students, newcomers, Black and indigenous students, students of color, and students with dis/abilities)?
- ☐ **Is the district employing multiple channels to reach students and families** that are not engaged, like leveraging classroom teachers, district staff, community-based partners and social service agencies to do phone calls, home visits, and focus groups?
- ☐ **Does the district have a plan to support sustained engagement in distance learning** for hard-to-reach students, including a way to measure meaningful engagement and processes to trigger intensive, non-punitive support when students begin to disengage?



### BEST PRACTICE

A 3rd grade teacher in a Title I school achieved 100% attendance in distance learning by using these strategies: (a) individual student learning goals and communication plans in collaboration with each family; (b) open social time on Zoom prior to class; (c) tutorial videos of new processes in English and Spanish; and (d) daily Zoom office hours and small group time after large group time.

Source: <https://edsources.org/2020/getting-to-100-student-engagement-in-distance-learning/634282>



CASEL developed a comprehensive SEL Roadmap for reopening schools that is designed to support efforts around school climate, student well-being and mental health, including the development of trauma-responsive learning environments, adoption of restorative practices, and increased social and emotional competency for students and staff. The roadmap and tools can be accessed here:

<https://casel.org/reopening-with-sel/>.



## QUESTION 2: DOES THE DISTRICT HAVE A PLAN FOR A RESTORATIVE RETURN TO SCHOOL THAT INCLUDES SOCIAL-EMOTIONAL AND MENTAL HEALTH SUPPORTS FOR STUDENTS, STAFF, AND FAMILIES?

- ☐ Does this plan include a **system-wide professional development plan** on trauma-informed practices, building trusting relationships with students and parents, and adopting anti-racist norms for both in-person and online school scenarios?
- ☐ Does this plan include **what virtual health and mental health services will be provided** and how all families and students, including the highest-need students and families, can access these services virtually and confidentially?
- ☐ Does this plan include **guidelines and support for recreating student and parent-led spaces at school**, both virtually and safely in-person, where students and families feel a sense of connectedness and belonging (e.g. student clubs, social events, parent committees, etc.)?



## QUESTION 3: HOW CAN THE DISTRICT LEVERAGE FEDERAL RELIEF FUNDS AND STATE AND LOCAL RESOURCES TO INVEST IN COMMUNITY SCHOOLS, HEALTH, AND OTHER SOCIAL- EMOTIONAL SUPPORTS?

- ☐ Can the district **reallocate existing resources to increase investments in social-emotional and mental health supports**, such as defunding police and redirecting funding for security and other hardening measures to student supports?
- ☐ Can the district **leverage government grant programs and philanthropic organizations to increase funding for school-based mental health supports**, including those focused on criminal justice reform, health care, early childhood and other sectors beyond education?
- ☐ Can the district **partner with community-based organizations to expand its capacity to provide direct mental health and social emotional learning services**, such as non-profit mental health providers?

## FOR MORE RESOURCES

**on funding social emotional learning and mental health supports, take a look at the Task Force on the Expansion of Education Funding Hearing.**



## QUESTION 4: HOW WILL THE DISTRICT COLLECT AND ANALYZE DATA ON ACCESS TO MENTAL HEALTH SERVICES, SOCIAL-EMOTIONAL LEARNING LOSS, AND LEVELS OF TRAUMA STUDENTS AND FAMILIES ARE EXPERIENCING?

- ☐ **How will the district monitor and measure the effectiveness of their efforts to support students and staff social-emotional well-being and mental health**, such as through the use of social-emotional learning and school climate surveys, periodic focus groups, and 1:1 calls and check-ins with students and families experiencing the greatest needs?
- ☐ **Will the data collected be representative** of each school in the district and the district population as a whole? Will the data collected be disaggregated by race, ethnicity, student subgroups, and school?
- ☐ **Will the tools used to measure effectiveness of social-emotional learning and mental health supports** be developed by qualified professionals, and if so, by whom? How will the data collection methods not only protect individual privacy, but also give families the opportunity to communicate their urgent needs for individual follow-up?



CASEL's Road Map prioritizes student voice, partnering with families and communities, and supporting educators to examine and use data to become more effective. A variety of tools is available here, under SEL Critical Practice 4:  
<https://casel.org/reopening-with-sel/>.



The California Partnership for the Future of Learning is a statewide alliance of community organizing and advocacy groups advancing a shared vision of a transformational, racially just education system built for us all. It is led by Advancement Project California, Californians for Justice, PICO California, and Public Advocates, with the support of Community Coalition, InnerCity Struggle, and over a dozen grassroots, research and philanthropic partners.

<https://futureforlearning.org/california-partnership/>



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