



Supporting a post-covid Academic Environment

Spring, 2022

Philosophies

Modeling Good Behaviors - *For Students, Staff & Families*

Modeling Good Structures - *For Students, Staff & Families*

Modeling Good Habits - *For Students, Staff & Families*

Resources



Expectations

Universal expectations provide consistency and an opportunity for rapport.

We want to be accessible to students; be it as a parent or teacher or even admin!

“Seek to understand, rather than be understood”

Beyond grading, collaboration, communication and cooperation are key! Having strong structures allows for deeper understanding and conversations that creates unique learning experiences and opportunities for students.



Laying the Foundation

“SEL” is more than an idea or set of practices!

Being open, available and communicative is the first steps to the relationship.

Ice Breakers

Tell Your Story (use photos, images, video) & encourage them to do the same!

Intro Activities



Good Behaviors - Strong Expectations

We are talking about growing and communicating; building relationships between young people and adults.

These partnerships support student growth and are not just a system of rewards and punishments!

We all serve as a model for them to emulate! We have a shared responsibility to model good behaviors, structures and habits. So we must: Model and use appropriate language and tone, be aware of strong language (caps or exclamation points), use greetings, be careful with humor and sarcasm, use good grammar and spelling matters, cite your sources (whenever possible).

Use live communication and phone calls to set a strong foundation with regular communications in email, in conferences, etc and is a responsibility for us all.

Good Structures

For teachers:

- Use parents as your teammates through communication (set times and boundaries about when to expect communications, turn around time and place them in one, easy to navigate spot)
- Encourage positivity in and out of the learning environment
- Be proactive through regular communication
- Ask for help with students in need of strategies for organization and time management
- Encourage effective use of time and technology
- Encourage participation from all students, every meeting (chat room or verbally)

For students:

- Say hello and then set a time at the end of class for follow ups on grades/missing work
- Set screen time boundaries
- Work with an accountability buddy
- Avoid “text” talk i.e. LOL, TTYL
- Ditch distractions i.e. cell phones, pets by making your homespace like a classroom space when doing HW
- Take handwritten notes
- Think before you type
- Be an active listener (write your question and hold to the end if you need to)

Good Advocacy - Behavior Skills

K-4: Parent initiated to teacher (academic)/ to teacher & counselor (behavioral, emotional, peer interactions)

5-6: Student initiated with parent assistance - “You email your teacher and include me, I can help you with what you want to say”

7-12: Student initiated - “You should email your teacher /counselor/principal and include me if needed”



Good Advocacy - Structures

K-4: Parent initiated with child; daily check in for school work

5-6: Student initiated with parent assistance - “Let’s meet twice a week to go through your Genesis and Google Classroom. We can look at the list of what is missing and see how we will tackle it”

7-12: Student initiated - “Did you check this week on classroom what is missing? Did you email your teacher about a time to meet to go what you did not understand during your last class/activity/assessment?”



Good Habits

Use Monday/Friday to outline the week and/or communicate out to students/families.

Post in Genesis regularly, especially “missing work”

Share schedules and remind students to have an “accountability buddy” or “peer partner” to work with in and out of school (3 before me!)

Screen time/Screen breaks/ “Zoom Fatigue”/Multiple assessments on the same date

Set clear expectations and structures for the day

Shower/Dress/Eat regularly and on a schedule

Check emails and announcements together (once a week at MS/HS, daily for ES)

Screen time/Screen breaks/ “Zoom Fatigue”

Differentiate school time vs free time (School days should look different than weekends)


Set time limits for work, homework, study, etc as balance is key!

Good Advocacy/Positivity Habits

K-4: Parent initiated with child; “Let’s remember to say good morning and start the day on the right foot”

5-6: Student initiated with parent assistance - “Did you set your schedule and location for help/clubs/sports this week?” “Do you want to let us know when to not disturb you or remind you for a break?”

7-12: Student initiated - “Can you share your schedule so we all communicate ahead of time?” “Let’s set a shared time to take a break together for a walk, snack, etc”



Being Proactive

For teachers/students/parents:

Use Incentives! Taking Away Shuts them Down!

ES: food/toy reward drawer

MS: extra screen time, game time or time online, gift cards or short trips/sleepovers/parties/play time

For teachers:

Homework passes

Lowest grade dropped

Daily journal participation in lieu of a quiz grade

Choice Boards (project, presentation, quiz)

For parents and teachers together: Accountability contracts! Make one for your family (commitment or behavior driven) or in conjunction to lay out expectations and rewards!

How We Can Continue to Help

Encourage regular attendance and a consistent schedule

Regular check ins by admin/guidance and CST teams (proactively to help with stress management, organization, advocacy)

School website/Messenger, Newsletter, emails, calls, meetings/conferences

Genesis (grading & attendance - you can post too, parents indicating an absence!)

Google Classrooms (request a parent pwd!)



How We Can Continue to Help

Grade 5 Advisory (SEL, Social Skills, Avoidance Behaviors, Time Management)

Grade 6 Instructional Centers (SEL & Study Habits)

Grade 7-8 Instructional Centers (Study Habits, Executive Functioning, Resources)

Lunch and Learns (Remediations, Conflict Resolution and Accountability in behaviors)

Lunchtime “Family Meetings” (Expectations, Boundaries, Accountability)

Resources for Students/Families (Newsletter, Counselor Website)



Resources

[Netiquette](#) Environment, [Netiquette](#) Practices and [Common Sense Media](#)

[Good Practices for Hosting Online Conversations](#)

[Rapport Building for Students and Staff](#)

(Online - Adaptable) [Ice Breakers](#) and [Start of the Year](#) (or SEL)

[Media, Violence & Youth](#) Article

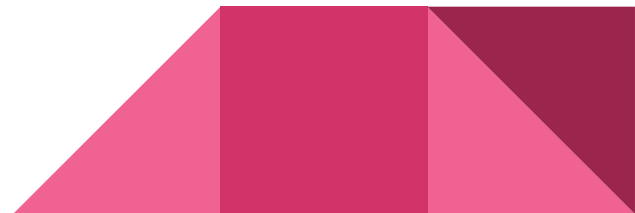
[Bolster Executive Functioning in MS Students](#) Article for Staff

[Executive Functioning Strategies at home](#) Article for Parents

[Social Skills post Covid](#) resources and [Article for Parents](#)

[Positive Behaviors at Home](#) and [developing a Community of Care](#)

[USDOE Post Pandemic Resources for Mental Health & Wellness](#)



Resources

[*How to Help a Friend with Addiction*](#) - Written by Laura Close, an addiction content expert, this guide discusses the signs to look out for that indicate your friend may be struggling, how to help a friend stop abusing, what to do if a friend asks for help finding addiction treatment, and how to support your friend's recovery.

[*Treatment Centers in New Jersey*](#) - A rehab directory for individuals to use to help them find a treatment center that will suit their needs in their local area.

[*NPR Life Kit on Parenting*](#)

[*Perform Care NJ & NJ Mobile Crisis*](#)

[*Building Child Resilience Article*](#)

