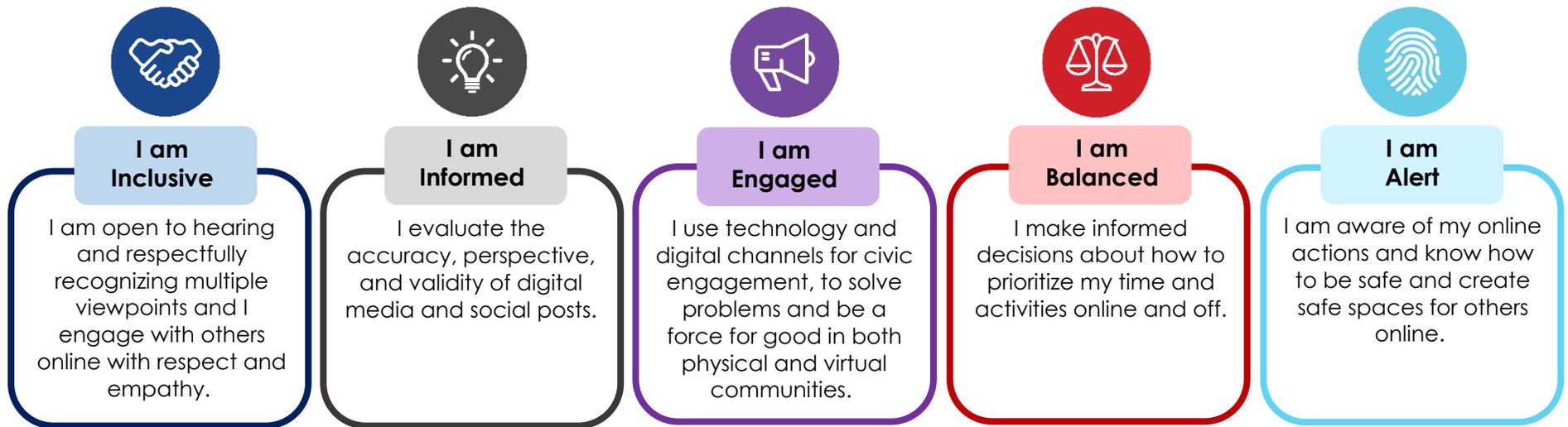# SOCIAL EMOTIONAL SUPPORTS AND COMMUNITY BUILDING
Including Responding to Disruptions in the Online Learning Environment

In alignment with the LAUSD Teaching and Learning Framework and School Leadership Framework, community building and school climate efforts require the contribution and commitment of all stakeholders to cultivate safe, healthy, welcoming, and affirming learning environments. Online learning expands the learning environment and allows real-world participation through local, regional, and global collaboration.

The five DigCitCommit competencies highlight proactive practices, skills, and dispositions for online engagement and community-building by both teachers and students:

I am Inclusive	I am Informed	I am Engaged	I am Balanced	I am Alert
I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.	I evaluate the accuracy, perspective, and validity of digital media and social posts.	I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.	I make informed decisions about how to prioritize my time and activities online and off.	I am aware of my online actions and know how to be safe and create safe spaces for others online.

The Instructional Technology Initiative (ITI) has curated materials available through Common Sense Education to engage in digital citizenship conversations, lessons, and activities. Click here to access these Classroom Resources.

The beginning of the school year provides the opportunity to establish procedures and routines that cultivate connectedness and trust, therefore setting the stage for increased academic engagement and social success. The following four practices are essential to effective teaching and learning and must be explicitly focused on at the beginning of the year with a commitment to continuing these practices throughout the year.

Community Building Activities

It is essential to build a strong sense of belonging, connection, and community in schools and classrooms, and a shared ownership of the space that embrace students' assets, identities, and experiences. The more connected and included we are, the less likely we are to engage in inappropriate behavior. In strong learning communities, we hold ourselves and each other accountable for following the expectations. Click here for a guide to Community Building.

Creating Classroom Expectations

Safe, respectful, responsible, resilient and restorative learning environments help learners to actively engage and participate. Co-creation of classroom norms/expectations is a strategy to promote buy-in and greater engagement. Click here for a resource for Creating Virtual Classroom Expectations. Communicate expectations to parents and guardians assisting students at home. Review expectations during parent conferences and office hours.

Check-In/Check-Out

Regular Check-In/Check-Outs provide an opportunity to gauge where learners are as individuals. Brief Check-In/Check-Outs can be done daily, a couple of times a week, or weekly. The intent is to assess the social emotional wellbeing and engagement of each learner and to provide additional support as needed. Click here for Check-In/Check-Out Guidelines and a Check-In/Check-Out Learning Module. Check-In/Check-Outs can also be done with parents and guardians.

Using 4:1 Connection over Correction

Establish a sense of emotional safety and connection while motivating learners to grow. Given high anxiety in these uncertain times, we (students, parents/caregivers, and staff) all need positive interactions and feedback, now more than ever! How are you using the 4:1 ratio? Each person should experience positive interactions four times more often than corrective interactions.

FOSTERING WELLBEING AND COMMUNITY

Teaching and Learning Framework Standard 2: Classroom Environment
School Leadership Framework Standard 4: Culture of Learning and Positive Behavior

A sense of community in the school and classroom (in person and virtual) helps stakeholders feel valued and included. Strategic activities that leverage stakeholders' strengths and identities provide opportunities for individuals to learn more about each other, resulting in deeper levels of connection and a sense of belonging in a manner that is culturally and linguistically responsive.

A simple and fun way to approach community building is through thematic events and activities. (Elementary should be done daily, while Secondary should be done on a rotating schedule to ensure that all students are engaged in these activities. For example; History classes may engage in Mindful Mondays, Math classes may engage in Grati-Tuesday, and so on. This can be discussed and decided at a faculty meeting.) Include these strategies into family newsletters to connect classroom learning to the child's routine at home,

This is a frame to support ongoing purposeful focus on wellbeing and a sense of community in schools and classrooms. Weekly lesson plans will be housed in the Resources Section in the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Schoology group (access code ZV2B-2PCZ-BMJVX) and will continue to expand to create a sharing community. Please share any ideas, activities and/or resources by emailing them to: pbis_rp@lausd.net.

Mindful Monday	Grati-Tuesday	Wellness Wednesday	Thoughtful Thursday	Fun Friday
Mindfulness is the ability to be fully present in the moment. It can provide numerous benefits, from decreased stress and sadness to increased levels of focus and happiness, according to research. Mindfulness meditation practice is one way to truly experience the current moment and integrate that awareness into everyday life.	Gratitude is one of many positive emotions. It's about focusing on what's good in our lives and being thankful for the things we have. Gratitude is pausing to notice and appreciate the things we often take for granted, like having a place to live, food, clean water, friends, family, and even computer access.	There are Eight Dimensions of Wellness: emotional, physical, social, occupational, spiritual, environmental, financial, and intellectual. Each dimension of wellness is interrelated and equally vital in the pursuit of optimum health. Understanding how to maintain and optimize each of the dimension can support an optimal level of overall wellness.	Doing something for others is powerful for your wellbeing. In fact, when we give to others, our brain's pleasure and reward centers light up as if we were the receiver and not the giver! We also get a boost of feel-good endorphins and a hormone called oxytocin is released, which lowers our stress!	Fun Friday is the opportunity to learn more about our students while building community and developing and strengthening relationships. Be creative and have fun!

LINKS FOR INFOMRAITON AND INSPIRATIONAL IDEAS

51 Mindfulness Exercises for Kids Headspace for Educators Installing Inner Explorer Mindfulness APP in Schoology	What is Gratitude Using 4:1 *How Gratitude Changes You and Your Brain*	Virtual Calming Room Emotional Wellness Toolkit Physical Wellness Toolkit Social Wellness Toolkit	Random Acts of kindness	Virtual Scavenger Hunt Ideas Digital Escape Rooms Dance at Home Kids

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RESPONDING TO DISRUPTION IN THE ONLINE CLASSROOM

💜 **First, Check-Check-Check**

Before responding to disruptions of on-line learning activities, **check yourself**: "Am I making an emotional response or a rational response? Then check-in **with the student**: "Are you ok? Are you safe at home? Do you have what you need (food, shelter, comfort, etc.)? Once you have established that they are ok, then **check for motivation.** "What is the student asking for?" "What might the motivation be?"

💜 **Connection over Correction** provides a sense of emotional safety and connection with teachers and can be the driving force that motivates students to move beyond their mistakes and grow. Be empathetic, as there may be some challenging and uncontrollable circumstances that some of our students are facing right now that cause them to behave in particular ways. Given high anxiety in such uncertain times, students, parents, and staff need positive feedback now more than ever! How is the 4:1 ratio being used on a regular basis? Is the student having more positive interactions than corrective interactions? Making connections with parents or guardians demonstrates empathy and can develop positive partnerships. Consider initiating meetings with parents and guardians to highlight positive interactions prior to discussing incidents that disrupt the learning environment.

Minor Disruption Strategies
• Provide a verbal/visual reminder of the expectation and predetermined consequence, re-teach group expectations, routines, and strategies, and/or modify grouping patterns.
• Allow a reasonable wait time to respond. (can be anywhere between 5-10 seconds depending on the student)
• Provide choices (what to do, how to do it, for how long, with who's help)
• Give a specific redirection bringing attention back to the task in a concise way, for example: "If you get confused, you can either raise your hand or type your questions in the chat box." or "Using the whiteboard feature at the top of your screen, write one word that describes your current mood."
• Use systematic positive reinforcement for students when they act appropriately.

• Use restorative questions
    ○ "What happened?"
    ○ "What were you thinking at the time of the incident?"
    ○ "What have you thought about since?"
    ○ "Who has been affected by what happened, and how?"
    ○ "What about this has been the hardest for you?"
    ○ "What do you think needs to be done to make things as right as possible?"

• Involve student, parents and guardians and other supporting staff members in developing a behavior contract with a daily report card.
• Have student complete a reflection/think sheet.

Substantial Disruption Strategies

- Acknowledge what has occurred and that it has had a negative effect on the learning environment, apologize for the disruption, and explain that you plan to tighten security for future meetings (If you were forced to end the meeting early, consider sending students a notification as soon as possible to explain what happened).

- Take a few minutes at the beginning or end of class to acknowledge that such incidents affect us all, but not in the same ways. Encourage students to seek support from each other, community resources, and family and friends.

- Check-in with students. Some of these events have included sharing pornographic, racist, and other highly offensive content and will impact students differently. It is important to show that you care about the negative impacts, condemn the event and the offensive content, and assure students that you are committed to maintaining an environment that is conducive to learning.

- Invite students to share what they need from you to be able to feel comfortable in class once again.

- Check the recommended settings for increasing security to reduce the chances for such disruption, and learn how to remove an unwanted participant.

- Explain how the teacher will tighten security.

- Use restorative questions
    - "What happened?"
    - "What were you thinking at the time of the incident?"
    - "What have you thought about since?"
    - "Who has been affected by what happened, and how?"
    - "What about this has been the hardest for you?"
    - "What do you think needs to be done to make things as right as possible?"

- Parent/guardian/teacher/Dean/support staff (PSA, PSW, Restorative Justice teacher advisor, Systems of Support Advisor, etc.) hold a conference to discuss the incident.

- Convene a harm or re-entry circle.

- Hold a threat assessment.

- Contact DCFS/local law enforcement if suspected child abuse is involved. (BUL-1347.4 Child Abuse and Neglect Reporting Requirements)

- Contact LASPD or local law enforcement if pornography or a hate crime is involved.

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- Formal Discipline: Depending on the nature of the online conference disruption and the content of the message, if the conduct constitutes a violation of the Education Code, the student may be formally disciplined, under the circumstances, by being issued a suspension from the online conference platform for the duration of up to 5 days. The school administrator should contact and hold a conference with the parent. The incident and suspension should be documented in MiSiS. All District policies regarding student discipline remain in effect. For detailed information, please refer to:
  - BUL-5655.3 Guidelines for Student Suspension
  - BUL-6050.2 Expulsion of Students - Policy and Procedures

Additional Resources

- Positive Behavior Interventions & Supports/Restorative Practices (PBIS/RP) Schoology group -
  - Access code ZV2B-2PCZ-BMJVX

- Student Health and Human Services

- Positive Behavior Interventions & Supports/Restorative Practices

- Student Discipline and Expulsion Support

- Information Technology Division

- Instructional Technology Initiative
  - Digital Citizenship
  - DigCitCommit
  - Professional Development
  - DigCit Videos of Educators
  - Digital Citizenship Highlighting L.A. Unified
  - Key District Policies Related to Digital Citizenship
  - Using Video Conferencing Safely