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| **This guidance document includes:**  **Click each topic for short cuts to-**   * [**Background & Trial Verdict**](#h8btpslzr4rn) * [**Preparing space for a supportive environment: Adult actions**](#d1pvlpsk2acq) * [**Parent/Families Communication**](#fgfk5wb10q4n) * [**For Administrators and School Staff**](#33i13n9a2ajr) * [**For Teachers to do in the Classroom**](#lcj4k18kvw1l) * [**Community and Healing Resources**](#xhwd4ft8g6p1) * [**Supporting Students’ Mental Wellness**](#jaul3qq1kp9a) | |
| **Topic** | **Brief Description & Resource links** |
| **Background & Trial Verdict** | **Background on George Floyd Case**   * On May 25th, 2020, George Floyd, 46, died after being arrested by police outside a corner grocery store in Minneapolis, Minnesota. * Minneapolis police responded to a call from a corner store employee of a man using a fake twenty dollar bill. The police approach George Floyd while sitting in a car and order that he exit the vehicle. * George Floyd was restrained by officers, while Dereck Chauvin placed his knee between his head and neck for more than nine minutes. George died as a result of this encounter. * George Floyd represents one of many black men who have died after an encounter with the police. * Since George Floyd’s death, there have been several protests in Sacramento and around the country to demand changes in the way police confront suspects and to shine a light on the high number of African Americans killed by police, especially Black men. * On April 20, 2021, the jury found Derek Chauvin guilty on all 3 counts. For more details on the Chauvin Case, see [this condensed slide](https://docs.google.com/presentation/d/1AUOwigiS9qQZP98a1tl1wJPcqRUa2wFpMm0CRHNafd8/edit#slide=id.gc2defefa00_0_11).   See here to learn more: [Sac Bee](https://www.sacbee.com/news/local/sacramento-tipping-point/community-voices/article243198541.html), [BBC](https://www.bbc.com/news/world-us-canada-52861726), [Sac Bee: Sacramento Activists](https://www.sacbee.com/news/local/article250786099.html), [NPR](https://www.npr.org/sections/trial-over-killing-of-george-floyd/2021/04/20/987777911/court-says-jury-has-reached-verdict-in-derek-chauvins-murder-trial) |
| **Preparing space for a supportive environment: Adult actions** | **Steps to Prepare for a Safe Place for Discussion:**   1. **Pause and ground yourself**: Recognize the emotions that the verdict raises for you. Ground yourself before starting any discussions with students. (these [Adult SEL reflection](https://docs.google.com/document/d/19j9bM-46kGc9VD3sV3Gdu_Wsf7KKdsLrHyf_Y82_ihE/edit) questions can be starting points) 2. **Set ground rules and facilitate class discussion**: *Make it clear that you encourage the expression of different viewpoints and diverse voices and members of your community will hold each other accountable for what each of you says or does in class.* *Review the expectation that we respect the dignity and humanity of all.* This document may be a helpful resource to facilitate conversation: [SEL Supports for Creating a Safe Place for Discussion after a Traumatic Event or Tragedy](https://docs.google.com/document/d/1z8n9pDC3zUmsZFdT7ddxRRzrpP7V8h45StPHN51z0rA/edit?usp=sharing). Some helpful tips:  * Allow everyone to speak. Ensure that everyone has the chance to speak by going in order around the circle. * Reinforce the positive behavioral expectations or rules that the class and school follows and the values that you all share. * Recognize that difficult feelings are normal, natural and need to be expressed, but need to be handled respectfully and in a manner that deescalates conflict rather than fuels it. Speaking in “I” statements (“I” statements are statements where the person speaking takes responsibility for what they are saying such as -- “I feel” and “I think.”) helps to encourage thoughtful discussion. * Build communication and connection and defuse tension by inviting people to share their thoughts and feelings. * Remember, you don’t have to have answers. * Be intentional about phrasing prompts or questions so students are able to talk through “I see… I think… I feel...I wonder…” without having to feel like there is a right or wrong answer. * Continue the conversations rather than a ‘one and done’  1. **Be prepared to listen**: Ask “What have you heard?” and “How are you feeling?” Make your virtual or in-person classroom a safe space to process students’ feelings. Remember to keep students’ needs and voice at the center. 2. **Utilize your resources**: Reach out to support staff (i.e.,School Counselors, School Psychologists, and/or Student Support Center staff) in your building if you recognize that particular students need additional individual support.   **Expanding the Space to Promote Collective Well-being:**  Help students channel their energy and ideas productively and make their voices heard beyond the classroom.   * **Identify ways to heal and take action**: Make time to acknowledge trauma experienced at a community level and discuss and show examples of ways to support each other, learn more, speak out, demonstrate, and hold elected officials accountable. * **Promote collective well-being**: Ask group members to write and/or share about something they can do for their personal well-being and for the well-being of the larger community.   Example: [Harding High School Solidarity Video](https://youtu.be/YXtWni4r4ns)  **Additional Resources to Help Students Process:**   * [Graffiti Boards](https://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards?utm_campaign=fy21-educator-newsletter&utm_medium=email&_hsmi=121829286&_hsenc=p2ANqtz-_cyOonJUX9SPvG9bjj3uYJCxQEoRCyHB3zhOdyeK-lNcmUN9wSiz0SNjLD7kCNf4j78UTSGCAX6Q6ZHapBqfTgVF8E2g&utm_content=121829286&utm_source=hs_email)(*Facing History and Ourselves*) * [What’s In Your News](https://docs.google.com/presentation/d/1ObqZQIoHl5kMl8oa7vYAitAozWloAhucslHo1Yff9eg/mobilepresent?slide=id.gab82185195_0_1) (*Being the Change, Sara Ahmed*) * [Creating Supportive Learning Environments](https://casel.org/supportive-environments/) (*CASEL*) * [Education Minnesota](https://www.educationminnesota.org/advocacy/Social-justice/Resources)   *Resources from St. Paul Public Schools, Minneapolis Public Schools, Palm Beach County, and CASEL* |
| **Parent/Families**  **Communication** | This message has been sent out by the Communications department to all Sac City families. This is for your information and in case you would like to link to any upcoming newsletter.  [**Statement on Chauvin Trial Verdict**](https://www.scusd.edu/e-connections-post/statement-chauvin-trial-verdict) |
| **For Administrators and School Staff** | **Safety, Health Protocols and Support for students**  We acknowledge that, even while in hybrid learning, some of our young people may want to connect with their peers to process these current events. Please honor their desire to connect in civic action and support by creating Zoom spaces for that. Should they wish to connect in in-person spaces, please remind them to follow health mitigation guidelines.   1. Help students implement pre-planned activities that adhere to health and safety protocols:    1. Securing outdoor facility/location for the activities    2. Provide supplies for students to make signs and express their thoughts and views through visual means (COVID spreads through aerosolized droplets - if possible minimize yelling).    3. Securing equipment students may need to carry out on-campus activities.    4. Supporting with supervision by adult staff 2. With all of the above, be mindful that all individuals must follow health and safety protocols to mitigate the spread of COVID-19. Practice the 3 Ws:    1. Wear a mask - mouth and nose should be covered.    2. Watch your distance - maintain at least six feet between one another.    3. Wash/sanitize your hands. 3. Share [Tips for Teachers/Staff](https://docs.google.com/document/d/1e-XN98flCHwRv9tC5pwCGsaXzoJh-Fz3fpwRVOwLCdc/edit?usp=sharing)   **Provide healing spaces for your staff as well. Consider opening up voluntary spaces via Zoom for staff to also process the stressors and emotions of current events. If you would like support, please reach out to your SEL Training Specialist or other support staff.** |
| **For Teachers to do in the Classroom** | Regardless of age, many students have an awareness of the trial of Derek Chauvin for the murder of George Floyd. You are an important resource to help them process the outcome of the trial. Please [do not stay silent.](https://www.learningforjustice.org/magazine/fall-2016/dont-say-nothing)   * Here’s a [starter slide deck to support you as you process the Derek Chauvin verdict with your students.](https://docs.google.com/presentation/d/1LsP9ZfvSq2ZuJ5p4XSrh5cBqx0HS8VYzTmqc-by-_XI/edit?ts=607f3522#slide=id.g43fecbb318_0_56) (feel free to adapt and modify for your students’ needs) * Here’s a [Breaking News](https://docs.google.com/presentation/d/1PyWC5pr3Yxkcm0bWfIrLmnaU4YJAjasFL-XraHQQiJk/edit#slide=id.gcbe255a1db_0_0) slide deck to process the Chauvin case as well as other current events that impact our community. * Use Circles to continue to process current events and other distressing news items (See Elementary guidelines [HERE](https://docs.google.com/document/d/1yxg6L-UKhZSLQn9JsOUh_dFwyL55Qfnw8m4ysfadrZA/edit?usp=sharing) or Secondary guidelines [HERE](https://docs.google.com/document/d/1CFhvjpyyxOWiaNmgKs97bt8XdfueIg3d6j8M25jM8Yw/edit?usp=sharing))   + Facilitate a community circle within your cohort to support students in processing their feelings and thoughts about the verdict. Consider using restorative prompts like these in a circle, small group, or writing:     - *When you hear or read about this event, what do you think and how does it make you feel?*     - *How have you been/how do you expect to be impacted by this event?*     - *What has been the hardest thing for you?*     - *What can you commit to doing to move forward?*     - *Who is one person you can share your thoughts and feelings with comfortably? (based on the work of* [*IIRP*](https://www.iirp.edu/)*)* * [Classroom Writing project](https://www.learningforjustice.org/classroom-resources/student-tasks/do-something/truth-to-power-writing-letters-for-change) * Facilitate [discourse about civic engagement in classroom](https://www.tolerance.org/magazine/publications/civil-discourse-in-the-classroom) cohorts. * Create physically distanced spaces outside or in large areas with ventilation for students to (or they can do this through zoom):   + Silently sit together   + Write a postcard or create posters together as a community   + Hold a mini-rally so they can share their collective voices   See additional ideas to support student to amplify their voices and strengthen their sense of agency from the [Antiracism Classroom](https://sites.google.com/scusd.edu/antiracistclassroom) and the [Unity Toolkit](https://docs.google.com/document/d/1mHl0QGNKxTElvPNmbG2bYCGrdrvGiOIj5xn0jBqccGk/edit) |
| **Community and Healing Resources** | * [Safe Black Space](https://www.safeblackspace.org/) provides various services to address people of African ancestry’s individual and community reactions to cultural and racial trauma. * The [Healing in the Face of Cultural Trauma Tool Kit](https://static1.squarespace.com/static/5b7ee62a620b85908a459923/t/5ba28ecd0e2e72d9ba3544f3/1537380048486/Family+Care+Community+Care+and+Self+Care+Tool+Kit.pdf) was created by the Community Healing Network and The Association of Black Psychologists. * More Youth Healing Spaces are being planned- more information to come *(please check back later for updates)* * Check back also for adult healing spaces as well. |
| **Supporting Students’ Mental Wellness** | **Think** *like a* ***Youth Mental Health First Aider (YMHFA)****\*\*: Use the* ***ALGEE*** *steps to support youth mental wellness*.  **Assess for risk or harm**: Observe and notice. “What do I notice about this student or this class that is out of the norm (i.e., heighten frustration, more animation, increased stress, tense discourse, etc.)  **Listen nonjudgmentally:** Lean in, stay curious, and provide a space and time to talk/share their concerns/ stress. This is about students sharing and you listening with empathy.  **Give Reassurance and Information**: Validate their feelings and reaffirm your support. Share any factual information and resources that may be helpful. Say: “I’m here for you. You’re safe here. We’ll support each other.”  **Encourage Professional Help**: Say “I’m concerned about you and there are people who can help you process your stress during these challenging times.”   * **How to identify SCUSD support staff: If you are a school with a Student Support Center (SSC), contact one of your SSC staff.** [**List of SSC school sites.**](http://www.scusd.edu/pod/student-support-center-sites) * **If your school is a middle or high school with no SSC, contact your school counselor.** * **If you are an elementary school that does not have an SSC, make a referral to the** [**Connect Center**](http://www.scusd.edu/connect-center)**, the district resource center.**   **Encourage Self-Care**: Encourage self-care strategies that are safe,interesting and familiar to the youth. Say “What are some things you do to help lessen anxiety or stress? Let’s brainstorm together..” Examples: Gratitude journaling, mindfulness practices, listening to music, drawing, exercise, etc.  \*If your school would like the YMHFA training, please contact Jacqueline Rodriguez at [jacqueline-rodriguez@scusd.edu](mailto:jacqueline-rodriguez@scusd.edu) |
| **Do remember to practice self-care….You can’t pour from an empty cup.**  **Replenish your emotional reservoir by mindfully breathing, moving, and resting. Give yourself permission to step away from the onslaught of news and media. You are important- please take care of yourself.**  **See the** [**SEL Playbook for more Self-Care Strategies**](https://docs.google.com/document/d/18h0xCbGA6KiMjB1EKz4RdjRZuBTcxDv5DMgzajfVUkQ/edit) **and/or visit the** [**Virtual Calming Room**](https://calmingroom.scusd.edu/) | |