



RESTART & RECOVERY: CONSIDERATIONS FOR TEACHING AND LEARNING: WELLBEING AND CONNECTION

This resource is one part of a project designed to support states and school systems in addressing the critical set of challenges they will face as they plan for—and restart—teaching and learning in the 2020-2021 school year (SY21) amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources designed to:

- Support school systems as they thoughtfully plan for a strong launch and school year in a rapidly shifting environment and prioritize equity for all learners—especially the most vulnerable; and
- Help states jump-start the process of providing teaching and learning guidance to their school systems.

Considerations for Teaching & Learning includes three interrelated components: 1) wellbeing and connection (e.g., staff wellbeing, student social-emotional learning and universal Tier 1 supports, and tailored Tier 2/3 supports); 2) academics (e.g., curriculum and instruction, assessment, professional learning) and 3) system conditions (e.g., engagement, technology, staffing, scheduling, and managing and improving). In addition, the State Policies and Actions resource describes the actions states might consider as they work to support their districts.

The sections are part of a coherent and holistic teaching and learning system designed to meet students' academic and social-emotional learning needs.

This series of supports has been assembled in consultation with state leaders, school system leaders, and other educators and experts. It is free and may be repurposed to meet various needs. It

is thus being disseminated as a series of Google documents that are easy to copy or download, customize, and reshare.



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The full Considerations for Teaching & Learning, along with the many other school restart and recovery supports developed by CCSSO, can be accessed at www.ccsso.org.

Please email communications@ccsso.org with any questions.

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Guiding Principles and Overview of Focus Areas

Teachers, students, and their families will return to school this fall amid two profound crises: an unprecedented global pandemic and social upheaval as the nation reckons with its legacy of systemic racial oppression. For this reason, as school system and school leaders, educators, and staff plan for a strong start to the 2020-2021 school year, it will be critical to prioritize wellbeing and connection, which research shows are prerequisites to effective teaching and learning.

To do this, school communities must build conditions for healing and learning that promote reliable, responsive relationships; offer inclusive, safe school climates; and provide for rich, rigorous instructional supports regardless of whether learning is in-person, remote, or hybrid.

Schools play a critical role in the social, emotional, and mental health and wellbeing of students, and therefore, in students' ability to thrive in their relationships, professions, communities, and our democracy. This moment is challenging but brings the opportunity to reflect honestly on how education systems have not served students in the past and to create a new normal—a systemic and sustainable approach with equity at the center.

This guidance offers tangible action steps and aligned resources in key focus areas to support school systems and schools in prioritizing wellbeing and connection for the year ahead. It is founded on four key principles:

- **Prioritize safe, supportive, equitable environments that promote positive relationships.** Learning science affirms teaching and learning depend on self-regulation and safety.¹ Neuroscientist Bruce Perry offers a simple “3 Rs” framework to inform practice: Regulate, Relate, and Reason.² In order to effectively teach, learn, and thrive, adults and children must first feel physically and emotionally calm and settled (“regulate”), then feel socially and emotionally connected through safe and supportive relationships (“relate”), and only then can feel ready and able to engage with formal instruction and learning (“reason”). Recognizing the effects of trauma on the brain also informs equity-focused approaches to healing-centered practices in education (also known as trauma-informed practices). By recognizing and acknowledging behaviors as indicators of underlying trauma, the right assessments, policies, and interventions can be developed to support learning, healing, and resilience.

¹ Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020) Implications for educational practice of the science of learning and development, *Applied Developmental Science*, 24(2), 97–140, <https://www.tandfonline.com/doi/pdf/10.1080/10888691.2018.1537791?needAccess=true>

² Perry, B. (n.d.). *The 3 Rs: Reaching the learning brain*. <https://beaconhouse.org.uk/wp-content/uploads/2019/09/The-Three-Rs.pdf>

- **Take an asset-based approach that focuses on strengths and values diversity in race, culture, language, ability, and thought.** Success is possible for every student when they are allowed to claim their agency and build on their strengths and resilience with the support of their schools, families, and communities. Students and families should be valued for what they bring into the learning environment, not characterized by what they may need or lack.³
- **Revisit and modify existing policies and practices to ensure they are asset-based, culturally responsive, and grounded in antiracism.** In too many cases, data show schools could better serve their most vulnerable students, including those from under-resourced communities, immigrants, English learners (ELs), those with disabilities, and students of color. Working toward wellbeing and connection in schools must be done hand-in-hand with the work of transforming schools to be antiracist. Dena Simmons of the Yale Center for Emotional Intelligence has said unless the systems of oppression that impact students, families, and communities are acknowledged, then social and emotional learning becomes simply “white supremacy with a hug.”⁴ In other words, if educators ignore the current and longstanding impacts of systemic racism, the social and emotional needs of all students can never be fully addressed, and the bias and injustices that exist in our education system cannot be dismantled. Leaders should ask, “Who is being well served, and who is left out or harmed by our policies and practices?”⁵
- **Leverage data and input from educators, staff, students, families, and communities to continuously improve.** This guidance asks the reader to engage in a process of ongoing reflection and continuous improvement that leverages data and input from the school community.⁶ Such a data-driven cycle of inquiry depends on systematically examining data and feedback from diverse sources on an ongoing basis and adjusting course frequently. To ensure this work is grounded in equity, it’s important to work with disaggregated data. To the extent possible, all data should be disaggregated by race, ethnicity, socioeconomic level, gender identity, sexual orientation, EL status, immigration status, and different ability status.

This section addresses wellbeing and connection topics across three key Focus Areas, each of which is described below.

³ NYU Steinhardt School of Education. (2018, October 29). *An asset based approach to education: What it is and why it matters*. <https://teachereducation.steinhardt.nyu.edu/an-asset-based-approach-to-education-what-it-is-and-why-it-matters/>

⁴ Simmons, D. (2019). Why we can’t afford whitewashed social-emotional learning. *ASCD Education Update*, 61(4). http://www.ascd.org/publications/newsletters/education_update/apr19/vol61/num04/Why_We_Can't_Afford_Whitewashed_Social-Emotional_Learning.aspx

⁵ National Association of Elementary School Teachers. (n.d.). *The principal’s guide to building culturally responsive schools*. https://www.nyscommunityschools.org/wp-content/uploads/2019/04/NAESP_Culturally_Responsive_Schools_Guide.pdf

⁶ Stern, A., Guckenburg, S., Persson, H., & Petrosino, A. (2019). *Reflections on applying principles of equitable evaluation*. WestEd. <http://jprc.wested.org>

Staff Wellbeing and Connection

How can we create a culture of care in which staff growth and wellbeing are prioritized, and all feel safe, connected, supported, engaged, and valued, both individually and collectively?

This area focuses on universal strategies for supporting staff (e.g., administrators, teachers, support staff, and other adults in schools/school systems) as they return to school. It includes self- and collective-care guidance and strategies as well as professional learning to support the wellbeing and connection of the school community. It is crucial to recognize staff will have also been impacted by the recent health and social crises and will return to school navigating their own challenges with stress, adversity, and/or trauma. School environments must attend to the basic needs and wellbeing of staff—both for their own good and so they can attend to the needs of the students in their care.

Student Wellbeing and Connection

How can we create a culture of care in which student growth and wellbeing are prioritized, and all feel safe, connected, supported, engaged, and valued, both individually and collectively?

This area focuses on universal strategies for supporting students as they return to school, focused on relationships and learning environments, whether in-person, remote, or hybrid. As with adults, it is essential to recognize the widespread impact of the recent crises. In addition to returning to school with stress, adversity, and trauma, students may bring with them new identities as activists, leaders, and caregivers as well as newfound skills as independent learners.

Tailored Student Supports

How can we identify the range of health and wellbeing needs of our students, and provide them with or connect them to effective, culturally relevant supports?

This area focuses on identifying and responding to the more concentrated needs of students in ways that are equitable, just, and ethical, with an emphasis on tailoring supports and early intervention for students who indicate higher need and/or who would benefit from intensive or individualized support. After putting in place a strong universal system to create safe, supportive, equitable environments and promote positive relationships (known as Tier 1 supports), schools will then need to bolster supports to serve the more acute needs of their unique students and adults (known as Tier 2 and 3 supports). Community-based organizations can serve as essential partners in providing multidisciplinary supports, as they can bring needed capacity and important insights about the students' and families' strengths, needs, and aspirations.

How to Use This Guidance

This guidance is organized by implementation phase so teams can work in an integrated fashion across the three Focus Areas on:

- **Planning:** This includes the preparatory work and decision-making that must happen across the system. This generally takes place during the prior spring and summer.
- **Launching:** This includes the work that must be done to get schools and staff ready for back-to-school. This generally takes place 2-3 weeks prior to reopening and throughout the first weeks of the new school year.
- **Sustaining:** This includes the work of monitoring progress and adjusting practices that occurs in an ongoing way across the remainder of the school year. What are the impacts of the changes? What assumptions have been challenged? What needs further iteration?

Within each Focus Area, and for each phase of work, the guidance includes:

- Key Actions to be considered and the detailed Steps associated with that Key Action
- Unique considerations, if any, for each of the three primary scenarios schools are likely to experience: in-person, remote, or hybrid learning
- Linked resources and exemplars that have been carefully curated
- Integration with other sections of this guidance ([Academics](#) and [System Conditions](#)) where relevant

Key Actions Overview

These Key Actions detail the most critical decisions school systems will make at each phase of implementation. For detailed steps and curated resources related to each Key Action, click the embedded links.

	Phase 1: Planning	Phase 2: Launching	Phase 3: Sustaining
1. Staff Wellbeing and Connection	<p>1.A.p: Plan opportunities for staff and educators to reconnect, heal, and feel safe and supported.</p> <p>1.B.p: Plan professional learning to build educator and staff capacity to support student wellbeing and connection focused on building relationships, equity, and healing.</p> <p>1.C.p: Run an improvement cycle focused on providing access for staff to training and support.</p>	<p>1.A.I: Implement opportunities for staff and educators to reconnect, heal, and feel safe and supported.</p> <p>1.B.I: Implement professional learning for educators and staff to support student wellbeing and connection focused on building relationships, equity, and healing.</p> <p>1.C.I: Run an improvement cycle focused on the implementation of staff training and support.</p>	<p>1.A.s: Run an improvement cycle focused on the quality of staff training and support.</p>
	Phase 1: Planning	Phase 2: Launching	Phase 3: Sustaining
2. Student Wellbeing and Connection	<p>2.A.p: Create a plan for universal (Tier 1) strategies focused on creating safe, supportive, equitable environments.</p> <p>2.B.p: Create a plan to promote positive relationships, and ensure every student has a meaningful interaction with an adult each day.</p> <p>2.C.p: Plan a welcoming return to school for students and families with experiences that promote safe and supportive environments, strong</p>	<p>2.A.I: Implement plan for universal (Tier 1) strategies to create safe, supportive, and equitable learning environments.</p> <p>2.B.I: Implement specific and actionable strategies that promote positive relationships, and ensure every student has a meaningful interaction with an adult each day.</p> <p>2.C.I: Implement welcoming return-to-school activities for students and families that promote safe and supportive</p>	<p>2.A.s: Run an improvement cycle focused on the quality of student support, engagement, and connection.</p>

	<p>relationships, and a sense of belonging.</p> <p>2.D.p: Review and modify existing school culture and climate policies and strategies, including discipline policies, to determine what has been effective and what needs to be modified to ensure policies are culturally responsive and non-punitive. Adjust professional learning plan in step 1.B.p.to reflect staff and educator capacity needs and organizational supports.</p> <p>2.E.p: Run an improvement cycle focused on providing access for students/families to a supportive adult.</p>	<p>environments, strong relationships, and a sense of belonging.</p> <p>2.D.I: Implement culturally-responsive school culture and climate policies and strategies and non-punitive discipline policies.</p> <p>2.E.I: Run an improvement cycle focused on implementing safe, supportive, and equitable learning environments for each student.</p>	
	Phase 1: Planning	Phase 2: Launching	Phase 3: Sustaining
3. Tailored Student Supports	<p>3.A.p: Create a plan for targeted and intensive (Tiers 2 and 3) strategies so students who need more supports have the opportunity to thrive, regardless of background or circumstance.</p> <p>3.B.p: Create a plan to collaborate with community partners to help ensure tailored student supports are implemented effectively and equitably.</p> <p>3.C.p: Run an improvement cycle focused on ensuring schools have a plan in place to provide targeted and intensive (Tiers 2 and 3) strategies to each student who needs more support.</p>	<p>3.A.I: Implement the system for identifying and responding to more targeted and intensive student needs (Tiers 2 and 3).</p> <p>3.B.I: Collaborate with community partners, and help ensure tailored student supports are implemented effectively and equitably.</p> <p>3.C.I: Run an improvement cycle focused on implementing targeted and intensive (Tiers 2 and 3) strategies for each student who needs more support.</p>	<p>3.A.s: Run an improvement cycle focused on the quality of the targeted and intensive (Tiers 2 and 3) strategies provided to each student who needs more support.</p>

Key Actions and Detailed Steps

Planning Phase. Key Actions and Detailed Steps

Begin planning for the 2020-2021 school year with a sober, honest reflection on the kind of school to which students, teachers, and families are returning. A review of the environments and relationships a school offered its community members before school facility closures this spring can inform an intentional approach to a strong open this fall. It can also inform sustainable progress toward educational equity and reliably healthy outcomes for students over the long term.

After reflecting, inquire about teacher, student, and family experiences during their time away from school as well as their needs and hopes for the coming school year, including what they would like to see in remote and hybrid learning. Ensure all communication to families is culturally and linguistically relevant.

Staff Wellbeing and Connection. Key Actions and Detailed Steps (Planning Phase)

1.A.p: Plan opportunities for staff and educators to reconnect, heal, and feel safe and supported.

Steps		Resources
1.A.p.1	Schedule a combination of virtual and in-person staff retreats, feedback forums, and/or meetings to check-in on how staff are feeling, and gather input to inform ongoing engagement and supports. Consider surveying staff to solicit input for trainings and supports to foster their own wellbeing and connection as part of a broader process to complete a needs assessment and professional learning plan (see Academics, Key Action 3.A.p: Complete a needs assessment and professional learning plan).	The Education Meeting Hub has created virtual meeting protocols for whole school and team meetings for educators. The Thinking Collaborative has an extensive library of strategies, processes and activities that can be used to structure staff conversations.
1.A.p.2	Ensure staff have an opportunity to engage in at least one staff-led community connection opportunity prior to requiring any formal professional	Mindful Schools describes how to structure healing circles for teachers

	<p>activities or meetings. Examples include a virtual game night, healing circle, affinity group, or staff forum.</p>	<p>as a restorative self-care practice that encourages active listening.</p> <p>The Center to Improve Social Emotional Learning and School Safety at WestEd describes practical community-care strategies for school staff and administrators specific to the context of COVID-19.</p>
1.A.p.3	<p>Design opportunities for staff to assess their own wellbeing and cultivate self-care strategies, such as mindfulness, meditation, exercise, or personal goal-setting.</p>	<p>The compassion satisfaction and compassion fatigue self-assessment from the Professional Quality of Life Scale provides scores for individuals' burnout and secondary trauma.</p> <p>The Center to Improve Social Emotional Learning and School Safety at WestEd describes how to support educators' personal social and emotional wellbeing during the COVID-19 crisis through self-care strategies.</p> <p>Broward Public School District launched a mindfulness initiative to help students, families, and staff connect to high-quality online mindfulness-based education, support, and resources.</p>
1.A.p.4	<p>Share information with staff on how to access available wellbeing and mental health supports and medical care options, including telehealth options.</p>	<p>The National Center for School Mental Health created a webpage with mental health resources for the COVID-19 crisis, including telehealth.</p> <p>Los Angeles Unified School District created a Coronavirus response and recovery webpage with resources on available mental health supports.</p>

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1.B.p: Plan professional learning to build educator and staff capacity to support student wellbeing and connection focused on building relationships, equity, and healing.

Steps		Resources
1.B.p.1	Provide tools and resources for staff to reflect on their own practice and assess capacity to support student wellbeing and connection focused on building relationships, equity, and healing.	<p>Empathy Techniques for Educational Equity from Stanford's d.School is a tool to help individuals develop awareness of the biases they bring to design work.</p> <p>ASCD has shared five actions for teaching for an antiracist future from Dena Simmons, Director of Education at the Yale Center for Emotional Intelligence.</p> <p>The Center for Great Teachers and Leaders developed a self-assessment and planning tool focused on educator resilience and trauma-informed self-care.</p> <p>See Appendix Section 1: Professional Learning Resources with resources organized by topic.</p>
1.B.p.2	Survey staff to assess capacity to support student wellbeing and connection focused on building relationships, equity, and healing to inform professional learning plans (see Academics, Key Action 3.A.p: Complete a needs assessment and professional learning plan).	The Search Institute provides a list of four surveys to identify students' strengths, supports, and needs related to social and emotional growth.
1.B.p.3	Review existing data on student experiences, both in and out of school, to inform needs for professional learning for staff as part of a broader process to complete a needs assessment and professional learning plan (see Academics 3.A.p: Complete a needs assessment and professional learning plan). Data could include student surveys from spring-summer 2020 and school climate, discipline, and absenteeism data from 2019-2020 school year.	<p>Panorama Education provides survey instruments for students, families, and educators on the topics of equity and inclusion, relationships with the school, wellbeing, and teacher feedback on professional development, coaching, and school climate.</p> <p>Cal SCHLS is providing school systems nationwide access to its free online Learning from Home Survey to assess students' and families' remote learning</p>

	<p>If data is insufficient, consider collecting more data by surveying students and families.</p> <p>If learning may be remote or hybrid in the 2020-2021 school year, review 2019-2020 school year data on remote learning, including student engagement and student and family touch points with staff.</p>	<p>experiences.</p> <p>Attendance Works has developed a template with handouts, activities, and local resources that can be easily adapted to local circumstances to create your own state or local attendance toolkit.</p> <p>See Appendix Section 1: Professional Learning Resources with resources for disaggregating and making meaning of wellbeing and connection data.</p>
<p>1.B.p.4</p>	<p>Identify and select professional learning options that address identified staff and student needs. If you are implementing a universal/Tier 1 screener, all educators (e.g., teachers, school leaders, and school counselors and psychologists) will need training and follow-up to ensure fidelity (see 2.A.p.2). Professional learning should include strategies that address mindsets as well as behaviors and practices.</p> <p>Universal/Tier 1 topic areas may include positive school climate, foundations of social-emotional learning (SEL), integrating SEL into academics, culturally responsive teaching, trauma-informed practices, antiracist instructional practices, implicit bias and equity training and practices, and non-punitive discipline.</p> <p>As needed, professional learning should directly address how to support students and include suggested strategies for remote and hybrid scenarios.</p>	<p>The National Center for Safe and Supportive Learning Environment launched a Building Trauma-Sensitive Schools training package to introduce all school staff to the concept of trauma sensitivity.</p> <p>Turnaround for Children offers a practice guide for teachers on the impact of stress on the developing brain.</p> <p>Wisconsin Department of Public Instruction's "Trauma Sensitive Schools Online Professional Development System" includes video, learning modules, and tools to help understand youth stress through a trauma-informed lens.</p> <p>See Appendix Section 1: Professional Learning Resources for additional resources organized by topic.</p>
<p>1.B.p.5</p>	<p>Integrate this into the school system's professional learning plan (see Academics, Key Action 3.A.p: Complete a needs assessment and professional learning plan).</p>	

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1.C.p: Run an improvement cycle focused on providing access for staff to training and support.

Collect the relevant data to ensure staff have access to training and support, analyze gaps, and address issues to reach goals.

Steps		Resources
1.C.p.1	For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section . For support with goal-setting, see the Staff Wellbeing table.	

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Student Wellbeing and Connection. Key Actions and Detailed Steps (Planning Phase)

2.A.p: Create a plan for universal Tier 1 strategies focused on creating safe, supportive, equitable environments.

Steps	Resources
<p>2. A. p. 1</p> <p>Review existing data on student assets and experiences, both in and out of school, to inform plans for universal Tier 1 supports. Data could include student surveys from spring-summer 2020 and school climate, discipline, and absenteeism data from the 2019-2020 school year. If the data is insufficient, consider collecting more data by surveying students and families.</p> <p>If learning may be remote or hybrid in the 2020-2021 school year, review the 2019-2020 school year data on remote learning, including student engagement and student and family touch points with staff.</p>	<p>Panorama Education provides a wide range of survey instruments for understanding the experiences of students, families, and educators.</p> <p>Cal SCHLS is providing all school systems access to its free online Learning from Home Survey to assess students' and families' remote learning experiences.</p> <p>Attendance Works has developed a template with handouts, activities, and local resources that can be easily adapted to local circumstances to create your own state or local attendance toolkit.</p> <p>See Appendix Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery Resources for other climate survey options.</p>

<p>2.A.p.2</p>	<p>Consider using a universal screener, if all staff have been trained and if all staff have capacity to both screen students for services and to serve those who are identified for more tailored support. In this case, opt for the universal screener over the Tier 2/3 screener.</p> <p>(Note: Many universal screeners can contribute to pathologizing and over-referring students, particularly students of color, to Tier 2/3 services. These practices can create more disparities, cause additional harm to students and families, and inadvertently and inappropriately use limited and expensive resources at Tiers 2/3. Ensure all staff are trained on the screener and have capacity to screen and serve all identified students with fidelity.</p>	<p>The School Mental Health Collaborative created an implementation guide with best practices in universal social, emotional, and behavioral screening.</p> <p>American School Counselor Association (ASCA) and National Association of School Psychologists (NASP) issued a guide titled, “School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19.”</p> <p>Kaiser Permanente’s Resilience in School Environments (RISE) index and measures can be used to assess social and emotional health at the school level.</p> <p>See Appendix Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery Resources.</p>
<p>2.A.p.3</p>	<p>Leverage existing data on student assets and experiences and results from universal screener (if used) to inform plan for universal/Tier 1 supports.</p>	<p>University of California at Davis provides a Multi-Tiered Attendance Support System framework and template, which includes universal, strategic, and intensive tiers of supporting student attendance.</p> <p>University of California at San Francisco’s HEARTS Program is an example of a whole-school prevention and intervention approach that creates more trauma-informed, safe, supportive, engaging, and equitable learning environments.</p> <p>Turnaround for Children offers this framework for transformational change in schools, using a whole child approach.</p>
<p>2.A.p.4</p>	<p>Develop a plan for universal/Tier 1 supports aligned to goals.</p> <p>Consider including:</p>	<p>CASEL’s Reunite, Renew, and Thrive: Social and Emotional Learning Roadmap for Reopening Schools offers guidance on how SEL can provide a transformative foundation for reopening grounded in four critical SEL practices.</p>

	<ul style="list-style-type: none"> • Schoolwide structures and systems for creating a positive school climate • Explicit instruction of SEL skills • Integration of SEL with academics • Wraparound supports, such as tutoring, mentoring, and afterschool programs, particularly when students are in hybrid schedule • Ongoing communication with families (see System Conditions. Engagement. 1.A.p: Gather input from families and students through broad and targeted communications and 1.B.p: Target individual family outreach). 	<p>Turnaround for Children’s Whole-Child Inventory is a reflection tool used by school teams for the purpose of thinking about their current school systems, structures, and practices through a whole-child lens.</p> <p>The Committee for Children wrote a blog post, “The Place for Explicit SEL Instruction,” that describes four considerations regarding explicit social-emotional skills instruction in a school or school system.</p> <p>See Appendix Section 2: Universal Supports: Additional Considerations, Resources, and Strategies for in-person, remote, and hybrid modalities.</p>
2.A.p.7	<p>Identify community resources that may be available to increase the school’s capacity to create safe, supportive, equitable environments and to support SEL, trauma-informed practices, and non-punitive practices.</p> <p>(See also System Conditions, Engagement: 1.C.p. Identify community partners to meet student and family needs.)</p>	

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2.B.p: Develop systems and structures that promote positive relationships, and ensure every student has a meaningful interaction with an adult each day.

Steps		Resources
2.B.p.1	Pair students with staff and share expectations for staff to reach out on a regular basis to	Harvard’s Graduate School of Education released strategies for

	<p>check-in informally on student wellbeing. Some students may need to hear from their adults once or twice a day. Others may just need a connection once or twice a week. Staff can send a text message, e-mail, video, or note to check-in informally on how the student is doing.</p>	<p>virtual and in-person relationship mapping to help educators make sure every student is known by at least one adult.</p>
2.B.p.2	<p>Gather information on how students are doing. Consider sharing a regular student survey to collect information that can be used to inform ongoing outreach.</p>	<p>Harvard’s Graduate School of Education released the “Making Caring Common Student Survey,” a COVID-19 check-in survey for educators that can be modified as needed.</p> <p>The online 'Get to Know You' Survey from Panorama Education helps staff and students learn about each other and build stronger classroom relationships.</p> <p>See Appendix Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery Resources.</p>
2.B.p.3	<p>Plan for systems and structures that foster positive relationships, such as advisories, home room, daily community circle, mentorship programs, family and community engagement activities, and before/afterschool programs. Consider opportunities for teachers to interact with students they had the previous year, such as looping or serving as advisory leads or mentors.</p> <p>If school may be hybrid or remote for all or some students, planning for how these systems and structures will operate remotely is essential.</p> <p>(See also System Conditions Staffing and Scheduling.)</p>	<p>Search Institute provides a “Building Developmental Relationships During COVID-19 Crisis” checklist to build developmental relationships with young people while they are at home during the COVID-19 crisis.</p> <p>Turnaround for Children offers a brief on strategies for building relationships with students.</p> <p>CT3 offers these strategies for building relationships with students.</p> <p>See Appendix Section 2: Universal Supports: Additional Considerations, Resources, and Strategies for in-person, remote, and hybrid modalities.</p>
2.B.P.4	<p>Plan systems and structures to provide coordinated outreach to students and families,</p>	

	<p>such as a Care Team organized to respond to the needs of the students and families who have been most adversely impacted by COVID-19 and check-ins for shared-student teacher teams, where teachers and support staff meet to identify students who may be struggling socially or emotionally.</p> <p>(See also System Conditions Engagement: 1.B.p: Target individual family outreach and Staffing: 4.C.p: Identify key roles that will be essential and assign school-based staff to each role and Educator Roles, especially Care Team.)</p>	
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2.C.p: Plan a welcoming first week back to school with experiences that promote safe and supportive environments, strong relationships, and a sense of belonging.

Steps		Resources
2.C.p.1	<p>Plan a series of welcoming activities that celebrate a return to school. Social distance protocols may require convening in an outdoor space or virtually.</p> <ul style="list-style-type: none"> ● Allow students to share their summer experiences—both joyful and challenging. Highlight and honor areas of learning and growth. ● Include familiar positive rituals that may have been a part of school culture, such as school songs or school cheers. ● Honor milestones that may have been missed, such as graduations, championships, or summer birthdays. ● Allow students to see educators are genuinely happy to see them. ● Connect with every student and family that doesn't show up or log in as expected to understand the barriers to participation (see System Conditions, Engagement: 1.B.p: Target individual family 	<p>The Indiana Department of Education's Road Map for SEL Reentry is an example of one state's recommended sequence for return-to-school activities.</p> <p>The CASEL Program Guides (Preschool/Elementary and Middle/High) provide a framework for evaluating the quality of social and emotional programs and best practice guidelines for selecting and implementing SEL programs.</p> <p>For reflection questions and additional ideas for activities, see Appendix Section 2: Universal Supports: Additional Considerations.</p>

	outreach).	Resources and Strategies for in-person, remote, and hybrid modalities.
2.C.p.2	Plan small group opportunities to reflect and share experiences of the pandemic and the protests and how the school might productively respond to community demands. Create systems for recognizing students who might need additional support.	
2.C.p.3	By the end of the first week of school, ensure each student has a personal connection with an adult that will endure throughout the year, making adjustments if original pairings are not a good fit.	

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2.D.p: Review and modify existing school culture and climate policies and strategies, including discipline policies, to determine what has been effective and what needs to be modified to ensure policies are culturally responsive and non-punitive. Adjust professional learning plan in step 1.B.p.to reflect staff and educator capacity needs and organizational supports.

Steps		Resources
2.D.p.1	Leverage a protocol to review existing school culture and climate policies and strategies, including school discipline, to ensure they are culturally responsive and non-punitive. If relevant, leverage a protocol to learn about the effectiveness of existing SEL efforts, and prioritize practices to implement in in-person, hybrid, and remote settings.	The National Center for Safe & Supportive Learning Environments provides guiding questions and checklists to help identify practices and policies that could be retraumatizing, related to discipline, communication, and safety.
2.D.p.2	Gather available discipline data (ideally for the previous three years) disaggregated by student groups, and identify disparities in discipline and suspension data by student groups.	NYU Steinhardt issued Guidance on Culturally Responsive-Sustaining School Reopenings to help school system and school leaders decide, determine, reimagine,
2.D.p.3	Identify ineffective policies and practices, including policies and practices that are exclusionary or	

	punitive, and modify to ensure they are culturally responsive and non-punitive.	and recreate in education through an equity lens.
2.D.p.4	Connect findings back to the professional learning plan in Key Action 1.B.p to ensure opportunities are put in place to build staff capacity and organizational supports to implement revised policies and practices.	The Beloved Community's Equity Audit is a comprehensive benchmarking tool that assesses diversity, equity, and inclusion.
2.D.p.5	<p>Create a communications plan to release revised policies with the school community.</p> <p>(See also System Conditions, Engagement: 1.B.i: Communicate critical start-of-school decisions to families, students, and caregivers.)</p> <p>Ensure teachers have training on cultural responsiveness, non-punitive practices, and trauma-informed practices as needed.</p> <p>(See also Academics, Professional Learning, Key Action 3.A.p: Complete a needs assessment and professional learning plan.)</p>	<p>Mid-Atlantic Equity Consortium provides criteria for conducting a school-level equity audit that includes a checklist and guiding questions.</p> <p>El Dorado Elementary School in San Francisco Unified School District is an exemplar for using trauma-informed and restorative practices, resulting in drop in suspensions.</p> <p>See Appendix Section 1: Professional Learning Resources with resources for disaggregating and making meaning of wellbeing and connection data.</p>

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2.E.p: Run an improvement cycle focused on providing access for students/families to a supportive adult in each school community.

Steps		Resources
2.E.p.1	<p>Collect the relevant data to ensure students/families have access to at least one supportive adult. Analyze gaps, and address issues to reach goals.</p> <p>For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section. For support with goal-setting, see the Student Wellbeing table.</p>	

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Tailored Student Supports. Key Actions and Detailed Steps (Planning Phase)

3.A.p: Create a plan for targeted and intensive (Tiers 2 and 3) strategies so students who need more support have the opportunity to thrive across background or circumstance.

Steps		Resources
3.A.p.1	Develop decision rules based on universal/Tier 1 data (e.g., student surveys, school climate data, attendance, and other existing data) for identifying students who may be most vulnerable.	Transcend Education provides a short overview of and resources on how to create multiple tiers of support for student mental health. Turnaround for Children offers a tool to assess and plan for Tier 2 and 3 systems.
3.A.p.2	Identify and select Tier 2/3 screening or assessment tools to guide decision-making. It is advised that school systems lead this work in partnership with schools. As noted in 2.A.p.2, if you have the time and resources to train all staff and the service capacity to screen all students and serve all students identified for more tailored supports, then train staff on a universal, strengths-based screener rather than use a Tier 2/3 screener. If a universal screener is not used, it is essential to identify and train licensed professionals on more targeted, culturally-relevant assessments for identification of needs for Tiers 2/3 supports. Other existing qualitative and quantitative data collected in step 1.B.p.1 can inform decision-making for both universal supports and decision rules for Tiers 2 and 3 supports.	Wisconsin Department of Public Instruction released a School Mental Health: Referral Pathways Guide to define and develop mental health referral pathways. School Health Assessment and Performance Evaluation System launched the School Mental Health Quality Guide: Screening to provide background information on school mental health screening, best practices, possible action steps, examples from the field, and resources. See Appendix Section 3: Tailored Supports for additional considerations, resources, and strategies.
3.A.p.3	Create a referral pathway for when student and family needs are identified. Include procedures (e.g., follow-up assessment, communication with caregivers) for connecting students to more targeted, intensive (Tiers 2 and 3) supports matched to needs either within school or from identified community partners.	See Appendix Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery Resources .

3.A.p.3	Plan system to ensure two-way communication with families and students (when developmentally appropriate) on the plan for supports. Allow families and students to self-select or opt-in/out as they choose, and provide feedback on progress.	
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3.B.p: Create a plan to collaborate with community partners to help ensure tailored student supports are implemented effectively and equitably.

Steps		Resources
3.B.p.1	<p>Review the community outreach plan to ensure it includes the identification of external resources available (e.g., community providers, community mental health center) to increase the school’s capacity to provide tailored student supports and ensure they are implemented effectively and equitably.</p> <p>(See also System Conditions, Engagement: 1.C.p. Identify community partners to meet student and family needs.)</p>	<p>Harvard Graduate School of Education’s Making Caring Common Project, For Educators: Resource Mapping Strategy is a mapping tool for identifying and analyzing the currently available programs, people, services, and other resources in schools.</p> <p>National Center for School Mental Health released a Needs Assessment & Resource Mapping guide, which provides background information, best practices, possible action steps, examples, and resources.</p>
3.B.p.2	<p>Conduct outreach to local providers. Plan opportunities for regular communication between the school and community providers. Establish formal partnerships to provide services and ensure a data sharing agreement for student success. Recommend school systems do this in partnership with schools.</p> <p>(See also System Conditions, Engagement. 1.B.I: Communicate critical start-of-school decisions to families, students, and caregivers, especially 1.B.I.2.)</p>	

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3.C.p: Run an improvement cycle focused on ensuring schools have a plan in place to provide targeted and intensive (Tiers 2 and 3) strategies to each student who needs more support.

Steps	Resources
<p>3.C.p.1 Collect the relevant data to ensure schools have plans in place to provide targeted and intensive (Tiers 2 and 3) strategies to each student who needs more support. Analyze gaps, and address issues to reach goals.</p> <p>For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section. For support with goal-setting, see the Tailored Student Supports table.</p>	

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Launching Phase. Key Actions and Detailed Steps

Begin the school year by allowing all students to individually and collectively reflect on and share what they have experienced the previous six months as well as their hopes and fears regarding the school year ahead.

Students' reflections may convey experiences of adversity, stress, and trauma, which can help educators identify those who will benefit from more intensive, small-group, or individual supports. Likewise, some stories will likely convey courage, leadership, increased responsibility, and their need to care for family and friends. Student concerns about social distancing, remote learning, or temporary loss of much-loved activities may also highlight areas for attention.

Celebrate students' discovery of themselves as leaders and as advocates for a better world, providing an opportunity to build self-efficacy, agency, and shared community. Regardless of students' experiences and hopes for the school year, listen with compassion and responsiveness grounded in an authentic commitment to equity.

Staff Wellbeing and Connection. Key Actions and Detailed Steps (Launching Phase)

1.A.I: Implement opportunities for staff and educators to reconnect, heal, and feel safe and supported.

Steps		Resources
1.A.I.1	Implement a combination of virtual and in-person staff retreats, feedback forums, and/or meetings to check-in on how staff are feeling and to gather input to inform ongoing engagement and supports. Continue to schedule opportunities for staff to connect throughout the school year to feel safe and supported.	Refer to resources Key Action 1.A.p , especially steps 1.A.p.1 and 1.A.p.2.
1.A.I.2	Continue to offer opportunities for staff to assess their own wellbeing and cultivate self-care strategies, such as mindfulness, meditation, exercise, or personal goal-setting.	Refer to resources Key Action 1.A.p , especially step 1.A.p.4. See Appendix Section 1: Professional Learning Resources with resources organized by topic.
1.A.I.3	Encourage staff to access available wellbeing and mental health supports, including telehealth options. Ensure staff know how to access Employee Assistance Programs and group health insurance benefits.	Refer to resources in Key Action 1.A.p , especially step 1.A.p.5.

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1.B.I: Implement professional learning for educators and staff to support student well-being and connection focused on building relationships, equity, and healing.

Steps		Resources
1.B.I.1	Implement ongoing opportunities for staff to reflect on their own practice and assess capacity to support student wellbeing and connection focused on building relationships, equity, and healing. (See Academics, Professional Learning, Key Action 3.A.p: Complete	Refer to resources in Key Action 1.B.p , especially step 1.B.p.1.

	a needs assessment and professional learning plan.)	See Appendix Section 1: Professional Learning Resources , with resources organized by topic.
1.B.I.2	<p>Implement a professional learning plan that addresses identified staff and student needs. If you are implementing a universal/Tier 1 screener, all staff will need training and follow-up to ensure fidelity (see Key Action 2.A.p, step 2.A.p.2). Professional learning should include strategies that address mindsets as well as behaviors and practices.</p> <p>Universal/Tier 1 topic areas may include positive school climate, foundations of SEL, integrating SEL into academics, culturally responsive teaching, trauma-informed practices, antiracist instructional practices, implicit bias and equity training and practices, and non-punitive discipline.</p> <p>As needed, professional learning should directly address how to support students and include suggested strategies for remote and hybrid scenarios.</p>	
1.B.1.3	<p>Ensure implementation of the professional learning plan is integrated with any broader professional learning plan created to address academics.</p> <p>(See Academics, Professional Learning: 3.A.p: Complete a needs assessment and professional learning plan.)</p>	
1.B.I.4	<p>Continue to identify potential partners for each system of support tier (e.g., mental health providers, youth development organizations, sports and arts programs).</p> <p>Secure memorandums of understanding (MOUs) with organizations for collaborating on multidisciplinary teams (e.g., representing education, special education, mental health, child welfare) to support student needs. Establish data sharing agreements consistent with privacy laws, like HIPAA and FERPA.</p> <p>(See also System Conditions, Engagement. 1.B.I: Communicate critical start-of-school decisions to families, students, and caregivers, especially 1.B.I.2.)</p>	MHTTC Network's School Mental Health Curriculum training manual provides Components of MOUs on p.20 (p. 95 digital); HIPAA and FERPA considerations for data sharing on p. 43 (p. 120 digital); and Sample MOUs on p. 14 (p. 152 digital)

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1.C.I: Run an improvement cycle focused on the implementation of staff training and support.

Steps		Resources
1.C.I.1	<p>Collect the relevant data to monitor access to staff training and support (where remaining) as well as its implementation. Analyze gaps, and address issues to reach goals.</p> <p>For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section. For support with goal-setting, see the Staff Wellbeing table.</p>	

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Student Wellbeing and Connection. Key Actions and Detailed Steps (Launching Phase)

2.A.I: Implement plan for universal (Tier 1) strategies to create safe, supportive, and equitable learning environments.

Steps	Resources	
2.A.I.1	<p>Implement systems and structures that foster positive school environments, such as morning rituals to greet every student, co-developed school-wide norms and values, a schoolwide positive behavior system, opportunities to celebrate diversity and inclusion, and celebrations of student achievements.</p> <p>Modify systems and structures that promote positive environments for virtual and hybrid settings as needed, such as creating a virtual code of conduct; establishing clear communication channels for students to access teachers, counselors and other supports; starting and closing meetings by checking in on how students are feeling; or using social media to highlight student accomplishments and increase communication to families.</p>	<p>Copilot is a professional learning tool with a built-in survey engine that helps educators use data to systematically improve the quality and equity of their students' learning experiences.</p> <p>This article from EdSurge includes tips on how to foster a positive school climate in a virtual learning environment.</p> <p>Turnaround for Children offers a set of strategies for structuring the classroom environment to support relationships.</p> <p>The RELATE tool from the Yale Center for Emotional Intelligence</p>

		is an observation tool designed for capturing the social processes unique in self-contained special education classrooms.
2.A.I.2	<p>Implement a schoolwide plan to support explicit and integrated instruction of SEL, and modify as needed for hybrid and remote environments.</p> <p>(See also Academics, Curriculum and Instruction: 1.B.p: Prepare and use your curriculum, especially step 1.B.p.3: Consider how to integrate into units and lessons authentic opportunities to help students make meaning of and process this moment in time.)</p>	<p>CASEL provides a note-taking template to help reflect on a remote, in-person, or hybrid learning activity for SEL integration.</p> <p>Transforming Education's SEL Integration Approach for Classroom Educators guides classroom educators in how to integrate SEL into academic curriculum and daily classroom routines.</p> <p>Transforming Education provides strategies for iterating SEL in a remote learning world.</p>

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2.B.I: Implement specific and actionable strategies that promote positive relationships, and ensure every student has a meaningful interaction with an adult each day.

Steps		Resources
2.B.I.1	Continue to ensure each student has a personal connection with an adult when school starts and throughout the year, making adjustments if original pairings are not a good fit.	Refer to resources in Key Action 2.B.p , especially step 2.B.p.1.
2.B.I.2	Create opportunities in and out of the classroom (virtually, if needed) for meaningful interaction and connection among students, among students and staff, and among staff.	Aspen Institute’s National Commission on Social, Emotional and Academic Learning provides a practice agenda with recommendations to foster the

		<p>comprehensive development of young people.</p> <p>Remote:</p> <p>Search Institute’s Building Developmental Relationships During COVID-19 Crisis checklist provides relationship-building steps.</p> <p>Hybrid:</p> <p>Prodigy provides culturally-responsive teaching strategies and examples to consistently deliver culturally-responsive lessons.</p> <p>This infographic from Jobs for the Future illustrates the spectrum of student voice in schools and classrooms.</p> <p>See Appendix Section 2: Universal Supports: Additional Considerations, Resources, and Strategies for in-person, remote, and hybrid modalities.</p>
<p>2.B.1. 3</p>	<p>Implement systems and structures that foster positive relationships such as advisories, homeroom, daily community circle, mentorship programs, family and community engagement activities, and before/afterschool programs.</p>	<p>See Appendix Section 2: Universal Supports: Additional Considerations, Resources, and Strategies for in-person, remote, and hybrid modalities.</p>
<p>2.B.1. 4</p>	<p>Implement systems and structures to provide coordinated outreach to students and families, such as a Care Team organized to respond to the needs of the students and families who have been most adversely impacted by COVID-19, and check-ins for shared-student teacher teams, where teachers and support staff meet to identify students who may be struggling socially or emotionally.</p> <p>(See System Conditions, Staffing: 4.C.p: Identify key roles that will be essential and assign school-based staff</p>	

	to each role and Educator Roles , especially Care Team.)	
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2.C.I: Implement welcoming return-to-school activities for students and families that promote safe and supportive environments, strong relationships, and a sense of belonging.

Steps		Resources
2.C.I.1	Implement welcoming activities that celebrate a return to school. Social distance protocols may require convening in an outdoor space or virtually.	Refer to resources in Key Action 2.C.p.
2.C.I.2	Conduct small group opportunities to reflect and share experiences of the pandemic and the protests and how the school might productively respond to community demands. Create systems for recognizing students who might need additional support.	Refer to resources in Key Action 2.C.p. , especially step 2.C.p.2.
2.C.I.3	By the end of the first week of school, confirm each student has a personal connection with an adult that will endure throughout the year, making adjustments if original pairings are not a good fit.	Refer to resources in Key Action 2.C.p. , especially step 2.C.p.3.

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2.D.I: Implement culturally-responsive school culture and climate policies and strategies and non-punitive discipline policies.

Steps		Resources
2.D.I.1	Launch culturally-responsive school culture and climate policies and strategies and non-punitive discipline policies.	Public Counsel's Toolkit for Educators offers resources to implement inclusive school discipline policies.

2.D.I.2	Continue to review school climate and discipline data to inform implementation.	Refer to resources in Key Action 2.D.p.
2.D.I.3	Prioritize ongoing support for educators and schools with low school climate and high suspension and expulsion rates relative to the average in the school system.	

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2.E.I: Run an improvement cycle focused on implementing safe, supportive, and equitable learning environments for each student.

Steps		Resources
2.E.I.1	<p>Collect the relevant data to monitor that students have access to supportive adults and that schools have implemented safe, supportive, and equitable learning environments. Analyze gaps, and address issues to reach goals.</p> <p>For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section. For support with goal-setting, see the Student Wellbeing table.</p>	

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Tailored Student Supports. Key Actions and Detailed Steps (Launching Phase)

3.A.I: Implement the system for identifying and responding to more targeted and intensive student needs (Tiers 2 and 3).

Steps		Resources
3.A.I.1	<p>Implement selected Tier 2/3 screening or assessment tools to guide decision-making, and identify students who need deeper supports.</p> <p>If a universal screener is not used, it is essential to identify and train licensed professionals on more targeted,</p>	<p>The National School Reform Faculty offers a protocol to have data-driven dialogue.</p> <p>Every Child Thrive’s article discusses students leading a school’s social-emotional</p>

	culturally-relevant assessments for identification of needs for Tiers 2/3 supports.	response to the pandemic. Refer to resources in Key Action 3.A.p.
3.A.1.2	Connect the students who have demonstrated a need for more targeted or intensive supports with appropriate supports, leveraging the referral pathway and procedures developed in 3.A.p.5.	See Appendix Section 3: Tailored Supports for additional considerations, resources, and strategies
3.A.1.3	Ensure two-way communication with families and students (when developmentally appropriate) on the plan for support and progress. For detailed steps and aligned resources on running an improvement cycle focused on engagement access, see the Managing and Improving section .	See Appendix Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery Resources .

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3.B.I: Collaborate with community partners, and help ensure tailored student supports are implemented effectively and equitably.

Steps		Resources
3.B.I.1	Launch formal partnerships with community partners to provide services, and ensure a data sharing agreement for student success. Recommend school systems do this in partnership with schools. (See also System Conditions, Engagement: 1.C.p. Identify community partners to meet student and family needs.)	
3.B.I.2	Implement opportunities for regular communication between the school and community providers. Consider integrating providers and partners into regular meetings for planning, reviewing data, decision-making, and discussing feedback and evaluation.	

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3.C.I: Run an improvement cycle focused on implementing targeted and intensive (Tiers 2 and 3) strategies for each student who needs more support.

Steps		Resources
3.C.I.1	<p>Collect the relevant data to ensure schools have plans in place (where remaining) and are providing targeted and intensive (Tiers 2 and 3) strategies to each student who needs more support. Analyze gaps, and address issues to reach goals.</p> <p>For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section. For support with goal-setting, see the Tailored Student Supports table.</p>	

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Sustaining Phase. Key Actions and Detailed Steps

By using data, inquiry, and reflective processes at the outset of this school year, school leaders have not only planned and executed a strong reopening for the entire school community, they have also taken important first steps toward serving their school communities with equity, justice, and respect. They have put in place a foundation for a broader notion of student success.

This final phase of the guidance will help sustain the work by continuing to use data to refine and tailor programs, strategies, and initiatives. The guidance in this phase also points to the next steps toward a vision of an antiracist, equitable, just school for every member of the community. Whereas the Launching Phase focuses on reconnecting, reflecting, and leaning into a new normal, the Sustaining Phase places even greater emphasis on reviewing data to inform continuous improvement to ensure goals can be reached and new practices, services, policies, and systems aimed at equity can be revised and integrated.

Staff Wellbeing & Connection. Key Actions and Detailed Steps (Sustaining Phase)

1.A.s: Run an improvement cycle focused on the quality of staff training and support.

Steps		Resources
1.A.s.1	<p>Collect the relevant data to monitor the implementation and quality of staff training and support. Analyze gaps, and address issues to reach goals.</p> <p>For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section. For support with goal-setting, see the Staff Wellbeing table.</p>	

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Student Wellbeing & Connection. Key Actions and Detailed Steps (Sustaining Phase)

2.A.s: Run an improvement cycle focused on the quality of student support, engagement, and connection.

Steps		Resources
2.A.s.1	<p>Collect the relevant data to monitor that students have access to supportive adults; that schools have implemented safe, supportive, and equitable learning environments (where remaining); and that students feel supported, engaged, and connected. Analyze gaps, and address issues to reach goals.</p> <p>For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section. For support with goal-setting, see the Staff Wellbeing table.</p>	
2.A.s.2	<p>Collect the relevant data to monitor that discipline and suspension data rates are declining and that decline is proportionate across student demographics.</p>	

	For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section . For support with goal-setting, see the Staff Wellbeing table.	
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Tailored Student Supports. Key Actions and Detailed Steps (Sustaining Phase)

3.A.s: Run an improvement cycle focused on the quality of the targeted and intensive (Tiers 2 and 3) strategies provided to each student who needs more support.

Steps		Resources
3.A.s.1	<p>Collect the relevant data to ensure schools are providing high-quality, targeted, and intensive (Tiers 2 and 3) strategies to each student who needs more support. Analyze gaps, and address issues to reach goals.</p> <p>For detailed steps and aligned resources on running an improvement cycle focused on access, implementation, and quality, see the Managing and Improving section. For support with goal-setting, see the Tailored Student Supports table.</p>	

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Appendix: Additional Considerations, Resources, and Strategies by Topic

[Section 1: Professional Learning Resources](#)

[Section 2: Universal Supports - Additional Considerations, Resources, and Strategies](#)

[Section 3: Tailored Supports - Additional Considerations, Resources, and Strategies](#)

[Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery](#)

Section 1: Professional Learning Resources

Additional Considerations

- Are we able to recognize the social and emotional needs of staff, students, and others involved in the system? (See the EdSurge article, "[Teachers Are Anxious and Overwhelmed. They Need SEL Now More Than Ever.](#)")
- What is the level of awareness around the widespread impact of stress, adversity, and trauma, and what is the understanding of potential paths for healing? In what ways might schools be retraumatizing students and staff?
- What are the strengths of students, teachers, and school culture? How do educators build from those strengths as they return from crises?
- What do the staff who struggled the most need for a strong start to the school year? Is the school environment sufficiently trauma-informed to meet those needs?
- What does the school do well, and what is missing? What aspects can be designed for now? How might indicators of success be co-developed at the local level?
- Topic/Content/Focus Areas for professional learning:
 - Mindset shifts and implicit bias (for staff)
 - Trauma-informed, trauma-responsive, and healing-centered practices (for staff)
 - How to hold space for, and elevate the voices of, students (for staff and families)
 - Engaging students in leading and supporting their capacity for agency (for students and staff)
 - How to be an adult ally (for staff and families)
 - How to know a student well, tailored for the student (for staff)
 - Revisiting and re-establishing routines (i.e., structure, stability, consistency, predictability) (for staff and families)
 - Implementing culturally-relevant, asset-based screening tools and strategies
 - Implicit bias

With respect to supporting mindset shifts, it is important for all adults to work toward a deeper understanding about the causes and consequences of students' challenging behaviors.

- Remember behavior is a form of communication.
- For many systems-involved youth and other students who may have experienced trauma and/or exhibited trauma symptoms or other forms of emotional dysregulation, effective responses to these behaviors show compassion and care, and promote social and emotional skills.

Additional Resources and Strategies - Educator Reflection Tools

- Series of modules that explore the concepts of secondary trauma and tangible self-care skills for teachers affected by trauma: [Support for Teachers Affected by Trauma | Home](#)
- This tool from CASEL provides a framework and process for staff to reflect on their own social and emotional growth: [Reflecting on Personal SEL Skills - Casel Schoolguide](#)
- National Association of Elementary School Principals: [The Principal's Guide to Building Culturally Responsive Schools](#)

Additional Resources and Strategies - Race, Bias, & Culturally Responsive Teaching Practices

- Stanford Center for Opportunity Policy in Education, Learning to Talk About Race and Implicit Bias in Historically White Districts - [working paper](#)
- Albert, Affirming Black Lives in School: Teachers, Administrators, Students - [tools](#)
- Facing History and Ourselves, Reflecting on George Floyd's Death and Police Violence Towards Black Americans - [guide](#)
- National Association of School Psychologists, Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators - [guide](#)
- Annie E. Casey Foundation, Leading With Race to Reimagine Youth Justice - [report](#)
- Project Implicit - [tasks](#)
- Edutopia, A Guide to Equity and Antiracism for Educators - [guide](#)
- Black Lives Matter at School - [tools](#), resources and [curriculum guide](#)
- Pennsylvania State University, Applying an Equity Lens to Social, Emotional, and Academic Development - [brief](#)
- Culturally Responsive Teaching and the Brain, Start with Responsive - [podcast](#)
- BELE Network, Affirming Cultural Identity - [video modules](#)

Additional Resources and Strategies - Trauma-Informed Practices & Resilience

- National Association of School Psychologists, Helping Children Cope with Changes Resulting from COVID-19 - [guide](#)

- Wisconsin Department of Public Instruction, Trauma Sensitive Schools Online Professional Development - [video](#)
- Prevention Institute, Adverse Community Experiences and Resilience: A Framework for Addressing and Preventing Community Trauma - [report](#)
- Greater Good, How to Help a Traumatized Child in the Classroom - [strategies](#)

Additional Resources and Strategies - Non-Punitive Practices

- Mindful Schools, Children Will Speak When They Feel Safe - [article and videos](#)
- The Center to Improve Social and Emotional Learning and School Safety at WestEd, Creating Coherent, Safe, and Supportive Environments Through SEL, Trauma-Informed Practices, and Restorative Practices Alignment - [Video](#) and [infographic](#)
- Schott Foundation for Public Education, Restorative Practices: A Guide for Educators, [toolkit and infographic](#)
- Edutopia, Eight Tips for Schools Interested in Restorative Justice - [article](#)
- Mid-Atlantic Equity Consortium, Inc. (MAEC), School Climate Checklist - Discipline - [checklist](#)
- Turnaround for Children, Restorative Conversations - [guidance](#)

Additional Resources and Strategies - Using Disaggregated Wellbeing and Connection Data

- Center for Assessment and Policy Development, How Will We Know What Information We Should Collect? - [brief](#)
- Center for Assessment and Policy Development, What Are Possible Concerns About Using Available Information? - [brief](#)
- Center for Assessment and Policy Development, What is the Difference Between Tracking Community Outcomes and Evaluating the Outcomes of Change Strategies - [brief](#).
- Massachusetts Department of Elementary & Secondary Education, Massachusetts Plan for Equitable Access to Excellent Educators - [equity planning templates](#)
- BELE Network, How to Run, Interpret, and Use Data by Subgroups - [tool](#)
- Thinking Collaborative, Here's What, So What, Now What - [tool](#)

Additional Resources and Strategies - Equity Audits

- The Education Trust-West, Data Equity Walk Toolkit - [toolkit](#)
- How can you reflect on data with equity at the center? Use these questions and templates from Racial Equity Tools, Using Evaluation for Learning - [tools](#)

Additional Resources and Strategies - Other

- Washington Office of Superintendent of Public Instruction, SEL Online Education Modules - [videos and tools](#)
- Wisconsin Department of Public Instruction, Promoting Excellence for All eCourse - [video](#)

- BELE Network, Copilot - [tool](#)
- Promise54, Unrealised Impact: The Case for Diversity, Equity, and Inclusion - [report](#)

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Section 2: Universal Supports—Additional Considerations, Resources, and Strategies

- How can the teaching and learning conditions for every member of a school community be improved so students feel safety, belonging, leadership, and agency?
- What strategies are in place that already effectively support safety, belonging, leadership, and agency?
- What resources support those strategies, including existing and potential community partners? These may serve any tier of your system of support (such as out-of-school time activities, sports and arts programs, mental health experts, youth development organizations, or social services organizations).
- Are practices and supports culturally relevant? Are evidence-based practice(s) a good contextual fit? How so?
- When is it possible to identify whether a change effort is working? Who decides? What are locally-developed indicators of success? The data collected should serve two key purposes:
 - Effectiveness of Tier 1 strategies through an equity lens
 - Identifying students with deeper needs for Tier 2 and 3 supports through an equity lens

Create Opportunities for Meaningful Interactions

In all cases, listen first to understand. When challenging behaviors are observed, remember behavior is a form of communication, often about an unmet need. When teachers are incorporating self-care strategies, they are better able to respond rather than react.

Additionally, model vulnerability. Teachers should consider participating in activities with their students.

Finally, in all interactions, balance high expectations for learning and behavior with a stance of care and compassion.

Integrating SEL and Other Whole-Person Strategies with Instruction

- This tool from Transforming Ed can be used to assess current efforts to integrate SEL. [Transforming Education's SEL Integration Approach: Teacher Self-Check Tool](#)

Environments

- For younger students, spaces such as “peace corners” and “chill zones” offer avenues for students to calm themselves when they notice they are becoming dysregulated. These spaces promote their sense of agency.
- For older students, consider offering intentional time and space to build their leadership and promote their agency. This can be done by inviting middle and high school students to plan or lead community meetings, or to launch and lead new clubs. At the high school level, student leadership can be deeply involved in discipline bodies, celebrations, and other ways of sustaining a healthy and supportive school climate and culture.
- Use collaborative classroom structures, such as jigsaw workgroups, dyads/pair shares, and [Liberating Structures](#) to ensure learning engagement and equity of voice.
- CASEL, Leveraging SEL as You Prepare to Reopen and Renew - [guidance](#)
- Colorado School Safety Resource Center, Positive School Climate Plan Template - [tool](#)
- Consortium for School Networking (CoSN), Digital Equity Toolkit - [toolkit](#)
- Annie E. Casey Foundation, Village of Wisdom Transforms Classrooms into Equitable Learning Spaces, [article](#)
- Transforming Education, [Trauma-Informed SEL Toolkit](#)
- Turnaround for Children, Structuring the Classroom Environment to Support Relationships - [strategies](#)
- Turnaround for Children, PS 226: Building Schoolwide Systems and Structures to Support Student Learning and Development - [video](#) (elementary school exemplar)
- Transcend Education, Mental Health Practice Toolkit: Create a Safe School Environment: - [brief](#)
- Transcend Education, Donnell Cannon at the NC State Board of Education - [video](#) (high school exemplar)
- The Center to Improve Social and Emotional Learning and School Safety at WestEd, Mindfulness in Education: An Approach to Cultivating Self-Awareness that Can Bolster Kids' Learning - [brief](#)
- The Center to Improve Social and Emotional Learning and School Safety at WestEd, Strategies for Trauma-Informed Distance Learning - [brief](#)
- BELE Network, Classroom Belonging - [tools](#)

Relationships

In-classroom approaches should be integrated with pedagogical models and instructional stances. For example:

- Begin class time with self-care strategies for students (and the teacher) and with personal connection. These can include mindfulness strategies or conversations that ask students to reflect and share.
- Allow students to lead class discussions.
- Offer opportunities for agency and choice in the work.
- Invite students to think critically, share their perspective, make connections to their own experiences, and contribute to each other's ideas.

- Adopt student-led conferences in middle and high school, allowing students to claim agency and leadership in their learning - EL Education, *Chapter 5: Student-Led Conferences* - [guide](#)
- The Creating Opportunities through Relationships (COR) learning modules are designed to strengthen teacher-student relationships. [Creating Opportunities Through Relationships: COR](#)
- Webinar series on creating a school-based mentor program from the American School Counselor Association - [MentorProgramWebinar.pdf](#)
- FosterEd Arizona, Building Champions for Students in Foster Care - [report](#)
- Center for Juvenile Justice Reform, The Crossover Youth Practice Model - [guide](#)
- Louisiana Department of Education, Building Positive and Supportive Relationships in the Classroom and School - [strategies and guidance](#)

Out-of-the-classroom approaches include:

- Stand outside the classroom during passing periods to greet students.
- In planning for the school year, protect advisories, sports teams, and clubs that allow teachers to serve as advisors and club sponsors and get to know students in a different way,

Registries/Information Evidence-Based Programs

- CASEL SEL Effort and Inventory and Analysis tool: [SEL Effort Inventory and Analysis](#)
- What Works Clearinghouse (WCC) - [registry](#)
- IRIS Center, Evidence-Based Practice Summaries - [research summaries](#)
- PracticeWise, Blue Menu of Evidence-based Psychosocial Interventions for Youth - [report](#)
- National Center on Intensive Intervention at American Institutes for Research, Behavioral Intervention Tools Chart - [registry](#)
- Blueprints for Healthy Youth Development - [registry](#)
- California Evidence-Based Clearinghouse for Child Welfare (CEBC) - [registry](#)

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Section 3: Tailored Supports--Additional Considerations, Resources, and Strategies

- How can teaching and learning conditions be improved for students with more intensive needs so they feel safety, belonging, leadership, and agency?
- What strategies are in place that already effectively support their sense of safety, belonging, leadership, and agency?
- What resources support those strategies? From the work done in [Key Action 3.B.p](#), identify existing and potential community partners (e.g., mental health experts, youth development organizations). These may serve any tier of a system of support, such as out-of-school time activities, sports and arts programs, or small group or individual mental health or social

services. From this initial list, identify organizations with the expertise and capacity to collaborate with the school as part of a multidisciplinary team (e.g., education, special education, mental health).

- Are practices and supports culturally relevant? Are evidence-based practice(s) a good contextual fit? How so?
- Is a change effort working? Who decides? What are the locally-developed indicators of success? The data collected should showcase the effectiveness of these Tier 2/3 strategies.

Targeted/Tier 2 Supports

- Increased time with a trusted adult to continue building safe and supportive relationships
- Increased instruction and practice on social skills and emotional regulation
- Regular feedback sessions between an adult and student. Intentional check-ins (i.e., a gauge on how the student is feeling, concerns that may be arising, etc.) can create psychological safety and continue to build supportive relationships. These can also serve as an early identification and early intervention function.
- Increased/intentional focus on identifying functions of behavior, considering the underlying brain function that is manifested in behavior. Identify appropriate responses and supports to acknowledge underlying causes and support healing and prosocial interactions.
- Small group interventions and supports (e.g., social skills groups, grief counseling, self-regulation).
- Restorative circles
- Peer-to-peer supports
- Mentoring is a strategy that shows some positive results for primary prevention (i.e., preventing behavior from escalating to juvenile justice involvement) and secondary prevention (i.e., keeping infrequent/less serious behavior from becoming recurrent, extensive and problematic in the juvenile justice system) but shows fewer positive results for tertiary prevention (i.e., reducing longer-term entanglements with the juvenile justice system). Focus the mentoring on building a caring relationship.

Intensive/Tier 3 Supports

- Wraparound supports provide a comprehensive plan that addresses a student's needs at school, home, and in the community, including basic needs (e.g., food, housing, physical safety); academic needs (e.g., college and career readiness, credit recovery, dropout prevention, graduation); and social and emotional needs (e.g., community connectedness, social and emotional learning, mental health counseling, etc.)
- Peer tutors or peer assistants in the classroom.
- Alternatives to punitive and exclusionary discipline practices, including individualized and intensive social, emotional, and/or academic skills development, mental health counseling, and non-punitive practices.

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Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery

General Guides and Universal Climate Surveys

- American School Counselor Association (ASCA) and National Association of School Psychologists (NASP), School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19 - [guide](#)
- The New Teacher Project (TNTP), TNTP COVID-19 Support Survey - [survey](#)
- American Federation of Teachers (AFT), COVID-19 School Closures: Supporting Students with Disabilities - [guide](#)
- Broward County Public Schools, Distance Learning & Wellness Survey - [surveys](#)
- Kaiser Permanente, Resilience in School Environments (RISE) Index - [index and measures](#) to assess social and emotional health at the school level

Social, Emotional, and Behavioral Screening Systems and Strengths-Based Measures

- Ohio Department of Education, Miami University: Center for School-Based Mental Health Programs, and Ohio Mental Health Network for School Success, Mental Health, Social-Emotional, and Behavioral Screening and Evaluation Compendium (2nd Ed) - [compendium](#)
- Pennsylvania State University, School Climate and Social and Emotional Learning: The Integration of Two Approaches- [brief](#)
- American Institutes for Research (AIR), Are You Ready to Assess Social and Emotional Learning and Development? Tools Index - [tools index](#)
- Edutopia, Tools to Assess Social and Emotional Learning in Schools - [article](#)
- Wisconsin Department of Public Instruction, Behavioral Health Screening Tools - [tools index](#)

Virtual Service Delivery Resources/Guidance

- National Association of School Psychologists (NASP), Virtual Service Delivery in Response to COVID-19 Disruptions - [guide](#)
- American School Counselor Association (ASCA), ASCA Toolkit: Virtual School Counseling Guidelines - [toolkit](#)
- American Psychological Association (APA), Office and Technological Checklist for Telepsychological Services - [checklist](#)

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