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*NOTE: This document utilizes a resource created by the Council of Chief State School Officers (CCSSO) based on guidance from state education agencies and national and local organizations.*

# Teaching and Learning in 2020-2021: Wellbeing and Connection

# Purpose:

The extended closure of school buildings shined a spotlight on the persistent inequities students—particularly those most vulnerable—experience each day. Recent racial injustices and unrest have made the experiences of students and communities of color even more salient. While this moment brings challenges, it also offers the potential to rebuild education systems and schools that actively redress racial and other inequities. Returning to business as usual is not an option.

# Goals:

School district/school system leaders are faced with a host of daunting new questions to answer and decisions to be made before schools can reopen. The goal of this guidance is, therefore, to be clear and straightforward. Returning to school will be a time to focus on:

* Supporting the wellbeing, including the mental health, of students and staff and encouraging meaningful connections;
* Keeping learning coherent, focusing on the highest priorities for each grade level and content area, and moving forward—whether learning is occurring in person, remotely, or is a hybrid of the two;
* Meeting the needs of each student, including those most vulnerable, and addressing unfinished learning across remote and in-person contexts;
* Aligning teaching roles, responsibilities, and structures to the new reality of teaching and learning; and
* Designing schedules that accommodate this new reality, including new protocols consistent with public health guidance, and that prioritize vulnerable student populations, including structures for continuing learning and ensuring equity in remote environments.

This guidance, which is considered a starting point, is to provide:

* Clear questions to guide local decision-making;
* Actionable plans informed by leading practitioners and experts;
* Curated and vetted tools and resources; and
* Easily customizable, adaptable documents.

# External Realities:

Several assumptions about the next school year drive this work and are important to understand. Together, they paint a picture of a fluid situation that will remain manageable only with clear-sighted planning.

* **The COVID-19 pandemic and remote learning has had a disproportionate impact on students and communities of color.** Responses to COVID-19 have exacerbated inequities that were already present in the system and created additional challenges for families. Schools will have to explicitly prioritize equity for all learners—particularly those most vulnerable, including students from low-income families, students of color, students with disabilities, homeless youth, and students learning English—to help mitigate the impact of school closures on students who were already struggling to learn.
* **Schools will have to plan for constant change throughout the next school year.** The reopening of the economy is unlikely to follow a trajectory of slow and steady progress. Rather, recovery is more likely to look like a wave, where communities take two steps forward then hold for several weeks, before taking another three steps forward, then holding again. When virus transmission rates rise, communities may go back into lockdown for several weeks, restarting the process. In compliance with the guidance issued for their communities, school districts/school systems must be prepared to shift between in-person and remote learning throughout the school year.
* **New health and safety protocols will impact many aspects of school operations, including teaching and learning.** Health and safety rules are likely to change frequently and to differ among communities. Schools will have to monitor and follow guidance from national, state, and county health officials in a variety of new domains—physical distancing, masks, temperature screenings, and disinfecting—that could impact decisions related to teaching and learning. In particular, physical distancing requirements may lead to class size constraints that cause students to attend school in staggered groups, in shifts, or in small static groupings. Understanding individual students’ needs, coupled with health and safety protocols, will require thoughtful planning.
* **To address new health and safety requirements, school schedules may continue to put strain on working families and childcare systems.** Schools are critical organizations in any community, providing not only educational and social interactions, but also performing childcare functions that enable working parents to return to their jobs. If, to promote physical distancing, schools are forced to put students on staggered schedules or educate in shifts, parents and communities may struggle with childcare. Deeper partnerships with community and faith-based organizations may be needed to ensure every student is supported when learning outside of school facilities.
* **At-risk staff and students may need to work and study from home indefinitely.** All of this will be further influenced by the presence of many medically at-risk individuals within school communities who may not feel comfortable coming into school buildings. Older staff and those with underlying health conditions that put them at high risk for infection may choose to work from home. Children with underlying health conditions or who live with family members who are at high risk may also be kept at home. These staff members can still work, and these children can still learn.
* **Reaching relevant, flexible solutions will require educators to be designers.** In order to maximize safety and ensure high-quality learning experiences, especially for the most vulnerable students, it will be essential to expand professional identities to include the design and iteration of new approaches.
* **Budget challenges are likely to severely constrain decision-making next year and beyond.** Finally, all of this change is occurring against a backdrop of epic economic uncertainty. There will be significant variation in the budget cuts experienced by different states and school systems, and numerous questions remain about the gaps federal stimulus funding might address. This guidance aims to support educators in making decisions, within whatever constraints exist, that best connect the dots among social-emotional learning, instruction, and operations.

Health and safety are, of course, the top priority for schools reopening this fall. We, therefore, assume that protocols are in place to address these critical needs, and this teaching and learning guidance picks up from there. The following foundational values, then, undergird this guidance:

* **Equity** - We must ensure our students, especially those who have been historically underserved, maintain access to high quality teaching and learning.
* **Quality** - While flexibility and innovation must be pursued, we must not back down from our standards for quality.
* **Flexibility** - We must pursue flexibilities in regulations and innovations to ensure students have access to high quality teaching.
* **Safety** - Learning cannot occur if the school community does not feel safe in their environment.
* **Decisive** - Given the size and scope of the challenge, we must move deliberately and make tough choices. We will make mistakes, and we will adapt quickly as variables on the ground change.

# Overview: Wellbeing and Connection

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 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 districts/school systems 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]](#footnote-1) Neuroscientist Bruce Perry offers a simple “3 Rs” framework to inform practice: Regulate, Relate, and Reason.[[2]](#footnote-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.
* **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]](#footnote-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]](#footnote-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]](#footnote-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]](#footnote-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.

## 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 this Document Works**

This guidance lists key actions and detailed steps school districts/school systems should consider as they build plans for the 2020-2021 school year. The focus areas, key actions, and detailed steps which are detailed in this document, are organized across implementation phases:

1. Planning Phase (i.e. Summer of 2020),
2. Launching Phase (i.e. two-four weeks before the beginning of school), and
3. Sustaining Phase (the remainder of the 2020-2021 school year).

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

# Key Actions Overview

These key actions detail the most critical decisions school systems will make at each phase of implementation. In addition to the Key Actions, this document provides detailed steps and curated resources related to each Key Action. [Launch Nebraska](https://www.launchne.com/conditions-for-learning/) provides additional resources for critical decisions regarding student and staff wellbeing.

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|  | **Phase 1: Planning** | **Phase 2: Launching** | **Phase 3: Sustaining** |
| 1. Staff Wellbeing and Connection | 1.A.p: Plan opportunities for staff and educators to reconnect, heal, and feel safe and supported.  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.  1.C.p: Run an improvement cycle focused on providing access for staff to training and support. | 1.A.l: Implement opportunities for staff and educators to reconnect, heal, and feel safe and supported.  1.B.l: Implement professional learning for educators and staff to support student wellbeing and connection focused on building relationships, equity, and healing.  1.C.l: Run an improvement cycle focused on the implementation of staff training and support. | 1.A.s: Run an improvement cycle focused on the quality of staff training and support. |
|  | **Phase 1: Planning** | **Phase 2: Launching** | **Phase 3: Sustaining** |
| 2. Student Wellbeing and Connection | 2.A.p: Create a plan for universal (Tier 1) strategies focused on creating safe, supportive, equitable environments.  2.B.p: Create a plan to promote positive relationships, and ensure every student has a meaningful interaction with an adult each day.  2.C.p: Plan a welcoming return to school for students and families with experiences that promote safe and supportive environments, strong relationships, and a sense of belonging.  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.  2.E.p: Run an improvement cycle focused on providing access for students/families to a supportive adult. | 2.A.l: Implement plan for universal (Tier 1) strategies to create safe, supportive, and equitable learning environments.  2.B.l: Implement specific and actionable strategies that promote positive relationships, and ensure every student has a meaningful interaction with an adult each day.  2.C.l: Implement welcoming return-to-school activities for students and families that promote safe and supportive environments, strong relationships, and a sense of belonging.  2.D.l: Implement culturally-responsive school culture and climate policies and strategies and non-punitive discipline policies.  2.E.l: Run an improvement cycle focused on implementing safe, supportive, and equitable learning environments for each student. | 2.A.s: Run an improvement cycle focused on the quality of student support, engagement, and connection. |
|  | **Phase 1: Planning** | **Phase 2: Launching** | **Phase 3: Sustaining** |
| 3. Tailored Student Supports | 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.  3.B.p: Create a plan to collaborate with community partners to help ensure tailored student supports are implemented effectively and equitably.  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. | 3.A.l: Implement the system for identifying and responding to more targeted and intensive student needs (Tiers 2 and 3).  3.B.l: Collaborate with community partners, and help ensure tailored student supports are implemented effectively and equitably.  3.C.l: Run an improvement cycle focused on implementing targeted and intensive (Tiers 2 and 3) strategies for each student who needs more support. | 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. |

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## 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. [Launch Nebraska](https://www.launchne.com/conditions-for-learning/) provides additional resources for critical decisions regarding student and staff wellbeing.

### 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.

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| 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. | The Education Meeting Hub has created [virtual meeting protocols](https://theeducationhub.org.nz/virtual-meeting-protocols/) for whole school and team meetings for educators.  The Thinking Collaborative has an extensive [library of strategies, processes and activities](https://www.thinkingcollaborative.com/strategies/) that can be used to structure staff conversations.  CASEL provides guidance for staff and student’s SEL in their [Reopening Roadmap](https://casel.org/reopening-with-sel/) to support planning for the transition back to schools, in whatever form that takes. One Specific document includes [engaging all stakeholders](https://schoolguide.casel.org/focus-area-1a/foundational-learning/) in foundational learning. |
| 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 activities or meetings. Examples include a virtual game night, healing circle, affinity group, or staff forum. | Mindful Schools describes how to structure [healing circles for teachers](https://www.mindfulschools.org/inspiration/healing-circles-for-teachers-as-a-restorative-self-care-practice/) as a restorative self-care practice that encourages active listening.  The Center to Improve Social Emotional Learning and School Safety at WestEd describes practical [community-care strategies](https://drive.google.com/file/d/1Sf_Q_0fRjlmD2Xtv6Q-ppzWZzOP4g54f/view?usp=sharing) for school staff and administrators specific to the context of COVID-19. |
| 1.A.p.3 | Design opportunities for staff to assess their own wellbeing and cultivate self-care strategies, such as mindfulness, meditation, exercise, or personal goal-setting. | Gather some ideas for self-care strategies through [UNMC’s Wellness Resource Page](https://www.unmc.edu/coronavirus/wellness.html) and [Stress Management Page](https://www.nebraskamed.com/patients/covid19/managing-covid-19-stress)  [Sanford Harmony Teacher Stress Management strategies and tools](https://drive.google.com/file/d/1vlfavwAorg-XtYRqQG_Nsouz8YPbRWrJ/view?usp=sharing) assist teachers in identifying ways to manage stress and create a plan for self-care.  The compassion satisfaction and compassion fatigue self-assessment from the [Professional Quality of Life Scale](https://drive.google.com/file/d/1NGLg0ktPNDnr8DCZw1YCNQ5y88u1AQV9/view?usp=sharing) provides scores for individuals’ burnout and secondary trauma.  The Center to Improve Social Emotional Learning and School Safety at WestEddescribes how to support educators’ personal social and emotional wellbeing during the COVID-19 crisis through [self-care strategies](https://drive.google.com/file/d/1ApEyClSGLvlc20FwexF1-MVpvJOd5JLP/view?usp=sharing).  Broward Public School District launched a [mindfulness initiative](https://www.browardschools.com/Page/43269) to help students, families, and staff connect to high-quality online mindfulness-based education, support, and resources.  TRAILS [self-care guide for everyone](https://drive.google.com/file/d/1qxDHo3SqvrUcFkJOIU3TJJF9zCFXbLeC/view?usp=sharing) offers this resource as a menu of strategies for self-care, each grounded in empirical research that has demonstrated its ability to lift our spirits, calm our anxieties, enable sleep when it feels out of reach, or guide us through a moment of desperation. |
| 1.A.p.4 | Share information with staff on how to access available wellbeing and mental health supports and medical care options, including telehealth options.  \*\*Contact your health insurance provider for specific details (EHA is linked in resources) | [Psychology Today](https://www.psychologytoday.com/us/therapists) and [Nebraska Mental Health](https://nebraskamentalhealth.com/find-a-provider/) assist in locating mental health supports in Nebraska.  The National Center for School Mental Health created a webpage with mental health [resources for the COVID-19 crisis](http://www.schoolmentalhealth.org/COVID-19/), including telehealth.  Los Angeles Unified School District created a [Coronavirus response and recovery webpage](https://achieve.lausd.net/Page/16621#spn-content) with resources on available mental health supports.  EHA participants, telehealth coverage details <https://www.ehaplan.org/eha-news> |

#### 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.

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| 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. | UNMC in partnership with ESU 13 provided a [4 module Training](https://www.unmc.edu/bhecn/education/online-training/teacher-training.html) for teachers and school staff on addressing some of the behavioral health challenges students face  Nebraska Department of Health and Human Services provides the [Behavioral Health Resources for Schools](http://dhhs.ne.gov/Behavioral%20Health%20Documents/Resources%20for%20Schools.pdf) is a compendium of selected behavioral health resources to assist educators and school staff working with students.  [Understanding Teacher Stress and Wellbeing](https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html) this resources introduces organizational and individual interventions can help minimize the negative effects of teacher stress.  [Empathy Techniques for Educational Equity](https://dschool.stanford.edu/resources/empathy-techniques-for-educational-equity) from Stanford is a tool to help individuals develop awareness of the biases they bring to design work.  ASCD has shared [five actions for teaching for an antiracist future](http://www.ascd.org/publications/newsletters/education-update/oct19/vol61/num10/How-to-Be-an-Antiracist-Educator.aspx) from Dena Simmons, Director of Education at the Yale Center for Emotional Intelligence.  The Center for Great Teachers and Leaders developed a self-assessment and planning tool focused on [educator resilience and trauma-informed self-care](https://drive.google.com/file/d/1yc7DHj0HUfM6ilyk2bqxjzW_M3fCaI2H/view?usp=sharing).  See Appendix Section 1: Professional Learning Resourceswith resources organized by topic.  CASEL provides guidance for staff and student’s SEL in their [Reopening Roadmap](https://casel.org/reopening-with-sel/) to support planning for the transition back to schools, in whatever form that takes.  TRAILS [self-care guide for everyone](https://drive.google.com/file/d/1qxDHo3SqvrUcFkJOIU3TJJF9zCFXbLeC/view?usp=sharing) offers a menu of strategies for self-care, each grounded in empirical research that has demonstrated its ability to lift our spirits, calm our anxieties, enable sleep when it feels out of reach, or guide us through a moment of desperation. |
| 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. | The Search Institute provides a list of four [surveys](https://www.search-institute.org/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. Data could include student surveys from spring-summer 2020 and school climate, discipline, and absenteeism data from 2019-2020 school year.  If data is insufficient, consider collecting more data by surveying students and families.  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. | Panorama Education provides [survey instruments](https://www.panoramaed.com/resources) 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.  Cal SCHLS is providing school systems nationwide access to its free online [Learning from Home Survey](https://calschls.org/survey-administration/learning-from-home-survey/) to assess students' and families' remote learning experiences.  Attendance Works has developed a [template with handouts, activities, and local resources](https://www.attendanceworks.org/resources/toolkits/state-local-toolkits/) that can be easily adapted to local circumstances to create your own state or local attendance toolkit.  See Appendix Section 1: Professional Learning Resourceswith resources for disaggregating and making meaning of wellbeing and connection data. |
| 1.B.p.4 | 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.  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.  As needed, professional learning should directly address how to support students and include suggested strategies for remote and hybrid scenarios. | [Paraprofessional behavioral strategy support professional learning](https://docs.google.com/presentation/d/1D6n-ZOBgTawUhLayyXWP_wEpnP1ER9whN44Drs_3vUY/present) (ESU 7), three on-line trainings for students with behavioral health issues.  [NeMTSS](http://nemtss.unl.edu/nebraska-mtss-summit/) is offering Summer webinar series around SEL as well as SEL as the focus of their [2020 Summit](https://www.education.ne.gov/nemtss/) in September.  The National Center for Safe and Supportive Learning Environment launched a [Building Trauma-Sensitive Schools](https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools) training package to introduce all school staff to the concept of trauma sensitivity.  Wisconsin Department of Public Instruction’s "Trauma Sensitive Schools Online Professional Development System” includes [video, learning modules, and tools](https://dpi.wi.gov/sspw/mental-health/trauma/modules) to help understand youth stress through a trauma-informed lens.  See Appendix Section 1: Professional Learning Resources for additional resources organized by topic. |
| 1.B.p.5 | Integrate this into the school system’s professional learning plan. | [Nebraska’s Multi-Tiered Systems of Support (NeMTSS) Framework](http://nemtss.unl.edu/wp-content/uploads/2018/08/NeMTSS-Framework.pdf) highlights a system’s approach to providing evidence-based instructional techniques. |

#### 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.

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| 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](https://docs.google.com/document/d/1gGXFnFPnVdy-pBIGiiztG0_3QRucEhx0iaSvoESnWJQ/edit#bookmark=id.7l4t3v1htwok). For support with goal-setting, see the [Staff Wellbeing](https://docs.google.com/document/d/1gGXFnFPnVdy-pBIGiiztG0_3QRucEhx0iaSvoESnWJQ/edit#bookmark=kix.bexoh06paoee) table. |  |

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.

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| Steps | | **Resources** |
| 2. A. p. 1 | Review existing data on student assets and experiences, both in and out of school, to inform plans as part of a Multi-Tiered Systems of Support. 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.  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. | [Nebraska’s Multi-Tiered Systems of Support (NeMTSS) Framework](http://nemtss.unl.edu/) highlights the [Pyramid Model](http://nemtss.unl.edu/pyramid-model/) to help ensure that all students experience a supportive learning environment that promotes positive social emotional growth and development.  Nebraska Department of Education [School Climate Survey](https://www.education.ne.gov/safety/school-climate-survey/) resources.  Panorama Education provides a wide range of [survey instruments](https://www.panoramaed.com/resources) for understanding the experiences of students, families, and educators.  Society for Public Health Education (SOPHE) [Identifying data sources to support health and wellbeing practices](https://www.sophe.org/wp-content/uploads/2020/03/SOPHE-WSCC-Handout-Data.pdf)  Cal SCHLS is providing all school systems access to its free online [Learning from Home Survey](https://calschls.org/survey-administration/learning-from-home-survey/) to assess students' and families' remote learning experiences.  Attendance Works has developed a [template with handouts, activities, and local resources](https://www.attendanceworks.org/resources/toolkits/state-local-toolkits/) that can be easily adapted to local circumstances to create your own state or local attendance toolkit.  See Appendix Section 4:Surveys, Screeners, Assessment, and Virtual Service Delivery Resources for other climate survey options. |
| 2.A.p.2 | 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.  (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. | ESU Staff Development Affiliate (SDA) provides guidance on [student wellness data protoco](https://docs.google.com/presentation/d/1eYmY2_PL3A6RtxLltUs-4l5iD_qlkkJI9SsXL332h40/preview?slide=id.g81d687baa4_8_2)l for the Fall 2020.  The University of Nebraska-Lincoln and NeMTSS has vetted various screeners and provided a [comparison chart](http://nemtss.unl.edu/resources/program-comparison-chart/) for school’s to decide which fits their needs best.  The School Mental Health Collaborative created an [implementation guide](https://drive.google.com/file/d/1MUaDW5BVEUygWFwykvYASwpno653hxXO/view?usp=sharing) with best practices in universal social, emotional, and behavioral screening.  American School Counselor Association (ASCA) and National Association of School Psychologists (NASP) issued a [guide](https://drive.google.com/file/d/1mkoDTOv_WbBxeR7Sh5KpOmzzwm14UAE1/view?usp=sharing) titled, “School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19.”  Kaiser Permanente’s Resilience in School Environments (RISE) [index and measures](https://drive.google.com/file/d/1siJrHfgz-FhBTj3CSiBYU3O10WMFXUPK/view?usp=sharing) can be used to assess social and emotional health at the school level.  See Appendix Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery Resources. |
| 2.A.p.3 | Leverage existing data on student assets and experiences and results from universal screener (if used) to inform plan for universal/Tier 1 supports. | ESU Staff Development Affiliate (SDA) provides guidance on [student wellness data protoco](https://docs.google.com/presentation/d/1eYmY2_PL3A6RtxLltUs-4l5iD_qlkkJI9SsXL332h40/preview?slide=id.g81d687baa4_8_2)l for the Fall 2020.  University of California at Davis provides a Multi-Tiered Attendance Support System [framework](https://drive.google.com/file/d/1nIGvgo4Xmle6v2nWahl8h3WZQlFuKWI4/view?usp=sharing) and [template](https://drive.google.com/file/d/160ctEHz-I4-CSBpNdAoeLaBMjR-HKG6C/view?usp=sharing), which includes universal, strategic, and intensive tiers of supporting student attendance.  University of California at San Francisco’s [HEARTS Program](https://hearts.ucsf.edu/program-overview) is an example of a whole-school prevention and intervention approach that creates more trauma-informed, safe, supportive, engaging, and equitable learning environments.  Turnaround for Children offers this [framework](https://www.turnaroundusa.org/vision-for-school-and-student-success/) for transformational change in schools, using a whole child approach. |
| 2.A.p.4 | Develop a plan for universal/Tier 1 supports aligned to goals.  Consider including:   * 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 | ESU Staff Development Affiliate (SDA) provides guidance on [student wellness data protoco](https://docs.google.com/presentation/d/1eYmY2_PL3A6RtxLltUs-4l5iD_qlkkJI9SsXL332h40/preview?slide=id.g81d687baa4_8_2)l for the Fall 2020.  The Nebraska [Health and Physical Education Reopening Guidance](https://cdn.education.ne.gov/wp-content/uploads/2020/06/HPE-Fall-2020-Guidance.pdf) embeds SEL into various learning environments.  The National Center for School Mental Health provides [mental health supports and services](http://www.schoolmentalhealth.org/Resources/Mental-Health-Promotion-For-All-Tier-1/) for all within tier 1.  Turnaround for Children’s [Whole-Child Inventory](https://www.turnaroundusa.org/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.  The Committee for Children wrote a blog post, “The Place for Explicit SEL Instruction,” that describes [four considerations](https://www.cfchildren.org/blog/2018/09/the-place-of-explicit-social-emotional-skills-instruction/) regarding explicit social-emotional skills instruction in a school or school system.  CASEL’s “Leveraging SEL as You Prepare to Reopen and Renew Your School Community” [guidance](https://drive.google.com/file/d/11M7JXCnPmWwNHBR-is_sOk6jDHyW43q9/view?usp=sharing) shares a framework with actionable recommendations to help school leadership teams plan for the SEL needs of all students and adults. CASEL also released their [SEL Roadmap for reopening schools](https://casel.org/reopening-with-sel/).  See Appendix Section 2: Universal Supports: Additional Considerations, Resources, and Strategies for in-person, remote, and hybrid modalities. |
| 2.A.p.7 | 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. | Nebraska [DHHS Screening and Referral Guide](http://dhhs.ne.gov/MCAH/PH-PB-4.pdf) provides information regarding Nebraska hotlines, outreach, resources and screening tools.  Nebraska Department of Health and Human Services provides the [Behavioral Health Resources for Schools](http://dhhs.ne.gov/Behavioral%20Health%20Documents/Resources%20for%20Schools.pdf) is a compendium of selected behavioral health resources to assist educators and school staff working with students.  Nebraska [DHHS, Supporting Child and Family Wellbeing](https://drive.google.com/file/d/1ChbOKFig1JOXGiBLfN4mTJl47uoY_9j7/view) tips sheet on community supports.  [Nebraska Children](https://www.nebraskachildren.org/covid-19-information-and-resources.html) offers an extensive list of local and state resources.  [Psychology Today](https://www.psychologytoday.com/us/therapists) and [Nebraska Mental Health](https://nebraskamentalhealth.com/find-a-provider/) assist in locating mental health supports in Nebraska.  Nebraska 21st Century Community Learning Center created guidance for [after school programs](https://www.education.ne.gov/wp-content/uploads/2020/04/RESOURCES-Nebraska-Afterschool-Program.pdf) during COVID which address SEL.  [Engaging community based organizations](https://drive.google.com/file/d/1vHu3TJQQrbG9vUkb2XozttxSPKHJvXON/view?usp=sharing) around distance learning to support all students, including considerations around equitable access.  [Parenting Tips](https://my.visme.co/view/6xmjngg7-parenting-tips-during-covid-19?utm_campaign=coschedule&utm_source=facebook_page&utm_medium=Nebraska%20Loves%20Public%20Schools&utm_content=Parenting%20Tips%20During%20COVID-19&fbclid=IwAR2-ULCNQliLcMQKUsbxS7QBms-uJZZlAhWnqC6oRs3aNhCYg3lrujhwAWU) During COVID offered by ESU 5 |

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

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| Steps | | Resources |
| 2.B.p.1 | Pair students with staff and share expectations for staff to reach out on a regular basis to 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. | Nebraska [DHHS, Supporting Child and Family Wellbeing](https://drive.google.com/file/d/1ChbOKFig1JOXGiBLfN4mTJl47uoY_9j7/view) tips sheet on community supports.  Harvard’s Graduate School of Education released [strategies for virtual and in-person relationship mapping](https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy) to help educators make sure every student is known by at least one adult. |
| 2.B.p.2 | Gather information on how students are doing. Consider sharing a regular student survey to collect information that can be used to inform ongoing outreach. | ESU Staff Development Affiliate (SDA) provides guidance on [student wellness data protoco](https://docs.google.com/presentation/d/1eYmY2_PL3A6RtxLltUs-4l5iD_qlkkJI9SsXL332h40/preview?slide=id.g81d687baa4_8_2)l for the Fall 2020.  Harvard’s Graduate School of Education released the “Making Caring Common Student Survey,” a [COVID-19 check-in survey](https://mcc.gse.harvard.edu/resources-for-educators/covid-check-in-survey) for educators that can be modified as needed.  The online ['Get to Know You' Survey](https://backtoschool.panoramaed.com/) from Panorama Education helps staff and students learn about each other and build stronger classroom relationships.  See Appendix Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery Resources. |
| 2.B.p.3 | 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.  If school may be hybrid or remote for all or some students, planning for how these systems and structures will operate remotely is essential. | Nebraska Department of Education [Family and Community Engagement](https://www.education.ne.gov/family/) site offers resources, [toolkits](https://www.education.ne.gov/family/educators/) and live sessions to assist with engaging families and community.  Nebraska 21st Century Community Learning Center created guidance for [after school programs](https://www.education.ne.gov/wp-content/uploads/2020/04/RESOURCES-Nebraska-Afterschool-Program.pdf) during COVID which address SEL.  Search Institute provides a “Building Developmental Relationships During COVID-19 Crisis” [checklist](https://drive.google.com/file/d/1vm1PkzIv-Wqm2IduT-b8jwzxIfyZ_57T/view?usp=sharing) to build developmental relationships with young people while they are at home during the COVID-19 crisis.  Turnaround for Children offers a brief on [strategies](https://drive.google.com/file/d/19ARYC3ikIXPwy-9XtfxMtSXkQYpxOpCy/view?usp=sharing) for building relationships with students.  CT3 offers these [strategies](https://www.ct3education.com/2016/09/27/10-outside-box-relationship-building-strategies-beyond-student-survey/) for building relationships with students.  See Appendix Section 2: Universal Supports: Additional Considerations, Resources, and Strategies for in-person, remote, and hybrid modalities. |
| 2.B.P.4 | Plan 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. | The Nebraska [Youth Mobile Crisis Response](http://dhhs.ne.gov/Behavioral%20Health%20Documents/MobileCrisisResponse.pdf) Team provides assistance across the state.  Nebraska DHHS Dealing with COVID: [Kids and Family Edition](http://dhhs.ne.gov/Documents/COVID-19-FamilyGuide.pdf) provides Q&A as well as resources for families.  ESU 7 has [seven ways to mental and behavioral wellness](https://my.visme.co/view/rxy6o9yo-7-ways-to-wellness) during COVID available to assist schools, teachers, and families.  [Boys Town](https://www.boystown.org/Pages/COVID-19.aspx) offers a variety of resources for kids and families. [Your Voice Your Life](https://www.yourlifeyourvoice.org/Pages/home.aspx) is a well monitored platform for adolescents to share their feelings.  Teaching tolerance has released [Family and Community Engagement](https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/family-and-community-engagement) resources.  The Refugee Response has provided numerous [videos](https://www.youtube.com/playlist?list=PLOZioxrIwCv0OQHKgJWFWMwFjz2f9AmpK&fbclid=IwAR278KaorV__jH1MK_ZhqbzBi_vpcg4-PuGBBO778Dn9cpP3e1sP65aGACM) in 23 languages to assist in managing stress and anxiety due to COVID. These correlate to the Nebraska DHHS [Immigrant Risk Factor Tip Sheet](http://dhhs.ne.gov/Reports/Risk%20Factors%20for%20Immigrants.pdf).  Nebraska DHHS’s [Bridge to Independence](http://dhhs.ne.gov/Pages/Bridge-to-Independence.aspx) helps children in foster care graduate and get life started. Nebraska Healthy People 2020 provides stats on health service availability<https://embed.resultsscorecard.com/Result/Embed/9617>. |

#### 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.

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| Steps | | **Resources** |
| 2.C.p.1 | Plan a series of welcoming activities that celebrate a return to school. Social distance protocols may require convening in an outdoor space or virtually.   * 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. | The Indiana Department of Education’s [Road Map for SEL Reentry](https://drive.google.com/file/d/1ljoJWCvBP4sXWrPmfgYjXkPReosJMpex/view?usp=sharing) is an example of one state’s recommended sequence for return-to-school activities.  The [CASEL Program Guides](https://casel.org/guide/) (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.  For reflection questions and additional ideas for activities, see Appendix Section 2: Universal Supports: Additional Considerations, 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. |

#### 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](#bookmark=id.2u6wntf).

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| 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. | [Nebraska’s Multi-Tiered Systems of Support (NeMTSS) Framework](http://nemtss.unl.edu/wp-content/uploads/2018/08/NeMTSS-Framework.pdf) highlights a system’s approach to providing evidence-based related to culture and climate.  The Bring Up Nebraska [Translation and Communication Guide](https://drive.google.com/file/d/1Xw2WAXoNjhhlQsCXS5x8ts0Vqo51Fo7i/view) provides resources for communicating during COVID-19.  The National Center for Safe & Supportive Learning Environments provides [guiding questions and checklists](https://drive.google.com/file/d/1rjWUg9azKJ2KIuKTSfPbb1hvkDZ74g4H/view?usp=sharing) to help identify practices and policies that could be retraumatizing, related to discipline, communication, and safety.  NYU Steinhardt issued [Guidance on Culturally Responsive-Sustaining School Reopenings](https://drive.google.com/file/d/1noRTPch3fa6sX-pz1LN13uddKfLP2aVS/view?usp=sharing) to help school system and school leaders decide, determine, reimagine, and recreate in education through an equity lens.  The Beloved Community’s [Equity Audit](https://www.wearebeloved.org/equity-audit) is a comprehensive benchmarking tool that assesses diversity, equity, and inclusion.  Mid-Atlantic Equity Consortium provides criteria for conductinga [school-level equity audit](https://drive.google.com/file/d/1rnj8_rjxkB25dqbhLn30HDXhxekCFans/view?usp=sharing) that includes a checklist and guiding questions.  El Dorado Elementary School in San Francisco Unified School District is an [exemplar](http://www.whatworksforamerica.org/san-franciscos-el-dorado-elementary-school-uses-trauma-informed-suspensions-drop-89/#.Xvvfq5NKh24) for using trauma-informed and restorative practices, resulting in drop in suspensions.  See Appendix Section 1: Professional Learning Resourceswith resources for disaggregating and making meaning of wellbeing and connection data. |
| 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. |
| 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. |
| 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. |
| 2.D.p.5 | Create a communications plan to release revised policies with the school community.  Ensure teachers have training on cultural responsiveness, non-punitive practices, and trauma-informed practices as needed. |

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

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| Steps | | **Resources** |
| 2.E.p.1 | Collect the relevant data to ensure students/families have access to at least one supportive adult. Analyze gaps, and address issues to reach goals.  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. |  |

### 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.

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| 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. | ESU Staff Development Affiliate (SDA) provides guidance on [student wellness data protoco](https://docs.google.com/presentation/d/1eYmY2_PL3A6RtxLltUs-4l5iD_qlkkJI9SsXL332h40/preview?slide=id.g81d687baa4_8_2)l for the Fall 2020.  Nebraska [DHHS Screening and Referral Guide](http://dhhs.ne.gov/MCAH/PH-PB-4.pdf) provides information regarding Nebraska hotlines, outreach, resources and screening tools.  National Center for School Mental Health provides guidance support and services for [tier 2 and 3](http://www.schoolmentalhealth.org/Resources/Early-Intervention-and-Treatment-Tiers-2--3/).  Transcend Education provides a short overview of and resources on [how to create multiple tiers of support](https://drive.google.com/file/d/1Ua0jO-oWRz6l1pZo4ca8Urp49oVDNNuO/view?usp=sharing) for student mental health.  Turnaround for Children offers a [tool](https://drive.google.com/file/d/1Uo7TN55BcLsySOsMcS_JJqs3OJJCiGW0/view?usp=sharing) to assess and plan for Tier 2 and 3 systems.  Wisconsin Department of Public Instruction released a [School Mental Health: Referral Pathways Guide](https://drive.google.com/file/d/1Q0dPhgJfCapPfnyAA8_J0GDkllH5jL4S/view?usp=sharing) to define and develop mental health referral pathways.  School Health Assessment and Performance Evaluation System launched the [School Mental Health Quality Guide: Screening](https://drive.google.com/file/d/1w6TcFU3fVuUsMs8xSHfjRsfa1uzjLFKW/view?usp=sharing) 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.  See Appendix Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery Resources. |
| 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. |
| 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. |
| 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. |

#### 3.B.p: Create a plan to collaborate with community partners to help ensure tailored student supports are implemented effectively and equitably.

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| Steps | | **Resources** |
| 3.B.p.1 | 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. | Harvard Graduate School of Education’s [Making Caring Common Project, For Educators: Resource Mapping Strategy](https://mcc.gse.harvard.edu/resources-for-educators/resource-mapping-strategy) is a mapping tool for identifying and analyzing the currently available programs, people, services, and other resources in schools.  National Center for School Mental Health released a [Needs Assessment & Resource Mapping](http://www.schoolmentalhealth.org/Resources/Needs-Assessment--Resource-Mapping/) guide, which provides background information, best practices, possible action steps, examples, and resources. |
| 3.B.p.2 | 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. | Nebraska [Network of Care for behavioral health](https://portal.networkofcare.org/NebraskaBehavioralHealth) provides an interactive map that allows you to find regional resources and contact information.  Nebraska [DHHS Screening and Referral Guide](http://dhhs.ne.gov/MCAH/PH-PB-4.pdf) provides information regarding Nebraska hotlines, outreach, resources and screening tools. |

#### 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.

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| Steps | | **Resources** |
| 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.  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. |  |

## 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.l: Implement opportunities for staff and educators to reconnect, heal, and feel safe and supported.

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| Steps | | **Resources** |
| 1.A.l.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.l.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.  ESU 7 has [seven ways to mental and behavioral wellness](https://my.visme.co/view/rxy6o9yo-7-ways-to-wellness) during COVID available to assist schools, teachers, and families.  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*.* |

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

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| Steps | | **Resources** |
| 1.B.l.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. | Refer to resources in Key Action 1.B.p, especially step 1.B.p.1.  See Appendix Section 1: Professional Learning Resources, with resources organized by topic. |
| 1.B.I.2 | 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.  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.  As needed, professional learning should directly address how to support students and include suggested strategies for remote and hybrid scenarios. |
| 1.B.1.3 | Ensure implementation of the professional learning plan is integrated with any broader professional learning plan created to address academics. |  |
| 1.B.l.4 | Continue to identify potential partners for each system of support tier (e.g., mental health providers, youth development organizations, sports and arts programs).  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. | Nebraska [Network of Care for behavioral health](https://portal.networkofcare.org/NebraskaBehavioralHealth) provides an interactive map that allows you to find regional resources and contact information.  Nebraska [DHHS Screening and Referral Guide](http://dhhs.ne.gov/MCAH/PH-PB-4.pdf) provides information regarding Nebraska hotlines, outreach resources. and screening tools.  MHTTC Network’s School Mental Health Curriculum [training manual](https://drive.google.com/file/d/1F8YhSQoKW0_TjqASlOwxdfpgpvItwwUB/view?usp=sharing) 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) |

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

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| --- | --- | --- |
| Steps | | **Resources** |
| 1.C.l.1 | 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.  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. |  |

### Student Wellbeing and Connection.

### Key Actions and Detailed Steps (Launching Phase)

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

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| --- | --- | --- |
| Steps | | **Resources** |
| 2.A.I.1 | 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 school wide positive behavior system, opportunities to celebrate diversity and inclusion, and celebrations of student achievements.  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. | [Copilot](https://equitablelearning.org/pages/pg8LBF8j) 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.This [article](https://www.edsurge.com/news/2020-05-21-how-to-foster-a-positive-school-climate-in-a-virtual-world) from EdSurge includes tips on how to foster a positive school climate in a virtual learning environment. Turnaround for Children offers a set of [strategies](https://drive.google.com/file/d/1fYaoV4VxuuvR3UHW6L9lsU0oMjMXj3g5/view) for structuring the classroom environment to support relationships.  The RELATE tool from the Yale Center for Emotional Intelligence is an [observation tool](https://www.ycei.org/relate-tool) designed for capturing the social processes unique in self-contained special education classrooms. |
| 2.A.I.2 | Implement a school wide plan to support explicit and integrated instruction of SEL, and modify as needed for hybrid and remote environments. Consider how to integrate into units and lessons authentic opportunities to help students make meaning of and process this moment in time. | CASEL provides a [note-taking template](https://drive.google.com/file/d/1Sj2TeS6-yFRxAuldJAaIHMLVFJqX22iw/view?usp=sharing) to help reflect on a remote, in-person, or hybrid learning activity for SEL integration.  [Transforming Education's SEL Integration Approach for Classroom Educators](https://drive.google.com/file/d/1IKh4DKC0PbJPbGqFHmuNtvjlo3lvP8qr/view?usp=sharing) guides classroom educators in how to integrate SEL into academic curriculum and daily classroom routines.  Transforming Education provides [strategies](https://drive.google.com/file/d/1QQ1Fst_vM55H5dwq7eVRr6T-liwZSNrA/view?usp=sharing) for iterating SEL in a remote learning world. |

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

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| --- | --- | --- |
| Steps | | **Resources** |
| 2.B.l.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.  [Creating an On-line Learning Plan](https://bealearninghero.org/research/) |
| 2.B.l.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](https://drive.google.com/file/d/1bX27_ytgHKnkzApl29CRwRGKzH9CqWPh/view?usp=sharing)with recommendations to foster the comprehensive development of young people.  **Remote:**  Search Institute’s Building Developmental Relationships During COVID-19 Crisis [checklist](https://drive.google.com/file/d/1vm1PkzIv-Wqm2IduT-b8jwzxIfyZ_57T/view?usp=sharing) provides relationship-building steps.  **Hybrid:**  Prodigy provides [culturally-responsive teaching strategies and examples](https://www.prodigygame.com/blog/culturally-responsive-teaching/) to consistently deliver culturally-responsive lessons.  This [infographic](https://drive.google.com/file/d/1K-on1pxlSMhIq8jMIaouSxO4xXqfvzW4/view?usp=sharing) from Jobs for the Future illustrates the spectrum of student voice in schools and classrooms.  See Appendix Section 2: Universal Supports: Additional Considerations, Resources, and Strategies for in-person, remote, and hybrid modalities. |
| 2.B.1.3 | 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. | See Appendix Section 2: Universal Supports: Additional Considerations, Resources, and Strategies for in-person, remote, and hybrid modalities. |
| 2.B.1.4 | 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. |  |

#### 2.C.l: Implement welcoming return-to-school activities for students and families that promote safe and supportive environments, strong relationships, and a sense of belonging.

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| --- | --- | --- |
| 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. |

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

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| --- | --- | --- |
| Steps | | |
| 2.D.l.1 | Launch culturally-responsive school culture and climate policies and strategies and non-punitive discipline policies. | Public Counsel’s [Toolkit for Educators](https://drive.google.com/file/d/14adATWqrsxVKiH3jgd6bkaIkBFLMBFGs/view?usp=sharing) offers resources to implement inclusive school discipline policies.  Refer to resources in Key Action 2.D.p. |
| 2.D.l.2 | Continue to review school climate and discipline data to inform implementation. |
| 2.D.l.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.l: Run an improvement cycle focused on implementing safe, supportive, and equitable learning environments for each student.

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| --- | --- | --- |
| Steps | | **Resources** |
| 2.E.l.1 | 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.  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. |  |

### 

### Tailored Student Supports.

### Key Actions and Detailed Steps (Launching Phase)

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

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| --- | --- | --- |
| Steps | | **Resources** |
| 3.A.l.1 | Implement selected Tier 2/3 screening or assessment tools to guide decision-making, and identify students who need deeper supports.  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. | The National School Reform Faculty offers a [protocol](https://drive.google.com/file/d/1A8axQyYPQQY_KnsUUXeFtHT8BE6maVkH/view?usp=sharing) to have data-driven dialogue.  Every Child Thrive’s [article](https://everychildthrives.com/finding-the-calm/?fbclid=IwAR0Cr9n8tTgFK2gP8lpYjFSzAAH0Bgw9FkNjMz8Pd2NDCqjBtbnnndaawlI) discusses students leading a school’s social-emotional response to the pandemic.  Refer to resources in Key Action 3.A.p.  See Appendix Section 3: Tailored Supports for additional considerations, resources, and strategies  See Appendix Section 4: Surveys, Screeners, Assessment, and Virtual Service Delivery Resources. |
| 3.A.l.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. |
| 3.A.l.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. |

#### 3.B.l: 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. | [Working with Community Based Organizations](https://drive.google.com/file/d/1vHu3TJQQrbG9vUkb2XozttxSPKHJvXON/view?usp=sharing) |
| 3.B.l.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. |  |

#### 3.C.l: 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.l.1 | 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.  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. |  |

## 

## 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.

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| --- | --- | --- |
| Steps | | **Resources** |
| 1.A.s.1 | Collect the relevant data to monitor the implementation and quality of staff training and support. Analyze gaps, and address issues to reach goals.  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. |  |

### 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.

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| --- | --- | --- |
| Steps | | **Resources** |
| 2.A.s.1 | 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.  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. |  |
| 2.A.s.2 | Collect the relevant data to monitor that discipline and suspension data rates are declining and that decline is proportionate across student demographics.  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. |  |

### 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.

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| --- | --- | --- |
| Steps | | **Resources** |
| 3.A.s.1 | 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.  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. |  |

Appendix: Additional Considerations, Resources, and Strategies

## 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.](https://www.edsurge.com/news/2020-04-07-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](https://statprogram.org/)
* 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](https://schoolguide.casel.org/focus-area-2/learn/reflecting-on-personal-sel-skills/)
* National Association of Elementary School Principals: [The Principal’s Guide to Building Culturally Responsive Schools](https://drive.google.com/file/d/17qdA_5dwCzXK8TuxR9bNbbXunuq8Lhhp/view?usp=sharing)

### 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](https://drive.google.com/file/d/1RGHDyXxavmWpNdrs5SBvVxPKxhtT6dM0/view?usp=sharing)
* Albert, Affirming Black Lives in School: Teachers, Administrators, Students - [tools](https://docs.google.com/document/u/0/d/123kermG94-4udl-fKkBse_WrPVMdAF9-9ktngAtLszk/mobilebasic?usp=gmail)
* Facing History and Ourselves, Reflecting on George Floyd’s Death and Police Violence Towards Black Americans - [guide](https://www.facinghistory.org/educator-resources/current-events/reflecting-george-floyds-death-police-violence-towards-black-americans?cacheclear=1)
* National Association of School Psychologists, Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators - [guide](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-coronavirus-stigma-and-racism-tips-for-teachers-and-other-educators)
* Annie E. Casey Foundation, Leading With Race to Reimagine Youth Justice - [report](https://www.aecf.org/resources/leading-with-race-to-reimagine-youth-justice/#key-takeaway)
* Project Implicit - [tasks](https://implicit.harvard.edu/implicit/)
* Edutopia, A Guide to Equity and Antiracism for Educators - [guide](https://www.edutopia.org/article/guide-equity-and-antiracism-educators)
* Black Lives Matter at School - [tools](https://blacklivesmatteratschool.com/), resources and [curriculum guide](https://blacklivesmatteratschool.com/2020/01/21/announcing-the-black-lives-matter-at-school-2020-curriculum-resource-guide/)
* Pennsylvania State University, Applying an Equity Lens to Social, Emotional, and Academic Development - [brief](https://www.rwjf.org/en/library/research/2018/06/applying-an-equity-lens-to-social-emotional-and-academic-development.html)
* Culturally Responsive Teaching and the Brain, Start with Responsive - [podcast](https://crtandthebrain.com/start-with-responsive/)
* BELE Network, Affirming Cultural Identity - [video modules](https://equitablelearning.org/books/n7Bw4Xso)

### Additional Resources and Strategies - Trauma-Informed Practices & Resilience

* National Association of School Psychologists, Helping Children Cope with Changes Resulting from COVID-19 - [guide](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19)
* Wisconsin Department of Public Instruction, Trauma Sensitive Schools Online Professional Development - [video](https://dpi.wi.gov/sspw/mental-health/trauma/modules)
* Prevention Institute, Adverse Community Experiences and Resilience: A Framework for Addressing and Preventing Community Trauma - [report](https://drive.google.com/file/d/1DUaVuc91NNMY2xavxCLvETVKp_40L-fI/view?usp=sharing)
* Greater Good, How to Help a Traumatized Child in the Classroom - [strategies](https://greatergood.berkeley.edu/article/item/the_silent_epidemic_in_our_classrooms)

### Additional Resources and Strategies - Non-Punitive Practices

* Mindful Schools, Children Will Speak When They Feel Safe - [article and videos](https://www.mindfulschools.org/implementation-stories/children-will-speak-when-they-feel-safe/?gclid=EAIaIQobChMImPKSgfKQ6gIVZxitBh20igaqEAAYAiAAEgKxgvD_BwE)
* 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](https://selcenter.wested.org/resource/alignment-and-coherence-series-aligning-sel-trauma-informed-practices-and-restorative-practices-into-one-coherent-system/) and [infographic](https://drive.google.com/file/d/13qB7M9rcJVU6MLde7HmsgzasYWl_6Bh_/view?usp=sharing)
* Schott Foundation for Public Education, Restorative Practices: A Guide for Educators, [toolkit and infographic](http://schottfoundation.org/restorative-practices)
* Edutopia, Eight Tips for Schools Interested in Restorative Justice - [article](https://www.edutopia.org/blog/restorative-justice-tips-for-schools-fania-davis)
* Mid-Atlantic Equity Consortium, Inc. (MAEC), School Climate Checklist - Discipline - [checklist](https://drive.google.com/file/d/1wgLK3g_o1PWD-M9_I9jqvJApxRqmwB_G/view?usp=sharing)
* Turnaround for Children, Restorative Conversations - [guidance](https://drive.google.com/file/d/1fWpdb2kGjWLgBqgV4_oHZPBBkoEn1WNc/view?usp=sharing)

### 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](https://drive.google.com/file/d/1twsQUJnSUPufeo6WYNTh3Cpz4XGTn6US/view?usp=sharing)
* Center for Assessment and Policy Development, What Are Possible Concerns About Using Available Information? - [brief](https://drive.google.com/file/d/1s45gWFcUgqjsrsjg1soWjvWTPM8xwOY4/view?usp=sharing)
* Center for Assessment and Policy Development, What is the Difference Between Tracking Community Outcomes and Evaluating the Outcomes of Change Strategies - [brief](https://drive.google.com/file/d/1NJynaAHWRtFD2VRGeaEJRf0X0mp7dbYP/view?usp=sharing).
* Massachusetts Department of Elementary & Secondary Education, Massachusetts Plan for Equitable Access to Excellent Educators - [equity planning templates](http://www.doe.mass.edu/educators/equitableaccess/resources/)
* BELE Network, How to Run, Interpret, and Use Data by Subgroups - [tool](https://equitablelearning.org/pages/vzIVcU6c)
* Thinking Collaborative, Here’s What, So What, Now What - [tool](https://drive.google.com/file/d/1r3aMDTCb6BXgUvNmuRuKhnu2QG8C1M8C/view?usp=sharing)

### Additional Resources and Strategies - Equity Audits

* The Education Trust-West, Data Equity Walk Toolkit - [toolkit](https://west.edtrust.org/data-equity-walk-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](https://www.racialequitytools.org/evaluate/reflecting/using-evaluation-for-learning)

### Additional Resources and Strategies - Other

* Washington Office of Superintendent of Public Instruction, SEL Online Education Modules - [videos and tools](https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/social-and-emotional-learning-sel/sel-online-education-module)
* Wisconsin Department of Public Instruction, Promoting Excellence for All eCourse - [video](https://dpi.wi.gov/excforall/ecourse)
* BELE Network, Copilot - [tool](https://equitablelearning.org/pages/pg8LBF8j)
* Promise54, Unrealised Impact: The Case for Diversity, Equity, and Inclusion *-* [report](https://drive.google.com/file/d/1BhmPT5-Lf2WcGtiEWZD6b45LUyO5ClQ4/view?usp=sharing)

## 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](https://drive.google.com/file/d/1IKh4DKC0PbJPbGqFHmuNtvjlo3lvP8qr/view?usp=sharing)

### 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](http://www.liberatingstructures.com/) to ensure learning engagement and equity of voice.
* CASEL, Leveraging SEL as You Prepare to Reopen and Renew - [guidance](https://drive.google.com/file/d/11M7JXCnPmWwNHBR-is_sOk6jDHyW43q9/view?usp=sharing)
* Colorado School Safety Resource Center, Positive School Climate Plan Template - [tool](https://drive.google.com/file/d/1cvc9JXofOulHBXNmUvnPICy9oGIoC7E3/view?usp=sharing)
* Consortium for School Networking (CoSN), Digital Equity Toolkit - [toolkit](https://cosn.org/digitalequity)
* Annie E. Casey Foundation, Village of Wisdom Transforms Classrooms into Equitable Learning Spaces, [article](https://www.aecf.org/blog/village-of-wisdom-transforms-classrooms-into-equitable-learning-spaces/)
* Transforming Education, [Trauma-Informed SEL Toolkit](https://www.transformingeducation.org/trauma-informed-sel-toolkit/)
* Turnaround for Children, Structuring the Classroom Environment to Support Relationships - [strategies](https://drive.google.com/file/d/1fYaoV4VxuuvR3UHW6L9lsU0oMjMXj3g5/view?usp=sharing)
* Turnaround for Children, PS 226: Building Schoolwide Systems and Structures to Support Student Learning and Development - [video](https://www.turnaroundusa.org/case_study/p-s-226-building-schoolwide-systems-and-structures-to-support-student-learning-and-development/) (elementary school exemplar)
* Transcend Education, Mental Health Practice Toolkit: Create a Safe School Environment: - [brief](https://drive.google.com/file/d/1Za51kYj6eFN294CxsM89_kZsfDpPJoPy/view?usp=sharing)
* Transcend Education, Donnell Cannon at the NC State Board of Education - [video](https://www.youtube.com/watch?v=E8UZQ4HlECk&feature=youtu.be) (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](https://drive.google.com/file/d/1M3LalSSB-HvFDFlwgZsvIGNVR2v6phoZ/view?usp=sharing)
* The Center to Improve Social and Emotional Learning and School Safety at WestEd, Strategies for Trauma-Informed Distance Learning - [brief](https://drive.google.com/file/d/11b2MQ6uJ_d5cnnqXwdnFBW9Cb4_CIBAI/view?usp=sharing)
* BELE Network, Classroom Belonging - [tools](https://equitablelearning.org/books/dyY6m2Bi)

### 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](https://eleducation.org/resources/chapter-5-student-led-conferences)
* The Creating Opportunities through Relationships (COR) learning modules are designed to strengthen teacher-student relationships.[Creating Opportunities Through Relationships: COR](http://www.corclassrooms.org/)
* Webinar series on creating a school-based mentor program from the American School Counselor Association - [MentorProgramWebinar.pdf](https://drive.google.com/file/d/1ebMIrLbkGpns60i3s8ue3uUU9h2-LDIm/view?usp=sharing)
* FosterEd Arizona, Building Champions for Students in Foster Care - [report](https://drive.google.com/file/d/1vtkjyUpv7T5aQ1iLb3AAc5qpmRnhh5Tk/view?usp=sharing)
* Center for Juvenile Justice Reform, The Crossover Youth Practice Model - [guide](https://drive.google.com/file/d/18ZWz7Y7l90yhZxbewqfz3by9Q8AiWOCF/view?usp=sharing)
* Louisiana Department of Education, Building Positive and Supportive Relationships in the Classroom and School - [strategies and guidance](https://drive.google.com/file/d/1II4lDUzG2nM9-ey8OsaDQ7NkKiiZOqgP/view?usp=sharing)

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](https://drive.google.com/file/d/1OaMVNvz7v76uDw-pCSMHbQNReqtWoYmZ/view?usp=sharing)
* What Works Clearinghouse (WCC) - [registry](https://ies.ed.gov/ncee/wwc/)
* IRIS Center, Evidence-Based Practice Summaries - [research summaries](https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/)
* PracticeWise, Blue Menu of Evidence-based Psychosocial Interventions for Youth - [report](https://www.practicewise.com/Community/BlueMenu)
* National Center on Intensive Intervention at American Institutes for Research, Behavioral Intervention Tools Chart - [registry](https://charts.intensiveintervention.org/bintervention)
* Blueprints for Healthy Youth Development - [registry](https://www.blueprintsprograms.org/)
* California Evidence-Based Clearinghouse for Child Welfare (CEBC) - [registry](https://www.cebc4cw.org/)

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.

## 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](https://drive.google.com/file/d/1mkoDTOv_WbBxeR7Sh5KpOmzzwm14UAE1/view?usp=sharing)
* The New Teacher Project (TNTP), TNTP COVID-19 Support Survey - [survey](https://drive.google.com/file/d/1jY3gbOoPUJN3IvRq75Geq0G6_WM6VFZ5/view?usp=sharing)
* American Federation of Teachers (AFT), COVID-19 School Closures: Supporting Students with Disabilities - [guide](https://drive.google.com/file/d/1myxnInMjf0LnrATTZn7T1eplMEhjJndK/view?usp=sharing)
* Broward County Public Schools, Distance Learning & Wellness Survey - [surveys](https://www.browardschools.com/distancesurvey)
* Kaiser Permanente, Resilience in School Environments (RISE) Index - [index and measures](https://drive.google.com/file/d/1siJrHfgz-FhBTj3CSiBYU3O10WMFXUPK/view?usp=sharing) 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](https://drive.google.com/file/d/1a3tQJafMbUEXdnswwoUJFRt5pop7wBkh/view?usp=sharing)
* Pennsylvania State University, School Climate and Social and Emotional Learning: The Integration of Two Approaches- [brief](https://drive.google.com/file/d/1hQv2AjrL_J7roRAqWDbf70gXdeqYo_m9/view?usp=sharing)
* American Institutes for Research (AIR), Are You Ready to Assess Social and Emotional Learning and Development? Tools Index - [tools index](https://drive.google.com/file/d/1BIqdnbKYNZrDBfI0xxRqK8J9gQ-grOHu/view?usp=sharing)
* Edutopia, Tools to Assess Social and Emotional Learning in Schools - [article](https://www.edutopia.org/blog/tools-assess-sel-in-schools-susanne-a-denham)
* Wisconsin Department of Public Instruction, Behavioral Health Screening Tools - [tools index](https://dpi.wi.gov/sspw/mental-health/social-emotional-learning/assessment)

### Virtual Service Delivery Resources/Guidance

* National Association of School Psychologists (NASP), Virtual Service Delivery in Response to COVID-19 Disruptions - [guide](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/virtual-service-delivery-in-response-to-covid-19-disruptions)
* American School Counselor Association (ASCA), ASCA Toolkit: Virtual School Counseling Guidelines - [toolkit](https://schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-school-counseling-toolkit)
* American Psychological Association (APA), Office and Technological Checklist for Telepsychological Services - [checklist](https://www.apa.org/practice/programs/dmhi/research-information/telepsychological-services-checklist)

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