



CONSIDERATIONS FOR STUDENTS IN
REOPENING SCHOOLS
JUNE 2020



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INTRODUCTION

This document presents several strategies and considerations intended to provide public and private schools, local educational agencies (LEAs), guidance in preparing for and conducting a successful re-entry into School Year 2020-2021. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance will likely change, be amended, or augmented. LEAs should coordinate with local authorities, such as state and local health departments, health centers, consulting physicians, and health-care providers, and apply this guidance in accordance with the guidance they receive from these stakeholders. LEAs should always adhere to the most recent recommendations from the Centers for Disease Control and Prevention.

Procedures outlined within this document are based on recommendations from federal and state resources, collaborative partners, and institutional best practices, and are not, unless otherwise indicated, required by statute or regulation. Some LEAs will not be able to address or implement all the strategies included. Each LEA should use this document as a guide and consult with all relevant stakeholders to determine which procedures the LEA is able to address and the best way to proceed.

We recognize the need for uniform parameters and considerations that are specific enough to be actionable, but broad enough to be adaptable. This guide will be revised and updated regularly as more data and resources become available.

THANK YOU

Arizona would like to recognize all the statewide stakeholders who shared their valuable time and expertise in the development of this document. We also thank all those who served as an Advisory Group to review and provide thoughts and feedback.

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CONSIDERATIONS FOR STUDENTS

Student Learning	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency Closure)
Student Learning Definition	<ol style="list-style-type: none"> 1. Learning is the process of developing sufficient surface knowledge to then move to deeper understanding such that one can appropriately transfer this learning to new tasks and situations (Hattie and Donoghue 2013). 2. While the delivery of instruction and materials may change due to physical environments, the goal of student learning remains the same in all settings. 			
Student Learning: Identifying Gaps and Mastery in Learning	<ol style="list-style-type: none"> 1. Prior to the start of the school year, review the fourth quarter scope and sequence for the previous grade-level and identify which critical standards were not taught for mastery for each academic subject. 2. Determine gaps and mastery in student learning using valid assessment tools. 3. Discuss gaps and mastery with students to make them aware of their current levels of understanding and to give them agency in addressing gaps in their learning. 4. Authentically embed unmastered critical standards into the scope and sequence for the year. Avoid attempting to teach all unmastered standards at the beginning of the year. 5. Avoid using instructional time to teach or reteach 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. During emergency school closures, communicate to students the critical standards that will be the focus of instruction and learning. 3. Provide students the opportunity to discuss their own understanding of these critical standards and what they need to help address gaps in mastery during the emergency closure. 4. Resources <ol style="list-style-type: none"> a. National Institute for Excellence in Teaching



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	<p>skills over which students have already demonstrated mastery.</p> <p>6. Resources</p> <p>a. National Institute for Excellence in Teaching</p>			
Student Learning: Identifying Critical Standards	<ol style="list-style-type: none"> Students receive quality instruction on all grade-level standards and demonstrate mastery by the end of the year. In the classroom, students are given frequent and multi-modal opportunities to demonstrate their learning and instruction is altered in the moment based on the level of student mastery. 	<ol style="list-style-type: none"> All considerations in column 1 for students attending in person For students who are only attending virtually, critical standards are identified and mapped over the course of the year. Students focus on demonstrating mastery of the critical standards concurrently being learned by their peers who are attending school in person. Students attending virtually are given frequent and multi-modal opportunities to demonstrate mastery of the critical standards. Instruction and activities are adjusted based on the student's level of mastery. 	<ol style="list-style-type: none"> Critical standards are identified and mapped over the course of the year. Students focus on demonstrating mastery of critical standards mapped to each part of the year. Students are given frequent and multi-modal opportunities to demonstrate mastery of the critical standards. Instruction and activities are adjusted based on the student's level of mastery. 	<ol style="list-style-type: none"> All considerations in column 3
Student Learning: Data and Assessment	<ol style="list-style-type: none"> Students take valid and reliable benchmark and summative assessments using tools that are available 	<ol style="list-style-type: none"> All considerations in column 1 	<ol style="list-style-type: none"> All considerations in column 1 	<ol style="list-style-type: none"> All considerations in column 1 Students should be assessed on content taught during



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	<p>in both online and paper and pen format.</p> <ol style="list-style-type: none"> 2. Students are progress monitored to evaluate current learning mastery on a consistent basis. 3. Embed review questions of 2019-2020 Quarter 4 standards to formative assessments to monitor and evaluate past learning. 4. Use formative assessment data and benchmark assessment data to inform instructional next steps and target student needs. 5. Resources <ol style="list-style-type: none"> a. National Institute for Excellence in Teaching 			<p>emergency/intermittent closures immediately after the re-opening to access mastery of virtual learning.</p> <ol style="list-style-type: none"> 3. Resources <ol style="list-style-type: none"> a. National Institute for Excellence in Teaching
Student Learning: Strategies	<ol style="list-style-type: none"> 1. Students should have opportunities to review past standards from Quarter 4 2019-2020 through warm-ups, spiral review, centers work, etc. 2. Reteaching of past and current standards should be provided to students (small group or whole group) who do not perform well on progress monitoring check-ins 	<ol style="list-style-type: none"> 2. Students should have opportunities to review past standards from Quarter 4 2020-2021 through warm-ups, spiral review, centers work, etc., either in person or virtually 3. Reteaching of past and current standards should be provided to students (small group or whole group) who do not perform well on progress 	<ol style="list-style-type: none"> 2. All considerations in column 2 	<ol style="list-style-type: none"> 1. All considerations in column 2



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	<ol style="list-style-type: none"> 3. Scaffold the teaching of new standards and provide multiple and multi-modal opportunities to demonstrate student mastery. 4. Resources <ol style="list-style-type: none"> a. National Institute for Excellence in Teaching 	<ol style="list-style-type: none"> monitoring check-ins in person or virtually 4. Scaffold the teaching of new standards and provide multiple and multi-modal opportunities to demonstrate student mastery. 5. Resources <ol style="list-style-type: none"> a. National Institute for Excellence in Teaching 		
Student Learning: Planning and Delivery	<ol style="list-style-type: none"> 1. Critical standards are identified and mapped over the course of the year. 2. Pacing guides are created for each quarter, laying out critical standards for instruction. 3. Look at/redefine the components of instructional blocks to allow for adequate and effective pacing. 4. Implement instructional strategies that reflect best practices. 5. Look at time on task structures to engage students in learning. 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Identify structures for instructional blocks for virtual instruction. 3. Implement instructional strategies virtually that increase student engagement. 	<ol style="list-style-type: none"> 1. All considerations in column 3
Student Learning: Student Agency	<ol style="list-style-type: none"> 1. Students are active participants in their learning, have a clear understanding of learning goals and success criteria for demonstrating learning, and 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Have students provide feedback, using a survey for example, on successful practices from the previous 	<ol style="list-style-type: none"> 2. All considerations in column 2 	<ol style="list-style-type: none"> 1. Even in emergency closures, clear communication structures are essential to foster student agency. Students are active



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	<p>are able to identify gaps in their learning and how to best address those gaps.</p> <p>2. Resources</p> <p>a. WestEd: Student Agency and Formative Assessment</p>	<p>school closure that they would like to see continue.</p> <p>3. Resources</p> <p>a. WestEd: Student Agency and Formative Assessment</p>		<p>participants in their learning, have a clear understanding of critical learning goals and success criteria for demonstrating learning, and are able to identify gaps in their learning of critical standards and how to best address those gaps during the closure.</p> <p>2. To increase student engagement, students are presented with a higher level of choice in assignments and assessments.</p> <p>3. Have students provide feedback, using a survey for example, on successful practices from the previous school closure that they would like to see continue.</p> <p>4. Resources</p> <p>a. WestEd: Student Agency and Formative Assessment</p>
Student Learning: Interventions	1. Adjust schedule to build in/modify additional intervention time for small	1. All considerations in column 1	1. All considerations in column 2	1. All considerations in column 3



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	<ul style="list-style-type: none"> groups to meet student needs and fill past/current learning needs. 2. Offer manipulatives and differentiated materials and strategies to help students on current learning standards. 3. Resources <ul style="list-style-type: none"> a. National Institute for Excellence in Teaching 	<ul style="list-style-type: none"> 2. Offer small group interventions virtually for students learning in that format. 3. Resources <ul style="list-style-type: none"> a. National Institute for Excellence in Teaching 	<ul style="list-style-type: none"> 2. Create a schedule and structure for virtual interventions to meet student needs and fill past/current learning needs. 3. Provide students with manipulatives and differentiated materials and strategies for current learning standards virtually. 4. Resources <ul style="list-style-type: none"> a. National Institute for Excellence in Teaching 	
Student Learning: Grading	<ul style="list-style-type: none"> 1. Grading reflects student learning and mastery of grade-level standards. 2. School and district grading policies are clear and consistent. 3. Grading policies are clearly communicated to students and families. 4. Students receive regular and targeted feedback to promote understanding and growth. 	<ul style="list-style-type: none"> 1. All considerations in column 1 2. For students attending virtually, any change in school or district grading policies is communicated clearly to students and families. 3. Incorporate understanding that some students will not have equal access to technology and/or will not have the same time, supports, or resources to complete work at home. 	<ul style="list-style-type: none"> 1. All considerations in column 2 	<ul style="list-style-type: none"> 1. All considerations in column 2 2. The quantity of assignments during an emergency closure should be less than the quantity assigned in a non-emergency situation. 3. Graded assignments should be focused on mastery of critical standards. 4. Schools and districts determine and clearly communicate to students and families if grades earned during an



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				emergency closure can negatively impact a student's overall grade.
Student Learning: Communication with Families	<ol style="list-style-type: none"> 1. Deepen relationships with students/families while providing care and instruction. 2. Provide for learning loss in the context of care first. 3. Prioritize the nature, depth, and quality of relationships with parents to make them partners. 4. Ensure that communication with families takes into account families for whom English is not the primary language spoken at home and accommodates for visual and/or hearing disabilities. 5. Resources Harvard Graduate School: The Path Forward 	<ol style="list-style-type: none"> 1. Find secure ways to connect virtually with parents, synchronously or asynchronously, to deepen the relationship with students and families. 2. Communicate with families in a consistent format and time. 3. Help parents develop a flexible learning schedule when at home, and a dedicated space for schoolwork. 4. Set office hours for conferences and information sessions to accommodate for parents' work schedules. 5. Help parents with strategies for the balance of screen time; physical exercise, art and music expression, and social connection with friends. 6. Ensure that communication with families takes into account families for whom English is not the primary language spoken at home and accommodates for visual and/or hearing disabilities. 	<ol style="list-style-type: none"> 2. All considerations in column 2 	<ol style="list-style-type: none"> 1. All considerations in column 2



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		Resources a. Harvard Graduate School: The Path Forward		
Student Learning: Communication with Students	<ol style="list-style-type: none"> 1. Provide students with meaningful feedback (specific, timely, goal oriented, careful, learner involved) 2. Personalize and customize learning by clearly identifying the academic needs of each student. 3. Resources <ol style="list-style-type: none"> a. Providing Effective Feedback to Students b. Harvard Graduate School: The Path Forward 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. When not at school, provide regular checks in or office hours for students. 3. Increase the efficiency of class time/whole group communicating with live lessons (sharper, shorter lessons, less objectives, less screen time). 4. For virtual learning, lessons can be pre-recorded, tutorial in nature, and engaging. 5. Allow for student voice and choice. 6. Resources <ol style="list-style-type: none"> a. Providing Effective Feedback to Students b. Harvard Graduate School: The Path Forward 	<ol style="list-style-type: none"> 1. All considerations in column 2 2. Have regular check in or office hours for feedback. This can be done in small groups or one on one. 3. Develop a strong community and culture online that is based on trust and mutual respect. 4. Online/live whole group lessons should be efficient, sharp, short with less objectives. 5. Create recorded tutorials for students who need more time to understand concepts. 6. Provide a high level of choice in assignments to increase engagement and ownership. 7. Resources <ol style="list-style-type: none"> a. Providing Effective Feedback to Students b. Harvard Graduate School: The Path Forward 	<ol style="list-style-type: none"> 1. All considerations in column 3 2. Communicate with care. Ask how students are coping with the disruption and emergency closings. Ask what they need, both physically and emotionally. Have regular check ins and office hours that focus equally on social emotional and academic learning.



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Student Learning: Needed Technology Training for Students	<ol style="list-style-type: none"> 1. Provide support and instruction on using the school/district's chosen platform for virtual learning and assignment submission. 2. Provide support and instruction for using technology as a tool for learning. 3. Provide support and instruction on how to effectively use technology platforms to build online communication and conferencing skills. 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1
Student Learning: Medically Fragile Students	<ol style="list-style-type: none"> 1. If students have Individualized Education Programs (IEPs) or Section 504 plans, they must be provided equitable access to the general curriculum, and free appropriate public education (FAPE) in accordance with these plans. 2. Consider current ADHS/CDC guidelines for accommodating students with significant health needs on school campuses once physical buildings have 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Consider the need for staff training on multiple learning platforms that promote and provide equity and access to learning in conformity with student IEPs and medical needs, and how those platforms will be provided to and utilized by the student in either the home or virtual setting. 3. Consider that some students cannot access a remote learning platform that does not include 1:1 or small group 	<ol style="list-style-type: none"> 1. All considerations in column 2 	<ol style="list-style-type: none"> 1. All considerations in column 2 2. Plan, prepare, and adapt to the need for continued access to tools and resources needed for possible disruption of brick and mortar learning at periodic intervals throughout the school year related to emergency intermittent school closures or disruptions and each student's physician driven IHP needs and/or



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	<p>opened. Also consider any voluntarily provided physician documentation for individual student needs.</p> <ol style="list-style-type: none"> 3. Consider what PPE may be needed for students with significant health concerns to safely re-enter the physical campus. 4. Consider the need for additional staff training regarding additional health and safety measures needed for students who may have significant health concerns. 5. Consider the need for additional accommodations or services if a student's needs have significantly changed to the extent an IEP meeting may be required to revise the IEP. 	<p>access to a live instructor in a synchronous format, and consider developing a plan that addresses the additional staff training and resources that may need to be allocated.</p>		<p>educational driven IEP requirements.</p> <ol style="list-style-type: none"> 3. Consider whether the provision of any nursing services outlined in the student's IEP must be delivered in the home in order to provide a FAPE. 4. Plan and prepare for access to equipment utilized in the classroom that may need to be used in the home setting to provide a FAPE.
<p>Student Learning: Students with Disabilities</p>	<ol style="list-style-type: none"> 1. Students must be provided equitable access to the general curriculum, and a free and appropriate public education (FAPE) in accordance with their Individualized Education Programs (IEPs). 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Students must be provided equitable access to the general curriculum and a free and appropriate public education (FAPE) in accordance with their Individualized Education 	<ol style="list-style-type: none"> 1. All considerations in columns 1 and 2 2. Determine specific needs of students to access instruction: how they will access technology; be supported with instruction; and how educational 	<ol style="list-style-type: none"> 1. All considerations in columns 1, 2, and 3 2. Determine specific needs of students to access instruction: how they will access technology; be supported with instruction; how



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	<ol style="list-style-type: none"> 2. As with all students, address student-specific needs arising from the transition back into school buildings. 3. Consider staffing and resources for providing 1:1 and/or small group instruction and paraprofessional support in person or virtually, as safe and feasible in conformance with a student’s IEP. 4. Determine whether students have experienced a regression of skills and/or lack of progress. 5. If a student’s needs have changed significantly, consider the need for an IEP meeting to revise or amend the IEP to accurately reflect the student’s need for additional goals and/or services and accommodations. 6. Make individual determinations, for each student, as to whether compensatory educational services are necessary due to the PEAs failure or inability to provide a FAPE 	<ol style="list-style-type: none"> Programs (IEPs), including access to the physical campus if available to students without disabilities. 3. Identify primary components for determining ways a student will access and participate in the general education curriculum and specially designed instruction. 4. For students in virtual settings, determine specific needs of students to access instruction: how they will access technology; be supported with instruction; and how educational services will be accommodated, adapted, or modified to fit needs. 5. Determine whether students have experienced a regression of skills and/or lack of progress. 6. Establish how parents or other household members are provided instructions to support students to access, participate, and progress in the curriculum. 7. Consider establishing a uniform process in accordance with state and federal law for 	<ol style="list-style-type: none"> services will be accommodated, adapted, or modified to fit needs. 3. Establish a process for how IEP meetings will be held under remote learning models. 	<ol style="list-style-type: none"> educational services will be accommodated, adapted, or modified to fit needs; and how a FAPE will be provided in a virtual environment. 3. Consider the need for staff training on multiple learning platforms that promote and provide equity and access to learning in conformity with the individual student’s IEP. 4. Consider the need for additional staff resources to provide parents or other household members with instructions as to how to support students in accessing, participating, and progressing in the curriculum. 5. Establish a process for how IEP meetings will be held under remote learning.



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	<p>during the 2020 fourth quarter period of school closure.</p>	<p>how IEP meetings will be held under hybrid delivery models.</p> <ol style="list-style-type: none"> 8. Determine how assistive technology and other supports will be distributed to families if necessary, to provide a FAPE. 9. Identify how student access, participation, and progress the general education curriculum, and on how IEP goals will be monitored. 		
<p>Student Learning: English Language Learners</p>	<ol style="list-style-type: none"> 1. Focus immediately on building relationships with students and families beyond considerations for instructional content. 2. Identify student concerns and questions about re-entry to school. 3. Use student shared experience during school closures to build and foster meaningful and relevant relationships with peers and leverage those relationships to develop language. 4. Use multiple measures to begin assessing a student's language strengths and needs. 5. Review student data at the beginning of the school year 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Provide opportunities for choice while working at home to include families, interests, and native language development. 3. Identify scaffolds and linguistic supports embedded in current curriculum that can be provided virtually to students. 4. Explicitly teach students language learning strategies they can use virtually. 5. Focus virtual learning time on language skills or content that students have demonstrated they can practice independently. 6. Consider interventions or extended learning opportunities that could be 	<ol style="list-style-type: none"> 1. All considerations in columns 2 and 3 2. Design tasks and materials that support technology and technology-free experiences for students to develop language and literacy simultaneously. 3. Plan individualized learning experiences utilizing accessible materials and multiple modalities based on student's language proficiency levels. 	<ol style="list-style-type: none"> 1. Plan, prepare, and adapt to the need for continued access to tools and resources needed for possible disruption of "brick and mortar" learning at periodic intervals throughout the school year related to emergency intermittent school closures or disruptions



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	<p>and throughout the year, focused on language to identify gains or gaps.</p> <ol style="list-style-type: none"> 6. Use student data to make Tier 1 instructional decisions first, then consider Tier 2 and Tier 3. 7. Plan to intentionally and explicitly target language development throughout the school day in a meaningful and relevant way. 8. Identify and provide appropriate linguistic supports based on student’s language strengths and needs. 9. Design lessons that include training students on how to use technology and software focused on developing language and literacy simultaneously. 10. Provide opportunities for students to practice using technology and software to develop language and literacy. 11. Explicitly teach students language learning strategies that they can use to support their learning independently. 	<p>provided with minimal support during virtual learning time.</p> <ol style="list-style-type: none"> 7. Identify consumable materials, which are part of the current curriculum, that could be sent home for student practice of language skills during virtual learning time. 		



Trauma-Sensitive	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
Trauma-Sensitive Teaching	<p>1. Teaching strategies take into account the students' potential for having Adverse Childhood Experiences (ACES), which may affect their ability to learn, socially interact, and grow. These strategies, employed across all school environments, provide students with consistent, safe environments where healing and growth can occur within the school setting.</p> <p>2. Adopting a trauma-sensitive approach is not accomplished through any single technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. Ongoing internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to embed this approach which can be augmented with organizational development and practice improvement.</p>			
Trauma-Sensitive Teaching: Strategies	<ol style="list-style-type: none"> 1. Create an emotionally and academically safe classroom and school environment. 2. Avoid taking student behavior personally. Students who have experienced trauma are not always in control of their reactions. 3. Employ thoughtful interactions with students, in particular, using non-threatening phrasing. 4. Consciously employ relationship building and interaction strategies with students. 5. Implement consistent and predictable classroom routines. 6. Teach students to use cognitive distractions or thought breaks to re-channel negative thinking. 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Connect with every student/family. 3. Communicate in the language of the family. 4. Ensure equitable access to resources for all students and families. 5. Provide instructional support to parents for virtual learning. 6. Encourage consistent and routine virtual learning practices at home. 7. Allow for individualization in work completion. 8. Resources <ol style="list-style-type: none"> a. Traumasensitive.org b. Trauma Informed Teaching Strategies 	<ol style="list-style-type: none"> 1. All considerations in column 2 	<ol style="list-style-type: none"> 1. All considerations in column 2



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	<ol style="list-style-type: none"> 7. Provide students with specific, supportive feedback on behaviors. 8. Create “islands of competence” for students to reinforce what they do well. 9. Resources <ol style="list-style-type: none"> a. Trauma Informed Teaching Strategies b. Traumasesitiveschools.org 			
Trauma-Sensitive Teaching: Identifying Students in Need	<ol style="list-style-type: none"> 1. Assume that all students are in need. 2. As appropriate for age group, provide all students the opportunity to process their own experiences and concerns for the future. 	1. All considerations in column 1	1. All considerations in column 1	1. All considerations in column 1
Trauma-Sensitive Teaching: Classroom Routines and Procedures	<ol style="list-style-type: none"> 1. Routines and procedures should employ the following principles: <ol style="list-style-type: none"> a. Safety b. Trustworthiness and transparency c. Peer support d. Collaboration and mutuality e. Empowerment of student voice and choice f. Thoughtful consideration of 	1. All considerations in column 1	1. All considerations in column 1	1. All considerations in column 1



Trauma-Sensitive	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	cultural, historical, and gender issues 2. Resources a. https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm			
Trauma Sensitive Teaching: Addressing Specific Needs	1. For all instructional environments, provide specific information in IEPs or 504s for identification of student needs in the various scenarios. Include expectations for related services and therapies.	1. All considerations in column 1	1. All considerations in column 1	1. All considerations in column 1
Trauma Sensitive Teaching: Communication with School and District	1. Ensure all contact information for families is current. 2. Create a centralized communication team for global information. 3. Use multiple channels for communication. 4. Make sure information is easy to find on your website. 5. If not embedded in current curriculum, practice using on-line resources.	1. All considerations in columns 1 and 3	1. All considerations in column 1 2. Devise and communicate a plan for remote learning. 3. Publish plan, including links for easy access. 4. Identify procedures for distribution of technology and specialized materials. 5. Include individualized plans for delivery of instruction for IEP and 504 students. 6. Provide lessons for students, appropriate for age, as to the	1. All considerations in column 1 2. Devise and communicate a plan for the potential closure of the school. 3. Provide lessons for students, appropriate for age, as to the reasons for the closure and what to expect.



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			<p>reasons for virtual learning and what to expect.</p> <p>7. Elicit and address questions from students about how they will be able to remain in communication with teachers, staff, and students.</p>	
<p>Trauma Sensitive Teaching: Resources for Educators, Students, and Families</p>	<ol style="list-style-type: none"> 1. Creating Trauma Sensitive Schools: https://traumasensitiveschools.org/ 2. Wisconsin Department of Public Instruction: https://dpi.wi.gov/sspw/mental-health/trauma/modules 3. National Center on Safe Supportive Learning Environments: https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package 4. Educational Leadership: Trauma Informed Teaching Strategies: http://www.ascd.org/publications/educational_leadership/oct19/vol77/num02/Trauma-sensitive Teaching Strategies.aspx 5. Center for Disease Control: Infographic: 6 Guiding Principles to A Trauma-sensitive Approach: https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm 6. Developing Trauma-sensitive Schools: https://www.azed.gov/ece/2019/08/19/developing-trauma-sensitive-schools/ 7. Conscious Discipline: https://www.azed.gov/improvement/conscious-discipline/ 8. Trauma-Sensitive Schools: https://www.azed.gov/improvement/trauma-sensitive/?preview_id=3300 			



Social Emotional	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
Social Emotional Learning	1. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (casel.org).			
Social Emotional Learning: Strategies at the School Level	<ol style="list-style-type: none"> 1. Define social-emotional goals for the school as a whole, including behavior expectations. 2. Develop a schoolwide infrastructure that can support SEL, including planning cycles and assessment. 3. Coordinate SEL programs to align with the school's overall goals. 4. Prepare staff to teach SEL skills through modeling and integrated instruction. 5. Ensure that each student has one caring adult who checks in with him/her regularly. 6. Create and provide opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help-providing and help-seeking behaviors. 7. Provide opportunities to elevate student voices in reflecting on the previous 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1 2. Authentically discuss and reinforce social-emotional goals and behavior expectations during an emergency school closure.



Social Emotional	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	school closure and in school planning. 8. Resources a. National Institute for Excellence in Teaching			
Social Emotional Strategies for Students	<ol style="list-style-type: none"> 1. In early childhood programs, provide young children with simple strategies for exploring, discussing, and regulating their emotions. Read-alouds offer an easy way to prompt conversations about how big changes make them feel. 2. In elementary school settings, support students in developing relationship building and conflict resolution skills by helping them cocreate shared agreements for their new class. 3. In middle school settings, offer adolescents an opportunity to reconnect and create a sense of closure from the previous school year, such as by writing letters to their former classmates or teachers, or discussing with peers how the last few months will impact their perspectives as they enter their new grade. 	<ol style="list-style-type: none"> 1. Implement consistent and predictable routines for contacting and connecting with students who are learning in a virtual environment 2. In early childhood programs, provide young children with simple strategies for exploring, discussing, and regulating their emotions. Read-alouds, both in-person and virtual, offer an easy way to prompt conversations about how big changes make them feel. 3. In elementary school settings, support students in developing relationship building and conflict resolution skills by helping them cocreate shared agreements for their new class or distance learning environment. 	<ol style="list-style-type: none"> 1. All considerations in column 2 	<ol style="list-style-type: none"> 1. All considerations in column 2



Social Emotional	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
	<p>4. In high school settings, provide older students with a way to reflect on and document their experience and what they have learned about themselves during the pandemic, either through journal writing, artwork, music, or other creative outlets.</p> <p>5. Resources</p> <ul style="list-style-type: none"> a. CASEL.org: Leveraging the Power of Social Emotional Learning b. Supporting Social and Emotional Development Through Quality Afterschool Programs c. The In-School and Afterschool Social and Emotional Learning Connection 	<p>4. In middle school settings, offer adolescents an opportunity to reconnect and create a sense of closure from the previous school year, such as by writing letters to their former classmates or teachers, or discussing with peers how the last few months will impact their perspectives as they enter their new grade.</p> <p>5. In high school settings, provide older students with a way to reflect on and document their experience and what they have learned about themselves during the pandemic, either through journal writing, artwork, music, or other creative outlets.</p> <p>6. Resources</p> <ul style="list-style-type: none"> a. CASEL.org: Leveraging the Power of Social Emotional Learning b. The In-School and Afterschool Social and Emotional 		



Social Emotional	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Building and Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
		<u>Learning Connection</u>		
Social Emotional Learning: Identifying Students in Need	<ol style="list-style-type: none"> 1. Assume all students are in need. 2. Watch for students who are struggling with age appropriate behavior, especially in key areas such as self-control, self-awareness, social awareness, and responsible decision making. 3. Communicate clearly and compassionately with families about concerns about the student. 4. Resources <ol style="list-style-type: none"> a. <u>Social Emotional Learning: What You Need to Know</u> b. <u>CASEL.org: Leveraging the Power of Social Emotional Learning</u> 	<ol style="list-style-type: none"> 1. All considerations in column 2. Watch for students who are disengaged in/from the virtual setting. 3. Communicate clearly and compassionately with families about concerns about the student, particularly to determine if lack of access to resources, such as technology, may be contributing to disengagement in the virtual setting. 	<ol style="list-style-type: none"> 1. All considerations in column 1 	<ol style="list-style-type: none"> 1. All considerations in column 1
Social Emotional Learning: General Resources	<p> https://www.azed.gov/improvement/sel/ https://www.azed.gov/improvement/social-emotional-learning/ https://www.azed.gov/improvement/evidence-based-practices/ https://www.azed.gov/21stcc/youth-development/ <u>When Districts Support and Integrate Social Emotional Learning</u> <u>The CASEL Guide to Schoolwide SEL leads school-based teams through a process for systemic SEL implementation. Focusing on Students Well Being in Times of Crisis</u> https://www.sswaa.org/for-administrators https://www.schoolcounselor.org/ </p>			



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Social Emotional Learning: Resources for Teachers	Collaborative for Academic, Social, and Emotional Learning (CASEL) Webinar: Using a Growth Mindset as the Foundation of SEL Social-Emotional Development: An Introduction How Teachers Can Build Social Emotional Learning Skills Teaching Tolerance: A Trauma Informed Approach to Teaching Through Coronavirus High School SEL Resources - CASEL Creating a Culture of Trust and Safety in Every Class			
Social Emotional Learning: Resources for Parents	SEL in Homes & Communities SEL 101 for Parents (2017) SEL 101 for Parents Spanish			