**OVERVIEW**

This resource provides school teams, and educators, with key considerations to support the social and emotional learning of students in uncertain times. It engages adults in identifying practices and supports in establishing a sense of safety, predictability, and relationships for all students.

*Links within this document take the reader to resources, articles, or websites to support the successful transition to hybrid learning.*

**GOALS**

Establish clear expectations, routines, and procedures for adults and students to ensure safety and predictability.

Establishing an intentional focus on well-being centered in equity results in connections, authentic relationships, and positive engagement with the learning environment.

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<th>Focus Area</th>
<th>Hybrid Setting</th>
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| **Safety** | • Learn and review BCPS COVID-19 health and safety protocols; ask questions and discuss with administration.  
• Review and Reflect on [Trauma-Informed Practices](#) that can be implemented in the classroom setting to support all learners.  
• Determine what [school-wide expectations](#) will look like in the classroom; think through routines and procedures and how they will be taught.  
• Explicitly teach ways to self-regulate. This could include any of the following:  
  o Safely set up Classroom Safe Spaces following COVID-19 mitigation procedures  
  o Encourage students to use the [Virtual Calming Room](#)  
  o Offer [Safe Place, Calming Spaces, Chill Out Corner](#)  
  o Create a [personal calming folder](#)  
  o Provide [calming strategies](#)  
• Use ideas from the [SEL Calendars](#). |
- Identify students in need of additional supports and resources.
  - Collaborate with support staff as needed (School Social Worker, School Counselor, School Psychologist, Related Service Providers, SST Chair, IEP Chair, etc.).

**Predictability**

- Provide a [Visual Schedule](#) printout for Cohorts A & B.
- Establish schedules, routines and norms for instruction which includes the [SEL 3 Signature Practices](#).
- Plan for consistent use of practices such as [Conscious Discipline](#), [Restorative Practices](#), and [Mindfulness](#).
- Utilize SEL resources found in grade level and curriculum Schoology Groups.
- If your school has a “Calming Room” in the building: Establish and share procedures for how students access the room. The procedures will need to be determined or revisited to ensure safety protocols are in place.

**Relationships**

- Positively greet students at the door as they enter the classroom and provide brief reminders of expectations and routines.
- Consider how to positively acknowledge students as well as get to know students to develop, improve, and/or strengthen relationships.
- Start the day, and each lesson, with a welcoming ritual (examples below):
  - Implement [daily classroom circles](#) after daily schoolwide announcements (for safety, plan to use your entire room/space or use virtual circles)
  - [Brain Smart Start](#)
  - [Welcoming Ritual Slides](#)
- Identify a way for students to cue the adult that they need a break and will be using any self-regulation tools at their seat (i.e., putting a calming kit on top of their desk or show a hand signal to the teacher). Praise and reinforce students for using their self-regulation strategies.
- Use [affective language, language of noticing, and I-messages](#) to build relationships and provide feedback.
- Reference/Show students how to access the BCPS [Virtual Calming Room](#).
- Establish mindfulness moments and purposeful [brain breaks](#), preferably away from screen.

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**BCPS Reopening Plan**  
*Connecting as a Collective Community: SEL 30 Day Plan*