Tips for Reintegration of our Formally Remote Students

Social Emotional Well-being

- ☐ Have a reintroduction zoom prior to day 1 to assess social emotional well being
- ☐ Have a social zoom small group with peers prior to day 1
- ☐ Write personal note to student and set up teacher or peer buddy for the day they arrive
- ☐ Set up a designated break area or person for students who feel overwhelmed socially
- ☐ Set up a designated social time built into the schedule to give students time to talk and socialize
- ☐ Set up lunch date/afternoon check in time to touch base
- ☐ Explicitly teach social skills and interactions for students who may have lost those skills while remote
- ☐ Use resource room to target other skills including mindfulness, social skills, organization skills, etc…not just academics (teach the whole child)\Include “game time” or “fun time” on chromebook for students who are stressed about the potential return to virtual
- ☐ Continue to assess and talk about year to target anxiety related to COVID and changes that may come

Family Support

- ☐ Invite student and family in to “walk the school”
- ☐ Reach out to the family, “what are your concerns for student’s reentry?”
- ☐ Connect families and students with others who have been fully remote- create support group
- ☐ Connect families with resources including health office, administration, etc…
- ☐ Send letter to families emphasizing the importance of attending regularly upon return

Assessment & Instruction

- ☐ Use a gradual reintroduction system. Start at a slower pace to build confidence and a capacity for learning.
- ☐ Do an initial skills assessment using priority standards, elementary may use benchmark assessments .
- ☐ Assess student virtual attendance prior to return to determine gaps.
- ☐ Schedule student into your resource room to catch up on skills and have extra time with them.
- ☐ Identify need areas for that students early on when they return.
- ☐ Explicit teaching to review: what does it look like to be an in person learning, learning based behaviors, expectations (think like it is the beginning of the year)
- ☐ Continue to include some online learning and technology elements to keep remote learning skills “active” in student minds
- ☐ Assess student frustration because learning dynamics and expectations have changed

Remember!

- ☐ Don't let these students slide under the rug because it is a small group
- ☐ All strategies are applicable for student return from whole school virtual or hybrid