
Student Support Services & SEL

ROCHESTER CITY SCHOOL DISTRICT SOCIAL-EMOTIONAL LEARNING RE-OPENING GUIDANCE



Moving Forward Together

Social-Emotional Learning-SEL-Equity/Culture and Reopening

Schools are essential to child and adolescent growth and well-being and provide our students with academic instruction, social and emotional skills, safety, reliable nutrition, mental health therapy, and opportunities for physical activity. In addition, to schools supporting the educational development of students, schools play a vital role in addressing racial and social inequity. A top priority in supporting school transitions is the social-emotional well-being of students. Psychological and emotional recovery often focuses on identifying students and staff who need crisis counseling or are otherwise exhibiting signs that they are struggling with adjustments after a major trauma. Mental health needs after a disaster should be addressed as part of the recovery plan. During a crisis such as the COVID-19 pandemic, it is common for everyone to experience increased levels of distress and anxiety, particularly because of being in isolation. The Rochester City School District (RCSD) is fortunate to have staff who are trained in trauma and grief response.

This guidance document presents a number of strategies and resources, as we move forward together to embrace the new guidelines of school operations during and after the COVID-19 pandemic. The outline is a guide to mental health support and social emotional learning strategies. It is designed to help students, families, staff and our school community adjust through these uncharted times.

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Welcoming Students & Staff Back-Equity, Inclusion and Social-Emotional Support

Creating a positive school climate and culture will address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively. In order to improve school culture and climate, districts should:

- Prioritize the health and emotional well-being of staff and students above all else;
- Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

Actions to consider prior to school opening:

Provide professional development to support students, families, teachers/other staff transitioning back to school:

- Support the integration of SEL in teacher and staff training, including skills and techniques that promote positive learning environments (in-person and remote and/or virtual instruction).
- Understanding and utilization of trauma-informed practices.
- Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges. Hold virtual transition meetings between support staff at sending and receiving schools.
- Work with special education department to participate or to hold additional meetings.
- Share transitioning materials with elementary to middle school students and middle to high school students.
- Provide virtual school tours of receiving schools for middle school students, if possible.
- Collaborate with receiving support staff to have them present to transitioning school students. For example, have high school counselors hold a virtual welcome for 7th grade and 9th grade students.
- Create classroom guidance lessons on transitioning to a new level.
- Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family and is able to connect with for any needed supports.
- Prepare communication regarding access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Continually, conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

Actions to consider once the school year begins:

Create opportunities for staff and students to regularly practice and reflect on their social-emotional learning competencies. Have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.

- Conversations should take part in a safe space where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity.

- Topics you may consider, include but are not limited to:
 - Grief, loss, and trauma;
 - Mental health and supportive behaviors;
 - Bias, prejudice, and stigma;
 - Preparedness, hope, and resilience; and
 - Fear, anxiety, anger

Staff should be trained as necessary, and schools should be prepared to support both staff and students that may feel unnerved by these topics or conversations. Schools should be prepared to support an influx of students who may need counseling support.

Social-Emotional/Mental Health Support Staff

Social workers, counselors and psychologists should be prepared to provide student mental health and counseling services with telehealth options, where in person services is not an option. Staff should be prepared to create plans with students struggling with the transition back to school; where their feeling/behaviors impede their ability to function throughout the school day.

The sample questions below can be used as a starting point when planning to engage students, families, and teachers/staff regarding the transition back to school.

- *What has your experience been like since school has been closed? What is on your mind as you think about next school year? What are your biggest hopes or worries?*
- *What has our school done well during the past months, and what could we have done better?*
- *How might you like to contribute as we prepare to transition to a new school year?*
- *What will help you learn this upcoming year?*
- *What can we do to make school feel even more like a community that cares for you?*

Topics for Teachers and Staff to Consider/Be Mindful of When Planning Activities

- Students' transition back to school
- May be behind on school work
- Secondary traumas/loss-grief
- Increase in abusive tendencies
- Isolation/Loneliness
- Change in routine
- Relocation
- Unemployment situation/job loss
- News, constant bad news
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology
- Family job loss
- Middle and high school orientations and class meetings
- Video and/or virtual tour to know what to expect

Each school will need to plan for building a broad coalition to integrate Social Emotional Learning (SEL) and academic supports into transition plans, and create and maintain a caring, safe, and supportive environment for all students and adults.

All Staff Support Center-ASSC

Develop a space for connection, listening, and healing among all leaders and staff in the school building. The goal is to maximize staff members' abilities to connect with students, families, and community partners and ensure access to mental health and trauma support for students, families and staff members. The ASSC will seek out and plan for professional learning to build educators' capacity to support students' SEL.

Research makes it clear that, compared to adults, children are more vulnerable to the emotional impact of traumatic events that disrupt their daily lives. Considerations for students with special needs, those who have a history of trauma, are broad and overarching.

Collaborating with Families and Youth

Communicate these resources/plans with students, families, staff and visitors:

- Allow students and families to contribute to the reopening process and procedures via surveys and/or virtual platforms
- Improve the quality of reopening support services by collaborating with youth and families
- Once engaged, consult families in the development of on-going supports, and assisting with community resources/referrals
- Emphasize that students do better in treatment when their family is involved
- Identify and address obstacles to engaging families in their child's treatment

Policies and Procedures

- Ensure that existing policies and paperwork are up-to-date, appropriate, consistent, and aligned with social work and counseling procedures, mental health support and SEL, Equity, and Restorative Practices
- Use this information to guide the development of a new policy related to pandemic protocol/guidance in reference to: identifying and assessing the challenges, examining student engagement and well-being, draft, review, and revise a policy inclusive of confidentiality and privacy parameters.

Collaboration

- Collaborate and work with partner agencies (i.e., Center for Youth, Genesee Mental Health, IBERO, and Monroe County-DHS, Rochester Regional Health, University of Rochester, Anthony Jordan Health Center, etc.
- Acknowledge that challenges may arise when schools and community mental health agencies work together

Staff Supports

- Collaborate with classroom teachers regarding possible whole class social-emotional support needs
- Self-referral process for staff requiring mental health support
- Referral process to *school mental health team* for individual student support needs (last page of document)

Unlike a community mental health program where the family often self-refers, in school-based mental health treatment, a school staff member may refer a student for treatment. When a student is referred for mental health services, a staff member (i.e., teacher, social worker, counselor, administrator, etc.) who has a good relationship with the student and family, should notify the parent or guardian about the concern and the referral. In some situations, it may be best for the mental health provider to reach out to the parent or guardian. It is important to determine the parent or guardian's level of concern about the student's need for mental health services. It may be that the student's social, emotional, or behavioral difficulties occur only at school or that the parent or guardian is not aware of school staff members' concerns about the student.

Ultimately, the parent or guardian has the authority to approve or decline consent for ongoing treatment, even if mental health staff has already met with the student in an emergency or crisis. As soon as possible during or following an emergency or crisis situation, the student's parent or guardian should be debriefed and provided options for ongoing care.

Support Services for Loss of Any Staff, Students or Family

- Contact Student Support Services in order to initiate TIG team to provide emotional and psychological support
- If school community has experienced a loss of life, establish "safe rooms" as needed within each facility for counseling support.
- Share information regarding counseling support services available to faculty and staff via Employee Assistance Programs via email before the start of school and on opening day
- Before and on opening day, provide information on signs and symptoms on what to look for in students regarding stress, trauma, depression and other mental health concerns.
- With the assistance of administration, identify and provide information on safe room function and location
- Communicate counseling support services available to students with building administrators, other staff as needed
- Have available for staff, parents, and families educational materials on loss and grief and ways to cope with stress
- Work with faculty and staff on identifying families in need of long-term mental health support, intervention and resources. Bring community resources with you for the families.
- Work with administration, support staff and security on how to handle commemorations, memorial activities, and permanent marker establishment, if allowed
- Determine how memorial activities can be utilized to honoring the loss, support a more normal school schedules and instill peace and hope. Determine social distancing requirements, if any, to determine allowable seating and capacity for supports

District's Trauma, Illness & Grief-TIG Team

- Consult with building level Mental Health Teams (Support Staff) around supports (safety, trauma, anxiety, etc.) and resources
- Building level support as appropriate and related to the death of a student, family member or staff member
- Consult and collaborate with students and families around support needs and follow up

Available resources and referrals to address mental health, behavioral and social-emotional needs of students, families and the school community when school reopens for in-person instruction

[Building Level Mental Health Team \(Administration, Social Work, Psychologist, Counselor, Nurse\) *Can be done by any member of the BLMH Team](#)

[Identifying Students Experiencing Difficulty with Reopening and Transitioning Back to School](#)

Students exhibiting the following feelings-behaviors will be provided counseling consult support in class, if concerns persists or worsens the BLMH will follow up with the student and the family to create a plan and assist with a health transition back to school.

- Loss, Fear, Anxiety, Nervousness, Anger, Sadness, Hurt, Hopelessness, Helplessness, Mood Swings-Mixed Feelings, Loss Sense of Security
- Clingy, Weepy, Distracted, Off task, Fidgety, Lethargy, Loss of Interest, Loss of Confidence (won't take risks-shut down), Loss Sense of Security
- Non-Compliance, Disruptive Behaviors

[BLMH Referral Process-Specific to Reopening](#)

- Assess the needs of student/staff in crisis
- Consult with classroom teachers about the student's needs and develop age-grade appropriate classroom social-emotional lessons
- Teach, or co-teach as appropriate social emotional learning strategies to help students adjust to the changes in their environments
- Assist teachers with celebrating individual student resilience (i.e., What I did during the virus to be safe?)
- Consultation with community resources around student needs and direction on their role in the support process
 1. Center for Youth staff will continue to provide direct SEL supports to students with minor needs. CFY staff will debrief a member of the Building Level Mental Health Team when support is provided for a minor issue and seek out their support for students with higher needs.
 2. DSS preventative staff will provide supports around attendance issues.
 3. District liaison through Student Support Services will meet regularly with Genesee Mental Health Administration to discuss student, family and district needs.
- Analyze student work to assess mental health needs (i.e., journals, artwork, etc.)
- Support the development of social-emotional lessons on gratefulness: post student work in hallways thanking the cleaning staff, the nurses, doctors, grocery workers, etc.
- Assist teachers or create classroom guidance lessons on how to help others at a safe distance
- Provide individual counseling to students who express fears, loss, anxiety and/or signs of depression
- Refer students to outside counseling as needed; provide safe-social distancing for group counseling
- Co-teach lesson on depression symptoms and warning signs and offer referral services to students and staff as appropriate
- Observe and talk to students who may have signs of abuse or neglect

- Use referral processes to secure help for the student and family
- Plan with administrators for sudden closing of schools due to resurgence of the virus
- Collaborate with student support staff and administrators for emergency planning should Covid-19 return and schools need to close again.
 1. Continuation of learning, disinfecting schools, mental health concerns of repeated stress of isolation, return, and re-isolation.
 2. Check in with staff to determine their mental health needs and work with the Employee Assistance Program as needed.
 3. Provide professional development for staff on issues related to the possible return of the virus and stress management.
 4. Develop classroom support-provide classroom lessons on school expectations and structure to help students re-adjust to a full school schedule
 5. Facilitate classroom guidance on social distance practices in school, community, home, etc.
 6. Assist teachers with behavioral concerns and counsel students to determine root causes.

Communicate these resources/plans with students, families, staff and visitors

- Provide socially distant (zoom sessions) parental information regarding what the school is doing to keep students safe. Include other student support services. Work with administration to develop communication strategies for outreach to all parents and students. Invite parent to provide input and ideas.

As schools reopen, Student Support Services will provide support in meeting the social/emotional needs of students, addressing health needs, assisting parents, communicating with outside agencies, etc. The services and strategies needed are described in the tables below to assist central office and school based personnel.

SOCIAL EMOTIONAL LEARNING-SEL/CULTURE-EQUITY SUPPORT

Role	Services	Strategies
<p>Reopening On-going (8) SEL Supports are a Priority-Engage Students, Family, Staff and School Community (6) (10)</p>	<p>Staff Training Support</p> <p>Social-Emotional Support Staff and/or Building Level Mental Health teams- BLMH School Staff create opportunities for students to develop self-awareness and self-management skills in regards to reopening and Covid-19 BLMH teams support each other, school staff and families</p>	<p>Provide staff training and support regarding how to talk to students transitioning back to school (Covid-19 and reopening-new procedures). (3)</p> <p>Assist students to identify and manage their emotions and behavior; describe range of emotions and situations (i.e., Covid-19, reopening, etc.) that can cause them to collaborate with teachers and other staff to support students in the development of coping and resiliency strategies. (4)</p> <p>Support students in recognizing personal qualities and external supports; have students describe their likes-dislikes, needs, wants, strengths and challenges related to reopening.</p> <p>Discuss with students the skills related to achieving personal and academic goals; Assist them with setting, adjusting and measuring personal-academic goals throughout the school year.</p> <p>Provide opportunities/forums for school staff, families and the school community to recognize, share and discuss their emotions around Covid-19 and reopening.</p> <p>https://casel.org/ http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf</p>
<p>Culture-Equity</p>	<p>Nurture a culture where it is safe for students-teachers-staff-families alike to take risks, stretch, learn, and authentically engage daily</p> <p>Transformative SEL</p>	<p>Support students of different and diverse background and characteristics; provide safe spaces for genuine conversations.</p> <p>Make certain the school culture embraces the uniqueness, strengths, and challenges of students and provides equitable support, understanding, expectations, and encouragement to succeed.</p> <p>School/district staff hold themselves to the highest expectations and professional responsibility, while doing what is necessary to understand students and themselves racially and culturally.</p> <p>Examine and incorporate transformative <i>SEL</i>, a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity and develop collaborative solutions to</p>

		community and social problems when engaging students, families, staff and the school community in the reopening process.
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SCHOOL SOCIAL WORKERS

Role	Services	Strategies
Reopening	Restorative Practice/Social-Emotional Learning-SEL	Work with administration and student support staff to develop reopening procedures that will help students to identify and manage their emotions regarding their return to school, the pandemic and the new procedures.
	Culture-Equity	Ensure that students are treated fairly and empowered to express their voice and ideas, contributing to decisions being made regarding the support they need.
School Support	Consultation and Collaboration	Find/create ways for students to be social in safe and healthy ways. Collaborate to create professional development activities for faculty and student re-entry with a focus on SEL, Culture-Racial Equity, Restorative Practices and Mental Health. Collaborate with school counselors on classroom support activities/strategies where students have the opportunity to share what they did during quarantine. Assess student work for signs of stress, trauma, abuse, neglect, or depression. https://www.common sense.org/education/toolkit/social-emotional-learning
Mental Health Support	Identifying & Supporting Students	Students displaying feelings and/or behaviors (see list below) that impede the student's ability to focus, complete school work, interact with peers-staff in a healthy manner and/or fully participate in the school day. All efforts will be made to support the student in the classroom. Feelings Loss/Fear/Grief Anxiety/Nervousness Anger/Sadness/Hurt Hopelessness/Helplessness Mood Swings-Mixed Feelings Loss Sense of Security Behavior Clingy/Weepy Distracted/Off task/Fidgety Lethargy/Loss of Interest-Motivation Loss of Confidence (won't take risks-shut down) Loss Sense of Security

	<p>Protocol</p> <p>Teacher Consultation</p> <p>Individual/Group Counseling</p> <p>Community Referral</p> <p>Classroom Strategies Support</p>	<p>Non-Compliance Disruptive Behaviors</p> <p>Social-Emotional Support Services staff (Social Workers/Counselors) will assist, provide and participate as needed in classroom SEL activities, resources, lessons in order to support teachers’ whole-class SEL lessons.</p> <p>Should individual students continue to struggle with the transition back to school, even after a few weeks of whole-class social-emotional learning support, and also experience feelings-behaviors that impede their ability to function in school, then the need for brief individual/group counseling will be assessed by the social worker and where warranted, provided upon parent-guardian approval.</p> <p>Should the student exhibit similar feelings-behaviors at home, mental health resources-referrals will be provided to the parent-guardian.</p> <p>Should students display serious behavioral or safety concerns (harm to self/others), the Building Level Mental Health team-BLMH team (Administration, Social Worker, Psychologist, Counselor and Nurse) will provide mental health support and follow the Mental Health Emergency Protocol.</p> <p>Consult with classroom teachers about student needs and assist in the develop Social-Emotional Learning lessons/activities as appropriate to the age and grade level.</p> <p>Teach, or co-teach social emotional learning strategies to help students adjust to the changes as a result of Covid-19 and new school procedures.</p> <p>Provide individual counseling for students who express fears, loss, anxiety and/or signs of depression (Note-if related to Covid-19/Transition Back to School).</p> <p>Provide safe-social distancing for group counseling support for students struggling with the same concerns.</p> <p>Refer students to outside counseling as indicated by Counseling Assessment.</p> <p>Assist teachers with celebrating individual student resilience (What I did during Covid-19 to be safe).</p> <p>Analyze student work to assess mental health needs (Journals, artwork, etc.).</p> <p>Develop classroom activities/lessons on gratitude: post student work in hallways thanking the cleaning staff the nurses, doctors, grocery workers, etc.</p>
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	Student Support Services	<p>Assist teachers or create whole classroom lessons on new procedures and how to help others at a safe distance. For example, encourage gestures, discuss what size animal would be 6 ft., why washing our hands and keeping our hands to ourselves is so important, etc.</p> <p>Co-teach lesson on the symptoms and warning signs of stress, anxiety and fear as it relates to transitioning back to school and Covid-19. Teach SEL/Coping Strategies</p> <p>Refresh teachers/staff on the signs of depression and suicidal ideation (symptoms and warning signs) and offer referral services to students and staff</p> <p>Observe and talk to students who may have signs of abuse or neglect. Use referral processes to secure help for the student and family</p> <p>https://www.mentalhealth.gov/talk/educators</p> <p>Collaborate with student support staff and administrators for sudden closing of schools due to resurgence of the virus.</p> <ul style="list-style-type: none"> • How will we stay connected and provide services to students remotely? • How will we provide resources to students and their families? • Communication strategies for students, parents, teachers and other staff; reaching homeless students and student without internet services
Role	Services	Strategies
		<ul style="list-style-type: none"> • Continuation of learning, disinfecting schools; addressing mental health concerns stress due to resurgence and isolation <p>Check in with staff to determine their mental health (i.e., stress, anxiety, etc.) needs and provide information regarding the Employee Assistance Program.</p> <p>Provide professional development for staff on issues related to the possible return of the Covid-19 and stress management, including a student component where teachers have resources for talking to students about the virus/stress.</p>

Family Support	Home visits, Consultation, Referrals, and Counseling Support	<p>Visit/share resources electronically with families who need information and support regarding health/mental health; Medicaid, food, shelter and other community resources.</p> <p>Prepare safety and other Covid-19 information for parents. Include what the school is doing to keep students safe.</p> <p>Refer families to community agencies and Centers for Disease Control (CDC) for additional resources.</p> <p>Create a student/parent friendly pamphlet with community resources, specific to food/shelter that can be shared with them initially and throughout the year</p> <p>Consult with school nurse regarding students without medical coverage and refer to Medicaid programs, as indicated.</p> <p>Provide therapeutic interventions (and where necessary referrals) for students and their family to promote better coping skills and resilience in order to address mental health concerns related to depression, anxiety, fear, and loss.</p> <p>Continue services required on IEPs as student return to schools.</p> <p>Check-in with students that have been identified as having anxiety and fear concerns. Provide counseling as needed.</p> <p>Provide information to parents on home visits (protective gear) regarding school attendance and child discipline techniques.</p> <p>https://www.edutopia.org/sel-parents-resources</p>
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Role	Services	Strategies
School Support	Classroom Lessons	<p>Work with student support staff to create an emergency plan related to the possible return of the Covid-19 and/or possible school re-closure. Focus on social emotional, coping and resiliency needs of faculty and staff as well students.</p> <p>Create whole class lessons on SEL and Coping strategies related to Covid-19 and reopening of schools (new procedures)</p> <p>Consult with school counselors regarding character education and mindfulness strategies for the classroom.</p> <p>Initially and upon reopening, assist with student arrival/departure to observe students well-being and provide emotional support as they return to and from school</p> <p>Consult with student service and IEP teams to identify students in need of supportive therapy/counseling and provide the service.</p> <p>https://www.friendzy.co/friendzy/sel-core-competencies</p>

SCHOOL COUNSELORS

Role	Services	Strategies
Pre-planning for phased re-entry	Restorative Practice/ Social-Emotional Learning-SEL Culture-Equity Professional Development Transitions – services that can be implemented spring and summer	<p>Allow students time and opportunity to share their feelings regarding Covid-19; while in isolation and now upon their return to school</p> <p>Helps students to recognize how this experience may have effected their outlook on their future goals-career choices. Help students realize there is a path for getting back on track; create a plan.</p> <p>Along with the student develop healthy coping strategies to address negative feelings</p> <p>Collaborate to create professional development activities for faculty and student re-entry with a focus on SEL, Culture-Racial Equity, Restorative Practices and Mental Health.</p> <p>Create professional development for staff regarding typical childhood reactions to stress and trauma which might have resulted from home confinement.</p> <p>Help student service staff create professional development for teachers and adult staff (remember bus drivers, cafeteria, and janitorial staff).</p> <p>Co-facilitate staff training related to re-entry concerns, e.g. trauma, grief, etc.</p> <p>Assist in the development of a re-entry protocol with the school leadership team and communicating the plan to students and families.</p> <p>Hold virtual transition meetings between school counselors at sending and receiving schools. Work with special education to participate or to hold additional meetings.</p> <p>Share transitioning materials with elementary to middle school students and middle to high school students. Provide virtual school tours of receiving schools, if possible.</p> <p>Collaborate with receiving school counselors to have them present to transitioning school students. For example, have high school counselors and staff hold a virtual welcome to 9th grade.</p> <p>Create classroom guidance lessons on transitioning to a new level. In person, if possible, (e.g., students practice opening locks on lockers)</p> <p>Coordinate a parent night for parents of students who are transitioning to new school level (elementary to middle and middle to high). Include current parents of students who transitioned in the previous year.</p>

Role	Services	Strategies
	Developmental classroom support	<p>Provide classroom lessons on school expectations and structure to help students re-adjust to a full school schedule.</p> <p>Facilitate classroom guidance on social distance practices in school, community, home, etc.</p> <p>Assist teachers with behavioral concerns and counsel students to determine root causes.</p>
Academic and School Success Career and College	Scheduling, grades, new entrants, and transfers	<p>Assist with the development and implementation of adjusted schedules. Adjust class sizes in the Student Information System (SIS) if necessary. Plan for the completion of course requests and scheduling for next school year (secondary school).</p> <p>Assist teachers with finalizing grades and providing updates to students and families.</p> <p>Assist administrative assistants with transcript requests to help break backlog. Consult with PPWs about students who may have moved or who are not showing up.</p> <p>Assist registrar (high school) or secretaries (elementary) in the enrollment of students transferring from other schools or states. Prepare for an increased number of enrollments.</p> <p>Provide updated college and career advisement in coordination with Institutes of Higher Education (IHEs), e.g., admissions, financial aid apprenticeships, and scholarships (secondary).</p>

Consultation Coordination	Parent and community outreach	<p>Welcome and reassure parents when they drop students off in the morning. Have staff create posters thanking parents for filling in for teachers.</p> <p>Create materials for parents regarding their fears and how to deal with those fears. Share materials with parents on how to talk to their children about managing change and about managing feelings during times of stress.</p> <p>Coordinate services with other related service providers, in the school and community to identify and address other student and adult needs.</p> <p>Provide socially distant parental information evenings regarding what the school is doing to keep students safe. Include other student services staff as presenters.</p> <p>Work with administration to develop communication strategies for outreach to all parents and students. Invite parent to provide input and ideas.</p>
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SUPPORTS FOR FAMILIES IN TRANSITION

Role	Services	Strategies
Following up on new referrals when students return	Transportation to school Assess students and families' needs	Arrange transportation to and from school for students in need of transportation. Social worker will follow-up with families via phone call, text, email and/or home visits to Assess needs/ barriers; especially when students present with attendance issues Social worker will address and follow up on identified needs/barriers in order to promote school attendance and academic success Meet with students and families experiencing housing instability
Providing support to schools	Supporting school staff	Collaborate with school staff and administration regarding supporting students in transition. Provide McKinney-Vento and other resources to school staff for students and families Provide professional development for school/district staff
Providing community resources	Assist students and families with basic needs, crisis intervention, and community referrals	Coordinate support services with school staff; guiding the referral process for community supports Meet with family to assess individual needs. Follow-up on identified needs. Offer Drop-In support where students and families can come to the FIT program without an appointment and receive assistance with basic needs, case management, advocacy, etc.

STUDENT SERVICES

	Provide Community Services Referrals	<p>Deliver resources (safety measures in place) such as clothing, school supplies, hygiene products, etc. as needed to families who are homeless.</p> <p>Make calls/home visits to families in need of services due to virus.</p> <p>Provide community resources to families. Identify students who are newly homeless and connect them to resources. Especially unaccompanied youth, not in the care and custody of a parent.</p> <p>Provide and assist with registration in even when the mandatory documentation is missing.</p> <p>Provide McKinney-Vento brochures and posters with information about their educational rights.</p>
Identify and assist unaccompanied youth	Assist unaccompanied youth with registration, basic needs and advocacy when needed	<p>Assist with registration and school selection; assess student's needs to support their new school year</p> <p>Identify a surrogate parent (or a temporary surrogate) can be the person they are in care of</p> <p>Assist with any other barriers to their attendance</p> <p>Address basic needs; book bags, school supplies, clothing, transportation, etc.</p>

Role	Services	Strategies
Collaboration and Consultation	Connect with students families and school staff	<p>Consult with individual who referred the student regarding basic and educational needs.</p> <p>Consult with administrators and teachers to educate them of the specific needs of students in transition.</p> <p>Connect community service providers with students, families, staff and school community.</p>

SCHOOL HEALTH SERVICES

Role	Services	Strategies
<p>Provide leadership and guidance for local school health services programs during pandemic and upon reopening</p>	<p>Health Education: Students/Staff</p>	<p>Provide basic information about COVID-19; include age appropriate information for students/staff.</p> <p>Delivery of good hygiene practices includes:</p> <ul style="list-style-type: none"> • Determine how information will be delivered to students and school staff. • Provide general strategies via video format prior to school re- entry. • Continue health education on good hygiene once school is in session. <p>Topics for Good Hygiene Practices include:</p> <ul style="list-style-type: none"> • Handwashing • Covering coughs and sneezes • Staying home when ill • Temperature above 100.4 considered a fever at reason to stay home and report symptoms to the school nurse. <p>Educate school community about infection control strategies:</p> <ul style="list-style-type: none"> • Wearing masks when in public, safe method of mask removal and care. • Cloth face coverings should not be placed on: <ul style="list-style-type: none"> ➢ Children younger than 2 years old ➢ Anyone who has trouble breathing or is unconscious • Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance. • Social distancing – Stay at least 6 feet from other people • Recognizing signs and symptoms of COVID-19 illness or notifying school if family members are ill. • Guidance on what to do if the family unit has been tested and diagnosed with COVID-19. <p>Additional staff education may include:</p> <ul style="list-style-type: none"> • Awareness of school emergency response plans related to pandemic situations • Continuous awareness of signs and symptoms of COVID-19

Role	Services	Strategies
		<ul style="list-style-type: none"> • Use of PPE – gloves, masks, and • Temperatures and definition of fever • Proper handwashing techniques • Environmental cleaning of school building – health suite, classrooms, etc. <p>Be aware of increased anxiety during this time of COVID-19 as the school staff, students, and parents/guardians.</p> <p>Promote continuous communication between the school, student, and family as a sign of unity and togetherness.</p> <p>Encourage and challenge practice of good hygiene with school staff and students. Model good hygiene practices and use available resources from the state/local health agencies and federal health agencies (CDC) where possible.</p>
	<p>Health Office: Ventilation and Set-Up of Physical Space (includes areas for separating/isolating well and sick students)</p>	<p>Proper ventilation is necessary in the school health suite/office. Adequate air flow is necessary to maintain a healthy environment within the school building and in the school health office:</p> <ul style="list-style-type: none"> • Check for windows opening and access to fresh air • Can health office be temporarily relocated for better ventilation/ adequate air exchange? • Use of fans/circulating fans for adequate air exchange. • Is there an available isolation area within the current health suite? – If not, planning for this needs to be considered <p>Use a separate isolation area for effective infection control management and the reduction of widespread infections related to COVID-19.</p> <p>Separate students and staff exhibiting signs and symptoms of infection from healthy students and staff.</p>

<p>Health Office: Management of ill students within the health office</p>	<p>School nurse and other health services staff to wear PPE (mask) when working with students.</p> <p>Health office needs plan in place to allow for separate space to treatment and student care (isolation area needed for sick students with fever).</p> <p>Have adequate supplies available for school nurse and other school health services staff working with the nurse.</p> <p>Have a first aid and medication station outside the health office for students who are well and use the health room space for ill students. *Note: Health room space may present a challenge for older school buildings. Accommodations must be made to for infection control measures to prevent the spread of COVID-19 and other diseases.</p>
<p>Health Office Medication Orders</p> <p>Routine medication prescribed for students during the school day</p> <p>Standing orders for management of ill students in the school during</p>	<p>Check on supply of daily medications and prescriptions for use and follow authorized prescriber orders.</p> <p>Establish a procedure for students who receive daily medications during the school day.</p> <p>Develop a flowchart regarding when to isolate and send home. This will assist other school health services staff (LPNs, CNAs, CMT) to help the flow of the health suite to be as effective and efficient as possible.</p> <p>Require students to present a doctor's note for return to school.</p> <p>Follow procedures for students/staff who may arrive to school with illness and send home as soon as possible to avoid spread of infection. If staff/student cannot be sent home immediately, follow isolation plan</p>

Role	Services	Strategies
	Standing orders for the management of students returning to school after illness	Follow existing procedures for students/staff returning after illness, must be fever free for the defined period of time within the current school health guidelines.
	Types of Personal Protective Equipment (PPE)	<p>Health Suite supplies include: gloves, face masks and protective gowns.</p> <p>Materials should be inventoried and may need to be restocked in not on site.</p> <p>Determine how these materials can be accessed.</p>
	Strategies to manage and reduce Mental Health/Anxiety	Work with school counselor and school psychologists on strategies to reduce mental health and anxiety related to COVID-19. Be sure to acknowledge the situation, acknowledge and validate the emotions, and provide a coping toolbox for calming strategies.
	Health Office: Disinfecting Strategies	<p>Work with building maintenance and principal regarding the use of appropriate disinfectants.</p> <p>Thorough cleaning of all surfaces in the health room must be done daily by custodial staff.</p> <p>Continue to promote handwashing techniques.</p> <p>Clean surfaces regularly.</p> <p>Continue to practice social distancing to the extent possible in the school setting.</p>

	School Building Monitoring Illness and Management Strategies	<p>Practice social distancing</p> <p>Monitor absenteeism</p> <p>Discourage sharing of items that are difficult to clean or disinfect. Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.</p> <p>Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.</p> <p>Avoid sharing electronic devices, toys, books, and other games or learning aids.</p>
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Role	Services	Strategies
	<p data-bbox="417 188 630 217">Modified Layouts</p> <p data-bbox="417 513 672 574">Physical Barriers and Guides</p> <p data-bbox="417 792 640 821">Communal Spaces</p>	<p data-bbox="764 188 1423 217">Space seating/desks at least 6 feet apart when feasible.</p> <p data-bbox="764 259 1898 324">Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.</p> <p data-bbox="764 367 1839 431">Create distance between children on school buses (g., seat children one child per row, skip rows) when possible.</p> <p data-bbox="764 513 1864 578">Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).</p> <p data-bbox="764 620 1873 717">Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).</p> <p data-bbox="764 799 1892 863">Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and disinfect between use.</p> <p data-bbox="764 906 1898 971">Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.</p> <p data-bbox="764 1013 1554 1042">Consider re-entry in phases with continuation of distance learning.</p> <p data-bbox="764 1084 1877 1149">Stagger school start times if appropriate. If implemented, the school nurse should be aware if this may affect medication administration during the school day.</p> <p data-bbox="764 1192 1465 1221">Continue with regular disinfecting/cleaning of school areas.</p>
	<p data-bbox="417 1321 678 1451">Monitoring and Triaging At-Risk and Vulnerable Student and Staff Population</p>	<p data-bbox="764 1321 1743 1403">Refer to medical provider to determine school entry for individuals with special health concerns, including individuals who are immunocompromised and have a weak immune system.</p>

SCHOOL BASED HEALTH CENTERS

Role	Services	Strategies
<p>Provide leadership, guidance, and support for local school-based health center (SBHC) programs during and after the COVID-19 pandemic</p>	<p>Provision for available health care services to students, parents/guardians, and staff enrolled in the local SBHC Program</p>	<p>Traditional SBHC programs may provide continuity of care to students and families during COVID-19, including ongoing health education and health care services during the re-entry to schools.</p> <p>Services provided by traditional SBHC programs may include:</p> <ul style="list-style-type: none"> • Somatic health care, • Mental Health/Behavioral Health, • Urgent care services, • Dental services, • Reproductive Health Services <p>Promote effective communication between the school, student, and family as a sign of unity and togetherness.</p> <p>Promote health education for the student/family health care needs including:</p> <ul style="list-style-type: none"> • General prevention education, • Proper hand washing techniques, and • Promote good hygiene <p>Provide SBHC services information and enrollment packets to students and families.</p> <p>Effective collaboration and communication between SBHC programs and local primary care providers enhances continuity of care for students and families in the school setting.</p>

	SBHC using Telehealth Services	<p>Use of telehealth to address student health care needs during the school day may include the following:</p> <ul style="list-style-type: none">• Participation of parents/guardians in the telehealth visit via a remote access invite from the telehealth originating site.• Telehealth visits provide immediate access to care including the recommended health services and prescribed treatment for students during the school day. <p>Note: The availability of telehealth services in schools promotes continuity of care for students with the expectation of the students' return to the classroom setting as recommended by the telehealth provider.</p> <p>Facilitate effective collaboration and communication with local primary care providers and local pediatricians regarding available school-based telehealth services.</p>
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Role	Services	Strategies
	Types of Telehealth Services Provided and Requirements	<p>The availability of telehealth services in the schools may include care for somatic health, mental health, behavioral health, and substance abuse.</p> <ul style="list-style-type: none"> • Telehealth services assist in providing continuity of care for students and families during COVID-19 and throughout the re- entry to school phase. • Telehealth services are accessible to students in schools when the following basic components are available: <ul style="list-style-type: none"> • A dependable and secure internet connection (broadband); • A video platform (custom-configured hardware: telehealth carts, desktop/laptop computers, tablets; and peripheral equipment – digital stethoscopes, probes, vital sign monitors, cameras, etc.); and • Technology support with custom software for documenting patient information in an electronic medical records system (EMR) and technical assistance support necessary for accuracy in the function of the telehealth technology. • All telehealth services must be HIPPA compliant to protect patient privacy. <p>Schools should determine the most cost-effective way to provide dependable, secure telehealth services within the education setting.</p>

Professional Development

- Youth Mental Health First Aide – Youth Mental Health First Aide is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aide is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.
- Restorative Practices Professional Learning Community & assigned building supports - will continue to provide building level education and supports to staff and students. This support will include professional learning communities to develop restorative practice skills and process feelings around the pandemic and return to buildings.
- Acute Trauma Education - is often a single incident that occurs in life, such as an accident, being a victim of a crime or even a natural disaster.

TEACHER REFERRAL FORM

For Building Level Mental Health Team Support

Student's Name: _____ Date: _____

Referring Teacher/Staff: _____

Reason(s) for Referral:

- Disruptive classroom behavior
- Dislike or fear/anxiety of school
- Inattentive or Impulsivity
- Anger Management concerns, i.e., triggers easily
- Lack of motivation in school
- Personal or home issues
- Other:

Description of challenge(s): _____

Student's attitude toward the issue: _____

I would like:

- You to observe this student.
- To discuss this student with you. I am available at _____
- You to talk with this student.

Student/Parent knowledge of referral:

- Has not been discussed with the student.
- Has not been discussed with the parent.
- Student is aware of the referral.
- Parent is aware of the referral.

FEEDBACK FROM

Building Level Mental Health Team

Date: _____

To: _____

From: _____

Re: _____

(Student Name)

- Student appears to have resolved/managed the problem. Please let me know if there are further concerns.
- Student will be seen "as needed" to assist in further managing concern.
- Parents were contacted regarding referral.
- Student is/was referred to an outside professional.
- Other: _____

Comments:

If you have questions or would like to discuss this student further, please let me know.

Signature: _____

Contact Info: _____

TIG Response Team Process

