

School Re-Entry Guidance: Student Support Staff

PURPOSE

This tool provides student support staff with considerations and actions steps to take upon school re-opening. It provides some ideas around how to collaborate with leadership and teaching staff to be responsive to the needs of the school community.

DIRECTIONS:

Use this tool to develop a plan for student support members to provide schoolwide services to students, families, and staff. This tool should be used to leverage guidance on the activities necessary to ensure the development of a crisis plan and the design of a collaborative process that addresses the emotional and physical safety needs of the school community.

Shared Leadership and Ownership

Collective commitment and responsibility for a whole-child vision, grounded in equity



- Actively co-lead or participate in the school's crisis team and development of crisis plan
- Actively contribute and participate in the development of the school's crisis plan and training:
 - Communication channels and roles/responsibilities of team members
 - Master scheduling accommodations, create plan for teaching routines and expectations
 - Planning for creation and maintenance of supportive environments, addressing students' emotional needs, doubling down on relationships, intentional [skill and mindset development](#)
 - Encourage crisis team to meet regularly for updates and/or necessary shifts about students, staff, and families, etc.
 - Planning around students with Individualized Education Plans (IEPs) and those who have not been heard from
- Leverage mental health providers where necessary to provide input into the crisis plan
- Remain knowledgeable about local and district mandates and resources
- Directly communicate school crisis plan to at-risk families
- Continue check-ins with teachers, keep detailed information about the needs of families, and offer necessary resources
- Share any updates with families about services provided
- Ensure all communications are available in the languages and styles necessary to reach all families (e.g., hard copy, electronic, phone recordings)
- Establish regular communication with leadership during and outside of meetings
- Communicate plan to outside agencies partnered with the school
- Create a process for children to get additional support during and outside of school
- Determine a process or structure for keeping data on students in need of additional support in school and collaborate with their teachers/caregivers
- Collaborate with teachers in supporting or communicating with students in class about the resources readily available to them, along with signs and symptoms of trauma and other mental health topics
- Support staff in addressing their own needs and provide resources
- Leverage comprehensive resources to meet the needs of the school (particularly those that have expertise/experience in responding to trauma)

Developmental Relationships

Relationships defined by trust, reciprocity, challenging growth, and balance of power



- Ensure ongoing communication with families
- Increase check-ins with students in need of more support
- Provide staff with strategies for relationship development
- Connect with staff in informal ways (e.g., chat, email, telephone, scheduled brief check-ins)
- Increase presence and availability by participating in team builders, extended office hours, etc.
- Provide ideas for team builders
- Provide strategies for repairing relationships between teachers and students
- Increase collaboration with teachers and other school staff members
- Increase collaboration with families and community agencies
- Proactively reach out to families who have not been heard from
- Support students who may be new to the school

Supportive Environments

Spaces that are physically, emotionally and identity safe, inclusive, and co-regulating



- Participate in schoolwide venues that address the current climate and its impact on school operations, learning, and mental health
- Model use of calm tone and approach toward staff, students and families
- Provide extended office hours where possible
- Support staff and provide feedback around classroom and schoolwide environments
- Reinforce therapeutic culture
- Advocate for families with language barriers
- Leverage mental health support to be available within the building
- Ensure collaboration and cohesiveness with other student support staff members
- Encourage students and families to provide input into school decisions based upon unaddressed needs; provide guidance on the pathway to provide their input

Skill and Mindset Building

Integrated development of the Building Blocks for Learning



- Support teachers in teaching students about the signs and symptoms of mental health and trauma, along with how to get support when necessary
- Conduct groups and individual sessions with students to address mental health needs
- Conduct teacher and caregiver workshops proactively or based upon observable gaps
- Be knowledgeable about resources and how to access them
- Encourage staff to prioritize their own self-care plans
- Teach students coping strategies and have them practice trying them out
- Model coping strategies
- Share strategies taught to students with their families