

**In order to ensure a strong start to 2020-2021, school systems should attend to the well-being of students and staff.**

Addressing the well-being of students and staff will require that schools:

1. [Acknowledge and address the unique end and start of school](#)
2. [Prioritize positive, intentional relationships](#)
3. [Attend to individual students' needs](#)
4. [Respond to student behavior with appropriate support](#)

This guidance provides concrete steps to address each of these critical areas. The following documents are linked within this guidance to support implementation.

- [Well-Being Leadership Team Guidance](#)
- [Social, Emotional and Behavioral Screeners and Guidance](#)
- [Parental Consent Form for Social, Emotional and Behavioral Screener](#)
- [Self-Care Resources for School Staff](#)
- [School Culture and Climate Surveys](#)
- [Building Positive and Supportive Relationships in the Classroom and School](#)
- [Individual Academic Improvement Plan \(IAIP\) Template](#)
- [Student Well-Being Vendor Guide](#)
- [Implementing Student and Staff Well-Being](#)

**1. Acknowledge and Address The Unique End and Start of School:** Support the well-being of staff and provide students and staff the opportunity to close out the previous school year and start the new year.

- Address the social and emotional well-being of school staff using a [Well-Being Leadership Team \(WBLT\)](#).
  - Identify who will be on the Well-Being Leadership Team both at the school system and school level and how often the team will meet.
  - Facilitate weekly engagement of all staff with peers and/or supervisors. Include informal checks on staff well-being. Engage the WBLT when needed.
  - Communicate to staff the emotional and behavioral health supports and resources available through human resources, benefits packages and community partner organizations.
  - Share [self-care resources](#) with staff.
  - Regularly (2-3 times per year) assess the general climate and well-being of the school staff using a [survey](#).
- Support the transition of all students to their new classroom, whether that be a physical or virtual classroom.

- Provide students and families dedicated time, prior to the start of the 2020-2021, to participate in [activities that close out the 2019-2020 year](#).
- Plan and publicize family and student [orientation activities and events](#), which may be virtual, to kick off the 2020-2021 school year.

### **2. Prioritize Positive, Intentional Relationships:** Facilitate meaningful interactions to [develop sustaining, strong relationships](#) within the classroom and throughout the school.

- Build staff-to-student relationships<sup>1</sup>
  - Assign each student a designated staff member (e.g., mentor, learning coach, advisor) who will maintain a relationship with the student and their primary caregiver during the full school year, particularly leaning in during transitions from in-person to distance learning.
  - [Determine structures](#) (e.g., advisory, check-ins with students, team meetings) through which staff and students will [regularly meet](#).
  - [Provide training](#) to school staff focused on building relationships with students and meeting facilitation.
- Build staff-to-staff relationships<sup>1</sup>
  - Build community and connection among staff members through events that are virtual or in-person.
- Build student-to-student relationships<sup>1</sup>
  - Provide students with frequent social engagement opportunities throughout the school year<sup>1</sup>.
  - Continue to provide extracurricular activities, as possible. Consider virtual activities (e.g., virtual chess clubs, E-sports, virtual baseball team workouts, [virtual job](#) and [college fairs](#), [virtual college tours](#)) as necessary.
- Build staff-to-family relationships
  - Develop [processes and systems](#) that allow teachers to regularly communicate with families.<sup>1</sup>
  - Provide general best practices for families to talk through [trauma with children](#).

### **3. Attend to Individual Students' Needs:** Provide individualized supports and services to meet the social, emotional and behavioral health of students, as students may return to school having experienced traumatic events (e.g. food insecurity, illness or death in the family, job loss, etc.).

- Set up a hotline for students and families. Report all calls to the WBLT who will determine appropriate follow-up to callers.
- [Set up structures](#) for staff to regularly communicate about individual students.
  - Create structures (e.g., schedules, expectations, norms) for teacher teams to meet regularly to discuss students' academic, social, and emotional successes and challenges. Identify look-fors for students who need additional support.

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<sup>1</sup> La. R.S. 17:81 requires each school system have a policy that addresses electronic communications between students and staff.

- Provide a process and reporting procedures for individual academic, social, emotional and behavioral student concerns that might arise [as educators connect daily with students](#); proactively support those concerns before significant intervention is needed.
- Administer a [universal social, emotional and behavioral screener](#)<sup>2</sup> to all students.
  - Identify the staff who will administer the screener.
  - Train those staff on the screener.
  - Administer the screener within the first six to nine weeks of the first day of school.
- Write and implement [individualized student well-being plans](#) based on screener results and/or staff and family-initiated concerns.
  - Identify [Tier II and Tier III interventions](#).
  - Identify who will provide the interventions to students.
  - Train those staff on the interventions.
  - Identify [external service providers](#) (behavioral health professionals, behavioral counselors, social workers) who will provide additional services as needed.
  - Monitor and adjust the individualized plan as needed.

**4. Respond to Student Behavior with Appropriate Support:** Address policies and practices to ensure that students receive appropriate support, as behavior incidences are often a signal of need.

- [Train administrators and teachers](#) on trauma informed practices, impact of trauma on students, culturally responsive teaching, de-escalation strategies, and other strategies to support students.
- Leverage the student's designated staff member (e.g., mentor, learning coach, advisor) to problem solve and provide support.
- Ensure [policies](#) allow for appropriate support (i.e., counseling vs. suspension).

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<sup>2</sup> The [Protection of Pupil Rights Amendment \(PPRA\)](#) requires parental notification prior to administration of a survey, analysis, or evaluation that concerns protected areas such as mental health.