



International  
School Counselor Association

## **Counselor Chat: Returning to School during COVID-19**

**September 15, 2020  
12:00 GMT**

# Learn and Connect Every Day in October During the Collaborative.

Register: [iscainfo.com](https://iscainfo.com)




# Agenda

- Short Grounding Activity
- Large group to share out some resources
- Wrap up

# Grounding Activities

# Small Groups


# Sharing Resources and Guiding Documents



REUNITE  
RENEW  
THRIVE



Reunite, Renew, and Thrive:  
Social and Emotional Learning (SEL)  
Roadmap for Reopening School

JULY 2020



## School Reentry Considerations

Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19



## FORT MILL SCHOOLS

### SOCIAL, EMOTIONAL AND BEHAVIORAL SUPPORT FOR REENTRY TO SCHOOL

This document is designed to provide information and linked resources to support social, emotional and behavioral (SE/B) needs for the beginning of the 2020-2021 school year and beyond. These are unprecedented times. We face the layered impact of school closures (e.g., loss of school-based relationships, routines, and learning); COVID-19 (e.g., on health, isolation, stress, and trauma); economic crisis (e.g., unemployment, impact on school budgets), and persistent racial inequities exacerbated by the pandemic and amplified by the nationwide mobilization for racial justice reflected in the Black Lives Matter movement.

One of the most important factors to keep in mind is that, while we are all experiencing the same events, the impact of those experiences will vary widely across individuals based on a myriad of factors including: past experiences and/or trauma, age, race, socio-economic circumstances, family and home supports, and the presence of medical conditions or other disabilities. This means that everyone will need some support, but not everyone will need the same level of support.

In preparing for school reentry, it is important not to pre-empt or pathologize the emotional impact these events may have had on students ([Gaff, H., 2020](#)) but rather work to:

- create/sustain positive, relationship-driven school and classroom settings for all students;
- approach students from a strengths-based perspective;
- understand that students will exhibit different levels of social, emotional and behavioral variability, and that is normal and expected; and
- support students who present with social, emotional or behavioral challenges, but don't assume these challenges are due to events related to the pandemic.

Fort Mill Schools utilizes the [PREVAIL Crisis Response Model](#), which together with our Multi-Tiered Systems of Support (MTSS) for Social, Emotional and Behavioral (SE/B), provide a framework for meeting the varying social/emotional needs that will be present during school reentry and beyond.

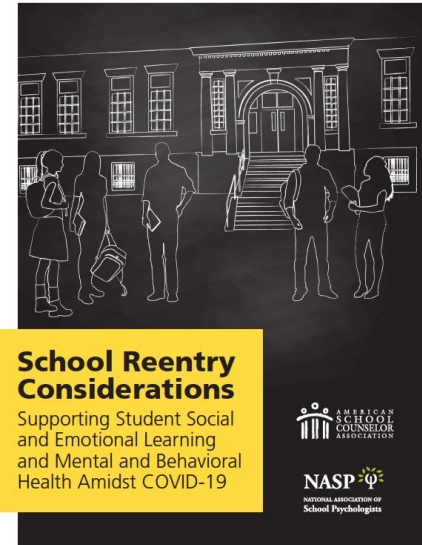
#### OVERVIEW OF REENTRY SUPPORTS:

##### Prior to Students Returning

- Help returning staff members process their own reactions and potential anxieties so they will, in turn, be able to support students' successful SE/B transition back to school. To achieve this 1) establish dedicated space and time for staff to come together to reconect and engage in collective healing (see classroom meeting script below, which may be adapted for use with faculty); 2) create opportunities for [quick, individual staff check-ins with school leaders](#); and 3) ensure any new staff are paired with existing staff members to support their welcome into the community.

# Sharing Resources and Guiding Documents

- Multidisciplinary Team (MDT)
- Social Emotional Learning (SEL)
- Relationships and Transitions
- Trauma
- Physical and Psychological Safety
- Discipline
- Staff Needs
- Family Engagement
- Access to mental health support/nurses
- Planning for unpredictable and evolving contexts



# Sharing Resources and Guiding Documents

- A sample school plan
  - SEL, Behavioral, and Trauma supports prior to students, with students, and throughout the year

## FORT MILL SCHOOLS

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In preparing for school reentry, it is important not to prejudge or pathologize the emotional impact these events may have had on students ([Kauf, H., 2020](#)), but rather work to:

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- approach students from a strengths based perspective;
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Fort Mill Schools utilizes the [PREPARE Crisis Response Model](#), which together with our Multi-Tiered System of Support (MTSS) for Social, Emotional and Behavioral (SE/B), provide a framework for meeting the varying social/emotional needs that will be present during school reentry and beyond.

#### OVERVIEW OF REENTRY SUPPORTS:

##### Prior to Students Returning:

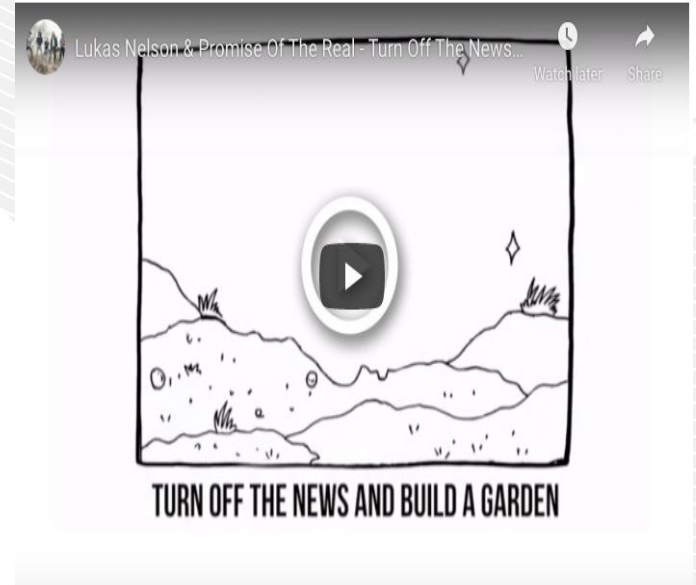
- Help returning staff members process their own reactions and potential anxieties so they will, in turn, be able to support students' successful SE/B transition back to school. To achieve this: 1) establish dedicated space and time for staff to come together to reconnect and engage in collective healing (see classroom meeting script below, which may be adapted for use with faculty), 2) create opportunities for [quick individual staff check-ins with school leaders](#), and 3) ensure any new staff are paired with existing staff members to support their welcome into the community.



# Sharing Resources and Guiding Documents

- SEL
  - [Helping Students Process COVID-19 Emotions With This Lesson Plan](#)

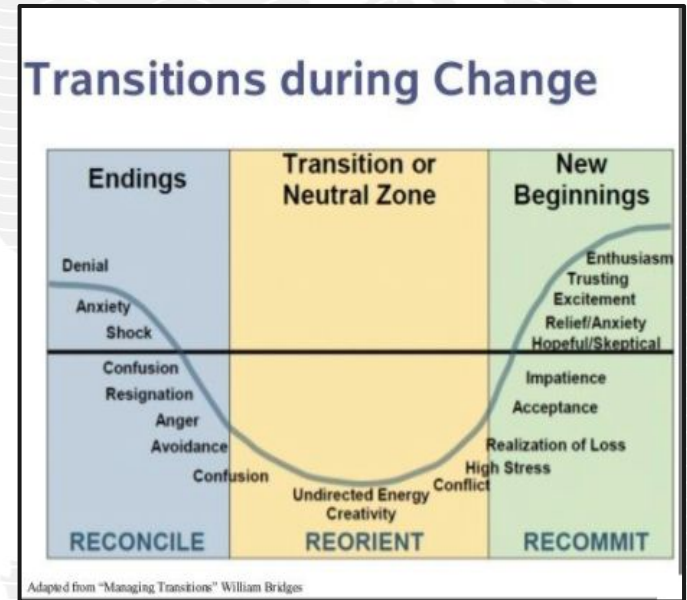
*-Reflecting on the song  
-Creating a new pandemic song  
-Incorporates so many SEL concepts  
and focuses on cultivating hope*



# Sharing Resources and Guiding Documents

- Relationships and Transitions
  - [The Clocklife Regularity of Major Changes](#)
  - [Preparing Your Mind for Uncertain Times](#)
  - [The Neutral Zone: The Fine Art of Being In-Between](#) (William Bridges work)

*-Use for staff and parent wellbeing*



# Sharing Resources and Guiding Documents

- Counselor Self-Care (Intentions...being intentional)
  - [Covid and culture shock feel the same to your brain--and here's why](#)
  - [How Journaling Can Help You in Hard Times](#)
  - [Finding Silver Linings](#)
  - [Write a letter to the future](#)

*-Talk it through*

*-Journal*

## Write a letter to the future

"I love this. I've sent myself 5 letters so far and every year it's a surprise. Because I forget so easily. It turns into such a deep reflective process, that I usually weep and laugh while I write."

*- Margaret  
Member since 2011*

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