



## Recommendations and Considerations for Reentry

- Develop strategies and supports for students, families and staff members for each phase of recovery (before reopening, immediately after reopening and long-term support).
- Develop a referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals.
- Recognize home is not always a safe place for some students, and develop a plan to identify and support them.
- Examine infrastructure to conduct universal social/emotional screenings, recognizing typical base rates and norm comparison data may be skewed.
- Establish regular informal check-ins with students.
- Do not assume students in need will voluntarily disclose their distress or want to talk immediately.
- Social/emotional learning curriculum should be intentionally embedded into core academic subjects to ensure they can be delivered in scenarios that would require an abbreviated school day, hybrid virtual school day or an abrupt switch to virtual schooling.
- Teach and reteach expectations and routines, and avoid punitive approaches when managing physical distancing requirements when possible. Implement trauma informed practices that will support students and staff.
- Recognize the potential for higher rates of certain adverse childhood experiences and/or stressors during school closures, and underreporting of those stressors, that may put students at higher risk of trauma.
- Consider changes to a calm or wellness room, such as keeping items sanitized or ensuring more than one student can maintain a safe distance.
- Focus on positive and effective discipline practices within a multitiered system of supports.
- Self-care should become part of the school culture.

Adapted from

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# Supporting Students and Stakeholders From a Virtual Platform

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## Pre-Plan

- Work with your school and/or district teams to pre-plan and address equity and access issues of the students and come up with a plan for work completion and grading.
- Ensure the security of student records and how those records should be accessed.
- Review your district's social media policies.
- Get training on virtual counseling and virtual counseling ethics.
- Develop an informed consent document that includes benefits and risks of virtual school counseling.

## Providing Services

- Identify the district/building guidelines on student contact, and devise a plan for connecting with students based upon those guidelines that value available methods and honor school counselors' private information.
- If your district allows virtual counseling sessions, consider requiring an adult to be home when you are meeting with the student. This is especially important in crisis situations.
- Keep information/photos/image confidential just as you would in the school building. Do not share any photos or information online without explicit permission from the parent, student and administrator.
- Recognize home is not always a safe place for some students, and develop a plan to identify and support them.

## Crisis Response

- If a student is experiencing a suicidal crisis follow these steps:
  - Establish therapeutic alliance and trust
  - Help de-escalate student's emotions
  - Inform parents and contact emergency services
  - If the student is alone, verify their address and call 911
  - Document all information and actions taken

### References

ASCA Virtual Counseling Position Statement [https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_Virtual.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Virtual.pdf)

ASCA Virtual Counseling Ethics

<https://www.schoolcounselor.org/school-counselors/legal-ethical/faqs-virtual-school-counseling-ethics>