

# BSUSD Reopening Task Force, Mental Health and Wellness Committee

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## **Mental Health and Wellbeing for our students is:**

- [Prepared Students & Resourced Families](#)
- [Prepared & Resourced Staff](#)
- [Student Support Framework](#)

## **Prepared Students & Resourced Families:**

1. Communication/Outreach before school starts
  - a. Principal outreach before school starts
    - i. Welcome and information
      1. Welcome back video
    - ii. Parent Tours - check with staff
    - iii. Parent training and support
      1. Technology
      2. Support of online platforms
      3. Health and safety protocols
        - a. New Covid19 safety requirements and encouragement to begin practicing
  - b. Teacher outreach before school starts
    - i. Letter to families and introduce self
      1. Schedule live meeting
        - a. In person if possible
        - b. Virtual zoom meeting
    - ii. Resources
      1. List of community resources and school resources will be created by the Mental Wellness committee and shared with staff
      2. Orientation
        - a. Classroom Information
        - b. Health and safety protocols
      3. Getting to know you activities
        - a. Ideas will be shared by task force members and staff
      4. Updated website resource page
  - c. Counseling outreach before school starts
    - i. Creation and distribution of tools and resources by Grace and Maud
    - ii. SEL surveys and check ins
      1. Baseline check-ins three times a year
      2. Follow-up and regular check-ins by support staff and teacher
  - d. Room Parents outreach before school starts (Latinx/Spanish speaking parent part of each cohort room parent team, ideally)
    - i. Communication, introductions and outreach to new parents
    - ii. Share information on face coverings and what to expect
    - iii. Community building activities and SEL support activities
    - iv. Conduit to resources and family support

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- v. Parent support groups through zoom and informal connections
- 2. Ongoing Communication and check-ins
  - a. Teacher Daily check-ins with students/parents
  - b. Support staff weekly or as needed
    - i. Identify support staff
      - 1. Survey Classified staff (Michelle will check with John)
  - c. Room parent
    - i. Parent support groups meet as needed
  - d. Important messaging
    - i. Destigmatizing messaging for families that all students will receive this as important part of student development
- 3. Gentle Start, including fewer days/week, focus in classroom time on team building/SEL for several weeks

### **Prepared & Resourced Staff**

- 1. Feeling safe mentally and physically
  - a. Facilities and Health and Safety work, PPE, education and agreements with parents
  - b. PD training in Trauma Informed teaching
  - c. Mentoring
  - d. Voice and Choice
  - e. Destigmatizing testing positive
- 2. Parent Support (Room Parents)
- 3. Tools from Grace and Maud, both at the beginning of the year and weekly (Grace/Maud)
- 4. Weekly support structures and ways to connect with other staff and check-ins
- 5. Communication of mental health access and resources - how to navigate if needed

### **Student Support Framework**

- 1) Counseling Team
  - a) Existing structures to continue: student identification, SST Team Meeting, one-on-one support as needed
  - b) Communication to parents about school and community resources
  - c) Re-centering Tools distributed to teachers, staff, parents before school starts and then regular distribution throughout the year (Grace and Maud)
  - d) Book lists created by Grace to support different SEL and different larger societal conversations (Grace)
  - e) Universal wellness checks on all students given 3 times a year (Grace and Maud)
    - i) Follow-up and support as needed
  - f) Identify a space on campus that feels safe and private to meet in one-on-one with students and/or secure virtual platform that preserves confidentiality, time within schedule to do assessments
  - g) Destigmatizing messaging for families that all students will receive this as important part of student development

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- h) Destigmatizing messaging around testing positive for Covid
- 2) Activities that promote fun and cooperation
  - a) Activities collected from teachers' prior training/experience, PD, Room Parent research
  - b) Tools from Grace and Maud
  - c) Restorative Practices
  - d) Responsive Classrooms
  - e) Frequent Brain breaks and Movement breaks
    - i) Roni's activities
- 3) One-on-One Weekly Check-ins Means:
  - a) A Classified Staff member who has expressed interest in and willingness to perform, is trained in, and is identified as safe by student to do weekly phone or video check-in on schoolwork load, how student is feeling, stressors
  - b) Needs for One-on-One Weekly Check-ins
    - i) Survey of Classified Staff to see who is interested/willing (Mental Wellness Subcommittee)
    - ii) Survey of Families/Students to identify, from the list of those willing, which staff members they would feel comfortable checking in on them (Mental Wellness Subcommittee)
    - iii) Training around mentorship for staff in PD days at the beginning of the year,
    - iv) How do we make sure check ins are happening (Staff/Admin to develop)
    - v) Weekly communication under the direction of classroom teacher
    - vi) Designated, delineated time within the weekly schedule for one-on-one check ins and for communication with classroom teacher and potentially other staff (Admin to make time in schedule)
- 4) Flex Group Weekly Check-in Model
  - a) Cohorts divided into groups of 5-7 kids and led by one classified staff member who has expressed interest in and willingness to participate in, in person if possible, at a distance if needed
  - b) 30 minutes a week in a designated time slot
  - c) Space for a variety of structures including playful team building exercises, active listening as a group or in pairs, conflict resolution as needed, virtual buddy connections between older and younger students, societal questions conversations
  - d) Identify consistent physical spaces for groups to take place eg. rock circle, willow structure, etc.