

Jordan “Return to Learn” Guidelines

For students returning from medical, mental health, suspension, or other high-need absence



The purpose of the re-entry process is to empower students and their support system to enhance social, emotional, and academic wellness throughout the transition back to school

General guidelines for successful re-entry

1. **Identify** point person (school mental health team member or administrator) who could coordinate a re-entry meeting, communicate necessary information to relevant people, and follow-up on interventions and supports
2. **Make contact** with the student’s family and consider contact with outside providers to understand student needs as they return to school
3. **Prepare** to meet student’s unique educational needs which could include schedule adjustments, team meetings, home & hospital arrangements, IEP accommodations, and/or 504 plans.
4. **Check-in** regularly after the student returns to school and adjust to meet student’s individual needs

Tips for identified re-entry point person:

- Involve a re-entry team of support professionals and conduct a re-entry meeting when possible
- Involve the student and parents in the re-entry process
- Identify a member of the re-entry team to provide regular check-ins with the student (consider allowing the student to identify this person)
- Provide a brief summary of student needs and recommended interventions to relevant staff members (this summary could be created during a re-entry meeting)
- Schedule check-ins with the student and re-entry team at regular intervals and put them in your calendar

Suggested interventions and supports for students returning to school

- ❑ Create a [wellness plan](#) for the student that addresses their basic needs (physical needs, safety needs, connection needs, confidence needs) and involves their support system
 - ❑ Ideas for addressing **physical needs**
 - ❑ Breaks throughout the day (break cards, scheduled breaks, etc.)
 - ❑ Access to principals pantry or weekend food supplies
 - ❑ Opportunities to move and exercise
 - ❑ Address issues with sleep (no electronics after a certain time, late-start, etc.)
 - ❑ Ideas for building **safety**
 - ❑ **As needed, create a [safety plan](#) with student and communicate it with necessary adults**
 - ❑ Model, teach, and practice coping strategies
 - ❑ Establish clear expectations and routines across multiple settings and especially during unstructured time
 - ❑ Ideas for building **connection**
 - ❑ Connect with adults through Check-in/Check-out, 2X10, or other strategy
 - ❑ Connect with other students and provide positive peer support
 - ❑ Offer a club, class, or extracurricular activity
 - ❑ Ideas for building **confidence**
 - ❑ Build or adjust school schedule so that student can be successful and motivated
 - ❑ Offer job/task to increase responsibility and accountability
- ❑ Therapy and counseling interventions through the school mental health team, JFEC, or MHAP
- ❑ Build student’s skills with [social and emotional learning](#) tools and curriculum

Ensure that information shared with other school staff members is educationally relevant and focused on meeting the student’s individual needs. In order to share any private health or mental health information, parental consent must be obtained.