

Transitional Resilience at School
Supporting Students through Transitions

Immediate Actions

- ★ **School Staff (Administrators, Counselors, Administrative Assistants, Teacher(s))**
 - Welcome the students by making them feel like they belong from the moment they walk through the door. Greet the students and their family, make them feel welcome, give them a tour of the school, assist them with their schedule, and with locating their classes, etc. Best practice is to greet all students with the same warmth and enthusiasm. Keep in mind that coming to a new school can be intimidating regardless of previous experiences. Ensure that the family accompanying the student is welcomed and thoroughly engaged in this process.
- ★ **Registrar**
 - Immediately input student information in the Student Information System (SIS) (i.e.- Infinite Campus, PowerSchool, etc.) following your school's enrollment processes and procedures.
 - Immediately request records from the previous school district and ensure requests for all Special Education and additional records are included. If it is unknown if a student is receiving any Special Education services, immediately call the previous school district and request an expedited transfer of files if possible. *Schools in Montana are required to send all student transfer request documents within two weeks of the initial request.*
 - Determine if the students are emancipated. If they are, immediately provide them with their legal rights and support them through the enrollment process. Also provide students information regarding support and funding available through Title VII, Part B of the Montana ESSA Consolidated State Plan.
- ★ **Counselor and/or Home to School Coordinator**
 - Identify a staff member to support the student through the ongoing "Check and Connect" model. The counselor/coordinator will be the student's initial support when arrive at school. For returning students, ask them to identify a staff member with whom they previously had a positive connection. If they are unable to identify anybody, arrange for the students to meet school staff to see if there is a natural connection. The identified staff member will serve as this student's pillar of support as settle in.
 - Assist the registrar with obtaining student records. Once records are obtained, verify student credits to determine path to graduation and determine if credit recovery is necessary. Then enroll students in courses and assist them with scheduling.
 - Identify networks of support for students. What networks/natural supports are already in place?
 - Identify students' interests and inform them of activities and events offered in the community (e.g., traditional men's and/or women's group, cultural supports, events, opportunities)
 - Facilitate a welcoming circle for the students. Have a template predetermined with prompts to assist with the facilitation of this circle. The prompts can help guide discussion.

Ongoing Actions

- ★ **All Educational Staff**
 - All front office and frontline staff (e.g., administrative assistants, transportation drivers, custodial staff, food services workers) are trained in creating welcoming and engaging environments. This will include guidance to guide staff through giving a friendly, non-verbal greeting, say hello to students by name, make eye contact.
- ★ **Classroom Teachers and Support Staff**
 - Implementation of ongoing talking circles, restorative mindset practices, and relational balance strategies in classrooms throughout the school.
 - Continually support the "Check and Connect" model as established.
 - Ongoing family connection, strengths-based communication, and engagement.
 - Closely support engagement to ensure opportunity and belonging.

Future Actions

- ★ **School Staff**
 - Continue researching and implementing best/promising practices regarding restorative practices as they foster learning environments centered around opportunity and belonging grounded in cultural consciousness to create meaningful learning environments for all students.

