**Planning Process**

**Identify stakeholders**
- Agency staff (coordinator)
- Students
- Families
- Teachers / School and district staff

**Needs Assessment**
- Address based on Maslow’s Hierarchy of Needs
- Address school, cultural, linguistic, social and emotional support

**Identify resources for teachers**
- Provide information and resources to teachers and school staff to better support students
  - “On Boarding Orange Folder” providing student and family background. Include phrases to talk to students and information on academic concerns
  - Resettlement case manager information
  - CARE team monitors (periodic check-ins)
  - Provide Trauma informed teaching strategies (ongoing training)
- Prepare students for school
  - Liaison works with families and students, intake process and integration into the school community
  - Welcome survey (families and students)
  - Video and/or booklet on PBIS
  - Orientation
  - Soft start/soft transition into the regular school schedule
  - Interpreter is available for the first two days of school. Interpreter helps students and families navigate the system.
  - Provide communication tools to express feelings/needs: flashcards, picture cards, feeling charts, etc.
- Increase parent involvement (connect with Family Learning Center, Resettlement agencies)
  o Orientation with parents
  o Empowering Parents Program
  o Literacy Programs (get parents into the classrooms)
  o Transportation assistance to school (car pool options)
  o Working with volunteers

- Peer-to-peer involvement
  o Youth Link – Real Life (mentoring)
  o Friendship groups, utilize groups/tables in class, etc.

**On Boarding school process:**

1. Resettlement agency contacts Analis Caratini-Ruiz with new student/family information
2. Analis Ruiz meets with team about new family and deploys teacher specialist/liaison
3. An interpreter is scheduled the first two days of the student beginning school to help student navigate school basics.
4. Teacher specialist meets with teacher(s) to prepare them for the arrival of new students
5. Liaison meets with families and interpreter to complete registration and immunizations process
6. Student and Family completes a tour of the school prior to beginning school (gets to meet school staff and teacher)
7. Analis Ruiz meets with team about new family and deploys teacher specialist/liaison
8. An interpreter is scheduled the first two days of the student beginning school to help student navigate school basics.
9. Resettlement agency contacts Analis Caratini-Ruiz with new student/family information