***Name: School: Email:***

**(Please complete both scenarios)**

***Scenario 1: Buildings Closed: All students remote learning.***

**Social, Emotional, and Behavioral**

*Student, Staff, and Family Considerations*:

* Create a plan to communicate with and support students:
* Identify and provide access to well-being and mental health support for students, families, and all staff:
* Notify teachers, staff, students, and parents about support services available:
* Access mental health and healthcare providers for support. Activate mental health/student support service team (school counselor, community Mental Health Partners, CSCT) to plan for students and staff, in conjunction with local mental health services staff, including post-traumatic stress syndrome counseling:
* Facilitate collaboration with local tribal resources and indigenous support systems:
* Facilitate the provision of wrap-around services to all students and families in need:
* Ensure that all student groups are receiving equitable services per Montana’s ESSA plan:
* Establish consistent schedules and routines to ensure stability for students and families:
* Provide structured time for students to meet with teacher:
* Include students in planning conversations with administration and school boards:
* Create focus groups of students to provide input and feedback on school opening plans/processes:
* Modify school traditions that promote engagement to continue in a remote format. Examples include assemblies, celebrations, lunch with the principal, etc:
* Include families and the community in planning conversations with administration and school boards:
* Create focus groups of family and community members to provide input and feedback on school opening plans/processes:
* Provide guidance and support to families to support their student’s education:
* Ensure learning/instructional environments that do not rely on parents to act as the teacher:
* Post information on the school district website and on social media for parents regarding helping children cope with tragedies (i.e., “Teaching Children How to Respond to Tragedies” from the National Association of School Psychologists):
* Offer Trauma-informed resources:
* Implement a social-emotional learning curriculum:
* Facilitate opportunities for students to socialize with peers in a safe manner:

***Scenario 2: A limited number of students present in school building:***

**Social, Emotional, and Behavioral**

*Student, Staff, and Family Considerations:*

* School districts planning for students and staff to return following COVID-19 closures must prioritize efforts to address social and emotional learning and mental and behavioral health needs. Equally important is ensuring that staff feel their physical and mental health needs are supported. Districts should ensure all policies or recommendations are culturally sensitive and ensure equity and access for all youth. For more information, see the ASCA and NASP School Reentry Considerations: *Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19.*
* Activate the mental health/student support service team to plan for students and staff, in conjunction with local mental health services staff, including post-traumatic stress syndrome counseling:
* Provide training and resources for classroom teachers on recovering from traumatic events. This information will be provided in a separate document to provide guidance and support:
* Post information broadly for parents regarding helping children cope with tragedies:
* A mental health status report, based on guidelines provided by the counselors and the Crisis Management Team, is encouraged to be provided to the school administrator each day. This report can include the mental status of students and staff to determine if additional mental health services are needed:
* Notify teachers, staff, students, and parents about support services available:
* Provide times for staff to feel supported, voice concerns and/or solutions, and reconnect as a school team: These times could look like scheduled individual and group check-ins, informal gatherings, and/or established all staff discussions. Encourage and model the importance of self-care practices upon return to school:
* Create a plan to communicate with and support students if school does not return to “normal” in the fall:
* Facilitate collaboration with local tribal resources and indigenous support systems:
* Facilitate the provision of wrap-around services to all students and families in need:
* Establish consistent schedules and routines to ensure stability for students and families:
* Provide structured time for students to meet with teachers:
* Include students in planning conversations with administration and school boards:
* Create focus groups of students to provide input and feedback on school opening plans/processes:
* Include families and the community in planning conversations with administration and school boards:
* Create focus groups of family and community members to provide input and feedback on school opening plans/processes:
* Provide guidance and support to families to support their student’s education:
* Ensure learning/instructional environments that do not rely on parents to act as the teacher:
* Offer trauma-informed resources:
* Implement a social-emotional learning curriculum:
* Facilitate opportunities for students to socialize with peers in a safe manner:
* Facilitate student engagement in elective courses:
* Align approaches for afterschool programs:
* Provide training and resources for classroom teachers on recovering from traumatic events:

**Please return to Dan Rask for units and credit: danr@mt-ssa.org**

**or:**

**Dan Rask, MSSA**

**220 N. Montana Street**

**Dillon, MT 59725**

*(Please send your school reopening plan if available. It is not required for credit, however).*