

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:

Communicate with students through a variety of mediums including email, approved apps, school website, physical mail, and text alerts to parents. Weekly updates will be sent from the head of school to parent emails. Teachers connect one-on-one through web technology or physical proximity, within stated health boundaries, with students at least weekly, or more frequently as needed. The school counselor will be available to connect with all students by recommendation and all at-risk students.

Identify and provide access to well-being and mental health support for students, families, and all staff:

Families and students will be directed to connect with his/her religious leader/pastor for counseling or list of available counselors.

Notify teachers, staff, students, and parents about support services available:

In the weekly head of school email address, a list of resources will be included. School staff will assist families as is possible regarding technology, academics, financial, and emotional support. Families and students will be directed to connect with his/her religious leader/pastor for counseling or list of available counselors.

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:

The school counselor will provide a list of mental health and healthcare providers. The school counselor will pursue education in relation to mental health and will work closely with health providers to support students and staff.

Facilitate collaboration with local tribal resources and indigenous support systems:

Not applicable for our school currently.

Facilitate the provision of wrap-around services to all students and families in need:

Connect students and families with a network of local partners in provision of their needs. Academic help will be given by individual teachers. Financial help may be available through school families or families will be directed to their religious organization. Emotional and mental services will be provided by the family's religious leader/organization.

Ensure that all student groups are receiving equitable services per Montana's ESSA plan:

Not applicable for our school currently.

Establish consistent schedules and routines to ensure stability for students and families:

The school counselor will work closely with the principals to ensure that the school schedule for virtual learning is reasonable and structured. Teachers will be encouraged to set definite daily/weekly schedules for each class to provide stability for students.

Provide structured time for students to meet with teacher:

Teachers will have posted virtual office hours. Students will be encouraged to meet with teachers during set office hours. Students may also meet with teachers by appointment on Zoom or other virtual app. It is advised that teachers provide at least once a week face time meeting with class as a whole or per individual.

Include students in planning conversations with administration and school boards:

The administration and school board will survey the student body during the planning stages via Google forms. School board meetings are open to school member families.

Create focus groups of students to provide input and feedback on school opening plans/processes:

Student leadership will conduct student led focus groups regarding issues pertaining to school opening plans/processes. Student leadership will be guided by a designated staff member to guide the SL to create meaningful questions and provide direction for focus groups.

Modify school traditions that promote engagement to continue in a remote format. Examples include assemblies, celebrations, lunch with the principal, etc:

The development office will create and execute school traditions to maintain engagement through a remote format. These activities include weekly chapel, fundraisers, Grandparents day, etc.

Include families and the community in planning conversations with administration and school boards:

The school board chairman and/or the head of school will send weekly updates of planning conversations. They will accept questions from the families in relation to planning. Community groups will be included in planning such as the County school's department, county health officer and other school's administration.

Create focus groups of family and community members to provide input and feedback on school opening plans/processes:

The school board will act as a focus group to represent school families. School board members will survey his/her peer groups for input and feedback of planning and processes. Faculty/staff will be consulted and apprised of all plans and processes.

Provide guidance and support to families to support their student's education:

Classroom teachers will provide guidance and support to families through meetings, communication, physical resources and virtual resources. The IT department will confer with families in need of tech support or assistance. The school counselor and administration will support as situations require additional attention.

Ensure learning/instructional environments that do not rely on parents to act as the teacher:

The administration will provide platform resources for teachers and families. Classroom teachers will work with students as a whole or individually to teach independence in learning. Teachers will provide virtual learning systems that instruct and guide students in assignments. Teachers will be available to do house visits as needed to initialize the virtual learning process.

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):

The school receptionist will be responsible to post resources and information on the school website as well as social media pages regarding coping mechanisms.

Offer Trauma-informed resources:

A list of religious organizations will be posted on the school website as a resource and for counseling purposes. The school may post links to webinars or sermons in reference to trauma and grief.

Implement a social-emotional learning curriculum:

Social-emotional learning will be woven into the Bible class course material.

Facilitate opportunities for students to socialize with peers in a safe manner:

Students will be able to communicate socially via Zoom with a teacher facilitating. Class outings will be encouraged as long as county/state guidelines are followed.

**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:

The school counselor will provide a list of mental health and healthcare providers. The school counselor will pursue education in relation to mental health and will work closely with health providers to support students and staff. Staff will be encouraged to take the Self-care assessment.

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:

A pastor, religious leader, or community leader will provide training on recovering from traumatic events in a staff workshop. A document containing trauma recovery information will be available on the school website and in the teacher handbook.

Post information broadly for parents regarding helping children cope with tragedies:

Coping strategies will be compiled and created into a document for parent reference. This document will be posted on the school website as well as sent via email.

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:

The school counselor will meet regularly with students as they are present in the building for classes. He/she will meet regularly with all students that are determined to be "at-risk." The school counselor will develop a rubric in which to

keep the school administrator apprised of the mental status of students and staff.

Notify teachers, staff, students, and parents about support services available:

In the weekly head of school email address, a list of resources will be included. School staff will assist families as is possible regarding technology, academics, financial, and emotional support. Families and students will be directed to connect with his/her religious leader/pastor for counseling, additional resources or list of available counselors.

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:

Staff meetings will continue both in-person and/or virtually. Mandatory in-person meetings will occur for fellowship, important announcements, conflict resolution, and discussions. Staff will be encouraged to complete the Self-care worksheet and create a plan for personal renewal. The school chairman/head of school will send video updates as well as devotionals for encouragement.

Create a plan to communicate with and support students if school does not return to “normal” in the fall:

Families will be contacted weekly through email updates by the school administration to keep them apprised of the return to school procedures. Teachers will communicate via student email or virtual app. The school will have Chromebooks available for student use as well as install cameras in classrooms to facilitate students who are not in the building.

Facilitate collaboration with local tribal resources and indigenous support systems:

Not applicable for our school currently.

Facilitate the provision of wrap-around services to all students and families in need:

Connect students and families with a network of local partners in provision of their needs. Academic help will be given by individual teachers. Financial help may be available through school families or families will be directed to their religious organization. Emotional and mental services will be provided by the family's religious leader/organization.

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Create focus groups of family and community members to provide input and feedback on school opening plans/processes:

The school board will act as a focus group to represent school families. School board members will survey his/her peer groups for input and feedback of planning and processes. Faculty/staff will be consulted and apprised of all plans and processes.

Provide guidance and support to families to support their student's education:

Classroom teachers will provide guidance and support to families through meetings, communication, physical resources and virtual resources. The IT department will confer with families in need of tech support or assistance. The school counselor and administration will support as situations require additional attention.

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Implement a social-emotional learning curriculum:

Social-emotional learning will be woven into the Bible class course material. Such may include fear, hope, courage, discouragement, depression, and overcoming situations.

Facilitate opportunities for students to socialize with peers in a safe manner:

Students will be able to communicate socially via Zoom with a teacher facilitating. Class outings will be encouraged as long as county/state guidelines are followed.

Facilitate student engagement in elective courses:

Teachers will include elective courses in their curriculum. Use of virtual platforms, such as Flipgrid, will be used for the Arts. Google forms can be used to keep students accountable daily for physical education. Home economics may utilize Zoom for course work.

Align approaches for afterschool programs:

The afterschool care program and athletic directors will be consulted by the school administration for approaches in afterschool programs.

Provide training and resources for classroom teachers on recovering from traumatic events:

A pastor, religious leader, or community leader will provide training on recovering from traumatic events in a staff workshop. A document containing trauma recovery information will be available on the school website and in the teacher handbook.