Priority:

The school system will ensure the well-being of all students and educators by providing social, emotional and behavioral health supports, including emotional and behavioral health screening for students upon return to school.

Introduction

School leaders must prepare for an unprecedented school year as staff and students are returning to school post-COVID-19. The well-being of students and staff must be prioritized to prepare students to learn. This guidance document supports school leaders and teachers in supporting the social, emotional and behavioral well-being of students. The guidance outlines important considerations for school reentry, continuity, and sustainability of social, emotional and behavioral health supports for an in-person, virtual distance learning environment, or hybrid approach at the beginning of the school year or in response to a potential school closure.

Action Steps	Resources and Examples
Plan and prepare to provide well-being support and services to students and staff. Guiding Questions: 1. How can we establish a system to address the needs of students and staff? 2. What is the role of the Well-Being Leadership Team in developing and implementing the school plan of support? 3. How will we support the well-being needs of staff? 4. Aside from COVID-19, what other community factors need to be addressed to support student and staff well-being? 5. What interventions will we select to support student well-being? 6. Who are the external service providers we will select to support student well-being? 7. How will we assess the safety and security of the school environment for students, teachers, and parents?	● Guide to Supporting the Well-being of Students and Staff ● (New) Schedule for Well-Being Support ● Self-Care Resources for School Staff ● Well-Being Leadership Team Guidance ● Student Engagement and Success Vendor Guide ● School Culture and Climate Surveys
Select and administer a universal social, emotional behavioral screener. Guiding Questions: 1. How will we communicate the importance of the screener to parents, students and staff? 2. How will we ensure receipt of parental consent for all students to be administered a screener? 3. What screener will the school select?	● (New) Sample School Letter to Parent ● Parental Consent Form for Universal Screener ● Universal Social, Emotional and Behavioral Screeners and Guidance ● (New) Sample Teacher Script for Administering Middle School Screener

	4. What processes should we plan for to administer the screener (e.g., training of teachers, scheduling of date(s) and time(s) to administer, and analyzing results etc.)?	● (New) Schedule for Well-Being Support
DO NEXT	Analyze data, develop an individual student plan of support, and meet with parents/guardians/family, either in-person or virtually, to review results and the student plan. Guiding Questions: 1. What is the meeting schedule of the Well-Being Leadership Team to routinely review and analyze screener results? 2. How will the results be communicated to parents/guardians/families, staff and students? 3. What is the interpretation of the screener results, at the individual student level and school level? 4. What are the interventions and services needed by the student? 5. Where will we document the individual student plan of support?	● (New) Schedule for Well-Being Support ● Individual Academic Improvement Plan (IAIP) Template ● (New) Sample Well-Being Screener for Elementary School Student ● (New) Sample Interpretation of Screener for Elementary School Student ● (New) Sample IAIP for Elementary School Student ● (New) Sample Well-Being Screener for Middle School Student 1 ● (New) Sample Well-Being Screener for Middle School Student 2 ● (New) Sample Well-Being Universal Screener Summary for Middle School ● (New) Sample Interpretation of Screener for Middle School Student ● (New) Sample IAIP for Middle School Student 1 ● (New) Sample IAIP for Middle School Student 2
DO NEXT	Implement and progress monitor interventions. Guiding Questions: 1. How will the Well-Being Team implement interventions either group or one-one, for in-person and virtual learning? 2. Where will we document progress monitoring of intervention outcomes? 3. Will students take the screener multiple times throughout the year? If yes, how will interventions be adjusted?	● (New) Schedule for Well-Being Support ● Individual Academic Improvement Plan (IAIP) Template