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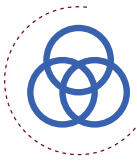
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Positive Behavioral
Interventions & Supports

SEA GUIDE TO ESTABLISHING CAPACITY FOR CRISIS RESPONSE AND RECOVERY IN SCHOOLS

CENTER ON PBIS

October 2026



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SEA Guide to Establishing Capacity for Crisis Response and Recovery in Schools

Center on Positive Behavioral Interventions and Supports
U. S. Department of Education, Office of Special Education Programs
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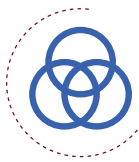
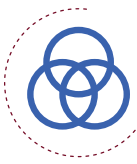


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State Education Agencies (SEA) have critical roles in supporting school district recovery efforts following crisis events. Although district teams often play the lead role in recovery coordination, the SEA can provide critical just-in-time resources to help stabilize the environment and support the safe re-opening of schools. Additionally, recovery from school-based crisis events is a long-term process, and most districts will require some level of sustained guidance and support on an ongoing basis for several years. SEA coordination can support recovery by drawing on a range of available resources, diverse perspectives, and providing compensatory support to the district to help carry out rapid response and recovery activities.

This guide shares considerations for organizing a state-level response to support schools and districts in recovery from school-based crisis events (e.g., school shooting, natural disaster) that result in a significant disruption to the learning environment. This guide will provide considerations for (1) [guiding principles for coordination](#) and response and implementation considerations for (2) [establishing coordination and response teams](#), (3) [defining the SEA response scope](#), (4) [identifying and vetting additional personnel or resources](#), (5) [supporting communication](#), (6) [planning and implementing response actions across phases of recovery](#), and (7) [reviewing response efforts for continuous improvement](#).

Guiding Principles for Coordination and Response

We provide the following guiding principles to support SEAs in adapting supports as needed to more effectively facilitate recovery. However, SEAs must also consider the unique characteristics of each event and each impacted community.

1. Consider and Assess Strengths and Needs Across the Full Educational Cascade

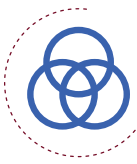
The educational cascade (see figure 1; [PBIS Implementation Blueprint](#)) describes the bi-directional relationships between states, districts, schools, classrooms, and ultimately students. Each level supports and is informed by the others. Incidents vary considerably with respect to impact, and disruptions or stress at one level can have ripple effects on others. Effective response efforts include carefully and continuously assessing strengths and needs to provide needed supports across the full cascade.

2. Prioritize Local Team-Based Leadership and a Capacity Building Strengths-Based Approach With External Guidance and Support

A crisis event, by definition, overwhelms local capacity for response. Therefore, external (e.g., state-level) supports are both critical and warranted. However,



Figure 1. Implementation Cascade from State Support to Student Benefit



external supports should be designed to supplement and support rather than replace local response efforts. Additionally, any external supports should include plans for building long-term local capacity and fading external involvement over time. Response efforts should be team-led to reduce fatigue and burnout and ensure stability in recovery efforts in the event of leadership turnover. A key goal of the external response team is to support local leadership in identifying school and community strengths and building confidence in implementing recovery supports that are closely aligned with the local context and culture and produce meaningful outcomes.

3. Response Efforts Must Address Both Systems and Individual Support in Recovery

Crisis response efforts must support both the disrupted systems and the impacted individuals working within that system. Recovery for impacted individuals may not be linear and is unique to each person. Response teams should expect variability in local leadership capacity and may need to slow or pause planned meeting agendas or implementation actions to provide space for impacted individual recovery. Response efforts can support individual recovery by promoting engagement in activities that support resilience by building or strengthening connections with others, reorienting to an overall purpose, practicing adaptability or creativity, rebuilding hope through small achievable goals and actions, and seeking more intensive support as needed. Recovery efforts will need to continuously consider a balance between actively directing actions to support recovery

goals and building confidence in local leaders. For example, at times response team members may increase structure and guidance for district actions, while at other times it may be more helpful just to listen and prioritize building trusting relationships to better understand the local context and individuals.

4. Use a Multi-tiered Logic to Plan Support Across Phases of Recovery

The multi-tiered logic provides a foundation for organizing response and recovery efforts that can align with existing state multi-tiered systems of support (MTSS). At each phase in recovery (see figure 2), teams should consider supports that are needed for all students, staff, or families (Tier 1); supports that are needed by specific groups of students, staff, or families (Tier 2); and individualized or intensive supports that are needed by a few students, staff, or families (Tier 3). By organizing supports in this way, leadership teams can reduce the need for more intensive supports by meeting needs more proactively. Supports should be adapted as conditions change across phases of recovery. Teams can use general instructional

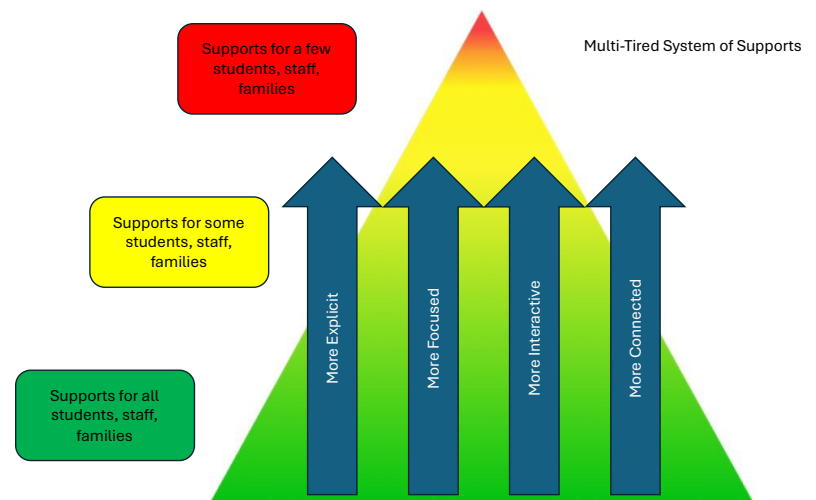
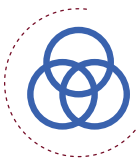


Figure 2. Intensifying Supports Within the Continuum



principles to inform options for intensifying supports. Supports can be adjusted by making them more a) explicit or directive, b) focused (e.g., critical content or immediate next steps only), c) interactive (e.g., increase opportunities for participation or feedback), or d) connected (e.g., incorporating individual interests or learning histories). For more information on using a multi-tiered system of support for recovery, see pbis.org/crisis-recovery

SEA Implementation Steps

In this section, we provide the following steps to support SEAs in organizing to effectively support response and recovery within the state. Each state is organized differently; specific steps may need to be adapted to accommodate regional or intermediate organizational structures and other existing resources within the state.

Establishing Coordination and Response Teams

SEA emergency response efforts should be organized to maximize efficiency, transparency, and collaboration. This organization will vary significantly by state size, existing organizational structures, and resources. For clarity in this document, we refer to two levels of teams: the “coordination team” and the “response team.” These teams (see figure 3) may be embedded within other existing teaming structures within the state.

The **coordination team** should be responsible for the overall development and implementation of state prevention, response, and recovery efforts, and should manage collaboration across state agencies and the distribution of state resources. In contrast, the

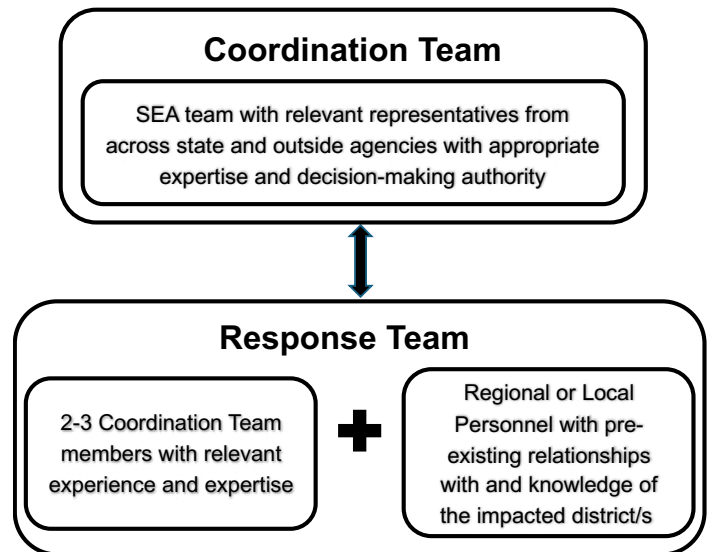
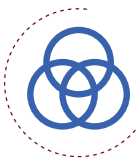


Figure 3. Team Organization

response team provides on-site direct immediate support, side by side with local and school district leaders, and helps provide consultation and ongoing support to schools and districts across recovery phases. The response team typically includes a subset of coordination team members who have experience and expertise most aligned with the specific needs and circumstances of the incident. This subset of coordination team members is then augmented with individuals who bring existing knowledge of and relationships with the impacted school or district. These teams engage in active and ongoing two-way communication throughout the response and recovery phases. This teaming structure facilitates recovery by building from existing relationships to develop a deep understanding of the local context, capacity, and expertise. In addition, efforts should be made to limit the number of new individuals present on site in the immediate response phase, when re-establishing stability and a sense of safety is critical.

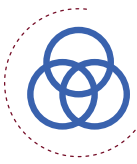


SEAs can benefit from considering the most efficient ways to allocate key responsibilities. For example, in a state with a robust intermediate or regional support structure, some of the coordination team responsibilities may be handled within the existing regional support structures. Conversely, in an area with limited local resources, more response

team responsibilities may be carried out directly by coordination team members. Efforts and responsibilities across teams should be integrated within existing team structures whenever possible rather than developing new teams. Table 1 details team membership considerations and key preparation and response responsibilities.

Table 1. Membership and Key Responsibilities Across Teams

Team Type	Membership	Key Responsibilities
Coordination Team	- SEA-convened team including representatives from across key state agencies (e.g., state departments of Justice, Health and Human Services, Governor’s Office), as well federal agencies if applicable - Representatives from relevant (e.g., statewide or flagship) hospitals, trauma and/or grief centers, technical assistance centers, and behavioral health providers - Personnel with school safety, emergency preparedness, mental health, and trauma recovery expertise, as well as state law enforcement - Individuals with decision-making authority related to relevant state resources and policies	- Coordinate state efforts during all phases (prevention, response, recovery) - Coordinate across state agencies and with federal agencies or law enforcement investigation if applicable - Review relevant policy (e.g., information sharing across agencies, conditions for attendance or academic testing waivers) - Identify and distribute state resources (e.g., funding or personnel that could be re-allocated to meet immediate needs or funding that could support longer term staff retention incentives) - Facilitate partnership and planning between law enforcement, trauma or grief centers or hospitals, and school districts - Train and coordinate and support response team members on trauma informed practices for supporting safe school re-opening, what to expect across phases of recovery, and strategies for facilitating district recovery planning - Collect data and facilitate ongoing supports for students or staff who may leave the impacted district. - Clearly communicate the role of the SEA in crisis response and procedures for accessing support - Provide technical and emotional support for response team members across phases of recovery
Response Team	- Regional or local personnel (e.g., local mental health providers, instructional or school climate or PBIS/MTSS coaches) with expertise in gun violence and trauma recovery, mental health, grief and bereavement, and direct knowledge of the district - Key representatives of coordination team with unique experiences and expertise aligned with incident specific needs	- Develop familiarity with district emergency response plans and local resources - Provide support for district communication personnel and district leaders to ensure clear and consistent communication across phases of recovery - Support district leadership in prioritizing key actions within each phase of recovery. (See table below and pbis.org/crisis-recovery for more information about each recovery phase and suggested response team actions by phase) - Facilitate the development and implementation of a district recovery plan (see Appendix A for guidance)



Defining the SEA Response Scope

To support district emergency response planning, coordination teams should clearly spell out the types of events the response team will support those that districts are expected to handle without direct SEA support. The range of specific events supported by response teams will vary by state and local resources and conditions, as well as the scale and scope of the incident itself. In general, coordination teams should consider providing supplemental support in situations where local resources are overrun or less developed, or the local impact is so widespread that local response efforts are compromised.

For example, coordination teams may consider planning to provide supplemental support for district teams in the case of the following events or events of similar magnitude:

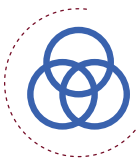
- Mass shooting or a shooting resulting in serious injury or fatalities on school grounds or at a school-sponsored event
- Mass shooting events in the community that significantly disrupt the learning environment (e.g., multiple students and families impacted by the shooting attend the same school or cluster of schools)
- Cluster suicide events (i.e., two or more suicides or attempts that occur in close proximity of time and location) involving school community members
- Use of other items as weapons (e.g., motor vehicle, knife) resulting in multiple fatalities
- Bombings
- Natural disaster resulting in significant loss life or damage to district buildings

Coordination teams may clarify that some community violence events that do not significantly disrupt school operations (e.g., require temporary school closure), or a violent event with limited injuries or fatalities, may be outside of the scope of SEA support. Because it is impossible to predict the specifics of a crisis event, teams must consider flexible options for response efforts for events that fall outside these definitions but have a widespread impact on the school community and significantly disrupt the learning environment and where existing local support may be limited.

Identifying and Vetting Additional Personnel or Resources

Following a school shooting event, districts may require a range of external supports to meet immediate needs. For example, many districts access external crisis or grief counselors to provide triage and initial psychological first-aid support to students, staff, and families. Similarly, many districts employ long-term substitutes to provide additional classroom and school-based support during the initial and intermediate recovery phases.

SEA leadership teams can prepare for an incident by establishing a database of relevant and pre-vetted local, regional, or virtual resources that may be called upon for both educational and therapeutic support needs in the case of an incident. This means having personnel ready, with relevant background checks and credentialing reviews completed and aligned with local and/or state policies, who can mobilize in response to a traumatic event. Pre-vetting relevant support personnel will facilitate a rapid response



and reduce the burden on the district for conducting personnel reviews during the initial response period. For example, a state may identify paid or volunteer mental health providers who are trained, vetted, and available to support district crisis response efforts. District leaders may need to ensure that district policy allows for the emergency use of SEA identified and vetted resources. Coordination teams can also evaluate this database to identify potential areas of need and work to fill those gaps ahead of an incident, including increasing the diversity of providers and ensuring the availability of language accessible services. For example, a state team may notice that mental health providers are not easily accessible in rural areas and could identify and pre-vet supplemental tele-health or virtual supports that could supplement local resources if needed.

Supporting Communication

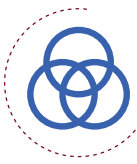
One key to an effective response is clear and consistent communication. The best time to communicate and plan for available support is prior to an incident. Coordination teams can facilitate this planning by clearly communicating the (a) types of incidents the SEA supports; (b) range of response team actions that are available across phases of recovery; (c) individuals and their roles, and if they are in a back-up role; and (d) procedures for requesting support from the SEA. Coordination teams should consider communicating procedures to district administration, school staff, students, families, and community members so that all potentially impacted groups are aware of the SEA role in supporting recovery. In their communications, schools must take steps to ensure

that they effectively communicate with individuals with disabilities, including by providing auxiliary aids and services where necessary.

During and following a crisis event, districts can become overwhelmed with communications from outside agencies, the press, families and community members, and others seeking information or offering support. Response teams can support district communication by organizing temporary communication support for the district communication point person, facilitating the development of one clear and regular source of district updates (e.g., district website, regular district email or text update) that are language and disability accessible, developing talking points for district leaders with key information and messages, and facilitating communication across involved groups (e.g., school board, community, SEA coordination team).

Planning and Implementing Response Action Steps across Phases of Recovery

Upon request from a district or after notification of a crisis event, the coordination team deploys the response team to provide direct support. The level and type of support needed will vary by incident impact and change across phases of recovery. The duration of each phase is influenced by multiple factors, including the magnitude of the crisis, local capacity, and culture of the community. Response teams can work closely with district leaders to periodically re-assess the level and types of required SEA support and the plan for providing ongoing support throughout the recovery process, especially as outside resources and support



diminish over time. Long-term and sustainable recovery efforts must be owned and driven by the local community; therefore, response teams should primarily provide the support needed to stabilize and restore the learning environment following an event and prioritize investing in internal district capacity whenever possible so that local leaders can chart their path towards recovery. SEA support and ongoing communication are critical for high-impact incidents that may require state-level policy changes or state

or federal waivers of activities, such as state testing or data reporting requirements. Although district and community partnerships are critical for recovery, districts may need support to prioritize school-based recovery over all community-based supports. Specific resources for states, districts, schools, and families by phase of recovery are available at pbis.org/crisis-recovery. The following table details typical response team action steps by phase of recovery.

Table 2. Key Actions by Phase

Phase/Goal	Description of Phase	Response Team Actions	District Actions
Immediate Response/ Impact Phase Definition: This phase begins with the onset of the crisis event and encompasses the time during which schools are closed or significantly disrupted Goal: Ensure safety	- Following the immediate responses, the school and district must begin planning for re-opening. - This phase occurs hours to weeks post-incident. - Common responses may include difficulty concentrating, sleep disturbance, separation anxiety, hyperactivity, and crying spells. These symptoms in the first few weeks following a traumatic event are normal. - Symptoms at this point are not indicative of longer-term challenges and can be addressed as normal responses to the grief and violation of safety that was experienced - Crisis events affect everyone differently(students who have struggled in school before the crisis event may need more intensive support in this phase)	- Provide on-site immediate support to aid in reunification, triage and trauma treatment, communication, and resource distribution efforts as directed by the district. More information about trauma treatment including Psychological First Aid and Skills for Psychological Recovery can be found at the National Child Traumatic Stress Network (Nctsn.org) - Assist in a safe and structured school re-opening	- Ensure immediate safety for all - Implement emergency communication, reunification, and resource distribution plans in coordination with outside agencies (e.g., community mental health agencies, law enforcement) - Assess the scope of the incident - Provide access to evidence-based triage and psychological first aid to the most impacted students and staff as soon as possible - Centralize communication regarding available resources and anticipated re-opening timelines and procedures. - Re-open school as soon as feasibly possible - Plan for building repair or relocation - Provide information about what to expect upon return - Provide time for staff planning and community support before students return - Avoid overwhelming staff with significant new learning – focus on building confidence in a few key strategies related to connections, routines, and emotional regulation - Plan for increased staff presence to support connections during re-opening

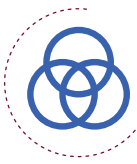


Table 2. Key Actions by Phase *continued*

Phase/Goal	Description of Phase	Response Team Actions	District Actions
Heroic/ Cohesion Phase Definition: This phase generally begins when schools re-open as the district transitions from impact to initial recovery Goal: Stabilize the learning environment and promote a sense of community	- Resources are directed toward social, emotional, and behavioral supports - This phase occurs weeks to months post-incident - Social cohesion and external support are strong during this phase and community members may have an unrealistic perception of recovery and the extent of the impact	- Provide on-demand, language and disability accessible support for students and staff as needed, transition to internal district resources when possible - Support district allocation of resources and supports to prioritize access for those most directly impacted by the incident and those with pre-existing needs. - Support organization of supplemental or temporary personnel to support recovery (e.g., long term substitutes, community based mental health providers) - Support district organization for recovery including adequate FTE for recovery coordination - Support the development of a written district recovery plan (see appendix A)	- Support students' social, emotional, and behavioral transition back into the school environment - Reteach and practice schoolwide expectations and any new routines or procedures - Reteach and practice academic routines at an independent instructional level. Implement and support a few key Tier 1 strategies related to connections, routines, and emotional regulation for all - Provide universal "on-demand" support for students and staff (e.g., push-in support, wellness room) - Expect a wide range of student behavioral responses and maintain a restorative and instructional approach to discipline and resist pressure to intensify exclusionary practices - Focus on staff support and wellness - Provide as much notice as possible about disruptions to routines - Avoid overwhelming staff with significant new learning - Provide multiple opportunities and avenues for staff and student feedback on new procedures and supports

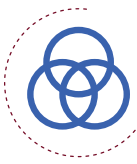


Table 2. Key Actions by Phase *continued*

Phase/Goal	Description of Phase	Response Team Actions	District Actions
Adversity/ Surge Phase Definition: This phase occurs months post-incident and may include the start of the next school year Goal: Differentiate based on data	• This is a challenging phase during which much of the immediate sense of social cohesion and outside support may fade • Social, emotional, and behavioral needs are likely to increase in both acuity levels and number of people needing support • Educators, students, and family members may experience increased levels of exhaustion, grief, loss, and hopelessness. • Because everyone moves through the recovery process at different rates, community cohesion may be eroded as some community members are “ready to move on” while others are still really struggling • Depression or suicide ideation or attempts may increase during this time	• Provide ongoing support for the district recovery coordinator and district leaders as external supports begin to fade • Support the use of multiple sources of data to guide recovery efforts • Use data to ensure equitable recovery across different subgroups (e.g., most impacted students, less impacted students) • Facilitate open and ongoing communication between the district, students, caregivers, and community members • Support a flexible and differentiated restoration of balance between social emotional support and academic rigor • Provide onsite support as needed to meet specific identified needs (e.g., academic needs, referrals to special education, staff retention)	• Intensify focus on Tier 1 core practices to address the surge in student and educator • Use multiple sources of data to adjust universal supports as needed • Use existing procedures (e.g., evidence-based, aligned with documented need, capacity for implementation) for selecting and adopting any new practices • Slowly restore the balance between social-emotional support and academics • Begin to differentiate social-emotional behavioral supports based on multiple sources of data • Use available data to ensure access to effective small-group and individualized supports • Establish clear referral procedures for intensive support for evidence-based suicide prevention and mental health supports (e.g., Trauma Focused Cognitive Behavioral Therapy) • Plan for and enhance capacity to accommodate an increase in referrals to special education and/ or threat assessment • Monitor and support students with identified disabilities, those with prior risk factors, and those most impacted by the incident • Continue to engage in meaningful participation of students, families and staff through listening sessions, surveys, etc. to sustain systems and practices centered in their agency, voice, and expression. • Maintain or increase support for staff as disillusionment and fatigue may increase (e.g., scheduling flexibility, long-term sub availability) • Prepare to increase staff and student support needs as memorial events, similar incidents in other places, or other reminders of the incident occur

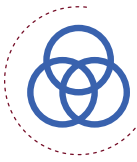
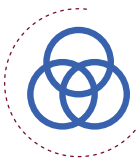


Table 2. Key Actions by Phase *continued*

Phase/Goal	Description of Phase	Response Team Actions	District Actions
Rebuilding/Resilience Phase Definition: During this phase school districts develop an enhanced full continuum of supports that meets the ongoing needs of staff and students and use data to monitor progress and match supports to existing and emerging needs Goal: Develop integrated system of wellness	• This phase occurs months to years post-incident. • Educators, students, and family members may experience reconnection, adjustment, and a renewed sense of purpose and hope • Exhaustion, grief, and loss may continue for some • Disaster cascade effects may occur if additional traumatic incidents impact individuals or the community	• Support internal district capacity-building efforts (e.g., prioritize building skills and knowledge for existing district employees over hiring outside temporary support personnel) • Continue to anticipate and adjust support to meet needs as memorial events, other school violence incidents, or other reminders of school violence arise	• Enhance MTSS systems and practices to meet long-term staff and student needs by leveraging ongoing community partnerships • Focus on capacity building and retention of staff • Continue to anticipate and adjust support to meet an increased level of staff and student needs as memorial events, similar incidents in other places, or other reminders of the incident occur



Reviewing Response Efforts for Continuous Improvement

Any time crisis support is requested from a district and following any response team actions in support of district requests, the coordination team should meet to review and evaluate procedures and supports to identify areas of improvement or additional need. The team may consider the following questions:

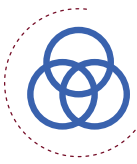
- What was requested?
- What was provided?
- How accessible were the supports provided? Were there any barriers (e.g., language, cost)?
- How effective were provided supports?
- What are the ongoing needs and how will costs be covered?
- What areas of confusion were identified?

Any areas of needed improvement can be immediately incorporated into SEA response plans and appropriate adjustments to policy and clearly communicated. This review is best conducted after the immediate supports are established but before details of the incident are lost or forgotten (e.g., 1-3 months following an incident).

Similarly, response team members should facilitate this ongoing iterative process for district leadership based on current and changing conditions to develop and inform district intermediate and long-term recovery plans. Examples of these review questions to guide planning are included in this sample district recovery plan template.

Conclusion

Local districts may have components in place to help in the recovery process. LEAs understand and help create local context, culture, and community. However, school-based crisis incidents have the potential to easily overrun a district's emergency response capacity. SEAs can leverage local capacity and enhance support through co-creation of messaging, allocation of resources, staff support, along with technical assistance and guidance. Specifically, SEAs can support district led response and recovery efforts by developing coordination and response teams and procedures that can be used to supplement district capacity and facilitate short and long-term recovery efforts. Although every incident is unique, the considerations provided here will support for SEA planning related to guiding principles, organizing teams, defining the response scope, identifying additional personnel, planning, and implementing key actions across recovery phases, and engaging in continuous learning and improvement. Recovery is a long-term process, and states play a critical role in recovery by both providing immediate support and ensuring the availability and stability of needed supports over time.



Appendix A: Developing a District Recovery Plan

This template can be used to guide the development of a recovery plan following a crisis incident or an incident that substantially impacts a school. The timeframe for recovery will vary but districts should develop a plan that encompasses at least 12 to 24 months at a time. Each of the key areas noted should be addressed and may be more significant based on the intensity of the incident. This plan should be outlined soon after re-opening to guide recovery efforts.

Steps for Developing and Implementing a Recovery Plan

Step 1: Identify the District Recovery Leadership Team

Guiding questions:

- Who should be included on the recovery leadership team that will guide and monitor recovery efforts? What specific areas of expertise or experience need to be included to respond to this incident? Consider the following categories: administrator or those with decision making authority, mental health, behavior, and wellness of students and staff, trauma-informed practices, differentiating instruction and supports and data systems, analysis and use, human resources, professional development, community service providers
- Is there an existing team that could lead the recovery effort, or do we need to form a new team?

Step 2: Review existing data to understand the scope of impact.

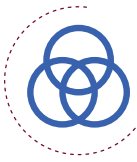
Guiding questions:

- Who was most impacted? Make a plan to closely support individuals directly impacted. (e.g, witnessed event, knew victim, close proximity to event)
- How widespread was the impact?
- What existing data (e.g., student and staff attendance) can be easily used to monitor initial recovery
- Verify adequate data systems exist to monitor long-term recovery efforts.

Step 3: Identify a vision and specific goals for recovery.

Guiding questions:

- What does recovery look like for this school community? Consider school community strengths and specific needs. This vision will be used to help prioritize key actions below. Three to five goals should be developed aligned with the vision and focused on key recovery priorities. The plan should be written in a way that both guides school/district recovery and can be shared with the community.

**Step 4: Identify key action steps for each phase of recovery in each relevant content area.****Guiding questions:**

- What are key activities for recovery? Who will be responsible? How will activities be funded and supported?

Step 5: Implement the plan and use self-checks between phases to guide plan adjustments.**Guiding questions:**

- How will recovery progress be measured? How will decisions about needs be made? How will partner opinion be assessed (teachers, students, families, community)? How will decisions to withdraw support or increase learning expectations be made?

Content Considerations

Table 1 lists key content areas and items teams should consider in the development of the district recovery plan. Self-check questions can be used to guide adjustments to the plan and should be used at a minimum between each recovery phase. Districts can use these considerations to prompt conversation and assess the need for action items in each area. This list is not intended to be comprehensive of all possible considerations; not all considerations will apply in all contexts.

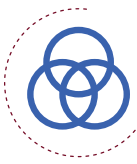
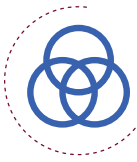
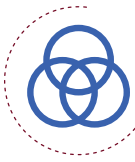


Table 1. General Considerations and Self-Check

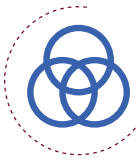
Key Area	Considerations and Examples	Self-Check Questions
Teaming		
District leadership team	- Establish Membership - Recovery coordinator - Administrators - School Safety Coordinator - Mental health leaders - School Nurse - Physical health leaders - Communications director - Transportation director - Food Service director - After school coordinator - External supports (e.g., SEA or Regional Response Teams including community, regional, state, or federal partners)	- Do we have the right people on the team to guide recovery? - Who might we need to add to guide key elements of our plan? - What are the fiscal implications for recovery? - Have we established boundaries for our work (e.g., ability to say no to political/public pressure)?
Recovery goals	- Restore the learning environment - Restore a sense of community and safety - Support student wellness and instructional needs - Support staff wellness and recovery	- Are these goals aligned with district and community priorities? - Is there agreement/understanding/buy-in on the recovery goals (administration of school and district, school board, families, community)? - How do we know if we are making progress toward these goals? - What changes might we need to make to these goals to meet emerging needs in our district?
Physical and Structural Recovery		
Physical repairs & improvements	- Repair damage - Alternate learning space or mobile classrooms. - Visual memorial considerations	- Can temporary repairs be made to hasten re-opening? - Is there an alternate instructional space? Portables? - What are long-term reconstruction needs? - How well did we implement each identified action? - What data do we need to identify the impacts of these actions?



Key Area	Considerations and Examples	Self-Check Questions
Security measures & protocols	- Controlled building access - Classroom locks - Limit visual access to classrooms - Provide additional support for front office staff - Ensure anyone working in the school has a badge who can override the lock system (substitute teachers, short-term MH staff, community-based providers) - Consider pausing emergency drills (once reinstated, pair with high levels of prompting and support)	- What immediate changes can happen? - What changes require additional funds and implementation? - How well did we implement each identified action? - What data do we need to identify the impacts of these actions?
Business Services Recovery		
Funding	- Donation management - State, Federal, or private grants - Flexible use or reallocation of existing resources	- Are these action items aligned with our district recovery goals? - Are identified items aligned with a clear need in our district? - How well did we implement each action item? - Who is benefiting from these items? - Who needs more support? - What existing data can we use to answer these questions? - What new data sources might we need to consider
Human resources	- Additional staffing needs (e.g., mental health providers, substitute teachers) - Staff Retention - Recruitment and hiring needs - Flexible use or reallocation of existing FTE	
Scheduling & policy	- Reduced schedules - Avoid unannounced visitors or schedule disruptions - State testing - Attendance waivers - Contract flexibility	
Public & community relations	- Communications point person - Communication across levels school board, community, SEA, regional, federal - Community engagement and partnerships - Talking points for staff	
Additional technical assistance to facilitate recovery	- Process for vetting offers of support - Federal resources including U.S. Department of Education Response and Recovery - National organization supports	



Key Area	Considerations and Examples	Self-Check Questions
Health Social Emotional and Behavioral Recovery		
Student wellness supports	• Additional access to in-school MH support and services • Psychological first aid-Psychological triage-stepped care • Trauma-informed practices	• Are these action items aligned with our district recovery goals? • Are identified items aligned with a clear need in our district? • How well did we implement each action item? • Who is benefiting from these items? • Who needs more support? • What existing data can we use to answer these questions? • What new data sources might we need to consider?
Staff wellness supports	• Psychological triage-stepped care • Additional access to MH supports and services (all, some, few) • Additional classroom support	
Staff professional development	• During phase one, focus on strengthening existing skills and supports and building confidence rather than significant new content • During phases 2-3 provide differentiated options with coaching support	
Academic Recovery		
Academic supports	• During phase one, re-introduce academic routines at an independent instructional level • Instruction during recovery should include added opportunities for engagement and movement. Ensure opportunities for physical movement so the brain can neurologically integrate. This will help the pre-frontal cortex to retain and process information. • In phase 2, slowly increase academic content and challenge level. Monitor student response and either increase support or decrease rigor or rate as needed to maintain recovery progress • In phase 3, use multiple types of data to identify groups of students needing more support • Provide a full continuum of integrated academic and emotional supports • Upon re-opening and throughout recovery – instruction and academic supports may need to be differentiated across impacted groups • An inventory of available practices and supports organized within a MTSS framework is useful to teachers and staff	• Are these action items aligned with our district recovery goals? • Are identified items aligned with a clear need in our district? • How well did we implement each action item? • Who is benefiting from these items? • When can we begin to withdraw additional support for all students? • What students need continued support? • Who needs additional support? • What existing data can we use to answer these questions? • What new data sources might we need to consider?



District Recovery Plan Template

Key Area	Phase: Immediate Response/Impact	Phase: Heroic/ Cohesion	Phase: Adversity/ Surge	Phase: Rebuilding/ Resilience
Teaming				
District leadership team				
Recovery goals				
Physical and Structural Recovery				
Physical repairs & improvements				
Security measures & protocols				
Business Services Recovery				
Funding				
Human resources				
Scheduling & policy				
Public & community relations				
Health Social Emotional and Behavioral Recovery				
Student wellness supports				
Staff wellness supports				
Staff professional development				
Academic Recovery				
Academic supports				
Framework to organize support for all, some, few				
Process to accelerate and differentiate instruction for students				