Given the unprecedented circumstances, our usual methods of collecting data will need to be modified. Since students are not in our buildings, we need to be creative when collecting data regarding their well-being as well as their families’. Consider the using the following data points to assess need.

1. Community
	1. Food access
	2. Mental health crisis calls
	3. Virtual faith-based meetings
	4. Other virtual social gatherings
2. Academic access
	1. How are you tracking student engagement?
	2. Do families have a tracking tool?
	3. When virtual learning opportunities are offered, is there an attendance mechanism?
3. Social/Emotional status
	1. Our educators doing social/emotional check-ins prior to academic engagement?
		1. Scaling questions
		2. Feelings thermometers or energy scales
		3. Connection circles
	2. How are educators logging concerns when interacting with students through multi-modal mediums?
		1. Do they have scripts to utilize when they are concerned about student distress?
		2. Is there a protocol in place for reporting concerns to a mental health practitioner? i.e., school-based clinician, DA clinician, school counselor, etc.
	3. Do mental health/social emotional personnel have methods to assess wellness or mental health concerns?
		1. Parent Stress index
		2. CANS
	4. Do children and families have self-assessment tools?
		1. Scaling questions
		2. Feelings thermometers
	5. Are families/caregivers monitoring and maintaining routine for their children and themselves?
		1. Do they have a schedule?
		2. Are they receiving on-going support in utilizing the schedule?
	6. What is the current level of social connection students and their caregivers have?
		1. What platforms are being used?
		2. How is it being tracked?
		3. How is it being monitored?
	7. Staff wellness
		1. How is this being monitored?
		2. What mechanisms are you using to provide support?
			1. Reflective conversations and supervision?
			2. Connections protocol for virtual meetings?