



IN Educating the Whole Child Summit- Implementation Checklist

GUIDANCE: Based on the information shared today, rate your district on their implementation within each domain of work. Further guidance on purpose and how to use this Implementation Checklist can be found on the first pages of the workbook provided to each Summit attendee.

DOMAINS OF WORK:	RATING:						DATA:			
Shared Philosophy /The Theory of Change (The why)	In Place		Partially in Place		Not Yet in Place		Evidence for "In Place" or "Partially in Place"			
1. District and school staff have a shared philosophy about the importance of developing students cognitive, physical, social and emotional skills to promote and improve learning, health and wellness, employability, and positive life outcomes.										
2. All district leadership (superintendent, assistant superintendents, chief academic officers, student support services, special education, etc.) are committed to aligning initiatives and allocating resources to their shared philosophy.										
3. District and school staff have a shared philosophy about how to develop students cognitive, physical, social and emotional skills. <i>For example, what practices, systems, and products need to be in place to develop the whole child.</i>										
4. All school staff (principals, assistance principals, counselors, teachers, support staff) are committed to aligning initiatives and allocating resources to the shared philosophy.										
Infrastructure (The how)	In Place		Partially in Place		Not Yet in Place		Evidence for "In Place" or "Partially in Place"			
1. A district leadership position or positions has been allocated to support and manage implementation and integration of SEL and mental health to make sure it aligns with academic and other district initiatives.										
2. There is a district leadership team that has been identified to align initiatives, develop infrastructures, identify, develop, and allocate resources that align with the priorities, determine and align metrics with school and district improvement plans, etc. and have the power to do so.										
3. There is a unified building leadership team including principal, student support, general and special educators. The team is responsible for implementing systems, practices, and products associated with educating the whole child, ensuring integration with school initiatives, and utilizing data based decision making to evaluate impact and make adjustments.										
4. The district has identified an integrated data collection system to monitor disaggregated metrics that measure implementation fidelity, improvement, and outcomes. For example, student management system, data dashboards, early warning systems, etc.										
5. Process for continuous improvement has been established to ensure teams plan, do, check, and act using data for decision making.										
6. The district has established and prioritized time for professional development, on-site coaching and/or technical assistance, mentoring, and feedback opportunities to develop proficiency at the district and school level.										
7. Communication plan has been developed for staff, family and community. This can include school or district websites, newsletters, emails, school based documents, staff meetings, PLCs, etc.										
Products, Processes, and Practices (The what)	In Place		Partially in Place		Not Yet in Place		Evidence for "In Place" or "Partially in Place"			
Social Emotional Learning (SEL) Elements:	K-5/6	6-8	9-12	K-5/6	6-8	9-12	K-5/6	6-8	9-12	
1. District/school has identified essential products, processes, and practices to develop a positive school culture for staff, positive teacher student relationships, and ensure all students and staff feel safe and connected at school so they are calm, alert and ready to learn and teach.										
2. District/school has identified essential products, processes and practices to ensure the school and classroom environments are culturally inclusive, developmentally appropriate, have minimal sensory stimulants, students have opportunities for movement, social engagement, and calming, and that there are consistent routines that are taught and maintained.										
3. District/school has identified essential products, processes, and practices to develop students executive functioning skills. This includes focused attention, working memory, and self control.										
4. District/school has identified essential products (curriculum(s)) and processes (who, when, how often) to teach social and emotional skills that develop students ability to socially, prosocially, cognitively and emotionally self regulate.										
5. District/school has identified essential products, processes, and practices that provide students the opportunity to develop social, prosocial, cognitive, and emotional self regulation and employability skills so students are future ready.										
Mental Health Community Partnerships:	In Place		Partially in Place		Not Yet in Place		Evidence for "In Place" or "Partially in Place"			
1. District has formalized collaborative partnerships with mental health providers to ensure they are an integral part of the team through an Memorandum of Understanding (MOU).										
2. The district and mental health community partners work together to share data that helps inform their decision making (this is usually included in the MOU).										
3. A process and procedure is clearly developed for screenings and referrals in collaboration with school-employed student support services.										
4. District works with mental health community partner(s) to identify and articulate an array of funding sources to remove barriers to accessing services for ALL students.										
5. District and Community Partners develop cross trainings to create common understanding and language across systems.										
6. There is a process for identifying and delivering evidence based practices in collaboration with school-employed student support services at all tiers.										
7. District has transition plans and procedures to coordinate care for students in acute settings (inpatient, residential, hospital stays, etc).										