Implementation Guide

Beginning of Year Guidance

Get Started Guide | Educator’s Toolkit | PD Presentation | Response Guide

School Year At A Glance

**Daily**
- Students complete a check-in daily
- Classroom/Homeroom Teacher reviews dashboard immediately and responds to students using sentence stems provided in the Response Guide or something similar
- Wellness Team reviews student data and responds to Classroom/Homeroom Teacher’s requests for students who need increased supports

**Weekly**
- Students review their check-in history from the week through their profiles (5th grade and up)
- Wellness Team reviews:
  - Top 10 urgent students from caseload
  - Top feeling from caseload
  - Top energy level from caseload

**Monthly**
- Students review their check-in history from the month (5th grade and up)
- Teachers, Wellness Team, Administrators attend monthly Wellness Team meeting to:
  - Review data of students and create/adjust support plans
  - Identify classroom, grade level, schoolwide themes regarding energy level, feelings, and needs
  - Plan classroom, grade level, and schoolwide interventions matching need

**Yearly**
- Teachers, Wellness Team, Administrators synthesize data to celebrate successes, plan for the future, and provide evidence to key stakeholders (parents, school board, etc.)

Team Members & Responsibilities

- **Administrators**
  - Championing the urgent need for the use of Closegap on a regular basis
  - Sits on monthly Wellness Team to review data and student needs
  - Advocates for and supports regular reviews regarding the use of Closegap and practicing responses to students

- **Emotional Wellness Advocates**
  - Provide coaching/support to teachers in regards to checking in with students who indicate a need on the triage list (practicing at the beginning of the year as well as after breaks to refresh)
  - Review check-ins of caseload (i.e., whole school or specific caseloads based on your role within the school)
  - Conduct monthly reviews of caseload to identify students who may benefit from increased tiered support in the area of emotional wellness
  - Sits on monthly Wellness Team to review data and student needs
◆ Classroom Teachers
  ◆ Sets a regular time for all students to check in each day
  ◆ Acts as the first contact to students who indicate any signs of distress
    ■ Provide simple sentence stems for classroom teachers. See our Response Guide
  ◆ Filter out students who need more than just a quick connection and direct them to more intensive support (someone on the emotional wellness team)
  ◆ Conduct monthly reviews of caseload to identify students who may benefit from increased tiered support in the area of emotional wellness
  ◆ Sits on monthly Wellness Team to review data and student needs
◆ Students
  ◆ Regularly check-in on Closegap to provide honest details about their emotional wellness
  ◆ Older students (5th and up) are given time each week to review their check-ins from the week
  ◆ Practice interventions with integrity based on classroom culture of support and understanding of the need
◆ Parents/Guardians/Caregivers
  ◆ Provide care and support to children expressing a need
  ◆ “Hear” the data
  ◆ Collaborate and partner with your child(ren) and the education system to improve the emotional wellness of all kids

Closegap Tier 2 Supports

• **Reason:** “Wants to Talk” consistently - **Champion Intervention** - Provide student a positive adult each morning before check-in who gives the student ample opportunity to share anything happening in their lives.

• **Reason:** “Tired”, “Low Energy”, “Didn’t Sleep Well” consistently - **Energizer Interventions** - Provide feedback to parents/guardians/caregivers regarding low energy and investigate concerns regarding sleeping patterns. Partner with students to conduct a “Sleep Competition” (school-wide or with an individual student) to measure the students’ sleep. You can join in and measure your sleep, too! Create a morning yoga group with energizing stretches or a walking club to get the blood pumping in the morning (with tickets for students to punch with each lap they walk and a “top ten” list for most laps walked each week). Recommend using the Power Pose Intervention at the end of their check-ins.

• **Reason:** “Stressed” for teens consistently - **Mindful Interventions** - Create small groups for students to share with others what their stressors are, including students who typically have stronger wellness check-ins - allow for students to collaborate on healthy coping strategies they use. If the issue is widespread in the school, set aside times throughout the day for students to journal about things that are on their mind that cause stress or to practice mindfulness techniques (see Calm’s 30 Days of Mindfulness in the Classroom). Recommend choosing the “Shake it Out” or “Breathing” interventions at the end of their check-ins.