

**Have there been internal changes to the district itself? What is the absenteeism rate? Observational indicators?**



|                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                            | <b>Section 3: Social Well-being</b>                                                                                                                                                               | Positive interactions with peers and family members develop social skills like cooperation, empathy, and communication.                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                            | What data points are you running for this section?<br>What reports?                                                                                                                               | <input type="checkbox"/> School Climate Data <input type="checkbox"/> Conduct Referrals <input type="checkbox"/> Attendance (Unxcused)<br><input type="checkbox"/> Counselor Data <input type="checkbox"/> Nurses Data <input type="checkbox"/> Social Worker Data <input type="checkbox"/> Attendance (Excused)<br><input type="checkbox"/> Academic by grade/class <input type="checkbox"/> Class Referrals by Teacher/class |
| <b>Summary of Reports:</b> <i>(provide a brief summary about the reports you listed above and how they will assist in measuring data for this section)</i> |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                            | Use this section to indicate the district data that should be compared to school data to determine well-being.<br><b><i>(Document it here or indicate what reports were run and attached)</i></b> | <b>Check for patterns of referral data. What does it tell you? By grade, class, etc.</b><br><hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                            | <b>Section 4: Cognitive Development</b>                                                                                                                                                           | A secure and supportive environment allows children to explore, learn, and develop cognitive skills like problem-solving, critical thinking, and creativity.                                                                                                                                                                                                                                                                   |
|                                                                                                                                                            | What data points are you running for this section?<br>What reports?                                                                                                                               | <input type="checkbox"/> Academic by grade/class <input type="checkbox"/> Class Referrals by Teacher/class <input type="checkbox"/> Counselor Data<br><hr/> <hr/>                                                                                                                                                                                                                                                              |
| <b>Summary of Reports:</b> <i>(provide a brief summary about the reports you listed above and how they will assist in measuring data for this section)</i> |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                            | Use this section to indicate the district data that should be compared to school data to determine well-being.<br><b><i>(Document it here or indicate what reports were run and attached)</i></b> | <b>What does your MAP score data tell you? Are programs working, are there strategies missing?</b><br><hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>                                                                                                                                                                                                                                                                          |

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## SECTION 2: Emotional well-being

Feeling safe, loved, and accepted by caregivers fosters positive self-esteem, healthy emotional regulation, and the ability to manage stress effectively.

|  | <b>Indicators to Assess (Check all that apply):</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Follow-up Concerns:</b>                                                                                                                                                                                                                                         |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li><input type="checkbox"/> Sudden mood changes or emotional outbursts</li><li><input type="checkbox"/> Withdrawn behavior or lack of engagement</li><li><input type="checkbox"/> Difficulty managing stress</li><li><input type="checkbox"/> Expressions of low self-worth</li><li><input type="checkbox"/> Difficulty forming positive relationships</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Counseling referral</li><li><input type="checkbox"/> Classroom check-ins or emotional regulation activities</li><li><input type="checkbox"/> Parent communication about emotional support</li></ul> |
|  | <b>Summary of Findings:</b>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                    |
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## SECTION 3: Social well-being

Positive interactions with peers and family members develop social skills like cooperation, empathy, and communication.

|  | <b>Indicators to Assess (Check all that apply):</b>                                                                                                                                                                                                                                                                                                                                                      | <b>Follow-up Concerns:</b>                                                                                                                                                                                                                   |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li><input type="checkbox"/> Difficulty cooperating with peers</li><li><input type="checkbox"/> Lack of empathy or understanding towards others</li><li><input type="checkbox"/> Limited communication with peers or staff</li><li><input type="checkbox"/> Social isolation or exclusion</li><li><input type="checkbox"/> Inappropriate social interactions</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Peer mentorship or buddy system</li><li><input type="checkbox"/> Social skills group</li><li><input type="checkbox"/> Referral to school counselor or social worker</li></ul> |
|  | <b>Summary of Findings:</b>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                              |
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| SECTION 5: Negative impacts of poor wellbeing on child development |                                                                                                                                                                                                      |                                                                                                                                                                                             |
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|                                                                    | <b>Learning Difficulties</b> - Chronic stress and negative emotions can impair concentration, memory, and academic performance.                                                                      | <b>Follow-up Concerns:</b>                                                                                                                                                                  |
|                                                                    | <input type="checkbox"/> Difficulty concentrating<br><input type="checkbox"/> Decline in academic performance<br><input type="checkbox"/> Lack of motivation or effort in schoolwork                 | <input type="checkbox"/> Referral for academic intervention services<br><input type="checkbox"/> Regular progress monitoring                                                                |
|                                                                    | <b>Behavioral problems</b> - Children experiencing distress may exhibit disruptive behaviors or withdrawal tendencies.                                                                               | <b>Follow-up Concerns:</b>                                                                                                                                                                  |
|                                                                    | <input type="checkbox"/> Disruptive behavior in class<br><input type="checkbox"/> Aggressive tendencies or withdrawal<br><input type="checkbox"/> Difficulty following classroom rules               | <input type="checkbox"/> Behavior intervention plan<br><input type="checkbox"/> Parent communication regarding behavior                                                                     |
|                                                                    | <b>Low self-esteem</b> - A lack of positive reinforcement can lead to feelings of inadequacy and low self-worth.                                                                                     | <b>Follow-up Concerns:</b>                                                                                                                                                                  |
|                                                                    | <input type="checkbox"/> Expressions of inadequacy or failure<br><input type="checkbox"/> Reluctance to participate in class activities<br><input type="checkbox"/> Avoidance of social interactions | <input type="checkbox"/> Positive reinforcement strategies<br><input type="checkbox"/> Self-esteem building exercises                                                                       |
|                                                                    | <b>Mental health issues</b> - Severe or prolonged stress can contribute to the development of anxiety, depression, and other mental health concerns.                                                 | <b>Follow-up Concerns:</b>                                                                                                                                                                  |
|                                                                    | <input type="checkbox"/> Signs of anxiety or excessive worry<br><input type="checkbox"/> Depressive symptoms or mood changes<br><input type="checkbox"/> Mention of self-harm or harmful thoughts    | <input type="checkbox"/> Immediate referral to mental health services<br><input type="checkbox"/> Crisis intervention protocol<br><input type="checkbox"/> Ongoing mental health monitoring |
|                                                                    | <b>Summary of Findings:</b>                                                                                                                                                                          |                                                                                                                                                                                             |
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