



First Six Weeks - Implementation Checklist

Week One

Soul Rituals + Structures

- Safekeeper Ritual
 - Teachers introduce themselves as Safekeepers and remind classroom family that it is everyone's job to keep the classroom safe.
- Greeting + Goodbye Ritual
 - A Teacher is present at entry to greet students with a caring connection.
 - 1-2 choices are provided for students to select (ex. Virtual Hug or high five)
 - Teachers end day with a goodbye routine
- Daily Visual Schedule/Checklist
 - Visual schedule is up at student level and referenced and used throughout the day.
 - Pictures of students in action are captured to replace pictures on schedule cards with images of students in class
- Breathing Strategies
 - Teachers teach breathing strategies while students are in exec. state
 - Visuals of Breaths are displayed
- Classroom Family Agreements
 - Teacher co creates Class Family agreements with students

- Strong Start
 - Teachers include a moment to Disengage Stress, Unite, Connect and Commit to open their Class Meeting *and* embed the four elements throughout the day, (i.e. during transitions).
- Revisiting + Extending Classroom Agreements
 - During Class Meeting, invite students to consider what else should be added to class agreements and/or how should we look/sound/feel when we commit and follow through with class agreements
- Caring Connections
 - Teach 1 - 2 new caring connections that can be used as a consistent meaningful transition during the day (virtually or done with family member at home)

Classroom Routines + Procedures (M.A.P. it Out! - Model. Add a Visual. Practice)

- Arrival Routine
 - Clear, predictable, consistent
- Zoom Expectations
 - Teacher shares zoom room expectations with visuals to support.
 - Teacher clarifies if there are different expectations during whole group/small group/1:1s
 - Students have opportunities to practice zoom room expectations (ex. Mute button, raising hands, participation, etc.)
 - Students have opportunities to practice
- Attention Getter
 - Teacher creates a virtual attention getter



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- Students have opportunities to practice

Week Two

Soul Rituals + Structures

- Safekeeper Ritual
 - Continue naming yourself as a Sake Keeper, and explaining that your job is to keep everyone safe. Also, remind students that is their job to help keep it safe.
 - This should be done at the beginning of the day, everyday.
- Continue practicing and reinforcing all rituals and structures taught in week one.
- Wish Well Routine
 - Students learn what it means to wish someone well and how to do it.
- Caring Connections
 - Add another Caring Connection Opportunity to the day
- Breathing Strategies
 - Visuals of Breaths are displayed

- Strong Start
 - Teachers include a moment to Disengage Stress, Unite, Connect and Commit to open their Class Meeting *and* embed the four elements throughout the day, (i.e. during transitions).
- Revisiting + Extending Classroom Agreements
 - During Class Meeting, invite students to consider what else should be added to class rules and/or how should we look/sound/feel when we commit and follow through with class agreements
- Caring Connections
 - Teach 1 - 2 new CCs that can be used as a consistent meaningful transition during the day

Classroom Routines + Procedures (M.A.P. it Out! - Model. Add a Visual. Practice)

- Arrival Routine
 - Greeting, Safekeeper box, Sign In, Handwashing, etc.
- Review + Teach Mini Lesson around Mood Meter as needed.
- Habits of Discussion (Elementary)



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Week Three

Soul Rituals + Structures	Complete By:
<ul style="list-style-type: none"> <input type="checkbox"/> Teach "I AM, I CALM, I FEEL" to prepare students for the Safe Place <input type="checkbox"/> Add on/teach "I CHOOSE" and "I SOLVE" to prepare for Safe Place <ul style="list-style-type: none"> - Demonstrate for students what it means to choose a regulation strategy and making a choice to solve the problem. <input type="checkbox"/> Commitments <ul style="list-style-type: none"> - Using one of the classroom agreements, make a commitment with class family to keep either for the day or for the entire week (decision should be determined on group need and/or development age) <input type="checkbox"/> Create visuals and social stories to support the routines/transitions throughout the day 	8/26
<ul style="list-style-type: none"> <input type="checkbox"/> Classroom Job Intro + Brainstorm <ul style="list-style-type: none"> - Starting with a few examples, class brainstorms the jobs that would be helpful in keeping classroom safe. Introduce & practice classroom jobs. 	8/30
Class Routines + Procedures (M.A.P. it Out! - Model. Add a Visual. Practice)	
<ul style="list-style-type: none"> <input type="checkbox"/> Continued mini lessons for centers materials <input type="checkbox"/> Begin introduction of Content Blocks <ul style="list-style-type: none"> - Teachers intentionally roll out specific materials and routines that logically connect to the content blocks that will be covered over the course of the year. 	8/30



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Week Four

Soul Rituals + Structures

- Review "I AM, I CALM, I FEEL" to prepare students for the Safe Place
- Add on/teach "I CHOOSE" and "I SOLVE" to prepare for Safe Place
 - Demonstrate for students what it means to choose a regulation strategy and making a choice to solve the problem.
- Have the class commit to one of the agreements.
- Commitments
 - Using one of the classroom agreements, make a commitment with class family to keep either for the day or for the entire week (decision should be determined on group need and/or development age)

- Continue practicing classroom jobs

Class Routines + Procedures (M.A.P. it Out! - Model. Add a Visual. Practice)

- Majority of Centers should be opened
 - Students are able to engage in centers that have been previously taught and practiced. Teachers are supporting the independent practice to notice and narrate safe and helpful behaviors.
- Continued introduction of Content Blocks
 - Teachers intentionally roll out specific materials and routines that logically connect to the content blocks that will be covered over the course of the year.



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Week Five

Soul Rituals + Structures
<ul style="list-style-type: none"><input type="checkbox"/> Have students lead one or more of the breathing activities<input type="checkbox"/> Creating Learning Spaces with Students<ul style="list-style-type: none">-Teacher explains what it means to have a learning space and is culturally sensitive and aware of how this will look different depending on families, living situation/context<input type="checkbox"/> Commitments<ul style="list-style-type: none">- If students have demonstrated understanding of the commitment, ask students to make individual commitments to the class rules. Class reflects together about what commitments students are making and what it will look like to keep that commitment.
Class Routines + Procedures (M.A.P. it Out! - Model. Add a Visual. Practice)

Week Six

Rituals + Structures
<ul style="list-style-type: none"><input type="checkbox"/> Students make individual commitments<ul style="list-style-type: none">- Class reflects together on the commitment they are making and what it looks like to keep it. Celebrate and affirm commitments.<input type="checkbox"/> Learning Spaces are Open<ul style="list-style-type: none">-Students are actively engaged in remote learning from their learning spaces
<ul style="list-style-type: none"><input type="checkbox"/> Classroom Jobs<ul style="list-style-type: none">- Keep same classroom jobs from prior week to practice; review job descriptions and have students model for peers- Next week - Begin weekly classroom job rotation..
Class Routines + Procedures (M.A.P. it Out! - Model. Add a Visual. Practice)
<ul style="list-style-type: none"><input type="checkbox"/> All Content Blocks are ready to be launched
YOU DID IT!