		Process Components				
DCLT Process Components	**Description/Objective**	**Exploration (Willingness)**	**Installation (Commitment)**	**Initial Implementation (Change)**	**Full Implementation (Fidelity and Outcome)**	**Innovation and Sustainability (Regular Review and Adjustment)**
District-Community Teaming and Planning	**A District-Community Leadership Team (DCLT), consisting of executive-level leadership from both education and partnering organization(s), meets regularly to review and address needs in the areas of resource allocation, policy, and effective practices across the school community with the goal of improving mental health outcomes for all, particularly those in need of and/or accessing mental health supports.**	Not established, informally established, or formally established; **Willingness** to meet regularly to review and address needs in the areas of resource allocation, policy, and effective practices across the school community to improve mental health outcomes for all, particularly those needing and/or accessing mental health supports.	Formally established; **Commitment** to meet regularly to review and address needs in the areas of resource allocation, policy, and effective practices across the school community to improve mental health outcomes for all, particularly those needing and/or accessing mental health supports.	Formally established; **Change** resulting from reviewing and addressing needs in the areas of resource allocation, policy, and effective practices across the school community to improve mental health outcomes for all, particularly those needing and/or accessing mental health supports.	Formally established; **Fidelity and outcomes** resulting from reviewing and addressing needs in the areas of resource allocation, policy, and effective practices across the school community to improve mental health outcomes for all, particularly those needing and/or accessing mental health supports.	Formally established; **Adjustments and Regular Review** in the areas of resource allocation, policy, and effective practices across the school community to improve mental health outcomes for all, particularly those needing and/or accessing mental health supports.
District-Community Data-Based Decision Making	**District, school, community, and family engagement data are utilized to inform cross-system goals and action plans that address school mental health protocols, referral processes, the selection of evidence-based practices, coordination of services and interventions.**	Not established, informally established, or formally established; **Willingness** to utilize education, community, and family engagement data to guide cross-system goals and action planning.	Formally established; **Commitment** to utilize education, community, and family engagement data to guide cross-system goals and action planning.	Formally established; **Change** resulting from utilization of education, community, and family engagement data to guide cross-system goals and action planning.	Formally established; **Fidelity and outcomes** resulting from utilization of education, community, and family engagement data to guide cross-system goals and action planning.	Formally established; **Adjustments and Regular review** of education, community, and family engagement data to guide cross-system goals and action planning.
District-Community-Wide Training, Coaching, and Implementation	**Coaches from education and partnering organization(s) collaborate to align and support the implementation of school mental health practices across a school community.**	Not established, informally established, or formally established; **Willingness** of education and partnering organization(s) coaches to collaborate to align and support the implementation of school mental health practices across a school community.	Formally established; **Commitment** of education and partnering organization(s) coaches to collaborate to align and support the implementation of school mental health practices across a school community.	Formally established; **Change** resulting from collaboration between education and partnering organization(s) coaches to align and support the implementation of school mental health practices across a school community.	Formally established; **Fidelity and outcomes** resulting from collaboration between education and partnering organization(s) coaches to align and support the implementation of school mental health practices across a school community.	Formally established; **Adjustments and Regular review** of collaboration between education and partnering organization(s) coaches in creating and maintaining a shared understanding between organizations, and aligning and supporting the implementation of school mental health practices across a school community.
District-Community Policy and Protocol Communication	**Mental health and trauma-responsive policies and protocols are documented and communicated across all stakeholders.**	Not established, informally established, or formally established; **Willingness** to assess whether current mental health and trauma-responsive policies and protocols are documented/communicated across all stakeholders.	Formally established; **Commitment** to assess whether current mental health and trauma-responsive policies and protocols are documented/communicated across all stakeholders.	Formally established; **Change** resulting from the documentation/communication of mental health and trauma-responsive policies and protocols across all stakeholders is evident.	Formally established; **Fidelity and outcomes** resulting from the documentation/communication of mental health and trauma-responsive policies and protocols across all stakeholders are evident.	Formally established; **Adjustments and Regular review** of the documentation/communication pertaining to mental health and trauma-responsive policies and protocols across all stakeholders is evident.

		Planning Components				
District-Community Planning Components	Description/Objective	Exploration (Willingness)	Installation (Commitment)	Initial Implementation (Change)	Full Implementation (Fidelity and Outcome)	Innovation and Sustainability (Regular Review)
Trauma Responsive School Community	**School community is trained on adverse childhood experiences and has a protocol for implementing trauma-responsive practices.**	Not established, informally established, or formally established; **Willingness** to train school community on adverse childhood experiences and establish a protocol for implementation of trauma-responsive practices.	Formally established; **Commitment** to train school community on adverse childhood experiences and establish a protocol for implementation of trauma-responsive practices.	Formally established; **Change** resulting from training school community on adverse childhood experiences and establishing a protocol for implementing trauma-responsive practices.	Formally established; **Fidelity and outcomes** resulting from training school community on adverse childhood experiences and establishing a protocol for implementing trauma-responsive practices.	Formally established; **Adjustments and Regular review** of school community training on adverse childhood experiences and established protocol for the implementation of trauma-responsive practices.
Student Support Planning and Progress Monitoring	**Supports for individual students receiving mental health services are collaboratively determined and monitored with all relevant stakeholders, including children/youth, families/caregivers, and school/community service providers.**	Not established, informally established, or formally established; **Willingness** to collaboratively determine and monitor individual student supports with all relevant stakeholders, including children/youth, families/caregivers, and school/community service providers.	Formally established; **Commitment** to collaboratively determine and monitor individual student supports with all relevant stakeholders, including children/youth, families/caregivers, and school/community service providers.	Formally established; **Change** resulting from collaboratively determining and monitoring individual student supports with all relevant stakeholders, including children/youth, families/caregivers, and school/community service providers.	Formally established; **Fidelity and outcomes** resulting from collaboratively determining and monitoring individual student supports with all relevant stakeholders, including children/youth, families/caregivers, and school/community service providers.	Formally established; **Adjustments and Regular review** of collaborative processes to determine and monitor individual student supports with all relevant stakeholders, including children/youth, families/caregivers, and school/community service providers.
Referral Protocol	**The school community has a protocol that addresses a continuum of mental health supports for children/youth, including referrals to partnering organization(s) when appropriate and/or necessary.**	Not established, informally established, or formally established; **Willingness** to review/refine a protocol for addressing the continuum of mental health supports children/youth may need, including referrals to partnering organization(s) when appropriate and/or necessary.	Formally established; **Commitment** to review/refine a protocol for addressing the continuum of mental health supports children/youth may need, including referrals to partnering organization(s) when appropriate and/or necessary.	Formally established; **Change** resulting from a protocol for addressing the continuum of mental health supports children/youth may need, including referrals to partnering organization(s) when appropriate and/or necessary.	Formally established; **Fidelity and outcomes** resulting from a protocol for addressing the continuum of mental health supports children/youth may need, including referrals to partnering organization(s) when appropriate and/or necessary are evident.	Formally established; **Adjustments and Regular review** of the protocol for addressing the continuum of mental health supports children/youth may need, including referrals to partnering organization(s) when appropriate and/or necessary, is evident.
Student Transition and Reintegration Protocol	**The school community has a protocol for transition processes from alternative settings/placements, such as a Psychiatric Residential Treatment Facility.**	Not established, informally established, or formally established; **Willingness** to review/refine transition processes from alternative settings/placements, including a Psychiatric Residential Treatment Facility.	Formally established; **Commitment** to review/refine transition processes from alternative settings/placements, including a Psychiatric Residential Treatment Facility.	Formally established; **Change** resulting from refined transition processes from alternative settings/placements, including a Psychiatric Residential Treatment Facility.	Formally established; **Fidelity and outcomes** resulting from refined transition processes from alternative settings/placements, including a Psychiatric Residential Treatment Facility, are evident.	Formally established; **Adjustments and Regular** review of the transition processes from alternative settings/placements, including a Psychiatric Residential Treatment Facility, is evident.