

CENTER FOR ADVANCING  
**HEALTHY**  
COMMUNITIES



NATIONAL ASSOCIATION OF  
**CHRONIC DISEASE DIRECTORS**  
Promoting Health. Preventing Disease.

# Supports to Advance Emotional Well-Being in Schools Learning Collaborative Cohort

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## SEA Bi-Monthly Call

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October 25, 2023  
12:00 – 1:00 p.m. ET

The *National Initiative to Advance Health Equity in K-12 Education by Preventing Chronic Disease and Promoting Healthy Behaviors* project is supported by the Centers for Disease Control and prevention (CDC) of the U.S. Department of Health and Human Services (HHS). The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, CDC/HHS or the U.S. Government.



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# Welcome

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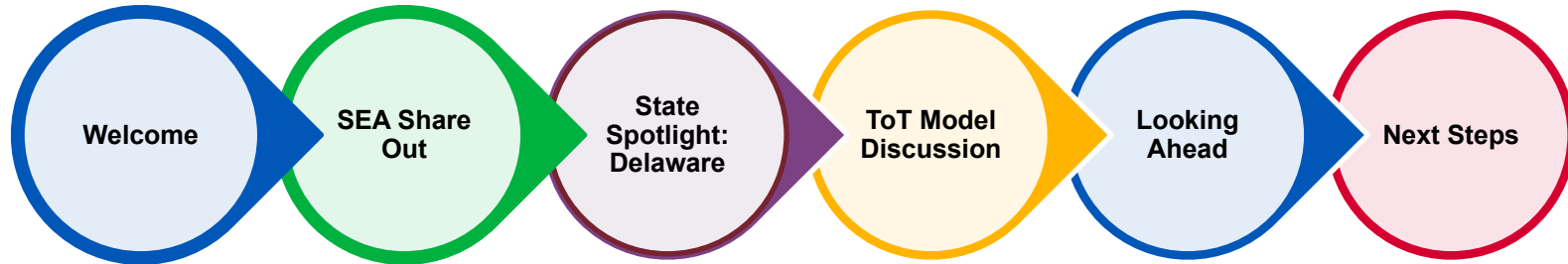
# Call Objectives

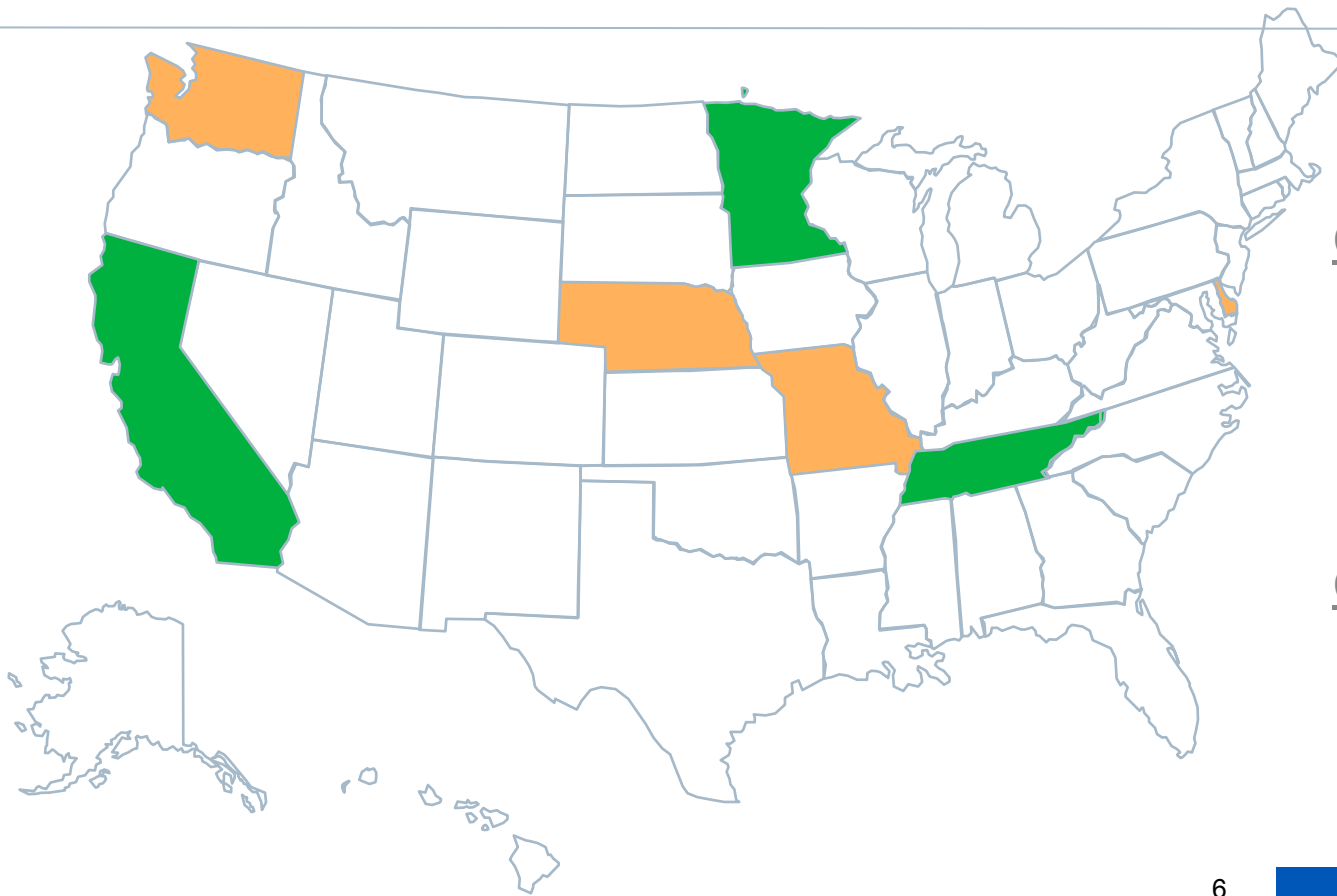
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- Strengthen relationships with other state leaders participating in the learning collaborative by sharing successes, challenges and/or providing resources/support to others
- Provide feedback on the development of a training of trainers for state leaders to enhance emotional well-being supports to school districts within their state

# Agenda

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## Cohort 1

- Delaware
- Missouri
- Nebraska
- Washington

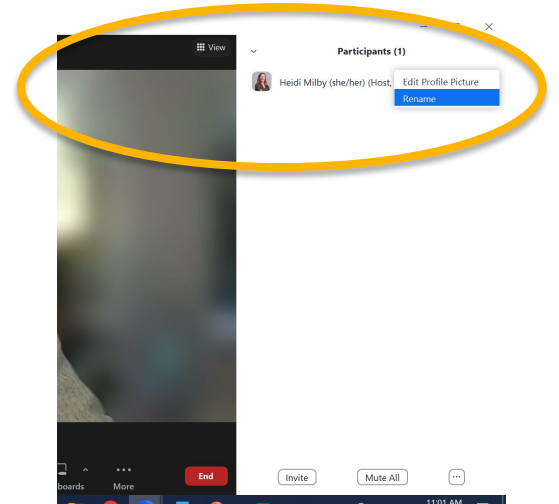
## Cohort 2

- California
- Minnesota
- Tennessee

# Zoom Name

- To change your Zoom name, click on:
  - Participants
  - Click on 3 dots
  - Rename

*NAME (preferred pronouns),  
ORGANIZATION*





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# Introductions & SEA Share Out

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# Introductions & SEA Share Out

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**Introduce yourself by sharing the following in the chat:**

- 1) Name
- 2) Role
- 3) Organization

- **Rose:** What successes or wins have you had recently?
- **Bud:** What initiative(s) are you currently working on?
- **Thorn:** What challenges have you been running into? What support do you need/ what solutions have you found?



# State Spotlight: Delaware Department of Education



# Delaware Legislative Updates

**HB 301 Mental Health Literacy** - increases student awareness of mental health by requiring the Department of Education, with the approval of the State Board of Education, to establish and implement statewide mental health educational programs for each grade, kindergarten through grade 12, in each school district and charter school in this State. Finally, this Act requires the Department of Education to annually report to the Governor and General Assembly regarding the implementation of this Act. Signed 8/3/22.

**Regulatuin 508** -Each local education agency shall implement procedures to determine when a student requires scientific, evidence-based interventions within a Multi-Tiered System of Support (MTSS) for: 1) Written Expression, 2) Reading, 3) Oral Expression, 4) Listening Comprehension, 5) Mathematics, 6) Behavior, and 7) Social and Emotional Skills. Signed 1/2021 and revised 4/1/2023.

**HB 3 w/ HA 1 School Attendance** – provides for excused absences for the mental or behavior health of a student and requires that any student taking more than 2 such excused absences will be referred to a behavioral health specialist. This bill provides a supplemental tool to identify students struggling with mental and behavioral health issues and legitimizes these struggles faced by many students. Moreover, this bill makes clear that the mental and behavioral health of students is a priority in this State. Signed 8/16/23

**HB 4 w/ HA 2 Mental Health Services for School Trauma** – provides more behavioral health supports to school districts and charter schools in the aftermath of a school-connected traumatic event, which is defined as the death of any student, educator, administrator, or other building employee of a public school. Signed 8/16/23

**HS 1 for HB 174 Title: AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO STUDENT DISCIPLINE REFERRALS** -requires a referral to a school-based mental or behavioral health specialist for any student after their second unduplicated infraction resulting in out-of-school suspension in a semester. This Substitute bill clarifies that the referral is to a school-based mental or behavioral health specialist rather than the school-based problem-solving team and the referral occurs after 2 unduplicated disciplinary violations, in a semester, result in an out-of-school suspension rather than 2 out-of-school suspensions.  
Signed 8/31/23

**SB 291**-requires each school district and charter school to adopt a policy regarding appropriate relationships between school employees, contractors, coaches, and volunteers and students. The policy must include a provision establishing appropriate and inappropriate interactions; a prohibition against adult sexual misconduct; a prohibition against any sexual relationship between a school employee, contractor, coach, or volunteer and a student; an emphasis on the mandatory reporting obligations under § 903 of Title 16; a procedure for notifying the Department of Education and law enforcement of suspected adult sexual misconduct; guidelines for the preferred and prohibited methods of electronic communication; notice that substantiated incidents of adult sexual misconduct will be reported in future reference checks; and a provision requiring the development of hiring practices to screen for adult sexual misconduct. This Act will be implemented for the 2023-2024 school year. Signed 8/19/22



# Delaware's SEBW Plan

- The ESSER II funds under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act provide an opportunity to support districts and schools to coordinate strategic systems that meet the social, emotional, and behavioral (SEB) needs of their students.
- Collaborative effort within the Department, DE-PBS Project (*Technical Assistance Center for DOE*), Project THRIVE, Project DelAWARE as well as input from various other groups and partners.
- The [Social, Emotional and Behavioral Wellbeing plan](#) is built on the logic that SEB practices are integral to learning and require multi-tiered systems to support implementation.
  - Each district/school is in a different place in its implementation and understanding of Multi-Tiered Systems of Support (MTSS) (Regulation 508).
  - Awareness about the supportive services/opportunities that are available varies.

# SEBW Plan Overview



**Level 1: Exploration** – Resources and online learning tools to use independently

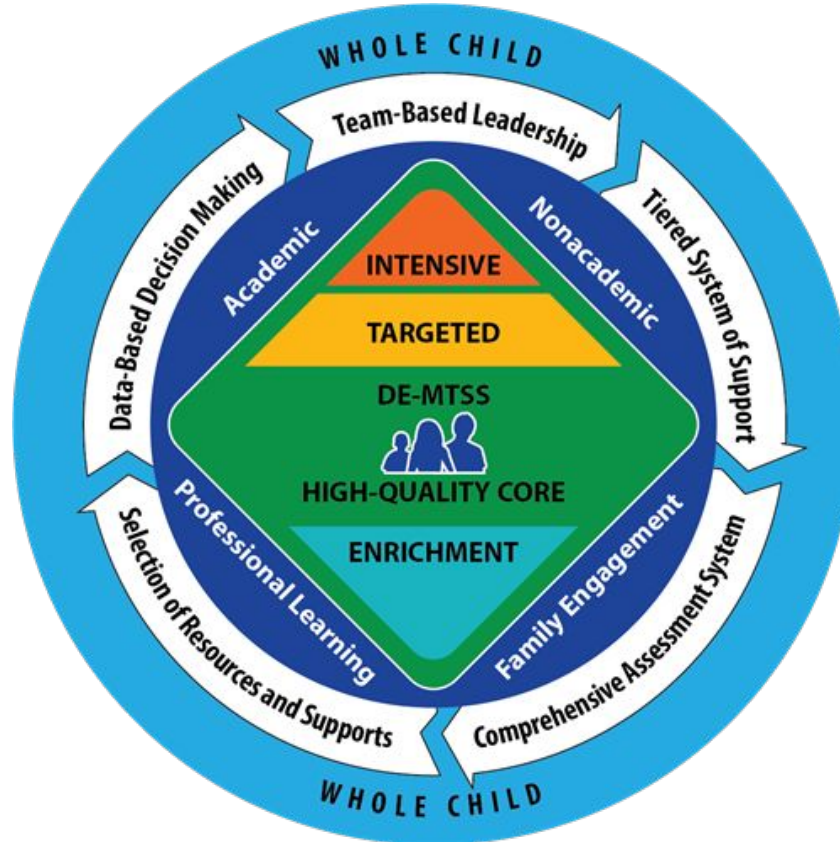


**Level 2: Installation** – Guided Professional Learning opportunities for schools and districts



**Level 3: Implementation** – Ongoing coaching and professional learning for district/charter leadership teams at the readiness phase for full implementation or expansion

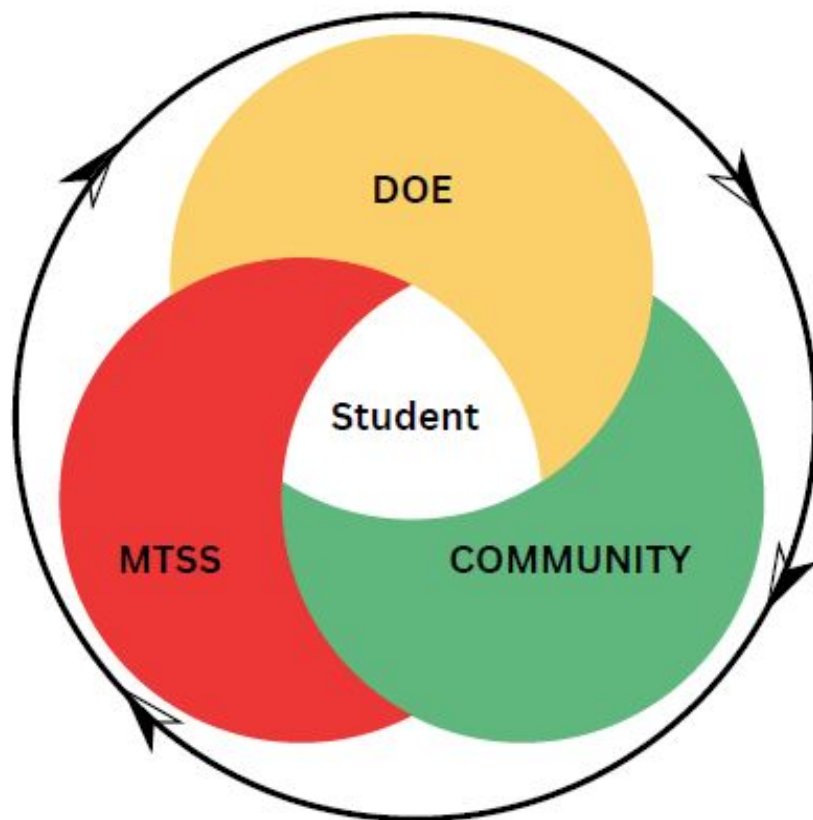
# Multi-Tiered Systems of Support



# DELAWARE'S MTSS ECOSYSTEM

**Delaware Department of Education (DDOE)**  
offers technical assistance, training, policies, and practices that support the Multi-Tiered System of Support framework.

**Multi-Tiered System of Support (MTSS)**  
is the framework within Learning Education Agency (LEA) settings in which services are deployed with students who have social emotional learning needs.



**Community**  
refers to outside organizations offering wrap-around supports/services for students within LEAs through the MTSS system.



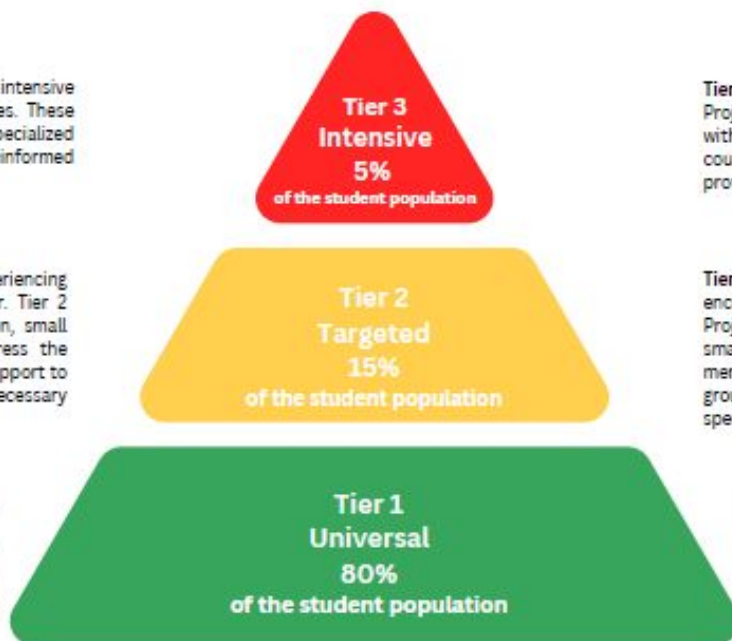
# THEORY OF CHANGE MODEL

## MTSS Tiers of Support

**Tier 3** is designed for students who require individualized, intensive interventions due to significant academic or behavioral challenges. These involve one-on-one instruction, personalized behavior plans, or specialized interventions. Student progress monitoring is crucial to make data-informed decisions, and provide ongoing support to ensure student success.

**Tier 2** refers to targeted support for students who may be experiencing difficulties in specific areas, such as reading, math, or behavior. Tier 2 interventions are more focused and provide targeted instruction, small group interventions, or specific interventions tailored to address the identified needs. Progress monitoring is an integral part of Tier 2 support to determine the effectiveness of the interventions and make necessary adjustments.

**Tier 1** refers to the universal support provided to all students in the general education setting. It includes evidence-based instruction and strategies that are effective for the majority of students. The focus is on promoting positive learning environments, implementing high-quality instruction, and monitoring student progress regularly. Tier 1 support aims to meet the needs of most students and prevent the occurrence of academic and behavioral difficulties.



## Project AWARE Tiers of Support

**Tier 3** focuses on intensive and individualized interventions. In this tier, Project AWARE offers comprehensive mental health services to students with significant mental health needs. This may involve individual counseling, crisis intervention, collaboration with external mental health providers, and the development of personalized support plans.

**Tier 2** pertains to focused assistance provided to students who might be encountering challenges in particular domains. In this targeted tier, Project AWARE provides interventions that are tailored to meet the needs of a smaller group of students who may be experiencing mild to moderate mental health challenges. Examples of targeted supports include small-group counseling, skill-building groups, or interventions that address specific concerns like anxiety or anger management.

**Tier 1** centers around universal supports to all students. At this level, Project AWARE focuses on providing broad-based support to all students. It aims to promote mental health and wellness across the entire school community. This may include activities such as awareness campaigns, school-wide screenings, and evidence-based programs that enhance social-emotional learning (SEL) skills for all students.



# SUPPORT AT EVERY TIER: WHAT DO YOU OFFER?

NAME OF SCHOOL/DISTRICT



Tier 3

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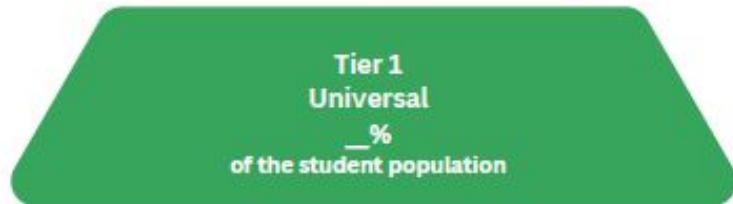
Tier 2

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Tier 1

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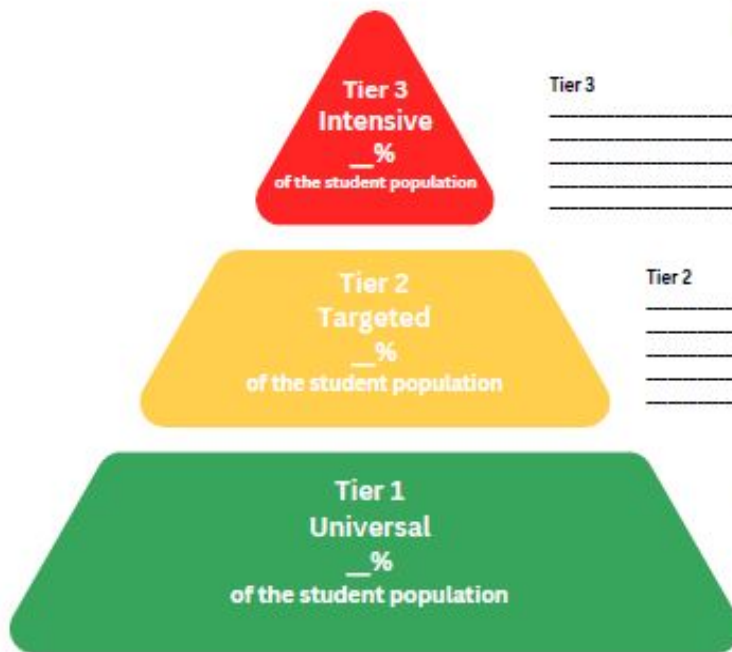
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# SUPPORT AT EVERY TIER: *WHAT DO YOU OFFER?*

NAME OF SCHOOL/DISTRICT

## Universal Strategies



## Targeted Strategies

Tier 3

Tier 2

Tier 1

# SUPPORT AT EVERY TIER: WHAT DO YOU OFFER?

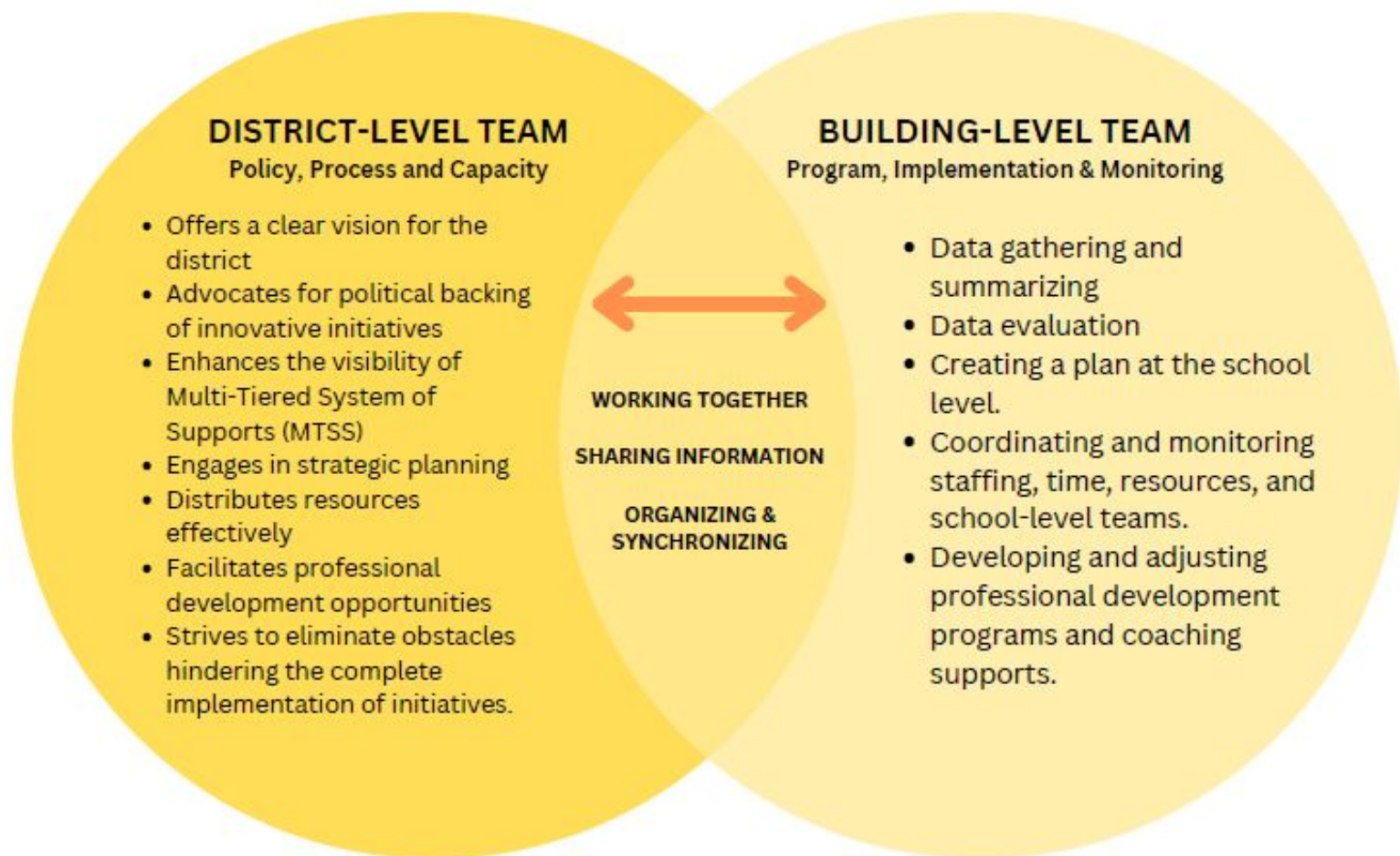
NAME OF SCHOOL/DISTRICT

**Tier 3**  
**Intensive**  
—%  
of the student population

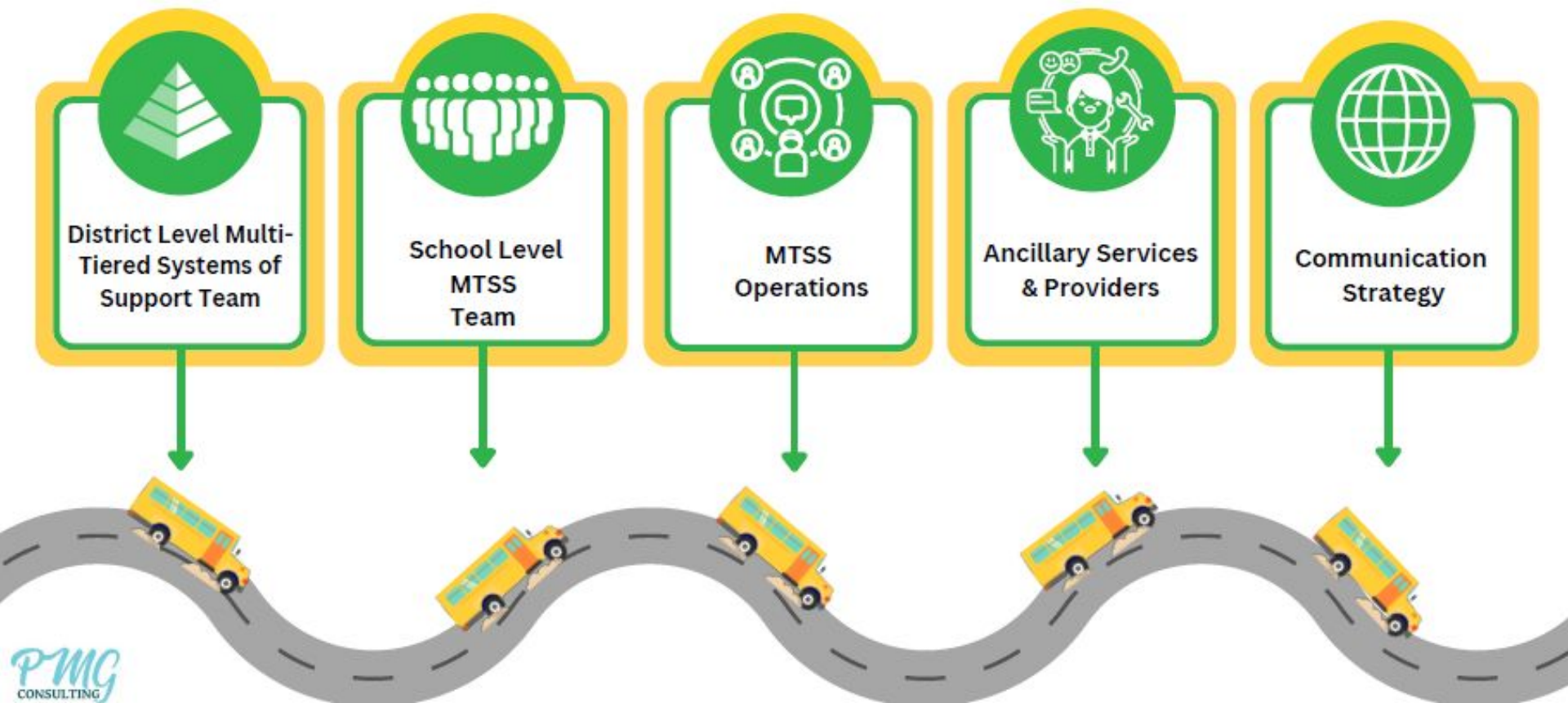
**Tier 2**  
**Targeted**  
—%  
of the student population

**Tier 1**  
**Universal**  
—%  
of the student population

# DISTRICT-BUILDING PARTNERSHIP FOR EFFECTIVE MTSS IMPLEMENTATION

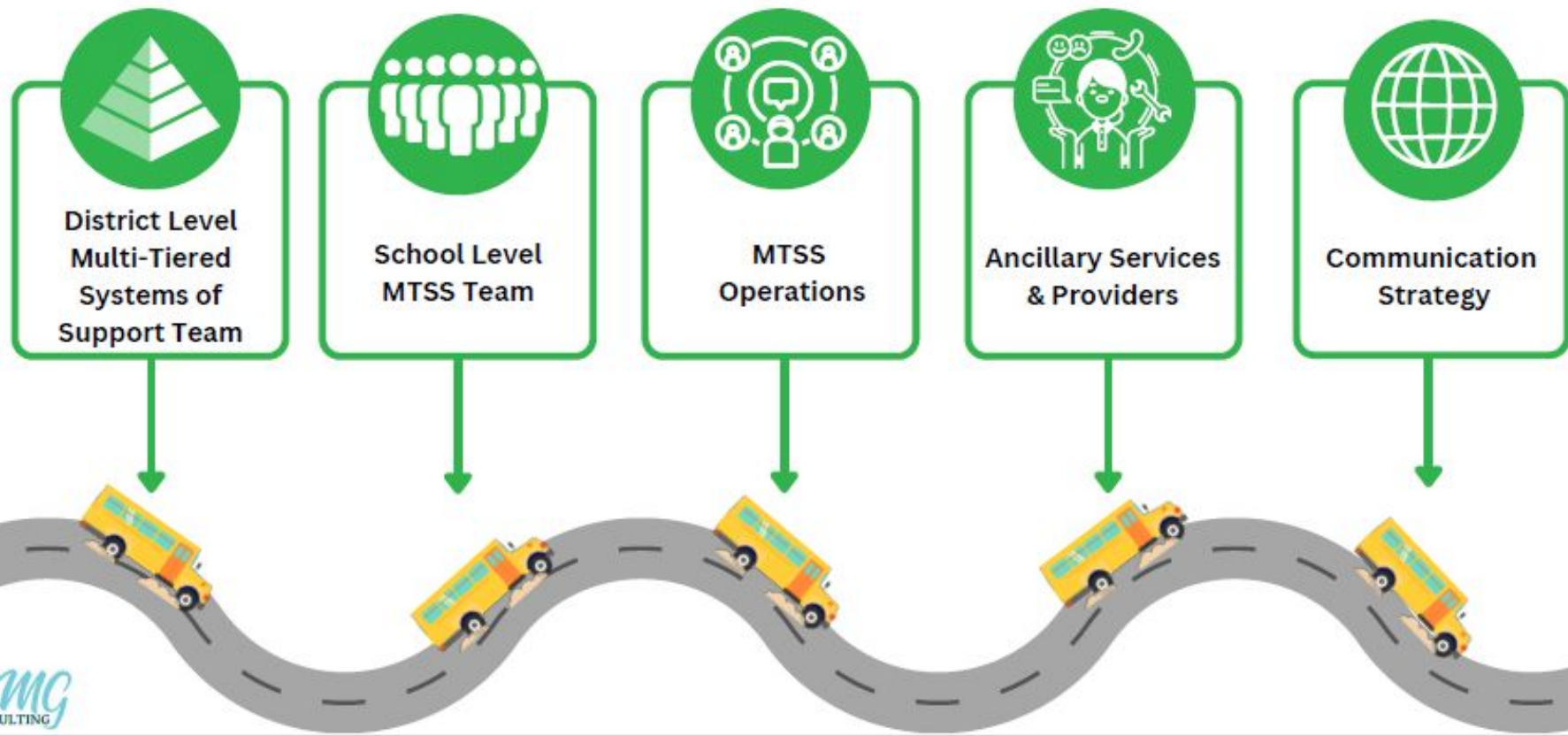


# MULTI-TIERED SYSTEMS OF SUPPORT





# MULTI-TIERED SYSTEMS OF SUPPORT



# MULTI-TIERED SYSTEMS OF SUPPORT





## Foundational: District Level

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### Deploying Universal Design for Learning (UDL)

Educational districts and systems committed to UDL have a crucial role in supporting its implementation and educators' progress in their schools and classrooms. The objective of UDL is to employ diverse teaching methods to eliminate learning barriers and incorporate flexibility that can accommodate the strengths and needs of every individual. This inclusive approach benefits all learners, regardless of their learning styles or challenges. While not specifically targeting individuals who learn and think differently, UDL can be particularly valuable for children with such challenges.

### Evaluate Core Practices for Fidelity

School Districts are responsible for the implementation of a systematic approach to monitor adherence to the designed tiered system of support. Besides monitoring practices, it is vital to review improvement plans, planning procedures (such as the budgeting process), and policies that support MTSS throughout the implementation stages.

### Equitable Access

School districts must guarantee that every teacher has access to top-notch curriculum resources that assist them in designing inclusive and socially equitable learning experiences for all students. In order to achieve fair access, districts should view all students as general education students initially and prioritize diversity and inclusion as fundamental principles. As a result, MTSS should primarily concentrate on establishing robust tier 1 systems and supports that are complemented, rather than substituted, by tier 2 and tier 3 interventions.

### Resource Allocation

By conducting resource mapping, districts can strategically prioritize and allocate their personnel, time, and funding to effectively support the tiered systems in place for their students. Ensuring that resources are optimally distributed fosters an environment where all students receive the targeted support they need to thrive academically and socially. This approach empowers schools to tailor interventions and provide personalized attention.

## Practical: School Level

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### UDL and Tier Differentiation

UDL and differentiation encompass adjusting the pace, level, or method of instruction to accommodate the diverse needs in the classroom. Effective teaching embraces student choice, multiple means of expression, and lessons that cater to different learning styles to enhance student achievements. This approach is vital across all tiers, particularly in Tier I. Core

### Collaborative Planning for Teachers

Common planning time provides an opportunity for teachers within the same grade or subject area to collaboratively plan purposeful and adaptable groups across different tiers. It also enables educators to regularly review assessment data, facilitating timely adjustments to group assignments. During these planning sessions, teachers can share successful







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# Training of Trainers (ToT) Model

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# Training of Trainers (ToT) Model

Goal: Build the capacity of State Education Agencies (SEA) to support Local Education Agencies (LEA) throughout their state to implement evidence-informed policies, programs and practices related to student and staff emotional well-being.





# Training of Trainers (ToT) Model

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Developing strategic plans as infrastructure for social, emotional, and behavioral wellbeing

Effective teaming

Using best practice frameworks for quality improvement and program alignment (e.g., PDSA, Interconnected Systems Framework, etc.)

Facilitating effective learning collaboratives and professional development

Using sustainable funding for comprehensive school mental health and whole child efforts and staff

Applying a systems approach to comprehensive school mental health and whole child efforts

Applying the WSCC model to emotional well-being and mental health

Trauma-Informed Approaches

Engaging caregivers as collaborative partners

Engaging youth as collaborative partners

Using data to drive decision-making

Fostering school connectedness



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# Looking Ahead

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# 23-24 SEA Bi-Monthly Calls

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Wednesday, December 13, 2023

12-1PM ET

[Zoom Registration Link](#)



Wednesday, March 6, 2024

12-1PM ET

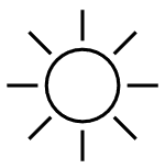
[Zoom Registration Link](#)



Wednesday, April 17, 2024

12-1PM ET

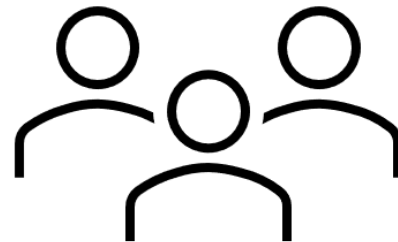
[Zoom Registration Link](#)



Wednesday, June 12, 2024\*

12-1PM ET

[Zoom Registration Link](#)



\*Note: Change from the original date of June 19 due to Juneteenth holiday.



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# Next Steps

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Please take a few minutes to complete a  
brief evaluation for this call:

[https://nacdd.sjc1.qualtrics.com/jfe/form/SV\\_6WpnBp7DKUc21zo](https://nacdd.sjc1.qualtrics.com/jfe/form/SV_6WpnBp7DKUc21zo)



# NACDD Contacts

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