

CENTER FOR ADVANCING  
**HEALTHY**  
COMMUNITIES



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

# Supports to Advance Emotional Well-being in Schools

---

Fall PD Event

---

November 15, 2023  
12:00 – 4:00PM 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.



# Introductions: NACDD and Partners

---

CENTER FOR ADVANCING  
**HEALTHY**  
COMMUNITIES



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

**Child Trends**®

**MHIA**®  
Mental Health America



# Introductions: In the Chat...

---

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

- 1) Name
- 2) Role
- 3) Organization
- 4) Share your response to this question →

**What's one thing you do to practice self-care during the holiday season?**





---

# Mindful Moment

---

Ashley Krombach  
Public Health Consultant  
National Association of Chronic Disease Directors



# What's the Big Picture?

## Supports to Advance Emotional Well-being in Schools

Learning Collaborative Roadmap

**Phase 1:**  
Establishing an  
Infrastructure

**Phase 2:**  
Implementation &  
Continuous Quality  
Improvement

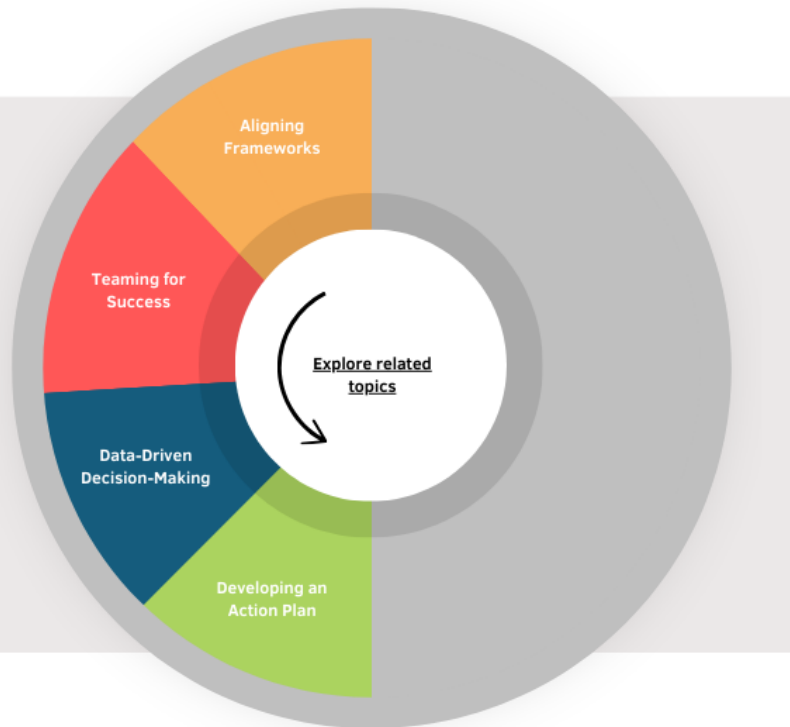




# What's the Big Picture?

## Phase 1: Establishing an Infrastructure

Establishing an infrastructure ensures a coordinated and cohesive effort to comprehensive school-based mental health programming. It helps to foster a collaborative environment that brings together cross-sector perspectives, addresses the diverse needs of staff and students, and enables data-informed decision-making for strategic implementation of interventions.





# Agenda

---

Welcome

Aligning School Health  
Frameworks to Advance  
Student and Staff  
Emotional Well-being

Teaming: A Critical  
Component of  
Advancing Emotional  
Well-being for Students  
and Staff

**Workforce Secondary  
Traumatic Stress and  
School Based  
Organizational  
Wellness in  
Washington**

Using Data to Drive  
Decision Making

Reflections

Wrap Up

# Objectives

---

- Describe at least one best practice related to each of the following topics: Aligning school health frameworks, teaming and using data to drive decision making.
- Explain the benefits of aligning school health frameworks, leading an inclusive team and using data to drive decision making.
- Begin to think about an action step your state/school district/school can take related to aligning school health frameworks, building a team and/or using data to drive decision-making.

- Be curious – Ask questions!
  - Use the Chat & [Bike Rack](#)
- Share your insights/expertise/experience
  - Don't worry about being polished
- Pop in and out today as needed
- Download and use the [idea book](#) to jot down great ideas and resources you don't want to forget



---

# Aligning School Health Frameworks to Advance Student and Staff Emotional Well-being

---

Heidi Milby, MPH  
Associate Director, Center for Advancing Healthy Communities  
National Association of Chronic Disease Directors

# Agenda

---

- 12:15-12:30 PM ET: Aligning School Health Frameworks (NACDD)
- 12:30-12:45 PM ET: Spotlight: Nebraska Department of Education



[Bike Rack](#)

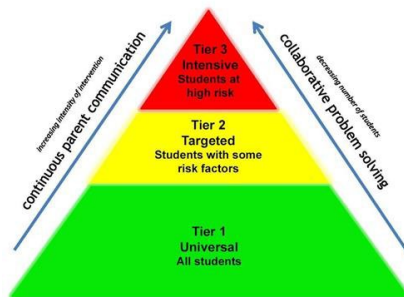


[Idea book](#)

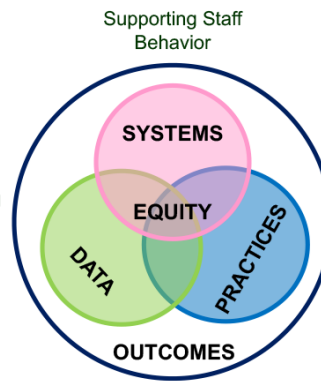




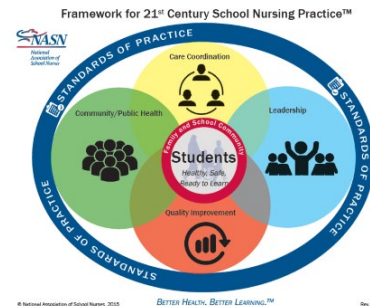
# Frameworks in School Health



Supporting Decision Making



Social Competence & Academic Achievement



## Core Features of a Comprehensive School Mental Health System \*National Center for School Mental Health (NCSMHR)





# Why Align Your Frameworks?

---

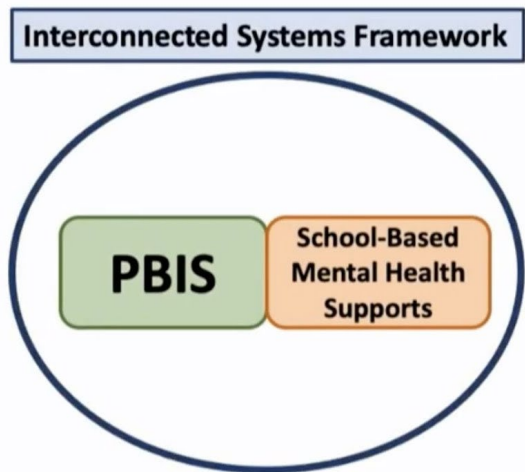
Aligning your frameworks helps to...

- Connect your priorities to other priorities in your district
- Increase engagement and buy-in for comprehensive school mental health, especially from “non-experts”
- Ensure that your work doesn’t happen in a silo

Many systems struggle to align multiple initiatives and having an aligned framework can reduce duplication and support efficiency.



# Example: Interconnected Systems Framework



## INTERCONNECTED SYSTEMS FRAMEWORK



- 1 Identify students with social-emotional-behavioral needs **earlier**
- 2 Link students to **evidence-based interventions**
- 3 Use **data** to ensure students are receiving support to improve outcomes
- 4 Expand roles for clinicians to support school personnel and students at **every tier**
- 5 Create healthier school **environments**



## KEY MESSAGES



Single System of Delivery



Access is Not Enough



Mental Health is for All



Multi-Tiered System of Support (MTSS) is Essential to Install Systems to Support School Mental Health (SMH)

## ENHANCED MULTI-TIERED SYSTEM OF SUPPORT CORE FEATURES



Integrated Teams



Expanded Data-based Decision Making



Collaborative Selection & Implementation of Single Continuum of Interventions



Comprehensive Screening for Early Access



On-going Coaching



# Example: Aligning WSCC and Mental Health





# Example: Aligning WSCC and Mental Health



## Health Education

Health education can encompass mental, social, and emotional well-being by incorporating stress management, coping strategies, mental health literacy, collaborative problem-solving, and responsible decision-making into the curriculum. Additionally, mental health awareness can be fostered through peer leadership and service-learning projects.

- Infuse PreK-12 health education curriculum with mental health concepts
- Integrate and model stress management and mindfulness exercises
- Provide resources on mental health literacy
- Implement mental health-focused service learning projects to encourage student leadership and civic engagement
- Facilitate peer-to-peer dialogue aimed at reducing mental health stigma
- Equip health educators with training and professional development to recognize early signs of mental health concerns and facilitate appropriate referrals to support services



## Physical Activity & Physical Education

Physical activity improves physical health and motor skills and reduces stress and anxiety. Physical education can also incorporate mindfulness, relaxation exercises, and activities that allow children to explore social settings, build relationships, and enhance their sense of belonging.

- Implement lessons that facilitate the mind-body connection
- Leverage mindfulness exercises and relaxation techniques for warm-ups or cool-downs to promote stress reduction
- Integrate opportunities for physical activity and free play throughout the day to support self-regulation and relationship-building
- Implement policies/strategies for accessible physical activity and play
- Equip physical education staff with training and professional development to recognize early signs of mental health concerns and facilitate appropriate referrals to support services



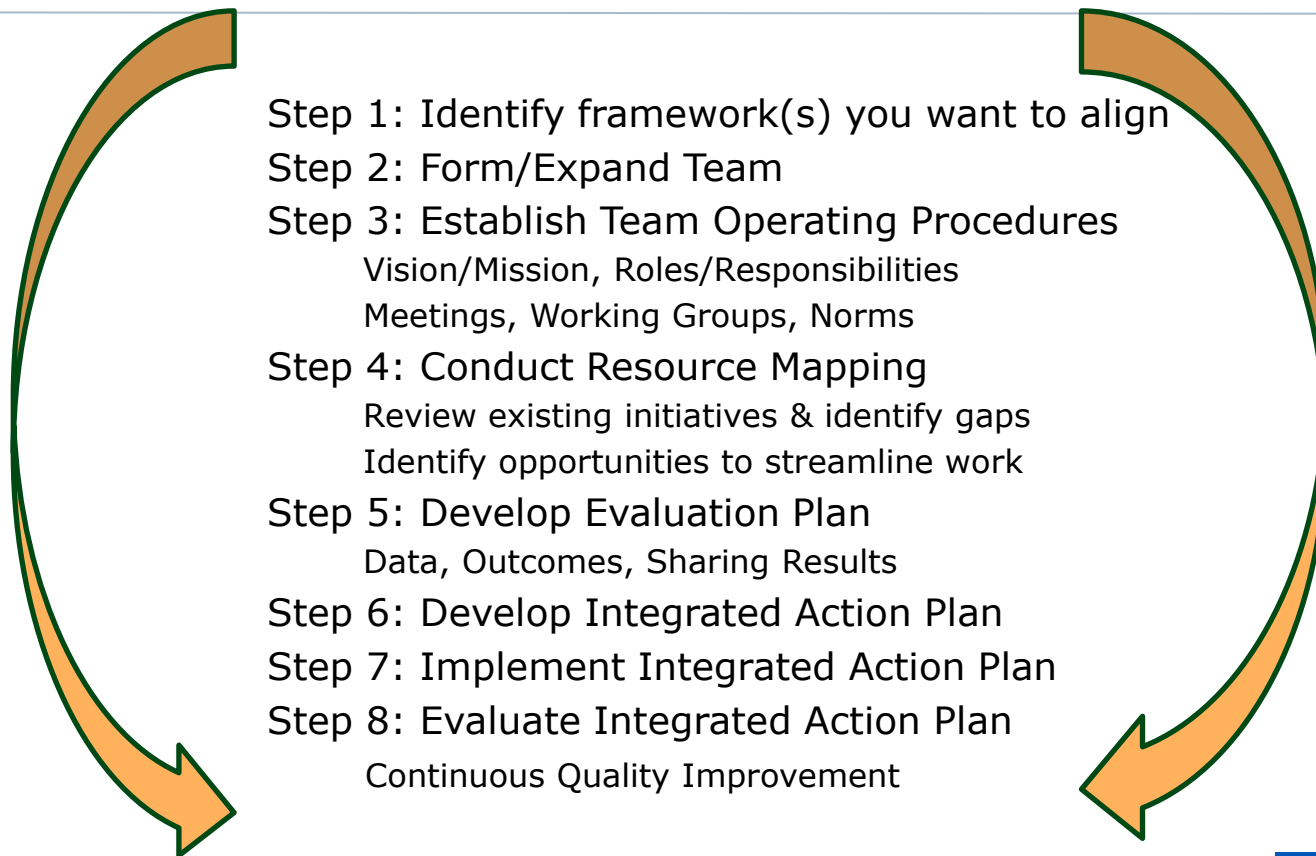
## Nutrition Environment & Services

Mealtimes offer children a chance to develop and hone social awareness and relationship skills. Nutrition education and food access programs can also educate children about the link between food and mood, reduce food-related stigma, and enhance access to healthy food, positively impacting mental health.

- Implement lessons that explore the relationship between food and mood
- Offer a variety of nutrient-dense foods that support brain health
- Create a positive and inviting cafeteria environment that facilitates social connection at mealtimes, mindful eating, and curiosity to explore new foods
- Establish programs that address food insecurity (e.g., food pantry, backpack program) or explore food science (e.g., farm/garden to table)
- Equip nutrition services staff with training and professional development to recognize early signs of mental health concerns and facilitate appropriate referrals to support services



# Process to Align Frameworks





## Key Takeaways

---

- Aligning frameworks supports a single vision and strategy for student physical and mental health
- Strive for a single system of delivery, including one set of teams, action plans, etc.
- Spend some time on team functioning (it's easy to skip, but critical for productivity)

- Interconnected Systems Framework (ISF) (Mental Health and Positive Behavioral Interventions and Supports (PBIS))
  - [Webinar Series](#) to learn more (Mental Health Technology Transfer Center Network)
  - [ISF Fact Sheets](#) – 101, 201, 301 (Center on PBIS)
- Social Emotional Learning and Positive Behavioral Interventions and Supports
  - [Integrating SEL into PBIS Framework](#) (Center on PBIS)
  - [Teaching SEL with PBIS Framework](#) (Center on PBIS)
- WSCC and Comprehensive School Mental Health
  - [White Paper](#) – WSCC and Mental Health (Erika's Lighthouse)
  - **Coming Soon!** NACDD's WSCC and Comprehensive School Mental Health Alignment Template Worksheet
- [Aligning Teams Worksheet](#)





---

## Spotlight: Nebraska Department of Education

---

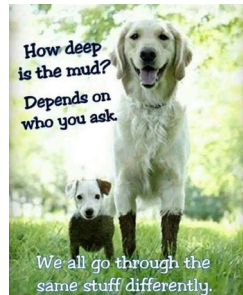
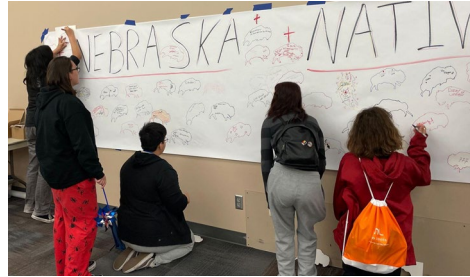
Jessie Coffey, MS, RDN  
Director, Whole Child Program  
Office of Coordinated Student Support Services  
Nebraska Department of Education



## Aligning the Whole School, Whole Community, Whole Child (WSCC) Model with Multi-Tiered Systems of Support (MTSS) Framework

*Jessie Coffey, MS RD  
Office of Coordinated Student Support Services  
Nebraska Department of Education*

# Office of Coordinated Student Support Services



<https://www.education.ne.gov/csss/>

# The Whole Child Model

- Developed by ASCD and adopted by CDC in 2014.
- Evolution of the Coordinated School Health model
- A flexible framework adaptable to meet the unique needs of districts, schools, families, and communities.
- Incorporates community support across the school programs and the unique needs of each school community

<https://www.cdc.gov/healthyschools/wscs/components.htm>

[https://turnaround.ams3.digitaloceanspaces.com/wp-content/uploads/2021/06/04232017/Whole-ChildDesignBlueprint\\_Mar21.pdf](https://turnaround.ams3.digitaloceanspaces.com/wp-content/uploads/2021/06/04232017/Whole-ChildDesignBlueprint_Mar21.pdf)



# COORDINATING POLICY, PROCESS, & PRACTICE

- Coordinate and collaborate among component areas
- Facilitate awareness of student need
- Leverage resources
- Reduce program duplication and fill gaps



[Strategies to implement whole child supports across key educational areas](#)





# Supporting Equity

## Whole School, Whole Community, Whole Child (WSCC) model



Schools play critical roles in promoting equity in learning, care, and health, particularly for groups disproportionately affected by COVID-19.

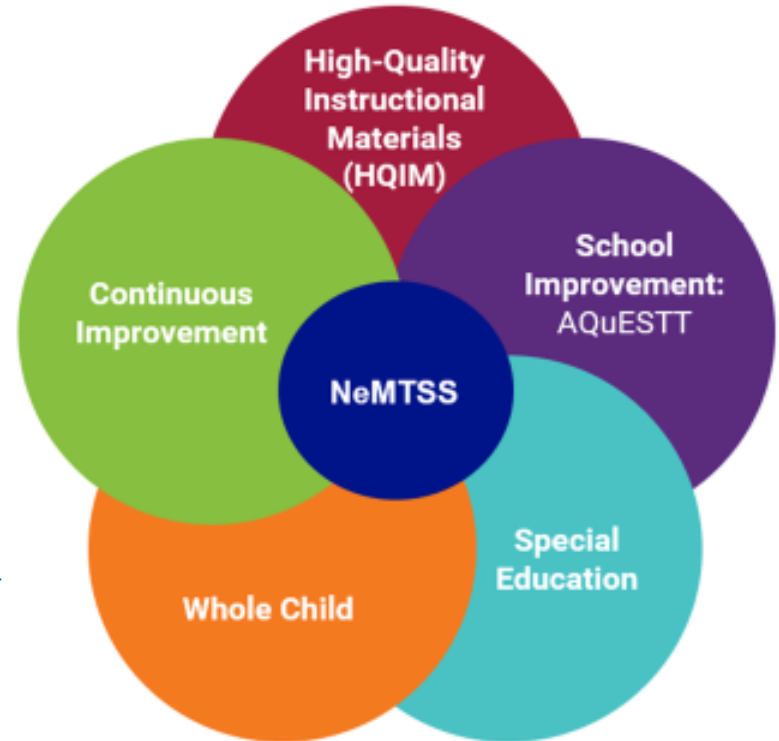
Source: Whole School, Whole Community, Whole Child (WSCC) | Healthy Schools | CDC

# Nebraska's Multi-tiered System of Support

- Direction of NDE

To strengthening Coherence across NDE Offices to improve the communication and services in the name of supporting student achievement and enhancing their educational outcomes.

[NeMTSS assists teams in a way that supports student success. The NeMTSS Framework 2023 Version is intended specifically to help strengthen the clarity and connection to academics, whole child supports, and accreditation and continuous improvement. In doing so, there is a strategic focus on the well-being of each student to promote a safe, engaged, supported, and challenged learning environment.](#)





# Nebraska Multi-tiered Systems of Support

NeMTSS is aligned to the Whole School, Whole Community, Whole Child model (WSCC) and the ASCD Whole Child approach. This can be seen in:

- Common goals aligned with the aims of NeMTSS
- Explicit acknowledgment that the NeMTSS framework applies to non-academic as well as academic support needs and that the problem-solving framework can apply to non-academic needs
- Examples aligned to the WSCC model [throughout the framework document.](#)



# Essential Elements of NeMTSS

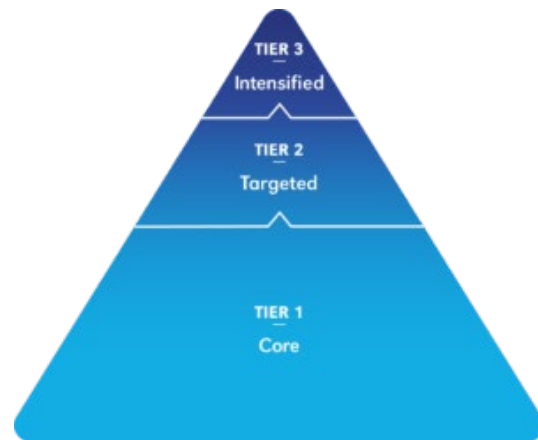
## The Essential Elements of NeMTSS and How They Work Together

There are four essential elements core to NeMTSS. They are:

- Infrastructure and Shared Leadership
- Layered Continuum of Supports
- Data-Based Decision-Making
- Communication and Collaboration



- Tiered supports are provided to meet the unique needs of each student.
- Supports are dependent on data, and there is flexibility among the tiers, allowing each student to receive the support they need, when they need it.
- Adults are responsible for monitoring student progress and matching the support to each student's specific needs.



# Integrated Multi-Tiered Systems of Support (I-MTSS): Whole School, Community, & Child<sup>®</sup>





# A Supportive Culture and Climate

**If we create welcoming, safe and supportive school environments that support the whole child by:**

Utilizing prevention science at the universal or Tier 1 level to meet the social, emotional, and mental health needs of students

Expanding the ability of educators to support and address the social and emotional needs of students and themselves

Fostering positive relationships between all members of the school community.

Examining disparities and designing equitable strategies to address those disparities

**Then we will see**

**An increase in student sense of belonging to the school community. An increase in sense of belonging will result in the following:**

Increased attendance

Decreased behavioral challenges

Increased student engagement

Increased academic outcomes

Decreased harmful behaviors by students (i.e., substance use; suicide ideation and attempt; bullying).

Increased student SEL/wellness

# Thank you!

Contact Information:

jessie.coffey@nebraska.  
gov





---

# Teaming: A Critical Component of Advancing Emotional Well-being for Students and Staff

---

Brandon Stratford, PhD, MSW  
Deputy Program Area Director, Education Research  
Child Trends

- 12:45-1:00 PM ET: Establishing an Inclusive Team (Child Trends)
- 1:00-1:45 PM ET: Panel – Authentically Engaging Youth on Teams (Mental Health America)



[Bike Rack](#)



[Idea book](#)

# Advancing School Employee Wellness



# Establish an inclusive team





# Assessing DIEAB

- **Diversity**—the presence of difference. *Who is/is not on the team?*
- **Inclusivity**—encouraging and embracing difference. *Who is/is not heard on the team?*
- **Equity**—fair and just treatment for all. *Whose needs are/are not met on the team?*
- **Accessibility**—efforts to ensure that everyone, including individuals with disabilities, can fully participate. *Whose barriers to participation have/have not been addressed on the team?*
- **Belonging**—identification with a community. *Who does/does not feel welcome on the team?*

# Resources from the toolkit



## Tools you can use

- Diversity Toolkit: A Guide to Discussing Identity, Power, and Privilege
- Inclusive Meeting Guide
- Racial equity toolkit
- Unconscious Bias Training

<https://www.childtrends.org/publications/build-knowledge-a-toolkit-for-school-systems-to-advance-comprehensive-school-employee-wellness>

## Tools you can use

The resources below include practical guidance on establishing and maintaining effective planning teams. Some resources include interactive trainings while others include personal reflection and team activities, worksheets, and tipsheets.



### Team leadership

- Implementation Support Practitioner Core Competencies Interactive Lessons

### Team recruitment

- Implementation Support Practitioner Core Competencies Interactive Lessons
- Engaging Key Partners for School Employee Wellness
- Healthy School, Staff, & Students: A Guide to Improving School Employee Wellness
- School employee wellness collaboration guide

### Team functioning

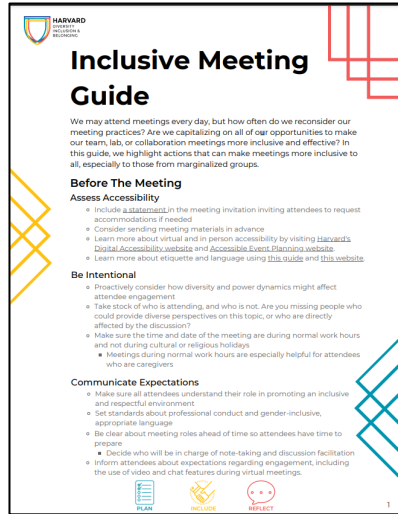
- Implementation Support Practitioner Core Competencies Interactive Lessons
- Coming Back to Climate: Model Agenda for Data Meeting With Faculty
- School employee well-being collaboration guide
- Team building toolkit

### Team diversity and inclusion

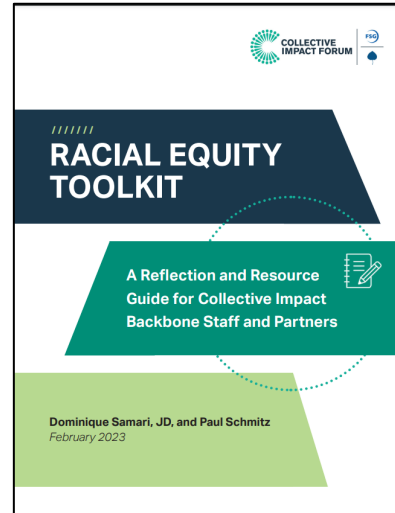
- Inclusive Meeting Guide
- Diversity Toolkit: A Guide to Discussing Identity, Power, and Privilege
- Racial equity toolkit
- Unconscious Bias Training

<https://www.childtrends.org/publications/take-action-a-toolkit-for-school-systems-to-advance-comprehensive-school-employee-wellness#Establish>

# Sample resources

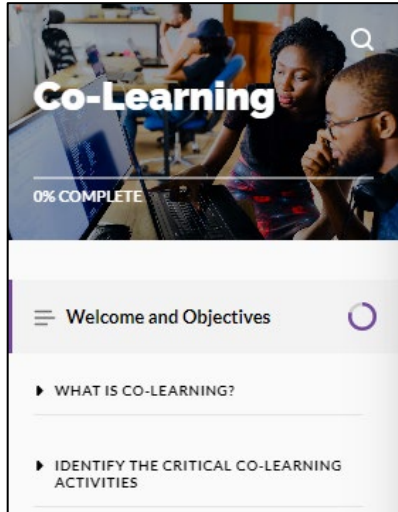


[https://edib.harvard.edu/files/dib/files/inclusive\\_meeting\\_guide\\_final\\_1.pdf?m=1617641674](https://edib.harvard.edu/files/dib/files/inclusive_meeting_guide_final_1.pdf?m=1617641674)

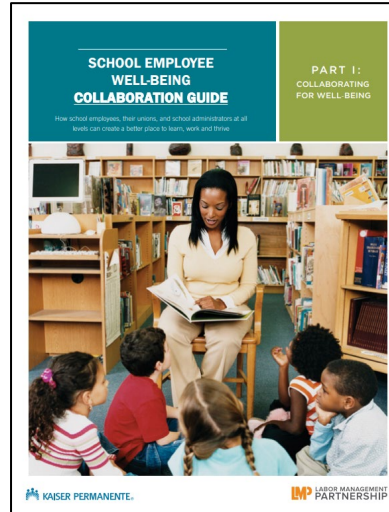


<https://www.fsg.org/resource/racial-equity-toolkit/>

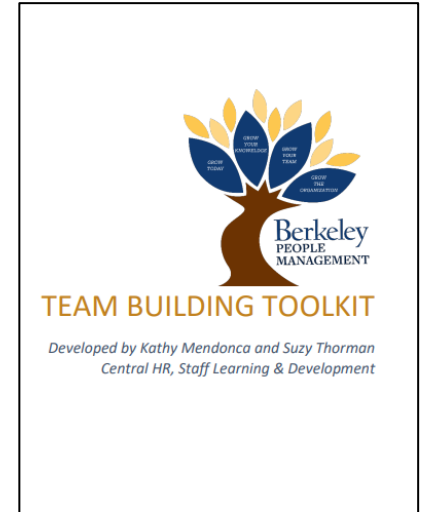
# Sample resources



<https://implementation.fpg.unc.edu/resource/co-learning-interactive-lesson/>



[https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2021/06/Wellbeing-Guides-Part-1-and-2\\_School\\_Employee\\_June-2021.pdf](https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2021/06/Wellbeing-Guides-Part-1-and-2_School_Employee_June-2021.pdf)



[https://hr.berkeley.edu/sites/default/files/bpm\\_team\\_building\\_toolkit\\_2019.pdf](https://hr.berkeley.edu/sites/default/files/bpm_team_building_toolkit_2019.pdf)

# Thank you!

[bstratford@childtrends.org](mailto:bstratford@childtrends.org)



---

## Panel: Authentically Engaging Youth on Teams

---

Facilitated by Em Skehill  
Director, Public Awareness & Education  
Mental Health America



---

# Break

---

*Please return at 1:55PM ET*



---

# Physical Activity Break

---

*Chelsey Davenport, MS  
Wellness Coordinator  
Neosho School District  
Neosho, Missouri*





[Bike Rack](#)



[Idea book](#)

---

## Spotlight: Washington Office of Superintendent of Public Instruction

---

Bridget Underdahl  
Mental Health Systems  
Lead

Julee Christianson  
Mental Health Systems  
Program Supervisor

Kristiana Bundy  
Mental Health Systems  
Administrative Support

# Workforce Secondary Traumatic Stress and School Based Organizational Wellness in Washington

November 15, 2023



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# School Based Mental Health Systems at OSPI

**Bridget  
Underdahl**

Mental Health Systems  
Lead



**Julee  
Christianson**

Mental Health Systems  
Program Supervisor

**Kristiana Bundy**

Mental Health Systems  
Administrative Support



# Shared Expectations

Use **chat** for  
questions and  
comments

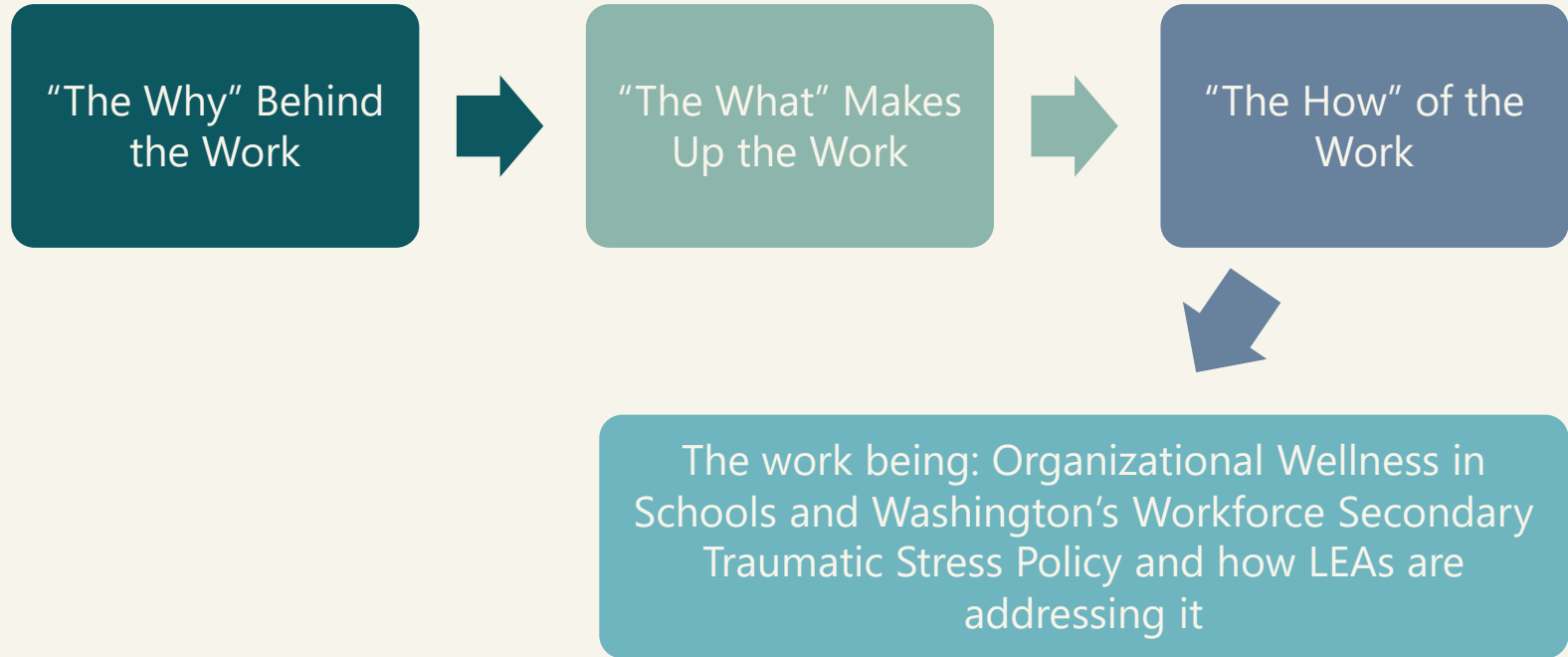
The Power Point  
will be added to  
the chat at the end  
of the presentation

Links mentioned in  
the presentation  
will be added as  
they are discussed

Take care of  
yourself through  
the presentation  
today



# Today's Agenda



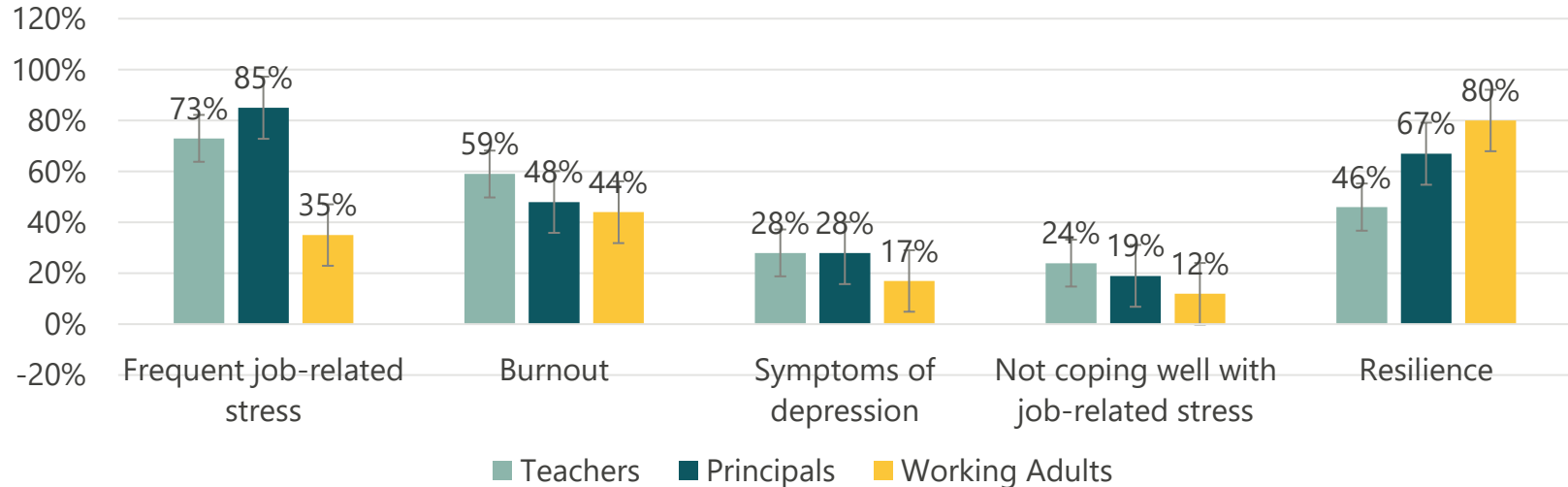
# “The Why” Behind the Work



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

According to a new survey, teachers are twice as likely to experience job-related stress compared to other working adults.

## Well-being of Teachers, Principals, and Working Adults in January 2022



# Nationwide Trends around Educator Retention

- According to November 2021 survey, 48% of teachers admitted that they had considered quitting within the last 30 days. Of that number, 34% said they were thinking about leaving the profession entirely.
- When superintendents from various parts of the country were asked, "What percent of teachers quitting would create a cataclysmic drop in your organization's ability to educate young people?" The answers were all shockingly low—with one superintendent answering, "One. One teacher quitting would hurt us in a big way."





## What's the Fallout?

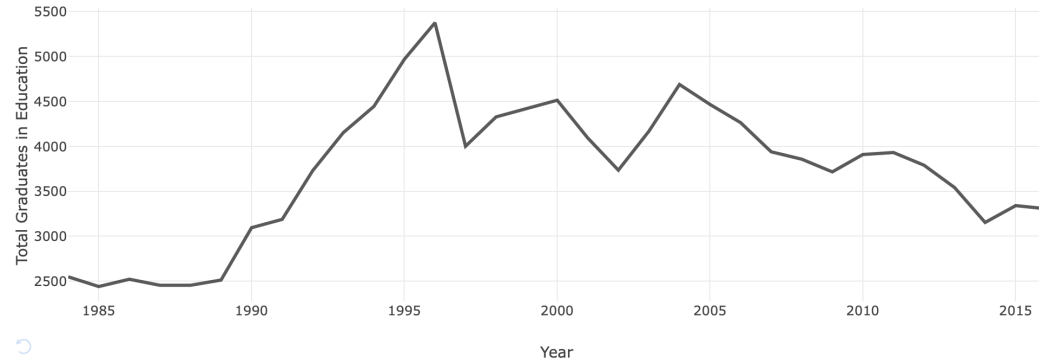
### Aggregated Number of Graduates in Education by State

Select a State from the drop down below

Washington

Select Totals by broad CIP categories and Award type

State Total



- Educators are very hard to replace. The specialization and requirements inherent to the field make education difficult to expand the talent pool, as other fields are often able to do.
- There are a drop in young people entering the profession.
- A drop in quality education for students being served.

# Washington state teacher resignations at highest level in three decades

—  
An analysis of Washington state data from the Calder Center found more teachers left the classroom last school year than at any point in the past 30 years.



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

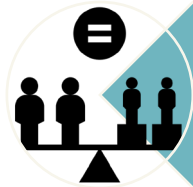
"While the building and infrastructure are important, it's only thanks to teachers, who often go above and beyond the call of duty, that our students succeed. Fair compensation for teachers is not just about economic justice; it is an investment in the future of our state. Well-compensated teachers are more likely to stay in the profession, which leads to greater stability and continuity in our schools. This, in turn, benefits our students by providing them with consistent and experienced educators who can guide them towards success."

- Hillary Franz, Washington  
Commissioner of Public Lands



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# What Makes Staff Wellness a Priority?



Staff wellbeing correlates to educational equity



Staff retention and mobility



A school community with adults who have the emotional capacity to build relationships and teach with rigor



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

“

No one really learns well when teachers are stressed and burned out, which is why I say **a stressed and burned out teaching force is an equity issue.**

If we believe in equity and if we want our students to do well, we have to ensure our educators are doing well too.

**Dena Simmons**  
Educator and Researcher



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*"The burnout is bad this year and we're going to lose some really good teachers if we don't address their mental health needs. Teachers are not willing to do a training if it cuts into their time to actually prepare a classroom. Give them a moment where you have like a para(professional teacher) come in for a second. To communicate with them like this is important, we allocated time for it. And they're given a mental break."*

—School staff member



# “The What” Makes Up the Work



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# SHB 1363 – Workforce Secondary Traumatic Stress

---

Acknowledges the significant toll STS has on educators, and subsequently students, and focuses on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being.

---

Passed Spring of 2021 and implemented in the 2021-2022 school year.

---

Sponsored by Representative Ortiz-Self

---





# District Requirements

1

Promote positive workplace climate w/ focus on diversity & inclusion.

2

Provide resources for continuous improvement including the opportunity for anonymous feedback and data review.

3

Adopt policy and procedure.

4

Form a Mental Health Committee



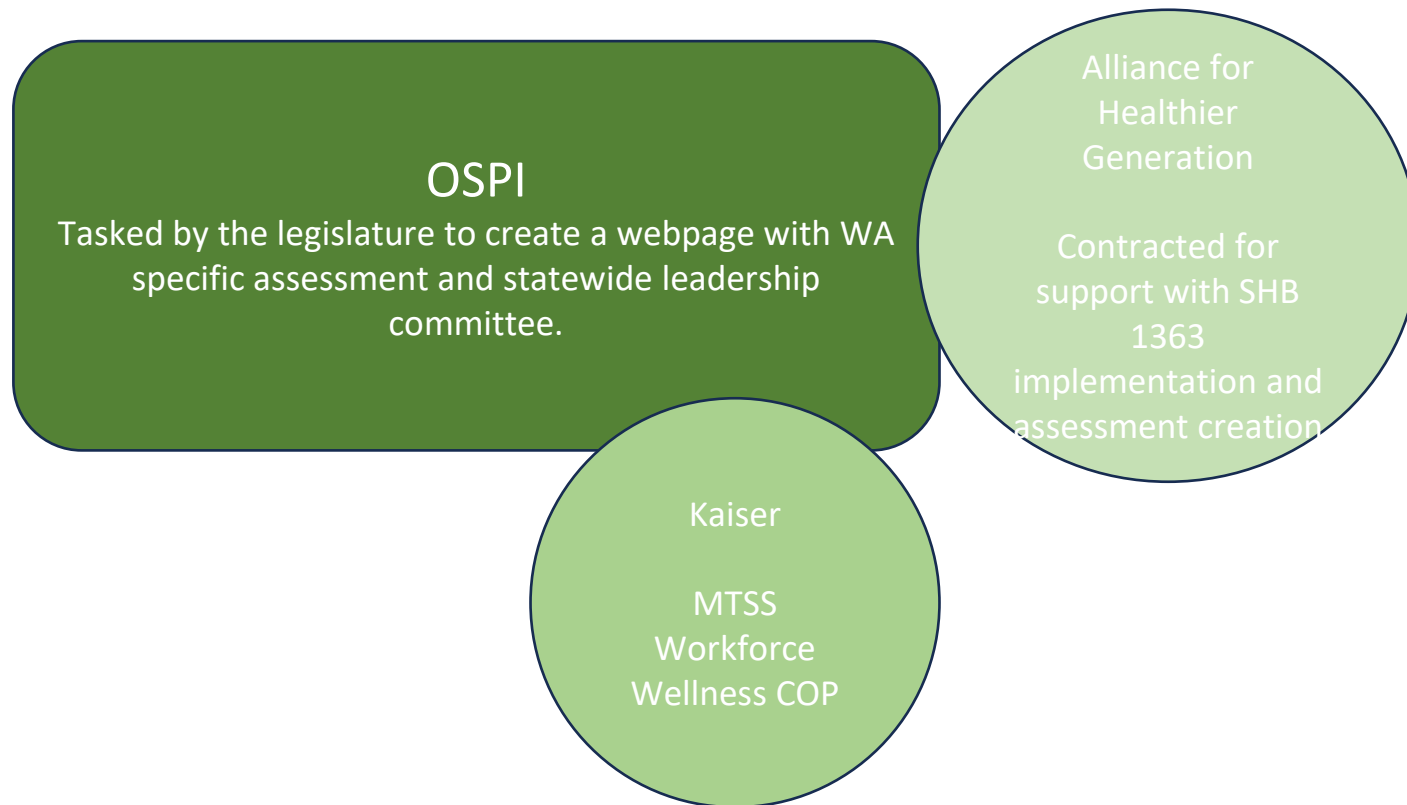
# OSPI Implementation

Created a webpage to provide access to resources and a Washington specific assessment.


Assembly of a statewide leadership team comprised of stakeholders to guide the work and further the understanding of the impact of STS on Washington state educators.









## State Agency connections to the work of educator and staff wellness




# Workforce Secondary Traumatic Stress Webpage



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



Enter your search terms 

[Home](#) [Student Success](#) [Certification](#) [Educator Support](#) [Policy & Funding](#) [Data & Reporting](#) [About OSPI](#)

[Home](#) » [Student Success](#) » [Health & Safety](#) » Workforce Secondary Traumatic Stress

## STUDENT SUCCESS

[Resources by Subject Area ▶](#)

[Learning Standards & Instructional Materials ▶](#)

[Graduation ▼](#)

- [Graduation Requirements ▶](#)
- [Waivers and CIA ▶](#)
- [Multiple Pathways to Graduation \(HB 1599\)](#)
- [High School Transcripts](#)

## Workforce Secondary Traumatic Stress

In the spring of 2021, [SHB 1363](#): Addressing Workforce Secondary Traumatic Stress (STS) in the K-12 workforce was passed into legislation. This legislation acknowledges the significant toll STS has on educators, and subsequently students, and focuses on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being.

The Association of Supervision and Curriculum Development defines Secondary Traumatic Stress (STS) as "...the emotional distress that arises when someone vicariously experiences the traumatic experiences of another individual. Sometimes known as compassion fatigue, the toll of tending to someone's painful experiences can create very real symptoms in caregivers, including teachers."

Ensuring the wellbeing of educators is a critical component to sustaining an effective workforce and promoting student outcomes. By implementing policy through strategic use of professional learning and a continuous improvement process, districts and

### Contact Information

**Ella DeVerse**  
Program Supervisor School Safety Center  
564-999-1200  
[ella.deverse@k12.wa.us](mailto:ella.deverse@k12.wa.us)

# Workforce Secondary Traumatic Stress Advisory Committee

SHB 1363 Implementation Assistance



Practical steps that districts can take



Sharing leading practices – District perspectives



Increase staff retention and positive work culture



# How OSPI is Supporting this Work



Coordinating with regional Behavioral Health Navigators & UW Forefront Suicide Prevention



OSPI Suicide Prevention Grants



Building professional capacity for trauma-informed Social Emotional Learning (SEL) in schools



Lifelines Suicide Prevention, Intervention, and Postvention Curriculum



Updating the Model Plan Template for *Student Social, Emotional, Behavioral & Mental Health Recognition, Screening & Response*



Statewide implementation support for HB 1363 – Workforce Secondary Traumatic Stress



# OSPI: Capacity Builders

What we're doing:

OSPI, Kaiser & Healthier Generation partnership for MTSS Workforce Wellness Community of Practice with 10 districts.

Highly attended Graduations Equity Webinar Presentations

Workforce Secondary Traumatic Stress Advisory Council continues the work even after meeting legislative requirement to HB 1363.

Resources, newsletters and video creations.

Why we're doing it:

Student's learning environments is educator's and staff working environment.

It has a direct impact between staff retention and mobility.

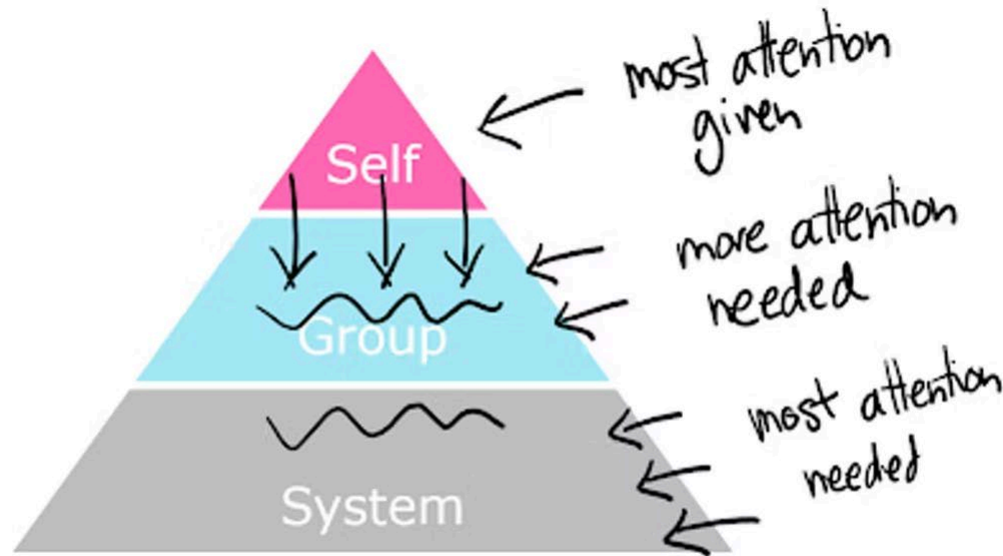
Staff wellness correlates to educational equity.

"No one really learns well when teachers are stressed and burned out, which is why I say **a stressed and burned out teaching force is an equity issue**. If we believe in equity and if we want our students to do well, we have to ensure our educators are doing well too." – Dena Simmons



Washington Office of Superintendent of Public Instruction  
**PUBLIC INSTRUCTION**

# Investing in wellness that makes the difference



bts spark

Sean Slade, 2021.



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



# “The How” of the Work



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

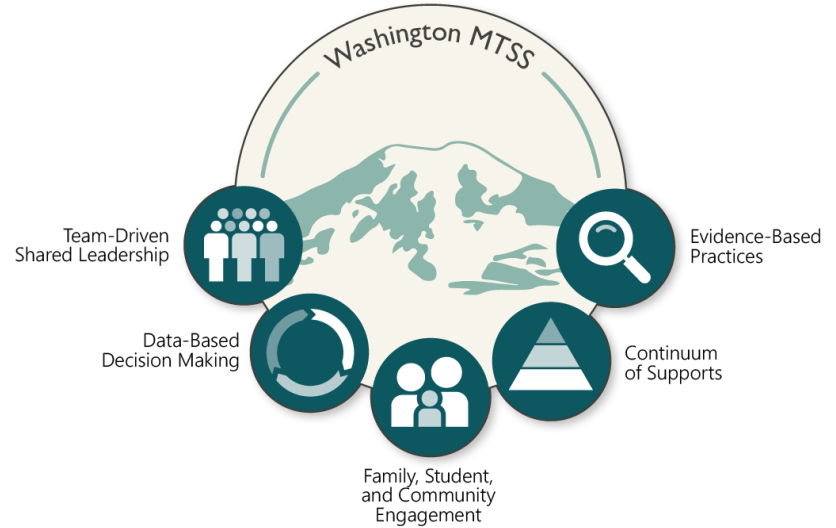
# Multi-Tiered System of Supports (MTSS)

- An MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective.
- MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

# Washington MTSS

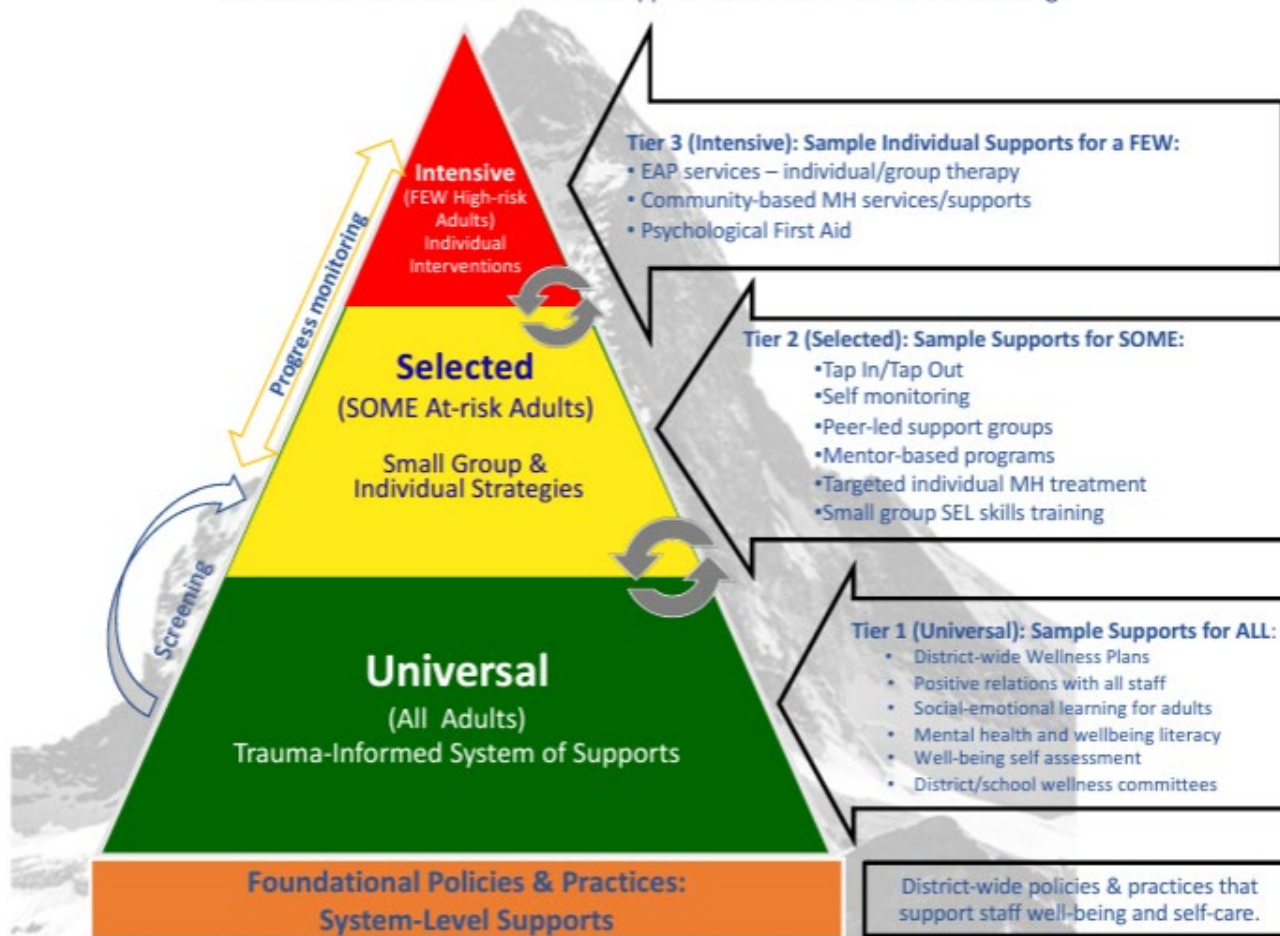
The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

Washington MTSS has been organized into 5 key components



# Multi-Tiered System of Supports for Staff Wellbeing

A continuum of evidence-informed supports for mental health and wellbeing.



## Tiered Staff Wellbeing Supports

# How Can You Support Teacher Wellbeing?



## **Teacher Voice**

Supply opportunities for teachers to participate in decision making to support their professional growth and connections to the learning environment.



## **Strong Tier 1 Supports**

This begins with adults in supporting their well-being and development. Adequate safety, support with students, sub coverage and enough supplies are a priority.



## **Workload**

Take stock of workloads. Equitable is not always giving equal tasks to all colleagues. Take things off plates whenever possible. Support a workplace culture that allows for and normalizes time off as needed.

# Ways to Get Started

## School Culture

- Create school environments that promote feelings of belonging, respect, value, and trust for both teachers and students.
- Positive school environments support the growth of a school community where all members feel connected. A staff member's ability to take a day off is a great example of totality of care!

## Professional Development

- Breaks and reflection time built into intentional in-service days. Share why this is not "one more thing" but will support their "why" and workload.

## Mental Health is Health

- Staff referrals for mental health and other services. Acknowledge secondary trauma and provide school wide supports.

## Normalize the Practice of Care and Wellness at School.

- Implementing wellness activities into normal routines helps normalize them: i.e. mindfulness minutes, staff walks, breathing activities, humor breaks.

## Enact change by implementing policy

- What systems level work can you leverage and retain by changing policy?

## Make a Plan

- Align every statement of value, every goal or aspiration, with specific actions and outcomes.
- What steps are you taking to eliminate the burdens many educators face and how are you supporting their ability to be successful in the classroom?



**"I want you to find a bold and  
innovative way to do everything  
exactly the same way  
we've done it for 25 years..."**





# Universal (Tier 1) Staff Wellbeing Supports

## Bethel

### Staff News

Website  
Podcast topic  
EAP  
5515/5515PR

### Trauma Informed

On-Demand  
PD available  
to al schools

### MHFA

Offered to  
staff at  
Summer  
Institute

### Mindfulness

Calm Spaces  
Sensory  
Staff/District  
Shout outs

## Central Kitsap

### Focus

B. Perry's 3Rs  
RISE Index  
Connection

### Braided

E-News  
Meetings  
Trainings

### Prevention

Instructional;  
Less Demand;  
More Time

### Virtual Site

Strategies  
Resources  
Calm Space

## OESD 114

### Awareness

Professional  
Learning

### Teaming

Internal  
Wellness  
Committee

### Culture

Cross office  
prioritizing &  
info sharing

### Leadership

Modeling &  
support

# Targeted (Tier 2) Staff Wellbeing Supports

## BETHEL SD

### Instruction

Mental Health  
First Aid for  
classified  
staff

### Social

Collaboration  
w/Specialists  
for staff  
choice

### Support

Community  
Circles PD  
BEST  
Mentoring

### Resources

Active  
Community  
Connections  
Network

## CENTRAL KITSAP SD

### Instruction

3 Part  
Wellbeing  
Webinars

### Social

Interest  
based  
activities

### Support

E-Therapy  
Group  
Sessions

### Resources

Volunteers  
Partnerships  
KP Grant

## OESD 114

### Activities

Creatively  
Mindful Class  
Partnership

### Collab Learning

Virtual Book  
Study

### Supports

Info &  
Resource  
Sharing  
Future  
Groups

### Appreciation

Targeted  
celebration(s)  
Positive  
messaging

# Individualized (Tier 3) Staff Wellbeing Supports

## Bethel

### EAP

3 Free  
Sessions  
TalkSpace

### Resources

Community  
Outreach  
CHC

### Task03

PFMLA and  
Mental Health

## Central Kitsap

### EAP

Employee  
Assistance  
Program

### E-Therapy

Individual;  
Up to 8  
Sessions

### Resources

ESSER \$

## OESD 114

### Targeted Support

EAP  
Supervisors

### Resources

Community  
Resource &  
Referrals

### Supervision Support(s)

## What are some common pitfalls when workplaces take on wellbeing work?

It is important to decolonize wellness. Wellness is not just about pedometers & yoga. If we truly want wellness for all we must create inclusive programs where we have reflected on bias including anti-fat, neurodivergent and BIPOC bias as well as additional individuals that are typically othered.

Staff not taking vacation or sick leave does not necessarily mean they are well.

A focus on self-care can be weaponized when other systems levels supports are desperately needed.

A spectrum of data. Sometimes no data is data!

# Educators Need More Than Self- Care

“There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out **why they're falling in.**”

Desmond Tutu

# Resources



[SHB 1363: Example Policy, Assessment and Resources](#)



[OSPI Webinar: Educator Wellness at a Systems Level](#)



[OSPI Educator Wellness Webinar 2021](#)



[OSPI Educator Wellness Webinar 2022](#)



You're invited! to OSPI Educator Wellness Webinar 2023



[Workload Toolkit](#)



[Professional Quality of Life Measures](#)



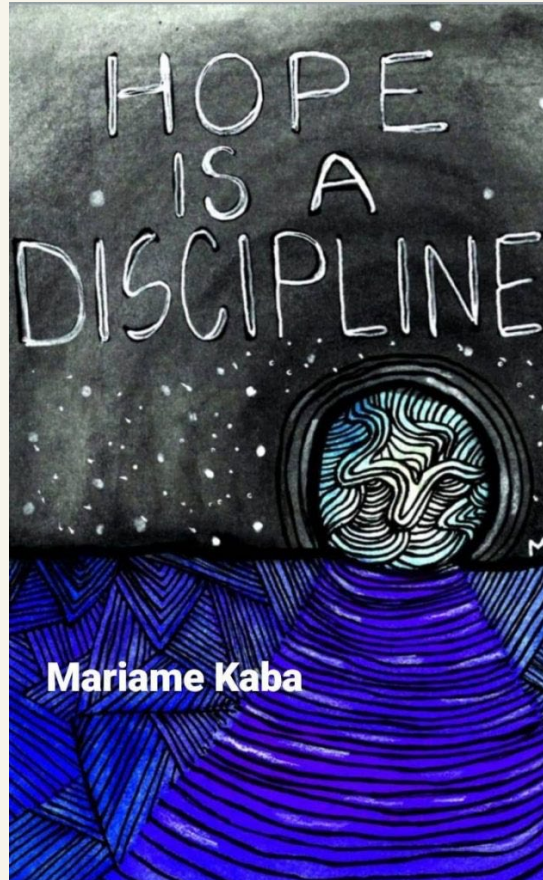
Organizational Wellness Resource Package



Workforce Secondary Traumatic Stress Video Reel



Thank you



**Mariame Kaba**



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Contact



EMAIL:

[BRIDGET.UNDERDAHL@K12.WA.US](mailto:BRIDGET.UNDERDAHL@K12.WA.US)



WEBSITE:

[HTTPS://WWW.K12.WA.US/STUDENT-SUCCESS/HEALTH-SAFETY/MENTAL-SOCIAL-BEHAVIORAL-HEALTH/PROJECT-AWARE](https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/project-aware)





Questions?



---

# Using Data to Drive Decision Making: Starting with Resource Mapping

---

Heidi Milby, MPH  
Associate Director, Center for Advancing Healthy Communities  
National Association of Chronic Disease Directors

- 3:00-3:15 PM ET: Approaches to Resource Mapping (NACDD)
- 3:15-3:30 PM ET: Spotlight: Kelso School District (WA)



[Bike Rack](#)



[Idea book](#)

# Why Resource Mapping?

---

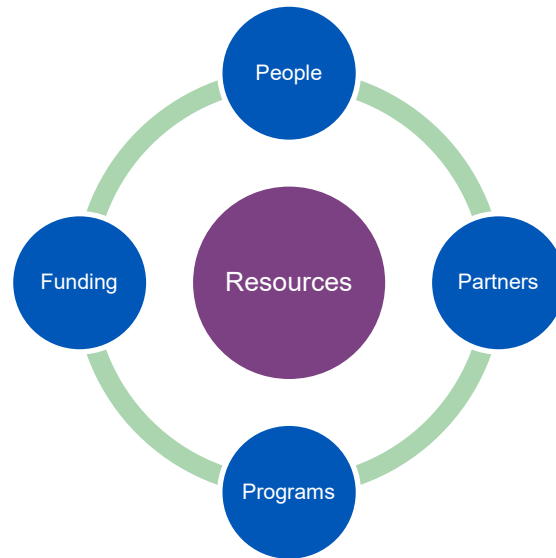


To function well, every system must fully understand and manage its resources.



# What is Resource Mapping?

- A strategic way of gathering information to identify, analyze and make decisions about resources within your community.
- Resources: People, Partners, Programs/Services, Funding & More
- Also known as *Asset Map* or *Environmental Scan*
- It's an ongoing process



**Do your resource mapping  
in stages**



# Resource Mapping Step-by-Step

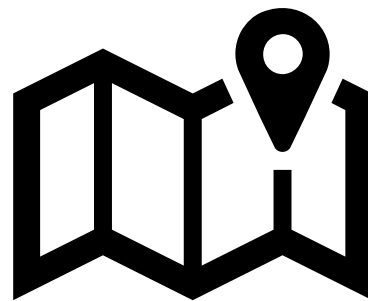
---

**Step 1: Pre-Mapping**

**Step 2: Mapping**

**Step 3: Analyze Resources**

**Step 4: Maintain Map**



# Step 1: Pre-Mapping

---

## Determine the scope and process for your resource mapping.

Key questions:

- What's your goal?
- What resources will be mapped?
- Who needs to be involved?
  - What are their specific roles?
- What information do you have? What information do you need?
- What's your approach to collecting the information?



# Step 1: Pre-Mapping Example

---



Paul Hollywood School District  
Great Britain, Iowa




- Goal: Map SEL resources at all elementary schools in district
- Resources: Programs (including curricula), Partners, People, Funding
- Who: District SEL Manager, SEL Specialists at each school
- Data: School Health Index – Social-Emotional Climate module, Panorama Surveys
- How: Google Spreadsheet that each SEL Specialist will complete to identify resources, gaps, needs at their schools + include SHI/Panorama Survey results



## Step 2: Mapping

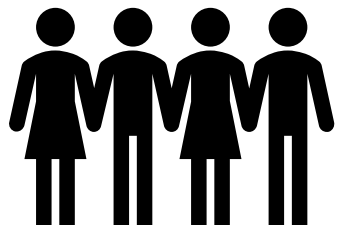
---

Using your established data sources and process,  
conduct your map.

- People 
- Programs/Services 
- Partners 

## Step 2: Mapping People

---



- What positions to do you have?
- What do those positions do?
- What do they think is working well and could improve?



# Step 2: Mapping People

Personnel at _____ as of ____-____-____								
Name	Position	Position Description	Contact Info	Schedule	Grade Level(s)	Committees	Hidden Assets	Communication Methods used w/ Families/Community



## Step 2: Mapping Programs/Services

---

- What programs/services do you have?
  - Individual school sites
  - Elementary vs. Secondary
  - Tier 1, Tier 2, Tier 3
- How effective are these programs?
  - Are they evidence-based?
- How well utilized are these programs?
- What are your program/service gaps?
  - Use qualitative data (e.g., ask program providers and youth) and quantitative data (e.g., student surveys, climate surveys, etc.)
- Equity: Are there specific groups of students and staff that are not accessing programs? Why?





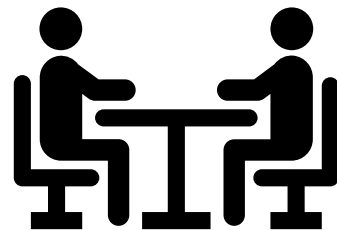
# Step 2: Mapping Programs/Services

School Programs and Services at _____ as of ____-____								
Title	Function	Population Serving	Main Contact Person/ Contact Info	Resources Utilized	Strengths	Areas of Improvement	Gaps in Services	Communication Methods used w/ Families & Communities

## Step 2: Mapping Partners

---

- What community partners does your school district engage?
  - Are these formal (e.g., MOU) or informal partnerships?
- Where could community partnerships enhance your work?
  - What community partners to you have access to in your community?





# Step 2: Mapping Partners

Community Resources in _____							
Title	Function	Projects	Population Serving	Main Contact Person	Contact Info	Existing Partnerships	Resources Available



## Step 3: Analyze Resources

---

**Using information from your resource mapping exercise, determine your next steps.**

- Guiding Questions:
  - What gaps do you need to address?
  - What resources are duplicative?
  - Are there resources that are complimentary/supportive of each other that could be better coordinated?
  - Are there any resources that are being underutilized? Why?
  - What resources are/aren't working? Are there any resources that need to be further evaluated?
  - Are there programs that need to be abandoned?
  - What are the most immediate priorities?





## Step 4: Maintain Your Map

---

**Make sure your resource map doesn't sit on a shelf 😊**

- Key questions:
  - At what cadence will you update your resource map?
  - Who is responsible for maintaining the map?
  - Who needs to know about the map?
  - What needs to be mapped next?



# Additional Resources

---

- [School Mental Health Quality Guide](#) (National Center for School Mental Health)
  - [Resource Mapping in Schools and School Districts](#)
  - [Training Modules: Needs Assessment and Resource Mapping](#)
- Template Resources
  - [Social and Emotional Learning and Mental Health: Tiered Supports Inventory](#) (Education Development Center)
  - Resource Mapping Guide (Center for Mental Health in Schools at UCLA)
    - [Staff Resource Mapping Template](#)
    - [Programs/Services Resource Mapping Template](#)
  - Community Partner Resource Mapping
    - [Template Worksheets](#)



---

## **Spotlight: Kelso School District**

### **Kelso, Washington**

---

Don Iverson  
Youth & Family Support  
Manager

Holly Budge  
Director, Human  
Resources

Gunnar Guttormsen  
Director, Student  
Services

# **Kelso School District**

## ***Using Data to Drive Decision Making***

***November 2023***



# Goal #1

Find and implement a K-12 climate/culture survey which identifies sense of belonging for each student.



# Actions Goal #1

## Selected Panorama Student Survey in the areas of Climate and Belonging

1. School Board Request for Student Belonging Data
2. Messaging to School Board, families and community names Panorama
3. Elementary Schools
  - a. Grades 3-5 Classroom and School (Google Form)*
4. Secondary Schools
  - a. Middle School is piloting comprehensive Panorama survey*
  - b. High School grades 9 and 11 (coordinated with giving the HYS)*
5. Next steps: develop action steps
  - a. What are student responses telling us?
  - b. What barriers can we identify to meeting SIP goals?



## Goal #2

Develop/find a staff screener to identify targeted needs areas across all schools regarding staff well-being.



# Actions Goal #2

**Selected Panorama Staff Survey in the areas of belonging, cultural awareness, equity, climate, and well-being.**

- School Board inquiry regarding staff attendance data
- Messaging to Cabinet, School Board, and all staff names Panorama
- Staff Wellness Committee reviewed Panorama slide deck
- Staff Wellness Committee finalized timeline and communications
- Staff Wellness Survey (Panorama) distributed to all staff 10.16.23
- Staff Wellness Committee determined to re-distribute and change modality
- Staff Wellness Committee re-distributed Panorama survey 10.26.23
- Staff Wellness Committee to review survey results 11.28.23
- Next steps: develop action steps around:
  - What are staff responses telling us?
  - What barriers can we identify to meeting KSD Strategic Plan goal?





## Goal #3

Kelso School District will survey those students receiving school based behavioral health services through email in order to gauge provider service outcomes.



# Actions Goal #3

Mental health is vital to students' lives, impacting their overall well-being and academic success. Its crucial for us to recognize the need to address mental health challenges, and gathering data to understand students' needs and improve the supports being provided to them.

1. The purposes of conducting a mental health survey for students and families is multifaceted, including
  - a. Gathering data to identify if the supports being provided are making a difference with the youth/family.
  - b. Gathering data on each community mental health agency to gauge overall systemic effectiveness.
2. Survey data will be collected 3x a year.
3. Based on the survey findings, areas of strength and improvements will be shared with our mental health community based providers.

*Prioritizing effective mental health within the Kelso School District is vital to fostering a supportive environment that allows our students to flourish academically and personally.*





---

# Q&A

---



---

# Wrap Up

---

Share Out & Evaluation

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

[https://nacdd.sjc1.qualtrics.com/jfe/form/SV\\_8lf1ABYPc9PrUIm](https://nacdd.sjc1.qualtrics.com/jfe/form/SV_8lf1ABYPc9PrUIm)

# NACDD Contacts

---



Heidi Milby, MPH  
Associate Director  
NACDD, Center for Advancing Healthy Communities  
[hmilby@chronicdisease.org](mailto:hmilby@chronicdisease.org)



Ashley Krombach  
Public Health Consultant  
NACDD, Center for Advancing Healthy Communities  
[akrombach\\_ic@chronicdisease.org](mailto:akrombach_ic@chronicdisease.org)