



## Supports to Advance Emotional Well-being in Schools Learning Collaborative Cohort NACDD Supplemental Assessment

Welcome to NACDD's Supports to Advance Emotional Well-Being in Schools Learning Collaborative Cohort! We are looking forward to partnering with your school district during the next 18-24 months to support implementation of policies, practices and programs that enhance student and staff emotional well-being and mental health. To kick off our efforts together, please complete the LEA Assessment, which includes two components: 1) Completion of the SHAPE System on the [SHAPE System website](#) and 2) Completion of this NACDD Supplemental Assessment via this [survey link](#).



### **Background Information**

1. LEA Name:
2. State:
3. Person(s) Completing the NACDD Supplemental Assessment:
  - Name(s):
  - Role(s):
  - Email Address(es):

### Previous Assessments

4. In the last 6 months, has your district completed an assessment related to student and/or staff emotional well-being and/or mental health?

- Yes  
 No

If yes, please describe and share assessment results with Heidi Milby ([hmilby@chronicdisease.org](mailto:hmilby@chronicdisease.org)):

### LEA Teams

5. The LEA team will be composed of 3-6 people from your school district community. We highly recommend leveraging existing teams (e.g., District Health Advisory Council) and ensuring that team members represent components of the [Whole School, Whole Community, Whole Child \(WSCC\) model](#).

Identify members of your LEA team (a total of 3-6 people) and fill in the fields below. For role, if selected as a "Primary Contact", they will be included on project communications. All members will receive the email campaign that will be distributed monthly as part of this project.

Name	Role	Title/Position	Email address
	<input type="checkbox"/> Primary Contact <input type="checkbox"/> Team Member		
	<input type="checkbox"/> Primary Contact <input type="checkbox"/> Team Member		
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	<input type="checkbox"/> Primary Contact <input type="checkbox"/> Team Member		

**School District Infrastructure to Support Staff Well-Being**

The following questions have been adapted from the [Resilience in School Environments \(RISE\) Index \(District Edition\)](#). Select one response per question.

District Leadership

1. To what extent does your district have a leadership team that coordinates the implementation of district-wide social-emotional health policies and practices (i.e., social and emotional learning, trauma-informed approaches, student-centered discipline, and staff well-being)?
  - 3 Fully in place: Our district has a representative leadership team that meets at least monthly to coordinate the implementation of district-wide social-emotional health policies and practices.
  - 2 Mostly in place
  - 1 Partially in place
  - 0 Not in place: Our district does not have a leadership team that focuses on social-emotional health policies and practices.
  
2. To what extent does your district leadership team use a continuous improvement process to coordinate the implementation of district-wide social-emotional health policies and practices, (i.e., social and emotional learning, trauma-informed approaches, student-centered discipline, and staff well-being)?
  - 3 Fully in place: Our district leadership team uses a clearly defined continuous improvement process to coordinate the implementation of district-wide social-emotional health policies and practices.
  - 2 Mostly in place
  - 1 Partially in place
  - 0 Not in place: Our district leadership team does not use a continuous improvement process.
  
3. To what extent does your district leadership team track schools’ use of a continuous improvement process for coordinating their social-emotional health policies and practices (i.e., social and emotional learning, trauma-informed approaches, student-centered discipline, and staff well-being)?
  - 3 Fully in place: Our district leadership team uses a clearly defined process to track, encourage, and support schools’ utilization of a continuous improvement process to coordinate their social-emotional health policies and practices.
  - 2 Mostly in place
  - 1 Partially in place
  - 0 Not in place: Our district leadership team does not track schools’ coordination of social-emotional health policies and practices.
  
4. To what extent does your district leadership team use a trauma-informed lens to implement district-wide social-emotional health policies and practices (i.e., social and emotional learning, trauma-informed approaches, student-centered discipline, and staff well-being)?

- 3 Fully in place: Our district leadership team implements district-wide social-emotional health policies and practices in a way that incorporates each of the six guiding principles to a trauma-informed approach (i.e., safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment and choice; and cultural, historical and gender issues).
- 2 Mostly in place
- 1 Partially in place
- 0 Not in place: Our district leadership team does not utilize a trauma-informed lens to implement policies social-emotional health policies and practices.

5. To what extent does your district leadership team collect and analyze data on well-being and job satisfaction of staff across the district?

- 3 Fully in place: Our district leadership team uses a continuous improvement process to assess and improve staff well-being and job satisfaction at least annually.
- 2 Mostly in place
- 1 Partially in place
- 0 Not in place: Our district leadership team does not collect data on staff well-being or job satisfaction.

6. To what extent does your district leadership team ensure qualified staff are available to provide social-emotional behavioral interventions at each school?

- 3 Fully in place: Our district leadership team utilizes a continuous improvement process to ensure each school has access to qualified staff to provide social-emotional behavioral interventions.
- 2 Mostly in place
- 1 Partially in place
- 0 Not in place: There are no qualified staff available to provide social-emotional behavioral interventions at any school.

### District-Wide Policies & Procedures

1. To what extent does your district offer and publicize free or subsidized school employee wellness programs (e.g., physical activity, healthy eating, financial literacy, tobacco cessation)?

- 3 Fully in place: Our district communicates to district and school employees about the services offered in the district wellness programs at least quarterly.
- 2 Mostly in place
- 1 Partially in place
- 0 Not in place: Our district does not offer any of these programs.

2. To what extent does your district offer and publicize an Employee Assistance Program (EAP) that offers resources, referrals and counseling?

- 3 Fully in place: Our district communicates to district and school employees about the services offered in the district EAP at least quarterly.
- 2 Mostly in place
- 1 Partially in place
- 0 Not in place: Our district does not offer an EAP.

3. To what extent does your district have and publicize policies and procedures related to work-life balance?

- 3 Fully in place: Our district communicates policies and procedures related to work-life balance at least twice a year to district- and school-level staff.
- 2 Mostly in place
- 1 Partially in place

0 Not in place: Our district has not established expectations related to work-life balance.

4. To what extent does your district provide support to staff who submit Medicaid reimbursement for eligible services?

3 Fully in place: Our district utilizes a clearly defined process that includes designated work time for staff to submit Medicaid reimbursement.

2 Mostly in place

1 Partially in place

0 Not in place: Our district does not designate time during the workday for this purpose.

5. To what extent does your district ensure that professional learning opportunities on social-emotional health policies and practices (i.e., social and emotional learning, trauma-informed approaches, student-centered discipline, and staff well-being) are available to district- and school-level staff?

3 Fully in place: Our district allocates adequate resources to ensure staff receive continuous professional learning opportunities, including training and coaching.

2 Mostly in place

1 Partially in place

0 Not in place: Our district does not provide professional learning opportunities on social emotional health policies and practices.

6. To what extent does your district ensure that school-level staff can take breaks when feeling overwhelmed at work?

3 Fully in place: Our district allocates adequate resources and communicates policies and procedures related to school-staff's ability to take breaks when feeling overwhelmed at work.

2 Mostly in place

1 Partially in place

0 Not in place: Our district has not established expectations related to school staff's ability to take breaks when feeling overwhelmed at work.

7. To what extent does your district have policies and procedures on student-centered discipline?

3 Fully in place: Our district has policies and procedures on student-centered discipline that use the principles of reflection, restoration and instruction.

2 Mostly in place

1 Partially in place

0 Not in place: Our district has no such policy or procedure in place.

### **School District Policies**

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8. What policies does your school district have in place that are supportive of staff and student social, emotional and/or mental well-being? Place an 'X' in the appropriate column to indicate Yes, No or Unsure. Please add additional policies to the table as needed and where able, include a website link to the policy.

<b><u>Does your school district have a policy or policies to address...</u></b>	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>Unsure</u></b>	<b><u>Website Link(s)</u></b>
suicide prevention?				
student substance use?				
staff substance use?				
bullying?				
discrimination?				

student discipline/code of conduct?				
school climate?				
school safety?				
employee wellness?				
workplace secondary traumatic stress?				

9. List other school district policies and website link(s) that aren't captured in the categories above.

**School District Successes/Needs**

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10. As part of this Learning Collaborative Cohort, we look forward to sharing what's working across partner districts as it relates to social, emotional, and mental well-being policies, programs and practices. What are some successes your district has experienced in these areas? Consider your school districts' work in areas such as social and emotional learning, trauma-informed approaches, staff well-being, mental health community partnerships, use of multi-tiered systems of support (MTSS) frameworks for health/well-being, etc. Include website links as relevant.

11. What are your top 1-3 needs as they relate to **staff** emotional well-being?

12. What are your top 1-3 needs as they relate to **student** emotional well-being?

*Thank you for completing this supplemental assessment! Your results have been submitted. If you have other assessment results from the last 6 months that you'd like to share with NACDD, please email them to Heidi Milby – [hmilby@chronicdisease.org](mailto:hmilby@chronicdisease.org).*