

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

State Leaders Bi-Monthly Call

June 12, 2024
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.



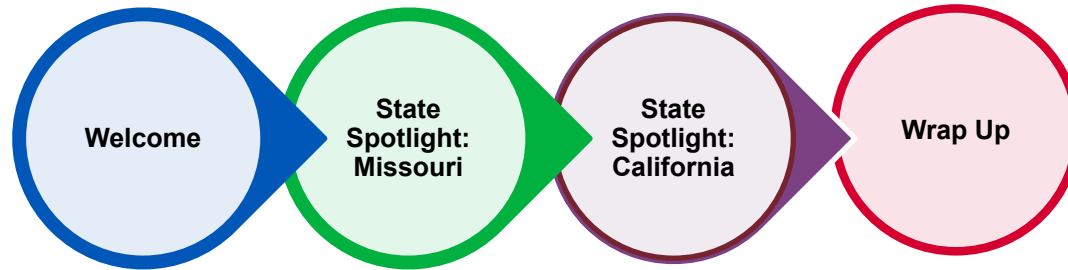
Call Objectives

By the end of the meeting, participants will be able to:

- Strengthen relationships with other state leaders participating in the learning collaborative by sharing successes, challenges and/or providing resources/support to others



Agenda



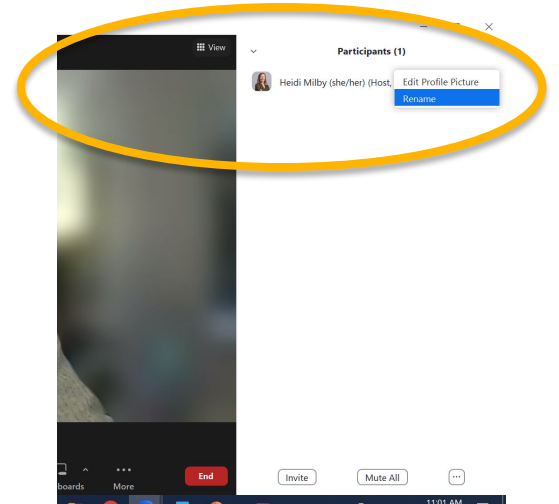


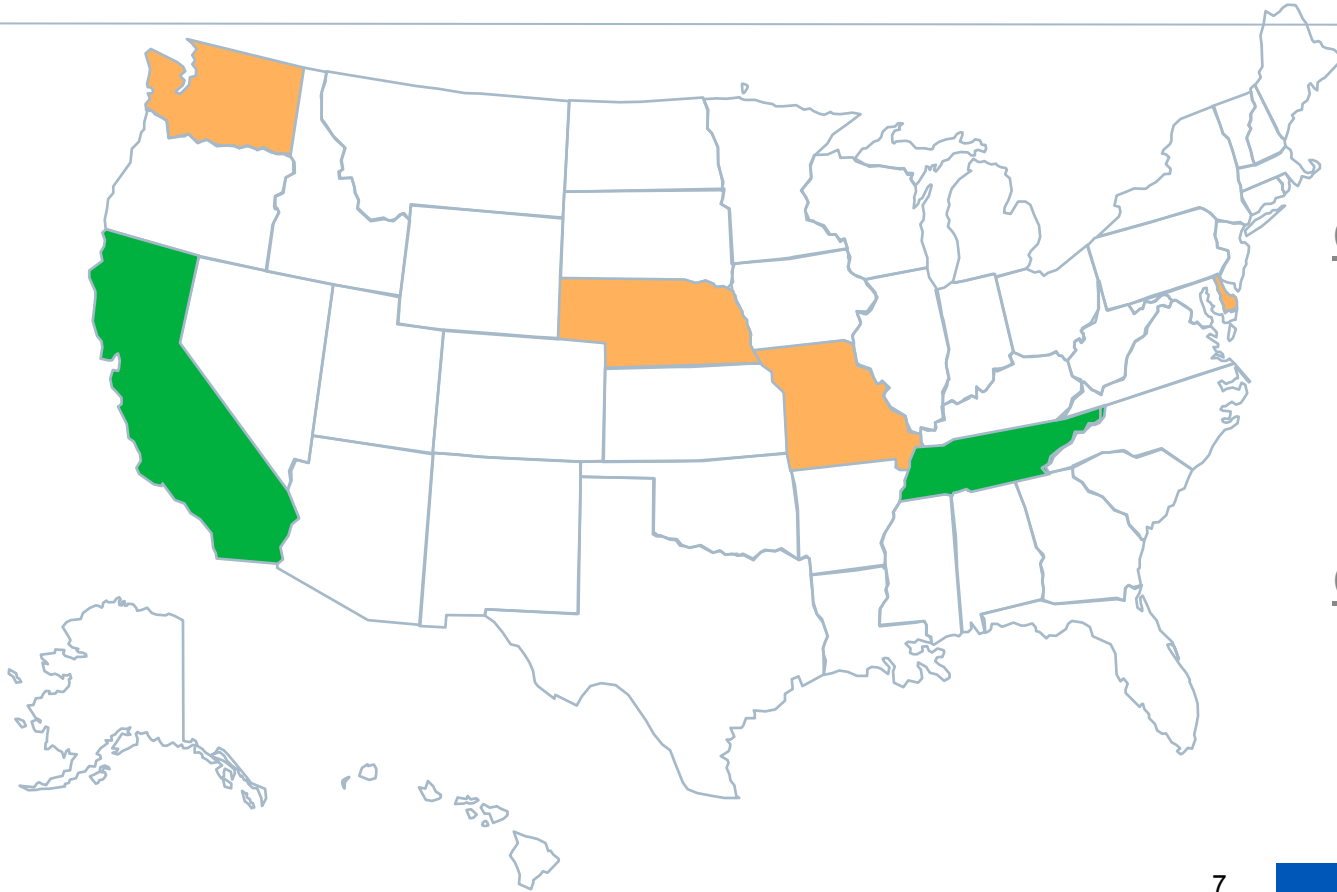
Welcome

Zoom Name

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

*NAME (preferred pronouns),
ORGANIZATION*





Cohort 1

- Delaware
- Missouri
- Nebraska
- Washington

Cohort 2

- California
- Tennessee

Introductions

- 1) Name
- 2) Role/ Organization
- 3) Prompt: What is one thing you are taking away from our work together this year/ inspired you & how are you using it to propel your work forward in the school year ahead?



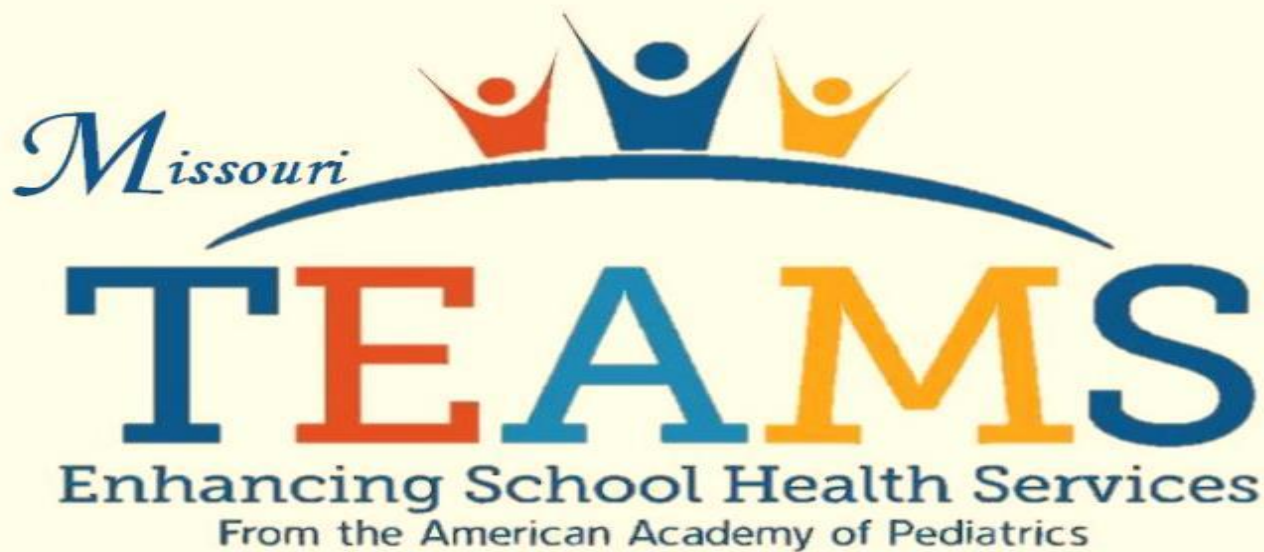
State Spotlight: Missouri

State-Level Collaboration Across Mental Health, WSCC & More

A stylized, colorful illustration of a landscape. The foreground features rolling green hills in various shades of green, with a dark brown path winding through them. On the left, there are several stylized plants: a green tree with rounded foliage, a purple flower with a pink center, and a cluster of orange flowers. A small red bird is flying in the sky above the tree. The background consists of light blue, wavy bands representing a sky or water, set against a white background.

Whole Student Wellness Collaboration

Marjorie Cole, MSN, RN, FASHA
State School Nurse Consultant
Missouri Department of Health and Senior Services



Missouri

TEAMS

Enhancing School Health Services

From the American Academy of Pediatrics

Facilitating Collaboration: The Whole Student Wellness Workshop- DHSS School Health Program



Initial Connections

The School Health team hosted a series of “social concerns” web session and encouraged school nurses to invite their schools’ counsellor and/or social worker.



Application Process

Interested schools were encouraged to form a team and apply to be included in the pilot cohort.



Applications Reviewed

Teams were chosen and topics of interest were determined



4-hour In-Person Workshop

Partner agencies were engaged to present on selected topics. Opportunities for networking were included.



Follow-up Web-Sessions

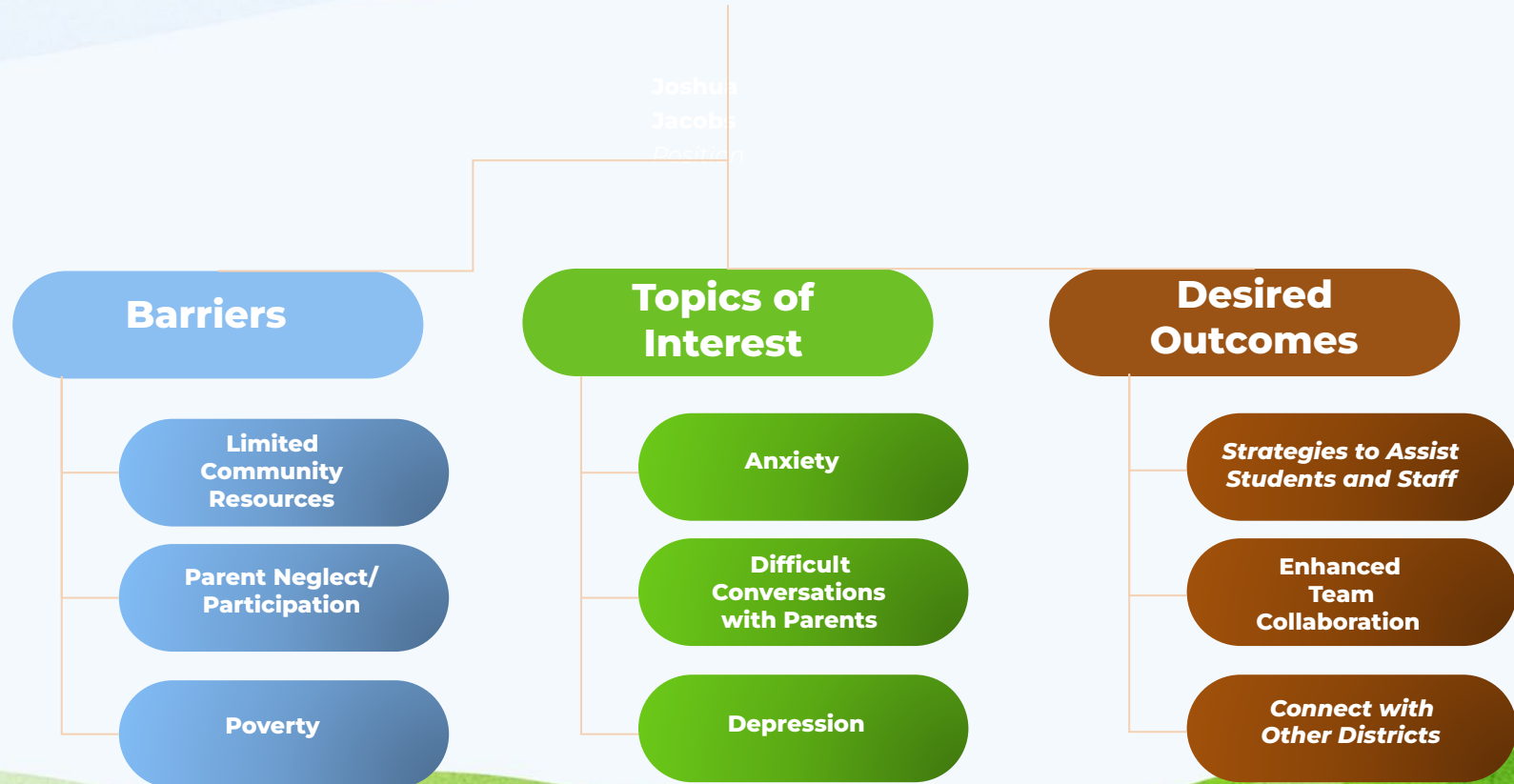
Five follow-up web sessions were presented exclusively to the pilot cohort in the weeks following the workshop.



Post-Test

Results of the pre/post tests were reviewed to determine outcomes.

What the Applications Told Us



The Voices of Nurses

- The more information and awareness that we can have in collaboration with the counselors and community resources, the better.
- Nurses should be one of the core people that are included and collaborated with. I see students with emotional / mental health issues that really need a support system.
- Our counseling department is the primary provider of our [mental health interventions]. They do a good job of making nurses aware when a student is returning to school so we can keep an eye and notify them of any red flags we are seeing in visits.
- We have several students that counselors tell us have "safety plans" but we are never made aware. Several of these kids come to the health office, and we are not made aware of any modifications.
- It seems there is a blurred line that I'm not sure I am to cross as the school nurse. In our district, the counselors and social workers wish to keep things private. However, when a student comes to me and tells me of their willingness to injure themselves and a possible plan, I am supposed to then be ready to intervene.

What Participants Said:

- This was a **great way to network** with others in an effort to help students in multiple districts.
- I really enjoyed the **in person and web sessions**. Thank you!
- I really enjoyed the in-person workshop. It was my favorite part of the conference. I appreciated that it **brought together different roles** and presenters catered to that. I wish the time of the web sessions would have been different or had a couple different options to attend. It was hard for me to attend due to my schedule. I understand there was no way to accommodate everyone, so **I appreciated the recordings**.
- I loved being a part of this program, it really **gave me the push to continue doing what I do**. Covid was very difficult for all of us, and I so needed to **be connected again with other professionals** who understand what we do. Thank you for choosing me to help pilot this program, such an honor!!!
- I loved this program! It was super **interesting and beneficial**, and I would love to do it again!

Collaboration Builds Capacity!

WSCC

- Whole School, Whole Community, Whole Child
- Centers for Disease Control and Prevention model for student health
- Recognizes the need for collaboration across professions to meet the needs of the whole student.



SHAPE

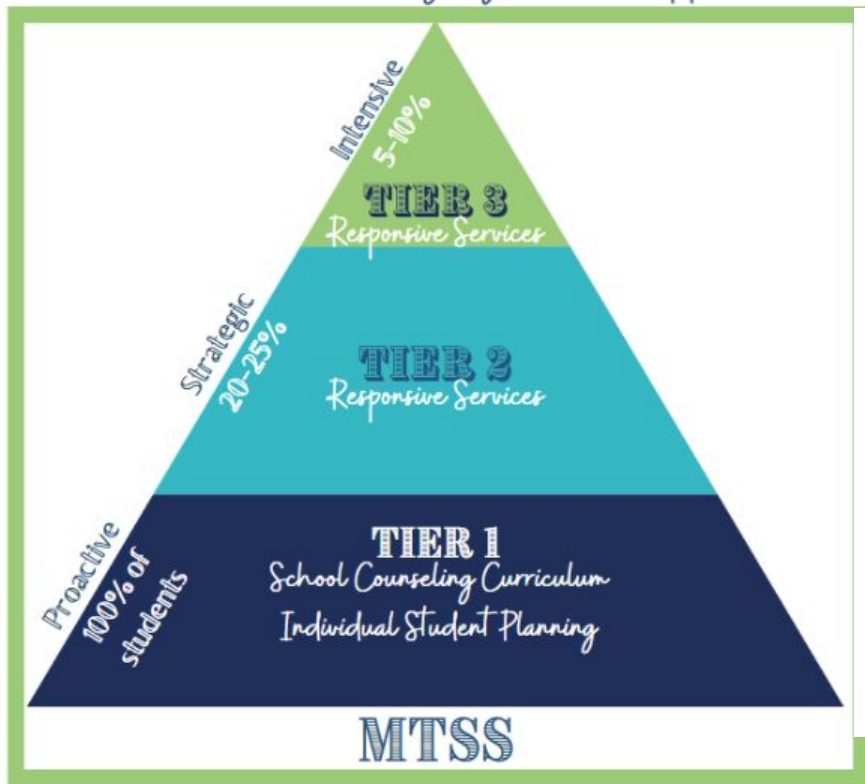
- School Health Assessment and Performance Evaluation
- National Center for School Mental Health.
- Uses the term “teaming”
- Advocates for the development of collaborative teams to address student mental health needs.

DESE School Counseling & Student Wellness

School Counseling & Student Wellness Coordinator	School Counseling Director	School-Based Mental Health Director
Chrissy Bashore Chrissy.Bashore@dese.mo.gov	Pat Runge Patricia.Runge@dese.mo.gov	Lisa Dirking Lisa.Dirking@dese.mo.gov

Missouri Healthy Schools Director	Student Wellness Director
Jimmy Hale jimmy.Hale@dese.mo.gov	Katie Epema Katie.Epema@dese.mo.gov

K-12 Multi-Tiered School Counseling System of Support



TIER ONE

Universal programming for all students based on the school counseling GLEs includes school counseling curriculum and individual student planning.

TIER TWO

Strategic efforts to identify students who experience barriers to learning and support these students with targeted responsive services interventions.

TIER THREE

Intensive interventions for students for whom Tier 1 and Tier 2 interventions have not been effective. Referrals are made for more intensive support.

Missouri School Counseling Advisory & Educator Prep Programs

- Structure and participants
 - Biannual meetings
 - Rotation of members
 - Current trends/concerns
- Strategic planning
- Dual certification
- Role Definitions
- School-Based Mental Health Advisory

Missouri Healthy Schools (MHS)

Whole School,
Whole Community,
Whole Child

Healthy schools,
healthy people



When students are healthy and safe, we can expect positive academic, physical, mental, social and emotional outcomes.

We're on a mission to provide the resources, training and assistance needed for Missouri schools to change student lives through healthy practices.

[Missouri Healthy Schools \(mohealthyschools.com\)](http://mohealthyschools.com)

[Missouri Healthy Schools | Missouri Department of Elementary and Secondary Education \(mo.gov\)](http://mo.gov)

MHS TEAM



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Missouri Coordinated School Health Coalition (MCSHC)

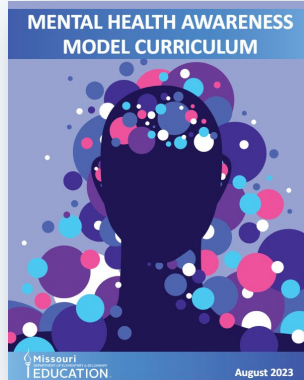


- This year, 50% of the attendees were not school nurses!
- Some of the multidisciplinary sessions that attracted much collaborative conversation included:
 - Mandated Reporting
 - Comprehensive SBMH Training
 - MO CPAP Resources
 - Suicide Prevention, 988, and Schools
 - Eating Disorders/ Inclusive Language

www.healthykidsmo.org

Health and Physical Education (HPE)

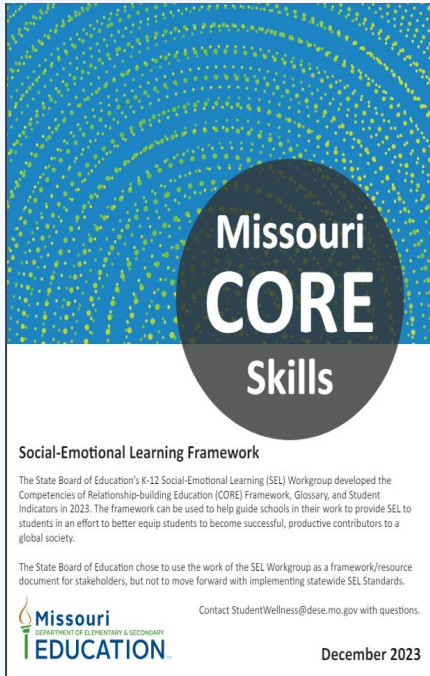
- ❑ Adoption on National Standards for Health and PE
- ❑ HB 447 – MO Health and Family Education (9-12 Standards)
- ❑ Development of MO K-8 Health Education Standards
- ❑ Additional Legislative Mandates (Mental Health Awareness Curriculum, Child Sexual Abuse Prevention Education Curriculum, Fitness Testing, etc.)
- ❑ Local Wellness Policy – MO Guidance in evidence-based policies and practices
- ❑ Resources (i.e. Skills-Based Health Education, CSPAP) and Impact Stories through MHS scholarships



[Home \(moshape.org\)](https://moshape.org)

[Missouri highlighted Nationally!](#)

Student (& Educator) Wellness and Trauma Informed



**Missouri
CORE
Skills**

Social-Emotional Learning Framework

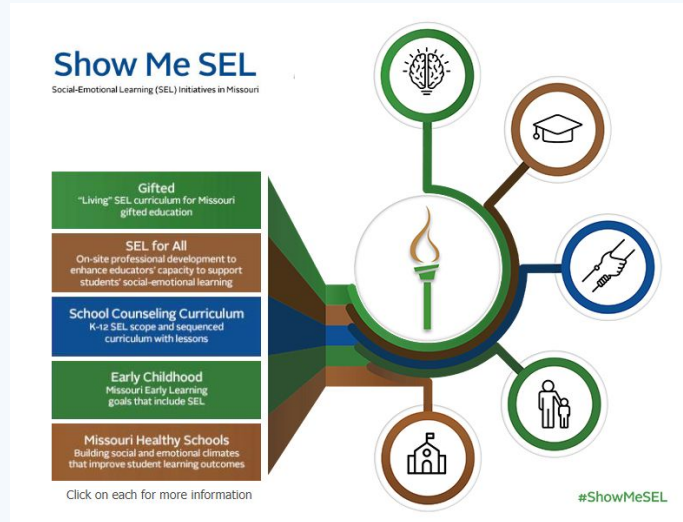
The State Board of Education's K-12 Social-Emotional Learning (SEL) Workgroup developed the Competencies of Relationship-building Education (CORE) Framework, Glossary, and Student Indicators in 2023. The framework can be used to help guide schools in their work to provide SEL to students in an effort to better equip students to become successful, productive contributors to a global society.

The State Board of Education chose to use the work of the SEL Workgroup as a framework/resource document for stakeholders, but not to move forward with implementing statewide SEL Standards.

Contact StudentWellness@dese.mo.gov with questions.

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

December 2023



Show Me SEL
Social-Emotional Learning (SEL) Initiatives in Missouri

Gifted
"Living" SEL curriculum for Missouri gifted education

SEL for All
On-site professional development to enhance educators' capacity to support students' social-emotional learning

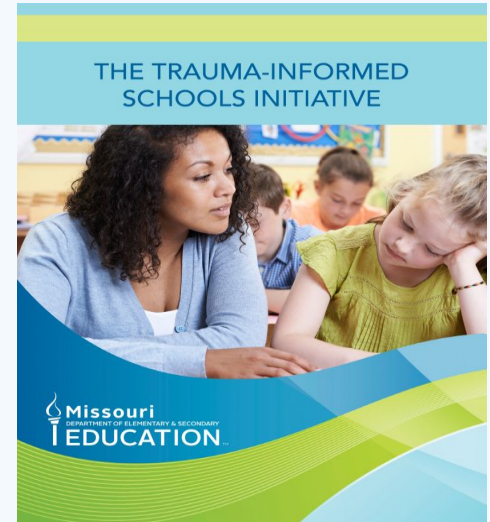
School Counseling Curriculum
K-12 SEL scope and sequenced curriculum with lessons

Early Childhood
Missouri Early Learning goals that include SEL

Missouri Healthy Schools
Building social and emotional climates that improve student learning outcomes

Click on each for more information

#ShowMeSEL



**THE TRAUMA-INFORMED
SCHOOLS INITIATIVE**

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

[Student Social-Emotional Support | Missouri Department of Elementary and Secondary Education](#)

Inter-Agency SBMH Training Team

Leaders from DMH, DHSS, DESE provide virtual training on the national school-based mental health best practices and SHAPE assessment tool.

- Module 1: Foundations of Comprehensive School Mental Health
- Module 2: Teaming
- Module 3: Needs Assessment and Resource Mapping
- Module 4: Screening
- Module 5: Mental Health Promotion for All (Tier 1)
- Module 6: Early Intervention and Treatment (Tiers 2 and 3)
- Module 7: Funding and Sustainability
- Module 8: Impact

Inter-Agency SBMH Training Team

- DHSS, Marge Cole, State School Nurse Consultant
- DHSS, Ben Pringer, School Health Program Specialist
- DMH, Rachel Jones, Director of Trauma Services
- DMH, Amanda Baker, Substance Use Prevention Coordinator
- DMH, Charise Baker, Clinical Coordinator
- DESE, Lisa Dierking, Coordinator of School-Based Mental Health
- DESE, Chrissy Bashore, Coordinator of School Counseling and Student Wellness
- DESE, Pat Runge, Director of School Counseling
- DESE, Katie Epema, Director of Student Wellness
- MU ARC, Melissa Maras, Research Consultant

The SHAPE System



School Health Assessment
and Performance Evaluation System

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Now Available!

School Mental Health Quality Assessment
– Preschool Version!

www.theshapesystem.com



School Mental Health Quality Guide

Teaming



develop a vision and prioritize improvement efforts to ensure that the school mental health system is meeting the needs of students and the larger school community. School mental health teams work to maximize resources to address the mental health needs of students and their families.

School mental health teams should involve students, families, staff, and community partners that represent diverse cultural identities and backgrounds including age, disability, ethnicity, gender identity and expression, language, national origin, race, religion, sexual orientation, sex, and socioeconomic status. Teams should prioritize trauma-informed approaches and cultural responsiveness, anti-racism, and equity as they relate to the team's mission, goals, and deliverables.

The role of a district-level school mental health team

Shape school mental health policy and practice.

- Set expectations for interventions, data collection, and the way school teams are expected to assess and address student needs at individual, small groups, classroom, and district school levels.
- Organize efforts across schools to ensure consistent standards of support are met district-wide (e.g., a standard Memorandum of Understanding (MOU) with community partners).

Train, coach, and support school teams.

- Influence practices and implementation of school mental health services and supports by offering ongoing technical assistance and resources for school and community employees staff. These trainings may be delivered by school and district needs assessments and can be delivered in-person or online.

Serve as a liaison between state agencies and local schools.

- Ensure state departments of education and behavioral health recognize the roles that schools can play in addressing mental health needs of students.

Adapted from the American Psychological Association's (APA) School Mental Health Handbook, 2017

Possible team members for a district-level school mental health team

- **Director/Supervisor of School Health & Behavioral Health Staff**
(e.g., Director of Student Support or related services, Supervisor of School Psychologists, Social School Work Supervisor)
- **Director of Special Education/ Exceptional Student Education**
- **Parents/caregivers**
(e.g., representatives from a parent teacher organization or other family organization)
- **School-based staff representatives**
(e.g., teachers, school administrators, school staff)

conference calls) to ensure ongoing and effective communication between school leadership/staff and community partners.

- Engage community partners that represent and are trusted in the community, value cultural responsiveness, anti-racism, and equity (CARE), and use trauma-informed, healing-centered approaches.
- Use memorandums of understanding or other agreements to detail the terms of the partnership (e.g., by whom, what, when, and how) and services supports to be provided).
- Support a full continuum of care within a multi-tiered system of support by school and community partners working together and maximizing their respective knowledge and resources.
- Use data sharing agreements, that have been informed by youth and families, to allow for accessing and sharing data to inform needed services and supports and the impact of partnership activities.
- Ensure appropriate documentation procedures and systems are in place to facilitate communication between school staff and relevant community partners (including school-based health care teams, if applicable). Examples may include:
 - Release of Information forms
 - Consent forms that are compliant with federal or state laws (e.g., HIPAA under FERPA, as applicable)



Teaming Quality Guide



Resources

- **School or District Wish List for Community Mental Health Provider Services** can be customized by individual schools or districts to determine and rank the criteria they would like for services provided by community mental health providers. Selected criteria can also be incorporated into a memorandum of understanding with the provider agency.
- **Anatomy of a Memorandum of Understanding** illustrates the components of a memorandum of understanding (MOU) that school-community partnerships may include.

Anatomy of a Memorandum of Understanding

Purpose of agreement	Memorandum of Understanding Between Appleville School District and Hope Child and Family Services	Roles and responsibilities of each party
<p>Purpose of agreement: The purpose of this MOU is for all parties to agree on the scope and objectives of the partnership and to establish a framework for ongoing communication and collaboration. The MOU is intended to serve as a guide for the partnership and to ensure that all parties are clear on their roles and responsibilities.</p>	<p>Purpose of agreement: The purpose of this agreement is to establish a relationship and cooperation of the Parties to develop and implement a collaborative school mental health team to address the mental health and behavioral needs of students and staff within the Appleville School District.</p>	<p>Appleville School District:</p> <ul style="list-style-type: none"> • Provide a safe and supportive environment for students and staff. • Provide ongoing communication and collaboration with the provider. • Provide ongoing training and professional development for staff. • Provide ongoing support and resources for staff. • Provide ongoing support and resources for students. • Provide ongoing support and resources for families. • Provide ongoing support and resources for the community.
<p>Fiscal and resource agreement: This agreement outlines the financial and resource responsibilities of each party. It includes information on how costs will be shared, how resources will be allocated, and how the partnership will be funded.</p>	<p>Roles and responsibilities of each party: This MOU sets out the specific roles and responsibilities of each party. It includes information on how the partnership will be managed, how decisions will be made, and how the partnership will be evaluated.</p>	<p>Hope Child and Family Services:</p> <ul style="list-style-type: none"> • Provide ongoing communication and collaboration with the school district. • Provide ongoing training and professional development for staff. • Provide ongoing support and resources for staff. • Provide ongoing support and resources for students. • Provide ongoing support and resources for families. • Provide ongoing support and resources for the community.
<p>Duration and termination: This agreement outlines the duration of the partnership and the conditions under which it can be terminated. It includes information on how the partnership will be reviewed and how it can be renewed.</p>	<p>Fiscal and resource agreement: This agreement outlines the financial and resource responsibilities of each party. It includes information on how costs will be shared, how resources will be allocated, and how the partnership will be funded.</p>	<p>Liability release as an independent contractor: This agreement outlines the liability responsibilities of each party. It includes information on how liability will be shared and how the partnership will be protected from legal claims.</p>
<p>Insurance and indemnification: This agreement outlines the insurance and indemnification responsibilities of each party. It includes information on how insurance will be shared and how the partnership will be protected from legal claims.</p>	<p>Duration and termination: This agreement outlines the duration of the partnership and the conditions under which it can be terminated. It includes information on how the partnership will be reviewed and how it can be renewed.</p>	<p>Insurance and indemnification: This agreement outlines the insurance and indemnification responsibilities of each party. It includes information on how insurance will be shared and how the partnership will be protected from legal claims.</p>

MO has had 4 school districts participating.

Cohort 1 (FY 23-24) Neosho and Monett R-1

Cohort 2 (FY 24-25) Richards R-V and Breckenridge R-1

MO looks forward to recruiting others to apply and continue involvement in this collaborative.

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NATIONAL ASSOCIATION OF
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SBMH Professionals Collaborative

Leaders from the SBMH professional organizations (SSWAM, MSCA, MASP, MASN) come together to create a comprehensive school mental health framework specific to Missouri built upon national best practices to better align roles and responsibilities.

- Work began in December and will continue through September 2024
- National best practices and “Missouri-fy” them to make a Missouri Framework for SBMH-this will be the beginning work that will then go to additional groups
- The overarching aim of this work is continuous quality improvement of a sustainable infrastructure for SBMH programs and services in Missouri

SBMH Professionals Collaborative





Missouri
School Counselor
Association



SSWAM
School Social Workers Association of Missouri

QUESTIONS??

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State Spotlight: California

Children and Youth Behavioral Health Initiative (CYBHI)

Link to Slides:

<https://chronicdisease.org/wp-content/uploads/2024/06/CYBHI-Overview-Summary-202406.pdf>



Wrap Up

Recruitment of New States

The National Association of Chronic Disease Directors (NACDD) and its partners, Child Trends and Mental Health America, invite states to apply to participate in a two-year Learning Collaborative to advance health equity in schools through supports for developing, implementing, and evaluating evidence-based policies, practices, and programs focused on the emotional well-being of students and staff.

Two to four states will be selected to participate for the 24-25 and 25-26 school years, along with two LEAs per state. **Applications are now open until July 5, 2024, 11:59pm ET and will be reviewed on a rolling basis.**

<https://app.smartsheet.com/b/form/0c2e7f3627c94739a4e223b44492a7aa>

If you or your team have recommendations, please reach out. Additionally, please feel free to share the above with your networks to help promote.



Thank you!

NACDD Contacts



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