



# WSCC Emotional Well-Being Learning Collaborative

June Community of Practice Call  
Celebrating District & School Accomplishments

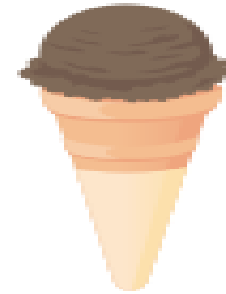
CDC National Initiative to Advance Health Equity in K-12 Education  
by Preventing Chronic Disease and Promoting Healthy Behaviors  
Priority 2: Emotional Well-Being

**National Center for School Mental Health &  
Collaborative for Academic, Social, and Emotional Learning**



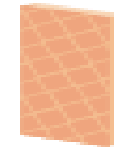


**Welcome!**



**Please change your Zoom Name to: STATE-  
Name, i.e. MD-Zahra**

**Please share your favorite summer food or treat!**





# Feedback Survey

Please open the feedback survey link. We will ask you to fill this out at the end of the call.

- Link is available in the chat or;
- Scan the QR Code; or
- Type in [bit.ly/wscclc2](https://bit.ly/wscclc2)





# Agenda

Joyful Opener

Success Story Sharing

State Breakout Groups

Keeping up the Momentum

Closing





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SCHOOL OF MEDICINE



# JOY DANCE



# Success Story Sharing





# Break Out Group (25 minutes)

- We will have random breakout groups today for districts and schools to share their accomplishments for the year!
  - Group assignments on the next slide
- Each district or school will have about 3-4 minutes to share their slides
- Facilitators in each group will take notes to share out
- **State/Site leaders, you are free to join different groups**





# Breakout Groups

Group 1 Ruth	Group 2 Nancy	Group 3 Jessica	Group 4 Tiffany
Archuleta School District (CO)	San Carlos Unified School District (AZ)	Rocky Ridge Boarding School (BIE)	Rock Hill Schools (SC)
Newton-Conover City Schools (NC)	Sumter School District (SC)	Vance County Schools (NC)	Takini School (BIE)
Flandreau Indian School (BIE)	Santa Rosa Ranch School (BIE)	Marlboro County School District (SC)	Thomasville City Schools (NC)
Tucson Unified School District (AZ)	Sampson County Schools (NC)	Harrison School District 2 (CO)	Dunseith Day School (BIE)
Crow Creek Tribal School (BIE)	Adams 12 Five Star (CO)	Center School District (CO)	Fort Morgan, RE-3 (CO)
Greeley - Weld 6 (CO)	Appletree Early Learning Center PCS (D.C.)	Riverside Indian School (BIE)	Westminster (CO)
Ingenuity Prep PCS (D.C.)	Polk County Schools (NC)	Tiospa Zina Tribal School (BIE)	Friendship PCS (D.C.)





# Group 1-Ruth

- Archuleta School District (CO)
- Newton-Conover City Schools (NC)
- Flandreau Indian School (BIE)
- Tucson Unified School District (AZ)
- Crow Creek Tribal School (BIE)
- Greeley-Weld 6 (CO)
- Ingenuity Prep PCS (D.C.)



# Accomplishments from the WSSCC Emotional Well-Being Learning Collaborative

Archuleta School District  
Pagosa Springs, Colorado





# Archuleta School District

## Goal

Build capacity by creating a strategic plan to address Student and Staff Wellness, starting with a Mission Statement and identifying Core Beliefs around Wellness.

**Mission:** Our commitment to the overall **health and wellbeing** of our students and staff starts with an intentional focus on providing **clear expectations and explicit instruction** to support **social emotional skills** and a **sense of belonging**. Our goal is for all staff and students to develop the ability to understand and **regulate** one's emotions, reactions and relationships, contributing to a quality learning environment where we are **ready to teach and ready to learn**.

Emotional learning and wellness are core to establishing and maintaining effective **collaborative relationships** with our students, staff, families and community.





# Archuleta School District

## Accomplishment

We did it!  
ASD Student Success Framework

## Impact

The District is focused, intentional, and has a plan moving forward to create a flow, K-12 , for student wellness and staff development, that will impact their mental health and wellbeing. If our staff is well (and have the tools to regulate themselves) our students will have more success themselves.





# Archuleta School District

## Next Steps

Lots of Professional Development!

2 Professional Development opportunities are set for staff this summer; we will be implementing a High School SEL program this fall (Wayfinder); building and district administration has prioritized staff development in this area by setting aside time 6 times during the year for PD provided by the counseling team at each school on various topics such as regulation, trauma informed practices etc.





# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Newton-Conover City Schools





# Newton-Conover City Schools

## Goal

Create an all inclusive youth program to address mental health concerns schoolwide and improve school climate.



# Newton-Conover City Schools

## Accomplishment

Created a schoolwide program called Trusted Teachers that allows students to request to meet with a specific teacher for mental health support.

## Impact

Each student will have access to a trusted adult in the building with whom to meet and discuss concerns/issues.







# Newton-Conover City Schools

## Next Steps

School site rollout next school year.

Introduce students to the process during homerooms at the start of the school year.

Re-introduce faculty to the referral process.

Gather data to assess strengths and weaknesses of programming monthly through MTSS.

Identify students who repeatedly access the program and determine the threshold for higher level of care.





# Accomplishments from the WSSCC Emotional Well-Being Learning Collaborative

Bureau of Indian Education  
Flandreau Indian School, Flandreau, South Dakota





# BIE-Flandreau Indian School

## Goal

- Increase mental health resources and therapeutic programs.

- Counseling services on and off campus
- Social-Emotional Learning—7 Mindsets Curriculum
- Prevention Education
- Crisis Intervention and management
- Life Skills Opportunities



## BIE-Flandreau Indian School

### Accomplishment

- Developed Tiers of Intervention

### Impact

- Using Panarama Education Platform to document interventions





# BIE-Flandreau Indian School

## Next Steps

## • Implementation

- Tier 1: 7 Steps Social Emotional Learning and Panorama Education Platform Training in August 2024/Boys & Girls Club—mental health groups on healthy relationships, life skills, social justice, & substance Abuse
- Tier 2: On-line counseling partnership will be offered/school social worker available in the evening and mental health counselor during the school day
- Tier 3: Indian Health Service Mental Health Therapist
- Collect and act on **essential student behavior data** to strengthen your MTSS practice.





# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Tucson Unified School District





# Tucson Unified School District

## Goal

To increase awareness and strengthen processes across the district in the area of Social Emotional Learning and Mental Health Supports.



# Tucson Unified School District

## Accomplishment

Inclusion of student voices, new knowledge shared with stakeholder groups, inclusion of new processes around SEL and mental health

## Impact

Updates to SEL PD offerings, collaboration with additional







# Tucson Unified School District

## Next Steps

- Expand student leadership opportunities
- Identify additional PD opportunities for all stakeholders
- Continue community partnerships; expand offerings to parents and community
- Universal Screening
- Strengthen intervention processes



# Group 2-Nancy

- San Carlos Unified School District (AZ)
- Sumter School District (SC)
- Santa Rosa Ranch School (BIE)
- Sampson County Schools (NC)
- Adams 12 Five Star (CO)
- Appletree Early Learning PCS (D.C.)
- Polk County Schools (NC)



# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

San Carlos Unified School District





# San Carlos Unified School District

## Goal

- Prioritize the well-being of our students by promoting awareness and increased access to mental health resources

1. Collaborate with community service providers (Wellness Center) and implement school-based counseling services.
2. Offer more opportunities to attend support groups.
3. Offer Educational groups on social-emotional and coping skills.
4. Focus on reducing the stigma surrounding mental health.
5. Train support staff in specific areas of student overall well-being, including, but not limited to, crisis response, anger management, substance abuse prevention, and improving care centers.



# San Carlos Unified School District

## Accomplishment

- Trauma Informed Training
- Care Centers
- Cultural Success Coaching

## Impact

- Increased awareness of the impact of trauma on students
- Create a safe and supportive environment for students
- Emphasize building strong relationships with students, help create a sense of safety and trust, provide appropriate resources and referrals for students needing additional support.





# San Carlos Unified School District

## Next Steps

- Continue to adopt trauma-informed approaches

1. Provide more training on trauma-informed practices.
2. . Professional development for teachers, administrators, counselors, and support staff to better equip them to recognize and respond to students' needs
3. Continue to involve students and parents in creating a trauma-informed school.
4. Prioritize safety and trust.



# Accomplishments from the WSSCC Emotional Well-Being Learning Collaborative

**SUMTER SCHOOL DISTRICT**





# Sumter School District

## Goal

Is to become a Trauma-Informed School District.

Exploring a holistic approach in the school setting benefits students by addressing their academic, emotional, physical, and social needs, leading to improved well-being and academic success.





# SUMTER SCHOOL DISTRICT

## Accomplishment

\*Implemented a Comprehensive Risk Management Procedure Guide for suicide ideation, homicide ideation and mental break downs among our students.

- updated risk assessment forms
- create forms to meet SCDHHS guidelines for Crisis Management billable services.

\*Encourage EDPlan/ PCG EHR System

\*Implemented Trauma-Informed Psychoeducation youth groups for middle, high and the alternative school

\*Created the FLEX Nation Initiative-Prevent Substance Abuse Program

## Impact

·Increase fund through medicaid billing.

·Educated staff on the consequences of alcohol and substance uses.

·Increase awareness of trauma informed and the effects to students' academics.





# SUMTER SCHOOL DISTRICT

## Next Steps

- Obtain grant funding to hire School-based Therapists directly through the district.
- Begin RBHS billing for Crisis Management to generate funding
- Build a resource database for staff: EAP and mental health wellness
- Develop an alternative program for students with severe behavioral and mental challenges on the elementary level.



# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Santa Rosa Ranch School  
Bureau of Indian Education





# Santa Rosa Ranch School

## Goal

Reduce Stress and Anxiety in Grades 6-8

Students in grades 6-8 will be able to identify and practice helpful ways of coping with stress and anxiety.



# Santa Rosa Ranch School

## Accomplishment

Santa Rosa Ranch students identified and practiced helpful ways of dealing with anxiety, such as "Shredding Away Stress".

## Impact

Students in middle school grades 6-8 reported a 15-20% reduction in their stress levels when utilizing the **Shredding Away Stress** strategy.





# Santa Rosa Ranch School

## Next Steps

## Stress and Anxiety

Review the Stress and Anxiety strategies at the beginning of 2024-2025 SY, and introduce two more strategies (i.e. Mental Detection Activities, and Progressive Muscle Relaxation Activities).



# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Sampson County Schools, NC



# Sampson County Schools, NC

## Goal

To equip students and community with resources that promote mental health and well-being.

We are a very rural community and access of care is very slim to none. Our leaders came up with goals to promote our main goal. Our hope is to find resources and come up with ideas that can be done to help provide resources to students and the community until they can get to the care they need, such as the SAVE Club for students and a Wellness Fair for the community.





# Sampson County Schools, NC

## Accomplishment

The youth leaders completed their smartie goals.

- Funding was found to start SAVE clubs in all middle and high schools.
- The first Wellness Fair in our school district happened.

## Impact

\*Students were able to sign up for the club and really feel that they have a voice when it concerns their mental health and wellness.

\*The Wellness Fair was a great success. Students, community and many organizations took part.





# Sampson County Schools, NC

## Next Steps

Sampson County Schools will continue with these projects.

Both Smartie Goals are sustainable. These are projects that should continue to go on for years. They are both impactful and needed.



## Group 3 – Jessica

- Rocky Ridge Boarding School (BIE)
- Vance County School District (NC)
- Marlboro County School District (SC)
- Harrison School District #2 (CO)
- Center School District (CO)
- Riverside Indian School (BIE)
- Tiospa Zina Tribal School (BIE)



# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Rocky Ridge Boarding School  
Bureau of Indian Education





# Rocky Ridge Boarding School

## Goal

To increase the number of student receiving counseling services by 10 students.



# Rocky Ridge Boarding School

## Accomplishment

- The school partnered with Pinon Health Center and provided counseling services to 7<sup>th</sup> and 8<sup>th</sup> graders.

## Impact

- More students had the opportunity to receive counseling services and engaged in sessions regarding substance abuse and bullying.





# Rocky Ridge Boarding School

## Next Steps

The youth leaders recommended that the counseling services be extended to the 5<sup>th</sup> and 6<sup>th</sup> grade students so that they can, also, benefit from the counseling services.



# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Vance County Schools, North Carolina







# Vance County Middle and High Schools

## Goal

Improve the culture of both schools.

The Middle School wishes to use the Start With Hello program to ensure 6th graders and new students to the building feel welcomed and an important part of the school community.

The High School wishes to improve the image of the school with the use of posters with students pictures, activities and quotes from adults who see great things happening.



# Vance County Middle and High Schools

## Accomplishment

Gave voice and choice to our youth with the ongoing opportunity to advocate for themselves and others.

## Impact

Both youth feel heard and are inspired to bring on more students to join each of their missions!





# Vance County Middle and High School

## Next Steps

Inspire other youth to join in the action of improving school culture.

1. Create student surveys to learn how students feel about their schools.
2. Bring others on board to ensure the project is sustained.
3. Bring social media attention to both sites to improve the image of VCMS and VCHS.
4. Surveys to go out in the middle and ending of the school year to collect the data.





# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Marlboro County School District





# Marlboro County School District

## Goal

To gain more knowledge and resources to support students and staff mental with increase social emotional learning and mental health awareness



# Marlboro County School District

## Accomplishments

MCSD was able to purchase an SEL program (Move This World) to support social emotional skills and mental health and self-care awareness initiative for our staff.

## Impact

SEL move this world program is beneficial to both children and adults, increasing self-awareness, academic achievement, and positive behaviors both in and out of the classroom.





# Marlboro County School District

## Next Steps

To be able to expand the SEL curriculum throughout the entire school district and to find a screener for the school district.



# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Harrison School District Two  
Colorado Springs, Colorado







# Harrison School District 2

## Goal

Complete our baseline SHAPE District-Level School Mental Health Quality Assessment.



# Harrison School District 2

## Accomplishment

Completed our baseline District-Level School Quality Assessment.

## Impact

Set SMARTIE Goals:

- 1) Complete selection and pilot site implementation of universal screening assessment
- 2) Complete resource mapping assessment with community mental health partners





# Harrison School District 2

## Next Steps

- Aligning our School Counseling, Social Worker and School Psychologist meetings to support the development of a continuum approach for the 2024-2025 school year
- Have pilot sites at all levels complete the School Mental Health Quality Assessment during the 1<sup>st</sup> Semester of the 2024-25 school year
- Create Universal Screening Workgroup for Fall of 2024
- Continue work of Mental Health Referral Workgroup to support fulfilling on resource mapping



# Group 4 - Tiffany

- Rock Hill Schools (SC)
- Takini School (BIE)
- Thomasville City Schools (NC)
- Dunseith Day School (BIE)
- Fort Morgan, RE-3 (CO)
- Westminster (CO)
- Friendship PCS (D.C.)



# Accomplishments from the WSSCC Emotional Well-Being Learning Collaborative

Rock Hill Schools,  
South Pointe HS, Rock Hill HS, Northwestern HS





# Rock Hill Schools – RHHS, NWHS, SPHS

## Goal

- Promoting Student Voice for All Students

Created Rock Hill Schools/HS Student Mental Health Advisory Council (5 students from each HS- total of 15 participating students – 3 HS Champions (that participated in WSCC) heading each high school team –sponsored by Ms Johnson & Dr. Turner

Met monthly – set goals for 2 projects

1. Student Voice – App (found on CANVAS for all students)
2. Proposed & accepted a presentation for the Low Country Mental Health Conference in Charleston, SC in July, 2024



# Rock Hill Schools – RHHS, NWHS, SPHS

## Accomplishments

1. Partnered with IT & created an app accessible to every HS student, asking 3 mental health questions in reference to school climate/culture, environment, and safety. Students can respond any time; responses go to confidential shared drive.

2. Proposed activity & accepted to Low Country Mental Health Conference – Charleston, SC this summer. Students will present a self-crafted video & brief statement demonstrating student perspective on mental health.





# Rock Hill Schools – RHHS, NWHS, SPHS

## Impact

1. This initiative will begin, through on-going student promotion at each HS, on August 6, 2024.
2. Low Country Conference -July 26, 2024 – Charleston, SC – all conference participants will hear presentation! (video - [https://drive.google.com/file/d/1ZYS839mHlifeWICs\\_wExRXLVy-HpGPJfm/view](https://drive.google.com/file/d/1ZYS839mHlifeWICs_wExRXLVy-HpGPJfm/view))





# Rock Hill Schools

## Next Steps

- Initiate and continue the Rock Hill Student Mental health advisory Council for 2024-2025
- Set goals, mission, choose focused projects

Initiate the Mental Health App for student voice in 2024-2025 – reviewing comments/suggestions at the monthly student MH advisory Council meetings.



# Accomplishments from the WSSCC Emotional Well-Being Learning Collaborative

Takini School  
Bureau of Indian Education





# Takini School

## Goal

At Takini School, we are dedicated to creating a supportive and inclusive environment that prioritizes the mental health and well-being of every student. Through comprehensive mental health education, accessible resources, integrated curriculum, staff training, open dialogue, and community engagement, we strive to foster awareness, resilience, and a strong support network, preparing our students to face the challenges of today and tomorrow with confidence and strength.

**Promotes Awareness:** Increase awareness and understanding of mental health issues among students, staff, and parents through regular workshops, seminars, and awareness campaigns.

**Provides Resources:** Ensure all students have access to mental health resources, including counseling services, educational materials, and support groups, tailored to their specific needs and cultural backgrounds.

**Integrates Curriculum:** Incorporate mental health education into the school curriculum, teaching students essential skills for managing stress, building resilience, and fostering positive relationships.

**Trains Staff:** Provide ongoing professional development for teachers and staff to equip them with the knowledge and skills to support students' mental health effectively.

**Encourages Open Dialogue:** Foster an open and safe environment where students feel comfortable discussing mental health issues without fear of stigma or discrimination.

**Engages Community:** Collaborate with local mental health organizations, healthcare providers, and the community to create a network of support for students and their families.



# Takini School

## Accomplishment

We have successfully developed student leaders who actively promote mental health awareness and support within our school community. Additionally, by participating in the Whole School, Whole Community, Whole Child (WSCC) model, we have integrated a holistic approach to mental health education, ensuring that our initiatives are comprehensive and impactful.

## Impact

By achieving these objectives, Takini School will cultivate a healthy, resilient, and well-informed student body, prepared to face the challenges of today and tomorrow.





# Takini School

## Next Steps

Next, Takini School will implement a comprehensive counseling curriculum, supported by the addition of a full-time counselor. This initiative will ensure that students receive consistent and professional mental health support, further strengthening our commitment to their well-being.

1. **Develop and Integrate the Curriculum:** Collaborate with mental health professionals to design a counseling curriculum that addresses the specific needs of our students. This curriculum will be seamlessly integrated into the existing educational framework to provide continuous and structured mental health education.
2. **Recruit and Support a Full-Time Counselor:** Hire a qualified full-time counselor who will not only deliver the new curriculum but also offer individualized support and guidance to students. Ongoing professional development and support will be provided to ensure the counselor can effectively meet the diverse needs of our student body.





# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Thomasville City Schools





# Thomasville City Schools

## Goal

To increase awareness within our student and parent population concerning mental health by allowing the data to be driving force behind our work.



# Thomasville City Schools

## Accomplishment

1. Team met to review SHAPE assessment and to come up with ideas to implement during this school year
2. Our two youth leaders maintained the MIND OVER MATTER club and continued posting affirmations throughout their school.
3. Our youth also posted healthy relationship information throughout the school
4. Collaborated their idea of LEMONADE LAWN with the high school's BULLDOG BASH to reach their target audience and to provide community awareness

## Impact

Layla and Thania will continue to be involved with WSCC and also with the MIND OVER MATTER CLUB because they realize the importance of the work that they are doing. The district leaders are taking the mental health work that we are doing more seriously and they are more conscious of the need in our district. More outreach is being done as a result of this work.







# Thomasville City Schools

## Next Steps

- Stick to the scheduled meeting plan for the upcoming year
- Include students' feedback in the SHAPE assessment
- Recruit more students to participate in the MIND OVER MATTER CLUB
- Setup mental health spaces (clubs or other activities) for students at the other schools in the district
- Finding funding from our community partners to keep the work going



# Accomplishments from the WSCC Emotional Well-Being Learning Collaborative

Dunseith Day School  
Bureau of Indian Education





# Dunseith Indian Day School

## Goal

- 1) Take time for mindfulness and self-care for both students and staff.**
- 2) Implement social-emotional lessons in all K-8 classrooms.**
- 3) Implement after-school social-emotional groups.**





# Dunseith Day School

## Accomplishment

- Implemented SEL lessons in classrooms for the Spring semester.
- Implemented after school girl's group and boy's group.

## Impact

- Students learned about self-regulation, respect, and empathy. They also practiced calming strategies and breathing exercises. DIDS staff and students have become more aware of SEL and are having more discussions regarding this area.





# Dunseith Day School

## Next Steps

• SY 24-25

- \*Continue SEL lessons for K-8 classrooms.
- \*Administer an SEL/Behavior universal screener for K-8 students.
- \*Continue with after-school SEL groups for grades 3 and up.
- \*Provide small group and individual counseling sessions for students.
- \*Implement BHWP virtual counseling.
- \*Create school-wide activities to promote mindfulness and self-care for staff and students.





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Share Out

The logo for CASEL (Collaborative for Academic, Social, and Emotional Learning), featuring a blue circular background with a white puzzle piece pattern and the text "CASEL" in white.

CASEL



# State/Site Breakout Groups (20 minutes)

1. Personal Reflection on the Year in this LC and Your Well-Being Work
  - What went well?
  - What were some challenges?
2. Share Reflection with Group Members
3. Discussion
  - Identify common wins, challenges, next steps and what you will need

*State/site leads: If you could give your state/site a special certificate for a strength they demonstrated this year related to promoting emotional well-being, what would it be? For example, 'Youth Leadership Superstar!'*



Share Out





A white sailboat with two large white sails is sailing on a calm blue body of water under a clear blue sky. The boat is positioned in the lower-left quadrant of the frame.

# Keeping up the Momentum



# Professional Learning Resources

- CASEL Introduction to SEL
  - Free, virtual, self-paced 60 minute course
  - <https://casel.org/professional-services/intro/>
- SEL 3 Signature Practices Workshop
  - Two-hour virtual workshop for school and district leaders, teachers, out-of-school time professionals, professional learning facilitators, and anyone else who wants to use the SEL 3 Signature Practices more effectively in their work with young people or adults
  - <https://casel.regfox.com/signature-practices-workshop>
- Leading Schoolwide SEL Workshop
  - Learn how to plan and sustain systemic SEL implementation throughout your school community
  - <https://schoolguide.casel.org/sel-workshops/>



# Professional Learning Resources

- National Center for School Mental Health
  - [www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)
- National Initiative to Advance Health Equity – WSCC Emotional Well-Being LC
  - [www.e4ed.com](http://www.e4ed.com)
- The SHAPE System
  - [www.theshaypesystem.com](http://www.theshaypesystem.com)
- Classroom WISE Well-Being Information and Strategies for Educators
  - [www.classroomwise.org](http://www.classroomwise.org)

## Funding and Sustainability

### Used best practices to:

- Use multiple and diverse funding and resources to support the full continuum of school mental health .
- Leverage funding and resources to attract potential contributors.
- Have strategies in place to retain staff.
- Maximize expertise and resources of partners to support ongoing professional development.

### Had funding and resources to support:

- Tier 1 (mental health promotion) services
- Tier 2 (early intervention) services
- Tier 3 (treatment) services

### Maximized reimbursement for eligible services



# Questions to Consider



What goal are we moving towards and what is our next step?



How do we build out our system so that each member of the team is maxing out their skills and we are utilizing the resources in an effective and sustainable manner?



How can we continue to meet as a team to talk about integrating what we have learned with what we already know and plan on moving forward?



# Feedback Survey

- Please take 1-2 minutes to provide feedback on today's session!
- Click on the link in the chat OR;
- Scan the QR Code OR;
- Type in **bit.ly/wscclc2**





**for a  
great  
YEAR!**





# WSSCC Emotional Well-Being LC Communications

Contact: Dr. Zahra Ladhani: [zladhani@som.umaryland.edu](mailto:zladhani@som.umaryland.edu)

Websites: [schoolmentalhealth.org](http://schoolmentalhealth.org); [e4ed.com](http://e4ed.com)  
[casel.org](http://casel.org)

Listserv [bit.ly/NCSMH\\_listserv](http://bit.ly/NCSMH_listserv)

CASEL Newsletters: [Newsletters - CASEL](#)

## Social Media



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[@CenterforSchoolMentalHealth](#)  
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