



WSCC Emotional Well-Being Learning Collaborative

November Community of Practice Call

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**





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Welcome!

-Please change your Zoom Name to:
STATE-Your name



Agenda

Gratitude

Calendar of Events

WSCC LC Community Building

SHAPE Overview

SHAPE State/District Breakout Sessions

Next Steps - SHAPE Action Planning

Youth Leadership Summit

Youth Engagement State/District Breakout



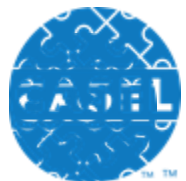
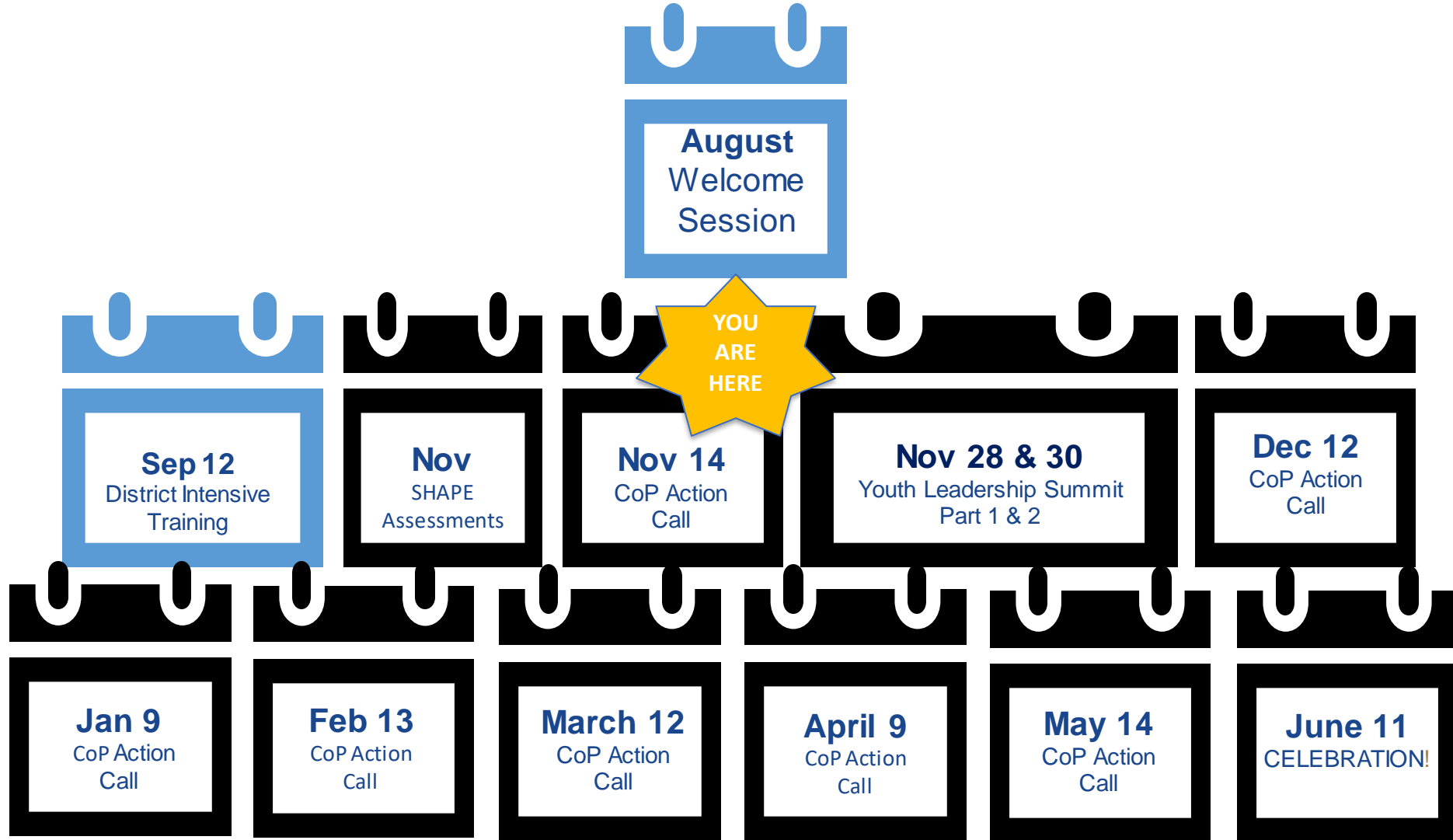


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Monthly Community of Practice Action Calls





National Initiative to Advance Health Equity Website www.e4ed.com



Equity & Emotional Well-Being for all students in Education

National Initiative to Advance Health Equity in K-12 Education by Preventing Chronic Disease and Promoting Healthy Behaviors: Priority 2-Emotional Well-Being is a 5-year cooperative agreement awarded by the Centers for Disease Control and Prevention (CDC) Healthy Schools Branch. The National Center for School Mental Health (NCSMH), in partnership with the Collaborative for Academic, Social and Emotional Learning (CASEL), is working with states and school districts across the U.S. to advance healthy equity in K-12 schools, with a focus on mental health and emotional well-being. This work utilizes an equity-driven approach, Community of Practice and quality improvement best practices, and multi-level learning and collaboration, including collaboration with youth leaders to elevate their voices and engage them as leaders in advancing emotional well-being for all youth.



- This website includes:
- Resources for 2023/24 WSCC LC
 - Recording and slides of district intensive & CoP
 - Guides and video demos to complete SHAPE assessment



Share Seamlessly, Steal Shamelessly





Breakout Groups



Breakout Group Instructions

- You will be sent to a random breakout room (small groups)
- In your group,
 - Introduce yourself and your role in your state or district
 - What are you hoping to accomplish as part of your participation in the learning collaborative? Why did you want to be a part of this learning collaborative?

In the last two minutes, share any key reflections from your discussion or questions you have for the group on the Padlet





Meet a new teammate reflections





The SHAPE System

← → ↻ 🔒 theshapesystem.com ☆ 🔄 📄

SHAPE School Health Assessment
and Performance Evaluation System

[Home](#) [About Us](#) [Sign up](#) [Log in](#)

What is **SHAPE?**



A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

[Learn More](#)





SHAPE and the WSCC Emotional Well-Being LC

- **States**
 - State School Mental Health Profile
- **Districts**
 - District School Mental Health Profile
 - District School Mental Health Quality Assessment
- **BIE Schools**
 - School Mental Health Profile for Schools
 - School Mental Health Quality Assessment for Schools



Quality Assessment Summary Report

JEFFERSON UNITED

My Star Status

[View Certificate](#)

The School Mental Health Quality Assessment
is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion Services & Supports, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)

Current Reporting Period: September 2018 - June 2019
[Change Reporting Period](#)



[Summary Report](#)

<p>Last completed on: 09/19/2019 Completed by 2 people.</p> <p>Teaming</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Needs Assessment/Resource Mapping</p> <p>Take Survey View Report</p>	<p>Last completed on: 10/15/2019 Completed by 3 people.</p> <p>Screening</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Mental Health Promotion Services & Supports</p> <p>Take Survey View Report</p>
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<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Early Intervention and Treatment Services & Supports</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Funding and Sustainability</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Impact</p> <p>Take Survey View Report</p>
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Summary Report

[Download as PDF](#)



School Mental Health Quality Progress Report *Seven Kingdoms High School*

Reporting Period: September 2018 - June 2019
Date of Report: 10/09/2019
Entered By: 1 User

Understanding this Summary

This report is generated based on the information you provided for the trauma survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

MENTAL HEALTH QUALITY DOMAINS

MASTERY

Composite Score

PROGRESSING

Composite Score

- 4.7 Teaming
- 4.0 Mental Health Promotion Services & Supports
- 4.2 Early Intervention and Treatment Services & Supports
- 4.4 Funding and Sustainability

EMERGING

Composite Score

- 2.7 Needs Assessment/ Resource Mapping
- 2.3 Impact

OTHER PERFORMANCE DOMAINS

Overall Score

- 50% Screening

** indicates data were not reported*





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Reflecting on the SHAPE Reports



“Improving outcomes for students... requires honest conversations grounded in empathy, relevant data, and shared responsibility that allow us to confront our implicit biases and build awareness of our effectiveness.”

Lead by Learning Playbook



Leveraging SHAPE reports to deepen our understanding of emotional well-being

What to focus on in your reports?

Within our learning collaborative, we are emphasizing the elements of RISE - relationships, intentional learning experiences (including both classroom learning and interventions), skills development and environments.

As you engage in this data reflection, look for patterns and noticings within one or more of these four domains that anchor our emotional well-being work.





Engaging in meaningful data reflection

FIRST: Gather data - already done!

SECOND: Individual Reflection

**THIRD: Equity-focused Data Reflection
Conversation**





Centering equity in our data reflection

- Disaggregate data so inequity is visible
- Consider root causes and impact of inequity when interpreting data
- Include students in reflecting and acting on data
- Partner with families and community members to improve experiences and outcomes






Data Reflection Conversations

present opportunities to:

- practice social emotional skills
- bring voices into the conversation – equity!
- honor the work done in collecting data, and
- plan for next steps to learn more and take action


 Guide to Schoolwide SEL

SEL Data Reflection Protocol

This tool, adapted from the ATLAS Looking at Data Protocol from the National School Reform Faculty Harmony Education Center (nsrfharmony.org), presents a structured reflection process for SEL teams and other school stakeholders to observe trends and discuss ideas for continuous improvement of SEL implementation. It emphasizes the importance of examining data with an equity lens and elevating a range of perspectives when interpreting data.

This tool includes:

- [A facilitator's guide](#)
- [A participant handout](#)
- [Suggested prompts](#) for equity-minded data reflection



Why is equity a critical lens for data reflection?



State Breakout (20 minutes)

Instructions:

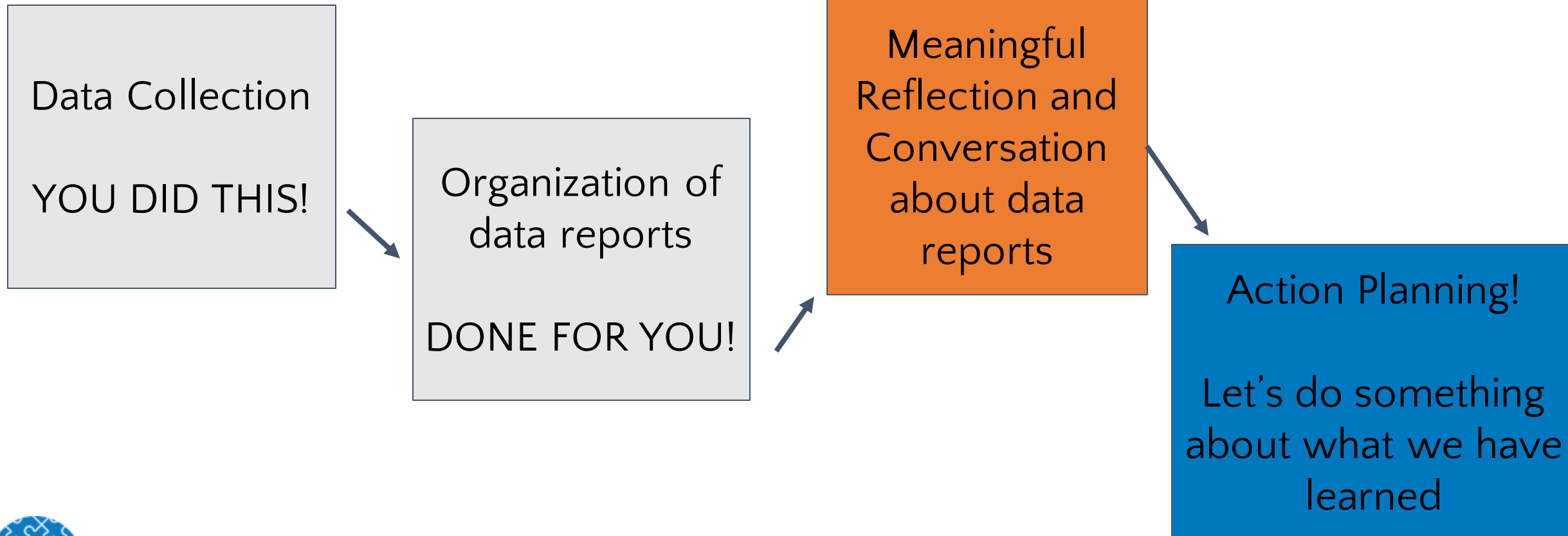
- From equity lens, look at domains of your SHAPE report
- Is there a domain you would like to focus on?
- Using guided questions, walk through the sub-domains with this equity lens

As you review your SHAPE report, consider how each domain supports emotional well-being in schools:

SHAPE Domain	Facts: <i>Describe the data</i>	Omissions: <i>What is not included in the data?</i>	Interpretations: <i>What do the data suggest?</i>	Implications for practice: <i>Centered in the elements of RISE, how might this data inform our approach to emotional well-being in our schools?</i>
Teaming				
Needs Assessment/Resource Mapping				
Mental Health Promotion Services & Support				



From data to doing





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Action Plan



Action Planning

- Identifying Emotional Well-Being Area of Focus

Content

- Targeted content from NCSMH/CASEL
- Targeted peer consultation and learning

Small steps to meaningful impact





CONGRATULATIONS
Well done
you did it!
HIGH FIVE
HOORAY





District/School Action Planning

Using the SHAPE report and Strategic Planning Guide to Action Plan

Review SHAPE report to identify areas of **mastery, progressing & emerging**

Use the **Strategic Planning Guide** to identify a small manageable goal that will move the needle regarding school mental health in your district

Use the **District Planning Tool** during this call to identify first action steps





State Action Planning

Using the State SMH Profile report and Strategic Planning Guide to Action Plan

Review the State SMH Profile report to identify areas of focus

Brainstorm a small manageable goal that will move the needle regarding school mental health in your state





Action Planning with SHAPE – Cohort 1 – Colorado





Dream big, start small





START SMALL

1 Student

1 Classroom

1 School

Area of focus	Example Goals
Implement a SEL curriculum for Elementary Schools in the district	<ul style="list-style-type: none">• Convene a work group to inform implementation, including diverse stakeholders• Conduct an environmental scan of available SEL curriculum that fits the needs of the district's student population
Improve data literacy and use	<ul style="list-style-type: none">• Establish a team to review data once a month for 1.5 hours• Identify a team lead to download and disaggregate data prior to each meeting• Elect youth to provide reflections on data
Increase adult knowledge on SEL & MH in order to reduce stigma and improve student-teacher relationships	<ul style="list-style-type: none">• Administration will establish 1-hour of protected time for Classroom Wise training each month• Invite youth to speak at faculty meeting once a quarter to provide insight into important topics/current struggles
Build and support Youth Leadership in Overall Emotional Well-Being	<ul style="list-style-type: none">• Establish a Youth advisory council comprised of youth representative of the study body• Start a youth-led emotional well-being awareness campaign



Strategic Planning Guide



Strategic Planning Guide

Thank you for completing the School Mental Health Quality Assessment. We encourage you to meet with your school mental health team, review your scores on each performance domain provided in this report, and engage in a strategic planning process to improve your school mental health.

Mental Health Quality Guides are available in the Resource Center for each performance domain with action steps and resources to guide improvement. Consider using these materials and this Strategic Planning Guide to create a strategic plan for improving your team's performance in one or more areas.

List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.

Domain	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

Select one domain from the list above that your team wants to improve.

DOMAIN: _____





Action Planning Worksheet



WSCC LC Action Planning Guide



State/District Team:

Month/Year of Action:

Domain/Potential Area of Focus	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers

Select one area from the list above that your team wants to improve:

Please state a specific goal within this area. (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL:

Optional!
Use as a guide to help focus in on your goal and plan next steps





Youth Engagement



Goals of Youth Engagement

2-Fold Aim for Youth Engagement:

1. Participating sites receive youth input on emotional well-being work in states/districts
2. Youth gain opportunities to connect, develop leadership skills, and use their voices to promote health equity





Youth Leadership Summit (YLS) Logistics

Day 1 & 2 - Time is maximized for youth to engage in a space where they are the numeric majority.

Day 1 - District Youth Liaisons and additional state/district team members to participate in breakout group.

Day 2 - Identify up to 2 state team members and a District Youth Liaison; invited to join the last 30 minutes of the YLS to hear Report Outs from youth.

- **Thursday, November 30, 1:30-2 EST/12:30-1 CST/ 11:30-12 MST**





Youth Summit Agenda



Day 1

- Mindful Moment
- Shared Agreements
- What is the purpose of this learning community?
- Where do Youth Leaders fit in?
- Framing our Learning
 1. Understanding Equity
 2. Environments
- Day 2 Plan & Survey
- Closing Grounding Activity



Youth Summit Agenda



Day 2

- Connector Activity
- Reminder – Shared Agreements
- Day 1 Recap
- Framing our Learning
 1. Relationships
 2. Intentional Learning Experiences & Skills Development
- Break
- Practice for Share Outs
- Share Outs to State/District Leaders
- Youth Leadership Plan for the Year
- Evaluation



Action Calls Will Focus on Youth Goals





Concrete Ideas for Youth Engagement



Outreach and Advocacy

- Youth create a social media hashtag or campaign
- Youth write or co-write a blog/school newspaper post

Youth Representative on Team Meetings, Councils

- Youth involved on formal and informal groups or councils, including School Mental Health teams

Research and Assessment

- Youth leaders participate in gather information about resources to help support their school community

Peer Education

- Youth share with their peers, e.g., via classroom presentations, resource fairs, morning school announcements

Youth Training & Shadowing Experiences



Next Steps

1

Meet as a team to continue to engage in data reflection and refine your action planning goal.

2

Meet with youth leaders in Dec/Jan to brainstorm feasible goal.

3

Take time to focus on your own well-being!



Resources for Youth Engagement

- [Supporting Student Members of the SEL Team - Casel Schoolguide](#)
- [Key Responsibilities of a Student Member of an SEL Team - Casel Schoolguide](#)
- [Developing Youth Leadership Skills - School-Based Health Alliance \(sbh4all.org\)](#)





Thanks for a great session!

Youth Leadership Summit:
November 28th & 30th

Next monthly call:
December 12th



Please fill out an evaluation of today's activities!





WSSCC Emotional Well-Being LC Communications

Contact: Dr. Zahra Ladhani - zladhani@som.umaryland.edu

Websites: schoolmentalhealth.org
casel.org

Listserv bit.ly/NCSMH_listserv

CASEL Newsletters: [Newsletters - CASEL](#)

Social Media



[@NCSMHTweets](#)

[@caselorg](#)



[@CenterforSchoolMentalHealth](#)

[@CASELorg](#)

