UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

WSCC Emotional Well-Being Learning Collaborative

District Intensive Training – Day 1
September 30, 2025

CDC National Initiative to Advance Emotional Well-Being 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

CASEL

Please change your Zoom name!

- State/Entity - Name

Introduce yourself in the chat!

- Share your name, pronouns, location and role

Inclusive Welcome

Agenda

- Inclusive Welcome
- Introductions
- Emotional Well-Being Overview
- Emotionally Safe Environments in Schools
- Intentional Close
- Feedback Survey

National Center for School Mental Health

MISSION:

Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

Focus on advancing school mental health policy, research, practice, and training

Shared family-schools-community agenda

www.SchoolMentalHealth.org
www.theSHAPEsystem.com

CASEL: The Collaborative for Academic, Social, and Emotional Learning

RESEARCH

Build shared knowledge

PRACTICE

Drive quality implementation

POLICY

Guide supportive legislation

COLLABORATION

Convene SEL Champions

CASEL

@CASELORG

Our Team

Jill Bohnenkamp, PhD
Co-Principal Investigator
NCSMH

Tiffany Beason, PhD
Co-Principal Investigator
NCSMH

Zahra Ladhani, EdD
Project Manager
NCSMH

Nancy Lever, PhD
Co-Investigator & Expert Faculty
NCSMH

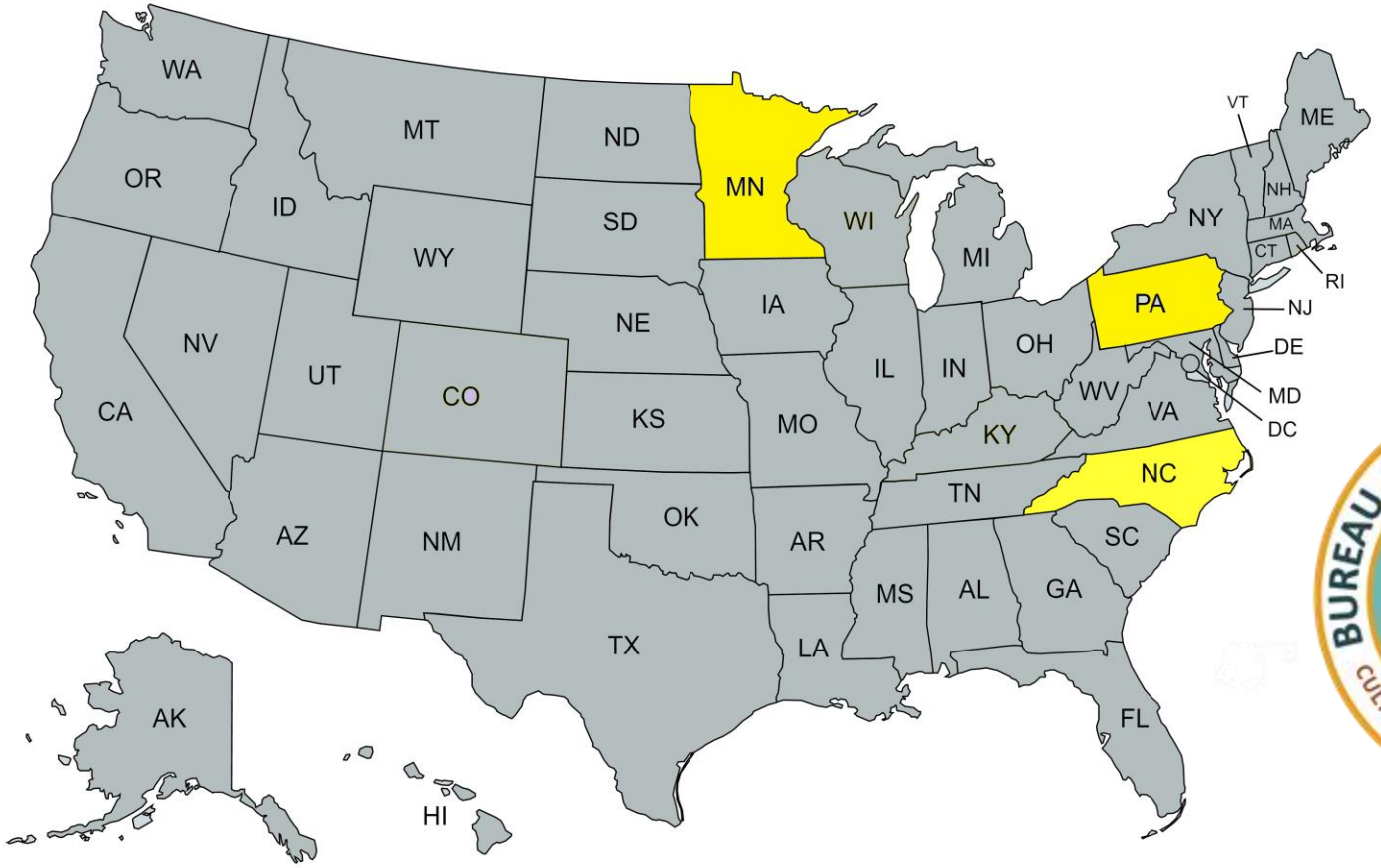
Perrin Robinson, MS
Evaluator
NCSMH

Jessica Bernstein
Senior Manager of Practice
CASEL

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Cohort 4



BUREAU OF INDIAN EDUCATION
CULTURE • KNOWLEDGE • LEADERSHIP

CASEL

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Our Mission

To improve the emotional well-being of youth in communities that are marginalized and disproportionately affected by chronic diseases and their risk factors

<u>How will we do this:</u>

By advancing health in K-12 schools through mental health and emotional well-being supports

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

What we want you to walk away with

- Increased **knowledge** of CSMHS, Emotional & Social Skills, & WSCC models.
- A **plan** for systemically implementing Emotional & Social Skills and CSMHS supports in their state.
- A **goal** with actionable steps to advance health for all students.
- A **foundation** to continue to build upon after this year.
- A **network** of youth motivated and engaged to champion this work.

CASEL

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Overview of Supporting Emotional Well-Being

CASEL

"Kids should be able to go to school every day and love it"

5th grader, Baltimore, MD

The WSCC Model

- Centers the **child** and emphasizes the role of the **community** in supporting the school.
- The 10 domains overlap with CSMH and Emotional & Social Skills.

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

The WSCC Model

Emotional & Social Skills

Comprehensive School Mental Health Systems (CSMHS)

Supporting all students

Healing-centered

Comprehensive School Mental Health

CASEL

CASEL

Relationships

Intentional learning experiences

Skills development

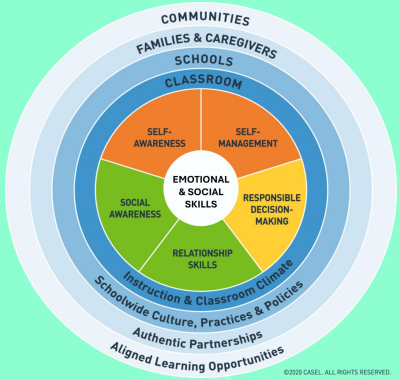
Environments that are emotionally safe and promote belonging

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Promoting Well-being for Students and Adults

EMOTIONAL AND SOCIAL SKILLS



Relationships

Intentional learning experiences

Skills development

Environments that are emotionally safe and promote belonging

COMPREHENSIVE SCHOOL MENTAL HEALTH

STRONG FOUNDATION

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Connecting WSCC & RISE

Relationships

Intentional learning experiences

Skills development

Environments that are emotionally safe and promote belonging

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

WSCC Emotional Well-Being LC

Content Focus Areas

CASEL

All learning is social.
All learning is emotional.

Building relationships

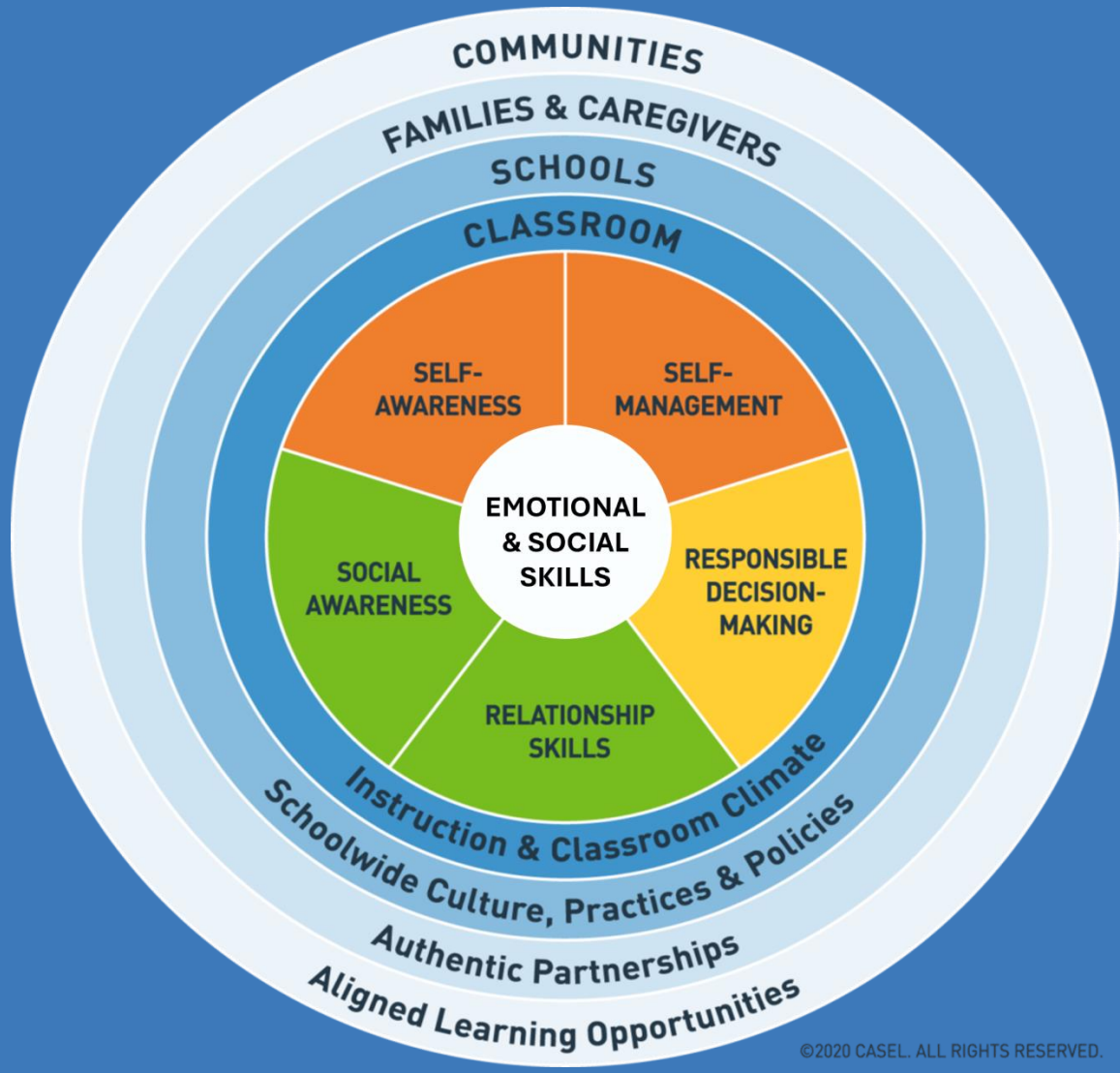
UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

CASEL

Skills development

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

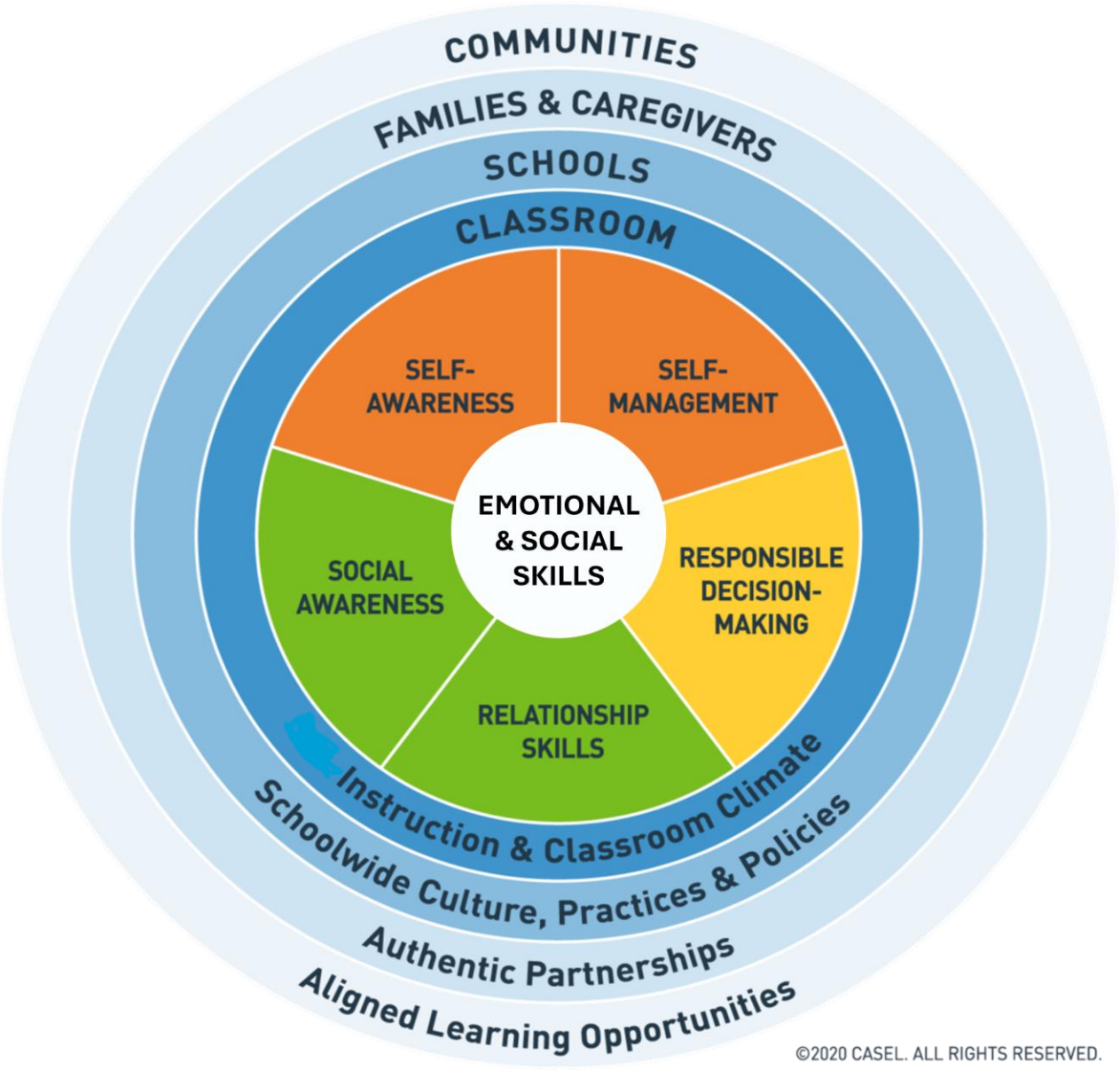


©2020 CASEL. ALL RIGHTS RESERVED.

Building environments that are emotionally safe and promote belonging

Four Key Settings:

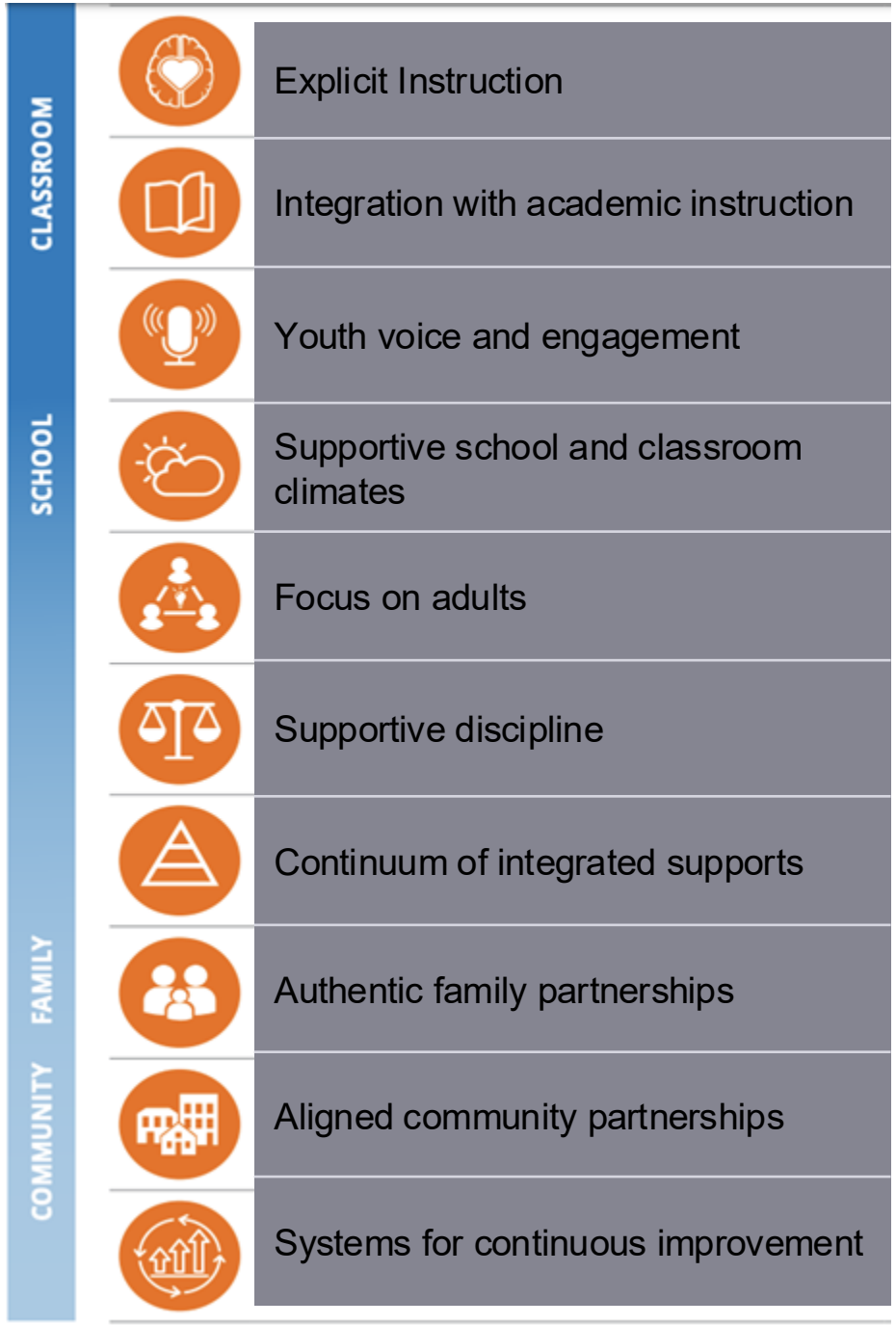
- Classroom
- Schools
- Families & Caregivers
- Communities



©2020 CASEL. ALL RIGHTS RESERVED.

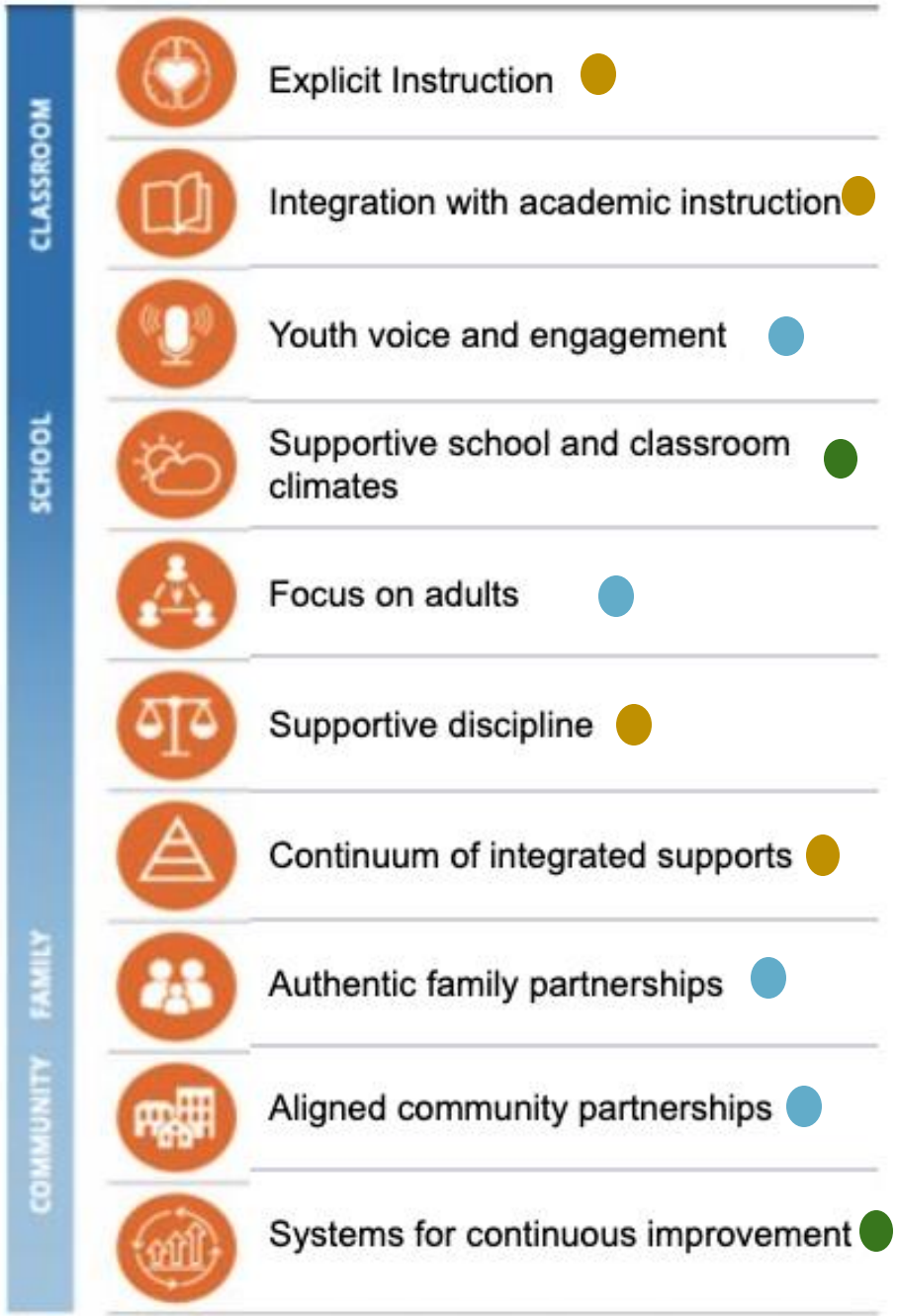
Learn more: casel.org

What does it look like in practice to create a foundation for emotional well-being in schools?



Learn more: casel.org

- Relationships
- Intentional Learning Experiences
- Skills development
- Environments



Learn more: casel.org

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Stretch break!
Back in 10

CASEL

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Comprehensive School Mental Health Systems

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Comprehensive School Mental Health Systems (CSMHS)

Healing-Centered

Supporting All Students

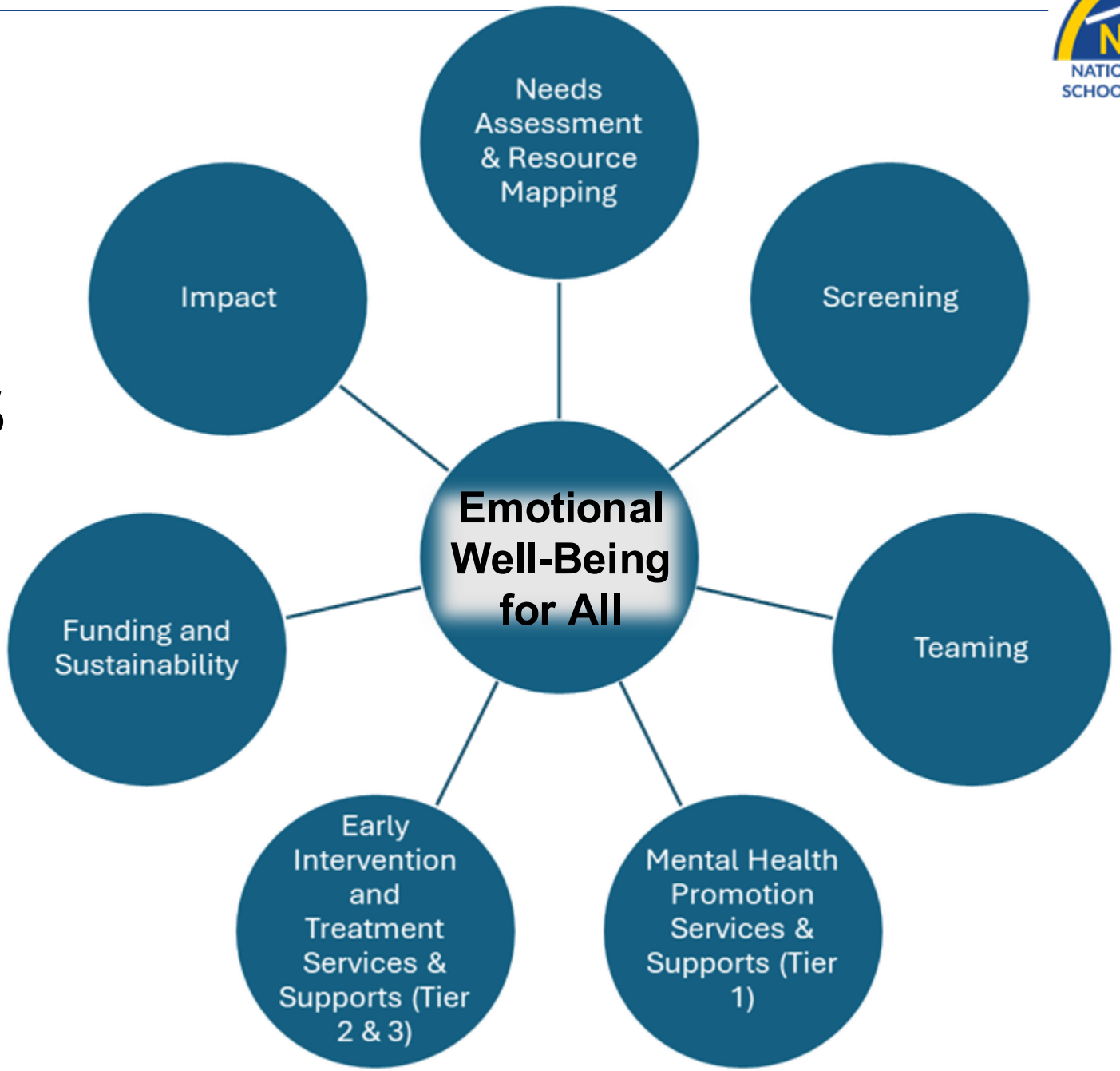
Comprehensive School Mental Health Systems (CSMHS)

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Core Features of CSMHS

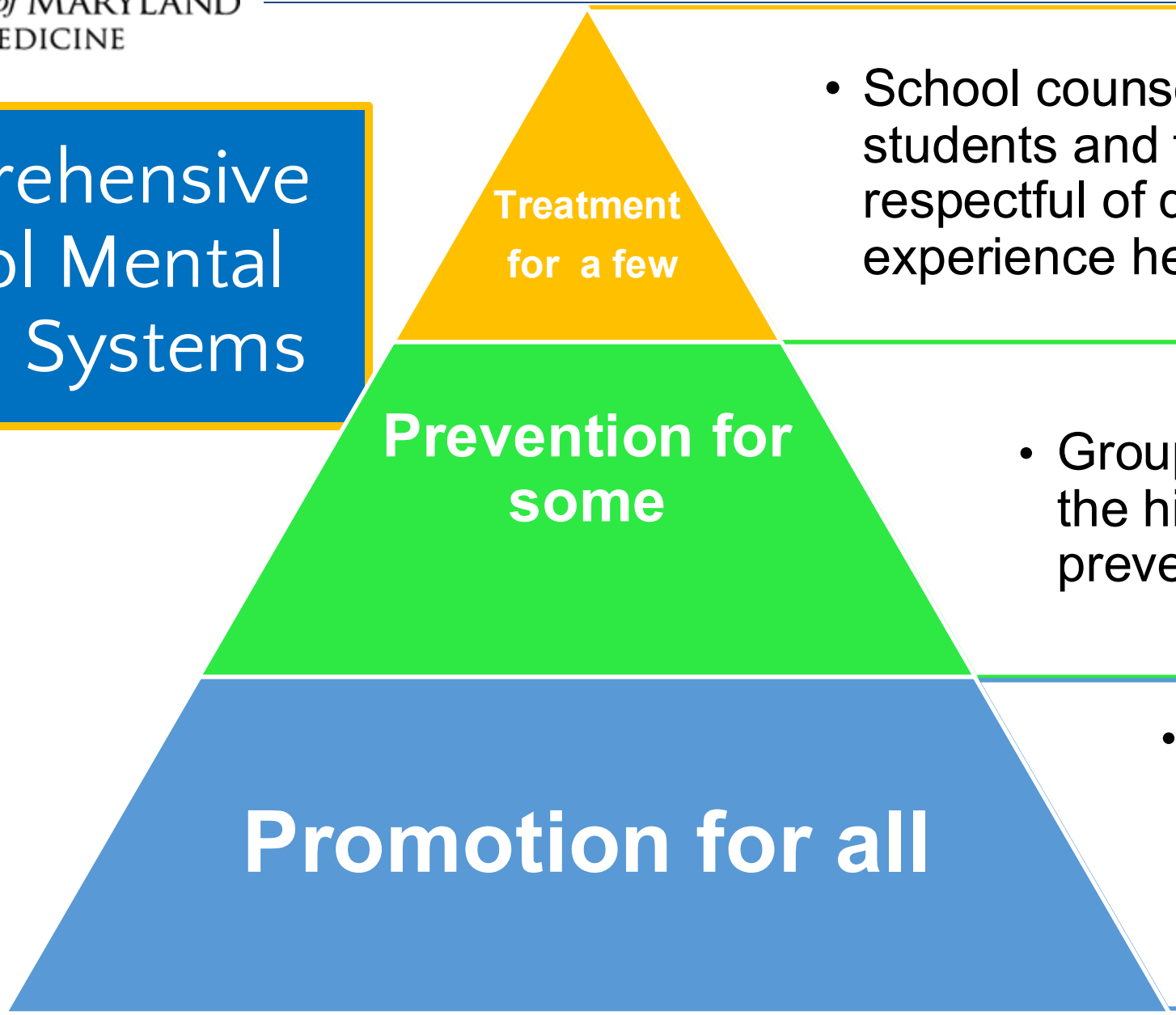


CASEL

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Comprehensive School Mental Health Systems



- School counseling services for students and families are respectful of different ways people experience healing.

- Groups for students with the highest needs to prevent challenges.

- Classroom activities to enhance positive relationships and sense of belonging for all.

Teaming & Collaboration

- **District and school professionals include:**
  - Administrators
  - Teachers and other school staff
  - Specialized Instructional Support Personnel
    - School Psychologists
    - School Counselors
    - School Social Workers
    - School Nurses
    - Other Health Professionals
- **Community Partners (mental health and health)**
  - School-based and community based
- **Students**
- **Families**
- **Schools**
- **Policymakers**
- **Funders**

CSMHS

The term Comprehensive School Mental Health is:

- ❑ A new term for me
- ❑ I know a little bit about it
- ❑ We have been using the CSMHS model

RISE - Examples

Relationships

- Staff greet students as they arrive at school and at class, and in the halls as appropriate
- Student interactions are respectful and friendly, sharing ideas, perspectives and concerns
- A variety of meaningful, creative, and recent student work is prominently displayed

Intentional learning experiences

- Students are actively engaged in explicit instruction, reflecting on their own skills development and emotional well-being and practice the skills they are learning with peers
- Teacher provides developmentally appropriate direct instruction on skills development, mental health literacy and mental health promotion

RISE – Examples

Skills development

- Tier 2/Mental Health Early Intervention (i.e. transition support for newcomers, small group mental health intervention for students with similar needs)
- Tier 3/Mental Health Treatment (i.e. individual, group, or family therapy for students receiving general or special education who have identified, and often diagnosed emotional, social and/or behavioral needs

Environments that are emotionally safe and promote belonging

- Educator well-being and adult emotional and social learning is integrated into staff meetings
- There is evidence of family participation in family nights, school events, surveys, etc.
- There is designated space within the school for community partners to store supplies, conduct work etc.

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

RISE Breakout Discussions:

Relationships

Intentional learning experiences

Skills development

Environments that are emotionally safe and promote belonging

Breakout Group Leads:

BIE – Tiffany

Minnesota – Jill

North Carolina – Jessica

Pennsylvania – Nancy

CASEL

Lunch/Snack Break!

Back in 15 minutes!

1-Minute Meditation

Why is the CDC Focused on Health for All Children?

- Chronic diseases and mental health challenges among youth is on the rise.
- Factors impacting health:
  - COVID-19 pandemic
  - Environmental challenges like food and housing instability
  - Lack of physical activity and chronic stress
  - Unprecedented levels of inactivity, screen use, and sleep deprivation

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Why focus on emotionally safe schools that promote belonging for all?

CASEL

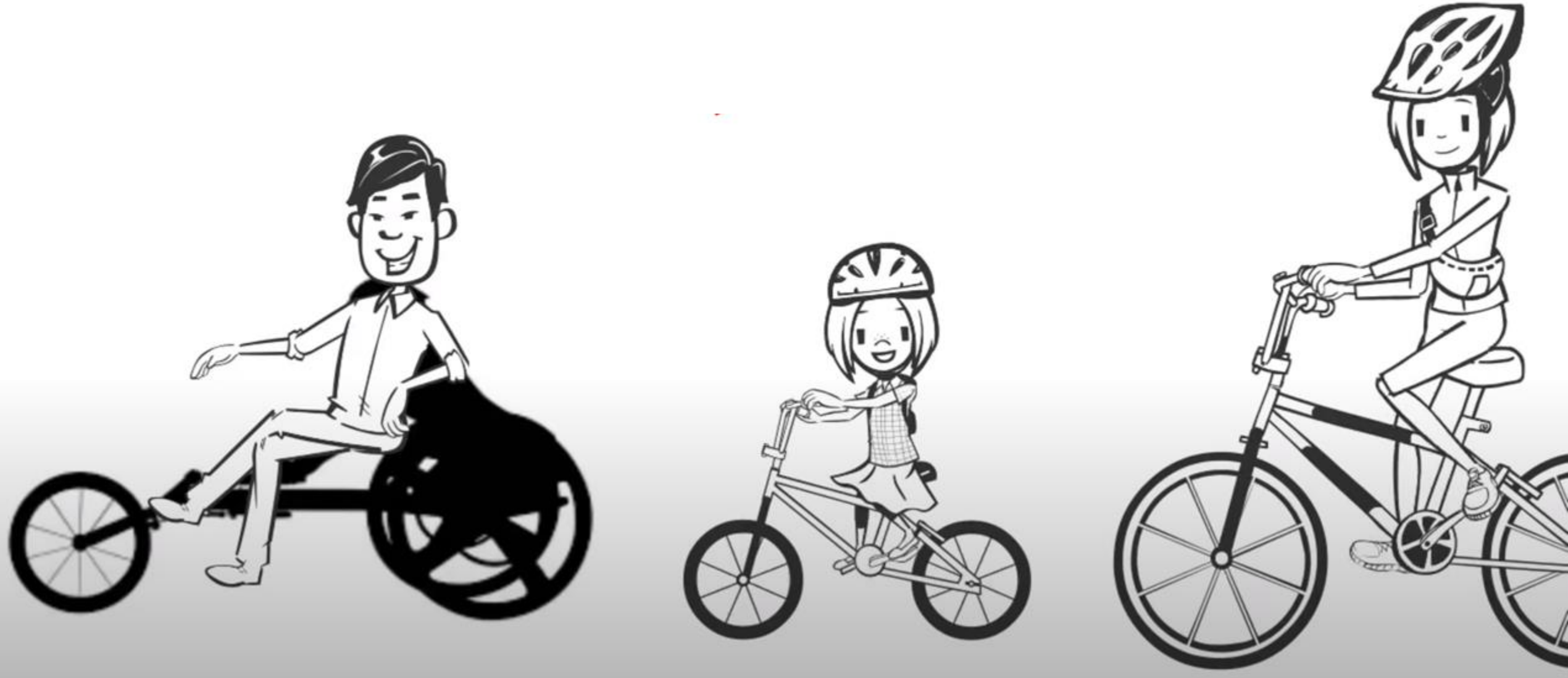
UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

A Vision for…

Ensuring that every student has what they need to achieve academically and experience positive mental health and well-being

CASEL



UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Emotionally Safe Environments…

What is one thing your site does to promote emotionally safe environments that promote belonging for all ?

CASEL

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Tenets of What Emotionally Safe Environments that Promote Belonging for All

- Acknowledging the strengths and assets of all students.
- Ensuring everyone is safe & supported.
- Using disciplinary practices that are restorative and compassionate.
- Teaching accurate history.
- Building upon students' knowledge base and context.
- Respectful practices.
- Developing a growth mindset.

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

RISE Breakout Discussions – Emotionally Safe Environments

Relationships

Intentional learning experiences

Skills development

Environments that are emotionally safe and promote belonging

Breakout Group Leads:

BIE – Tiffany

Minnesota – Jill

North Carolina – Jessica

Pennsylvania – Nancy

CASEL

RISE - Examples

Relationships

- Staff greet students as they arrive at school and at class, and in the halls as appropriate
- Student interactions are respectful and friendly, sharing ideas, perspectives and concerns
- A variety of meaningful, creative, and recent student work is prominently displayed

Intentional learning experiences

- Students are actively engaged in explicit instruction, reflecting on their own skills development and emotional well-being and practice the skills they are learning with peers
- Teacher provides developmentally appropriate direct instruction on skills development, mental health literacy and mental health promotion

RISE – Examples

Skills development

- Tier 2/Mental Health Early Intervention (i.e. transition support for newcomers, small group mental health intervention for students with similar needs)
- Tier 3/Mental Health Treatment (i.e. individual, group, or family therapy for students receiving general or special education who have identified, and often diagnosed emotional, social and/or behavioral needs

Environments that are emotionally safe and promote belonging

- Educator well-being and adult emotional and social learning is integrated into staff meetings
- There is evidence of family participation in family nights, school events, surveys, etc.
- There is designated space within the school for community partners to store supplies, conduct work etc.

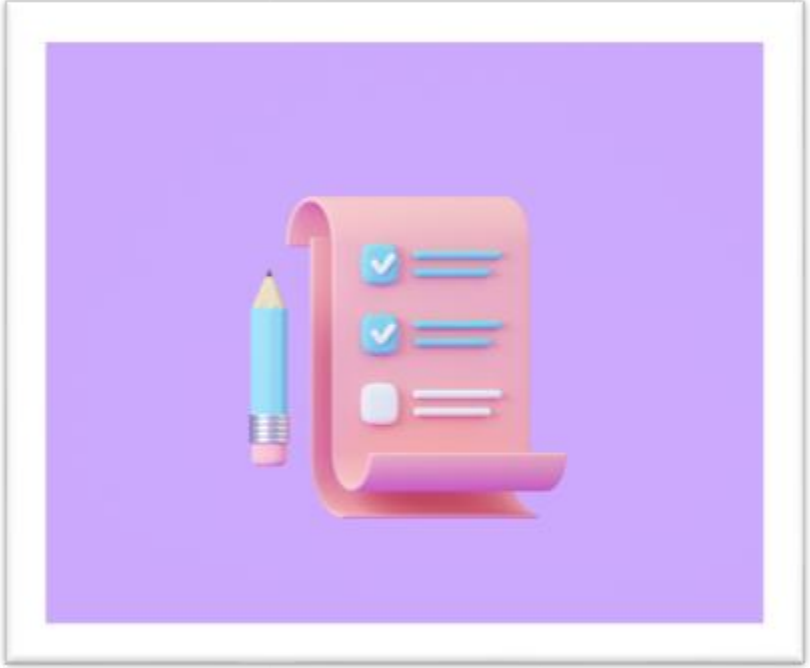
Breakout Share Outs

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Plan for Day 2 – October 7th

- Review Emotional Well-Being Frameworks
- Roadmap for the Year
- Supporting Emotional Well-Being in Schools – Quality Improvement Process
- Youth Engagement



CASEL

Intentional Close

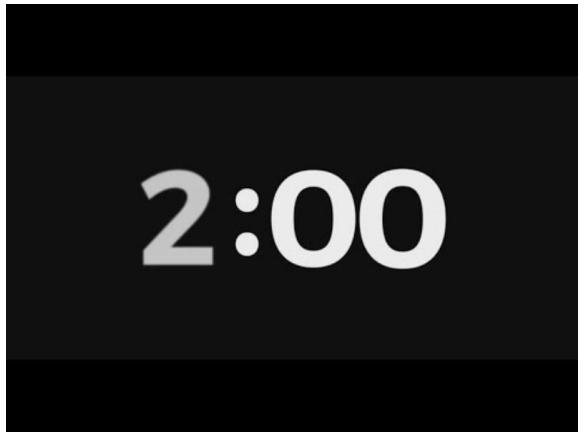
When I think about possibilities for building on the existing emotional well-being work in my community, I am most excited about…

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Feedback Survey

- Please take 1-2 minutes to provide feedback on today's session.
  - Let us know what questions you would like addressed on Day 2!
- Click on the link in the chat OR;
- Scan the QR Code



UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Thank you for joining today!

District Intensive Day 2:
October 7, 2025

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

WSCC Emotional Well-Being Learning Collaborative

District Intensive Training - Day 2
October 7, 2025

CDC National Initiative to Advance Emotional Well-Being 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

CASEL

Please change your Zoom name!

- State/Entity – Name
- e.g. MD – Jill Bohnenkamp

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Agenda

- Inclusive Welcome & Announcements
- Review Emotional Well-Being Frameworks
- Roadmap for the Year
- Supporting Emotional Well-Being in Schools
- Youth Engagement
- Intentional Close & Feedback Survey

CASEL

Inclusive Welcome

Bring to mind a professional learning experience that either stuck with you or had a lasting impact on your work.

What do you think made it so?

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

The 2025 Advancing School Mental Health Conference

NCSMH
Celebrating 30 Years of Service!
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Celebrating 30 years of advancing school mental health!

December 1-4, 2025 · Orlando, FL

Building Resilient Futures: Advancing School Mental Health for Success in School, Life, and Work

bitly

- ✓**Registration** open – early bird rates through Sept 30
- ✓**Exhibitors & Sponsors** – interest form available
- ✓**School mental health award nominations** available!
- ✓**Hotel** rooms available!

Join us for 4 days of

- Keynote addresses
- School mental health awards
- Conference sessions
- Symposia
- Intensive training workshops
- Poster & networking reception
- Excellent exhibitors

and more!

CASEL

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

The WSCC Model

Emotional & Social Skills

Comprehensive School Mental Health Systems (CSMHS)

Supporting all students

Healing-centered

Comprehensive School Mental Health

CASEL

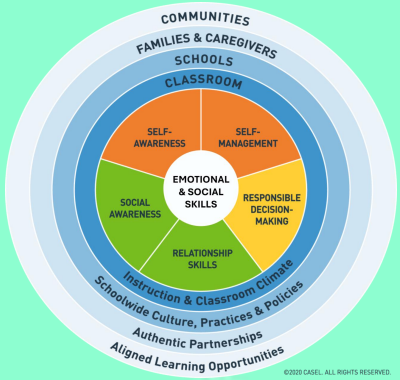
CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Promoting Well-being for Students and Adults

EMOTIONAL AND SOCIAL SKILLS



Relationships

Intentional learning experiences

Skills development

Environments that are emotionally safe and promote belonging

COMPREHENSIVE SCHOOL MENTAL HEALTH

STRONG FOUNDATION

CASEL

Relationships

Intentional learning experiences

Skills development

Environments that are emotionally safe and promote belonging

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

WSCC Emotional Well-Being LC Roadmap for Year 4

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

District Intensive

- Roadmap
- Content

Action Planning

- Needs Assessment
- Prioritize goals
- Make a Plan

Monthly Sessions

- Content
- Connect to Community

Implementation

- Work towards Goals
- Accountability

WSCC LC Yearly Roadmap

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Timeline of Activities

District Intensive Training	**September 30 - Day 1; October 7 - Day 2** 10:00-1:00pm EST/9:00-12:00pm CST/8:00-11:00am MST
Monthly Community of Practice Action Calls	**November - May** 2nd Tuesday of the month (except Nov), 1:00-2:30 PM EST/12:00-1:30 PM CST/ 11:00-12:30 PM MST
Youth Intensive Training	**November 18 - Day 1; November 20 - Day 2** 12:00-2:00pm EST/11:00-1:00pm CST/10:00-12:00pm MST
Youth Leader Action Calls	**January 27; February 24; March 31; April 28** 1:00-2:00pm EST/12:00-1:00pm CST/11:00-12:00pm MST

Ongoing Assessment

Access to expert consultation and technical assistance

CASEL

State/Entity Leads Overview

- ✓ Provide structure and organization for districts to move forward.
- ✓ Supplement the districts' understanding of resources & content.
- ✓ Support the districts in implementing their efforts.
- ✓ Share & connect districts with other related resources in the state.

State/Entity and district team members learning alongside each other!

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

State/Entity Team Expectations

Assist	districts in setting up their teams.
Support	districts in selecting youth representatives.
Complete	State School Mental Health Profile; Action Plan; LC Evaluation Activities.
Attend	district Intensive Training, Monthly LC Calls.
Provide	structure and organization for districts to action plan and implement strategies.

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

District Expectations

Establish	a district team (including a district youth liaison).
Select	Youth Representatives for the District.
Complete	District SMH Profile & SMHQA; Action Plan; LC Evaluation Activities.
Attend	District Intensive Training & Monthly LC calls.
Implement	content learned in the learning collaborative.

CASEL

Evaluation Activities

There are evaluation activities for **state**, **entity district**, **BIE school** and **youth** participants throughout the year to:

- ✓ Track CDC-required deliverables
- ✓ Provide NCSMH/CASEL with feedback to inform LC efforts
- ✓ Help your team track progress

- Post-session feedback surveys
- The SHAPE System
  - School Mental Health Profile
  - School Mental Health Quality Assessment
- YLA surveys for youth leaders and district liaisons
- Accomplishment templates
- End-of-year survey
- State leader interviews

Stretch break!
Back in 10!

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

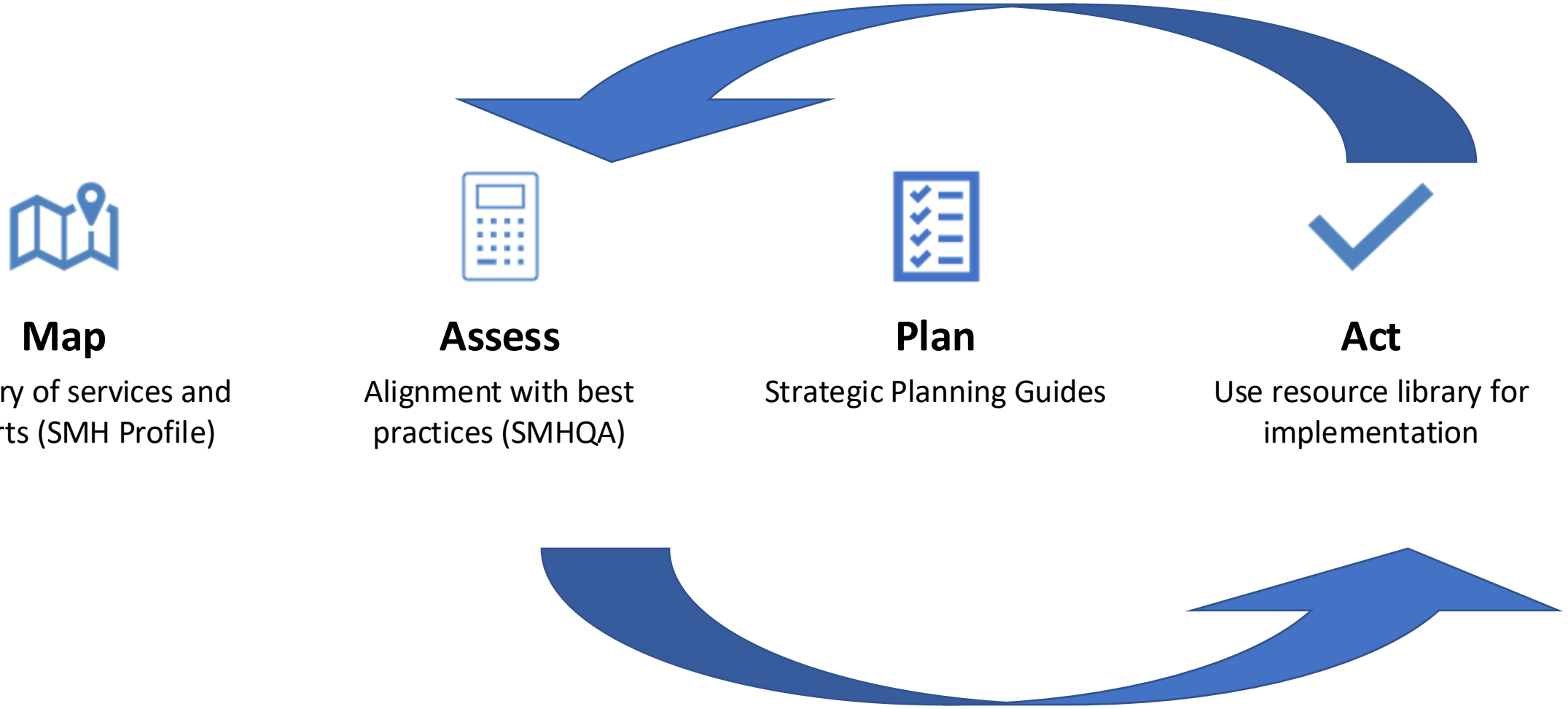
Supporting Emotional Well-Being in Schools: The Quality Improvement Process

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Data-Driven Quality Improvement



CASEL

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Assess

Dream Big

Start Small

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Small Wins Approach

Identify easy gains.

The problem is relatively easy to address; does not require a large number of resources and success can be achieved in a short period of time.

Pro: Provides a sense of success which can be a source of encouragement in situations where problems feel/are overwhelming. Helps when resistance in the system is impeding change. Demonstrating success can increase buy in.

Con: Can create frustration if perceived as ignoring more important factors.

How has your team used the 'small wins' approach?

Implementing a Quality Improvement Process

Develop a quality improvement team *process* that leads to accomplishing change in policy, practice, or service.

Roles for Team Members Supporting the QI Process

Team Captain

- Facilitates goal-setting process
- Sets expectations for goals
- Ensures team is convening

District Youth Liaison

- Brings youth interests/ideas to the table

Accountability Tracker

- Maintains detailed record of discussion and action items

Health & Belonging for All Champion

- Ensures goals and action steps promote emotional well-being, safety and belonging for all

Time-Keeper

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

REMINDER:

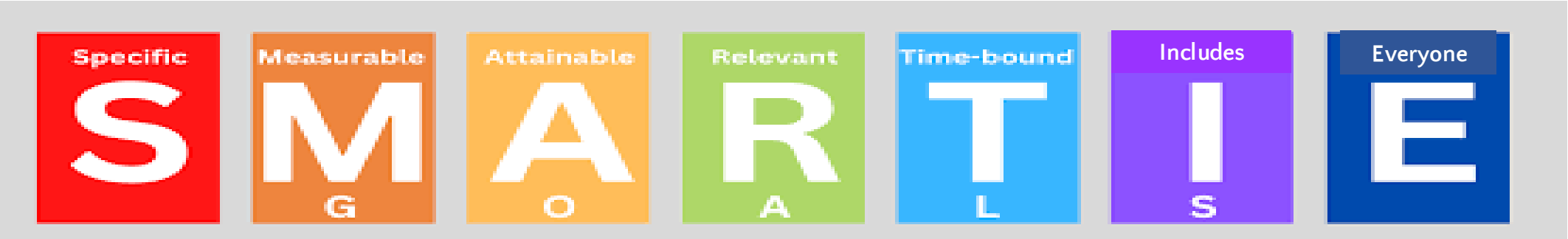
Tenets of What Emotionally Safe Environments that Promote Belonging for All

- Acknowledging the strengths and assets of all students.
- Ensuring everyone is safe & supported.
- Using disciplinary practices that are restorative and compassionate.
- Teaching accurate history.
- Building upon students' knowledge base and context.
- Developing a growth mindset.

Process for Identifying Quality Improvement Goals

1. Complete **SHAPE** assessments
2. Review **School Mental Health Quality Assessment** (SMHQA) **Report**
3. Choose a **focus area** (i.e., Teaming, Tier 1, etc.)
4. Develop a **SMARTIE goal and action steps**

Specific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound, **I**ncludes **E**veryone



UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

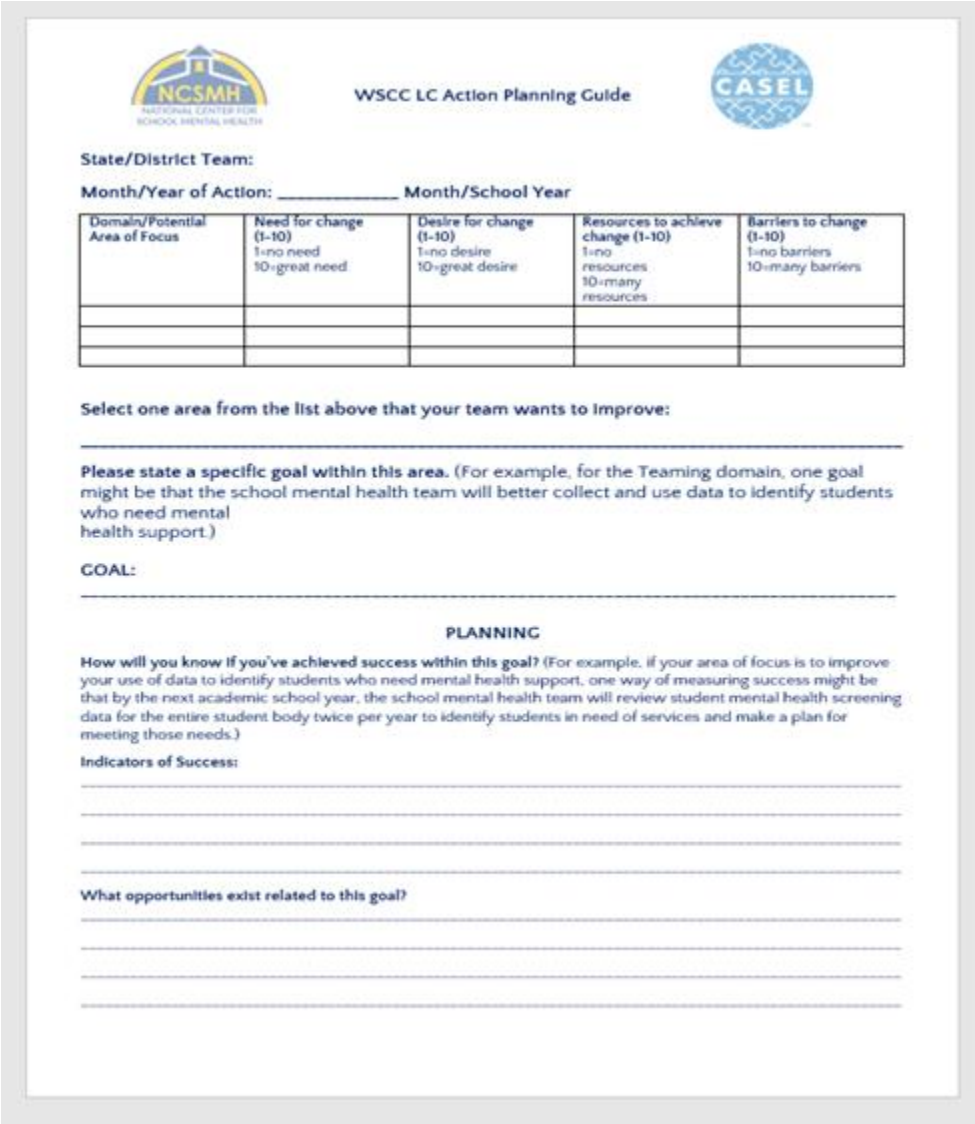
WSCC LC Action Planning Guide

The **Action Planning Guide** includes prompts:

- ❑ What is our long-term **goal**?
- ❑ What **resources** do we have to support our goal?
- ❑ What are some **potential barriers** and how will we overcome them?
- ❑ Action steps, person(s) responsible, target dates

Your Team's Job:

- Prioritize 1 area for improvement
- Develop 1 or 2 measurable goals
- Set a plan of action



NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

WSCC LC Action Planning Guide

CASEL

State/District Team:

Month/Year of Action: _____ Month/School Year

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:

_____

PLANNING

How will you know if you've achieved success within this goal? (For example, if your area of focus is to improve your use of data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

Indicators of Success:

What opportunities exist related to this goal?

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

The SHAPE System

- Used by over 20,000 schools across all 50 states
- National school mental health performance measures (The School Mental Health Quality Assessment, School Mental Health Profile)
- Tools and resources for schools, districts, entities and states to drive school mental health quality improvement

CASEL

School Health Assessment and Performance Evaluation (SHAPE) System

www.theSHAPEsystem.com

SHAPE helps districts and schools improve their school mental health systems! ***HOW?***

SHAPE users map their school mental health services and supports

Assess system quality using national performance standards

Receive custom reports and strategic planning guidance and resources

Utilize additional SHAPE features including the Screening and Assessment Library and Trauma-Responsive Schools Assessment and Resources

Use state and district dashboards to collaborate with schools in your region

SHAPE in action!

- Methuen, Massachusetts
- Completed the SMHQA
- Identified Mental Health Screening as an area of focus
- Started by pilot testing screening with 5 youth in one school (2015)
- Incrementally grew their universal screening program across grades and schools (2016-2020)
- Currently have a universal screening program across all schools

SHAPE in action in this cohort!

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

SHAPE & The WSCC Emotional Well-Being LC

	School Mental Health Profile (SMHP)	School Mental Health Quality Assessment (SMHQA)
Entity	√	
State	√	
Districts	√	√
BIE Schools	√	√

Complete assessments by November 12th, 2025; use the last school year as the reporting period (August 1, 2024 – July 31, 2025) when completing the SMHQA

CASEL

A Note for SHAPE - Cohort 4

- Districts/Schools: Did you complete the SHAPE SMHP & SMHQA in March-July 2025?
  - ***It is optional for you to complete it again in November***
  - ***Revisit reports from March-July 2025; determine one or two domains to focus on this year***
- If there are many new staff members on your district teams, consider completing the SHAPE assessments again

Breakout Group Time

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Breakout Groups

Group 1 Nancy	Group 2 Jessica	Group 3 Jill
I have questions related to…		
Completing SHAPE	Action planning using data (including SHAPE)	Goal-Specific Questions & Technical Assistance

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Breakout Group 1 – Completing SHAPE

CASEL

Reflection Question

- When you think about school mental health in your school or district, what is one area of strength and one area for improvement?

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

www.TheShapeSystem.com

Sign Up

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

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

CASEL

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Create a SHAPE account.

Welcome to SHAPE!

You're on your way to opening a SHAPE account and gaining access to an array of tools and resources to advance school mental health.

First, we need some basic information to set up your account.
Already have an account? Log in.

First Name *

Last Name *

Email *

Role/Position

At what level are you registering for SHAPE? *

- INDIVIDUAL Learn more
- SCHOOL Learn more
- DISTRICT Learn more
- STATE/TERRITORY Learn more
- ENTITY Learn more

Continue

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

At what level are you registering for SHAPE? *

- ○ INDIVIDUAL Learn more
- ○ SCHOOL Learn more
- ◉ DISTRICT Learn more
- ○ STATE/TERRITORY Learn more
- ○ ENTITY Learn more

State/Territory *

Maryland

Are you employed by the district (local education authority)? *

- ◉ Yes
- ○ No

District

-- Choose district --

Is your school or district missing? Click here

Continue

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Complete Registration

SHAPE Registration

We want to understand your perspective on school mental health in the school or district that you are most familiar with. Please answer these questions to the best of your knowledge. If you do not know the answer to a question, select "not sure."

Does your school mental health system have universal mental health screening and assessment?	Yes	No	Not sure
Does your school mental health system include universal mental health promotion services and supports at the school or grade level (Tier 1)?	Yes	No	Not sure
Does your school mental health system include selective services and prevention supports to students identified as being at risk for mental health concerns (Tier 2)?	Yes	No	Not sure
Does your school mental health system include indicated, individualized services and supports for students identified with mental health concerns (Tier 3)?	Yes	No	Not sure
Does your school mental health system include evidence-based practices and programs (as identified in the national evidence-based registries)?	Yes	No	Not sure
Does your school mental health system include community partnerships to augment school mental health services and supports provided by the school system?	Yes	No	Not sure
Does your school mental health system use a quality improvement process to understand and improve the comprehensive school mental health system?	Yes	No	Not sure

Submit

CASEL

Create a Password

Account Activation

Welcome, John Snow!

Create a password for your account with username
kingofthenorth@GOT.edu

Create Password

•••••••

Confirm Password

•••••••

☑ I accept the privacy policy and terms of use.

Activate

Privacy Policy Terms of Use

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Assessments Currently in SHAPE

- School Mental Health Profile (SMHP)
- School Mental Health Quality Assessment (SHMQA) & Preschool (SMHQA-PS)
- The Trauma Responsive Schools Implementation Assessment (TRS-IA)
- Family Engagement in School Mental Health
- CARE Schools Assessment
- Organizational Well-Being in Schools

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

School Mental Health Profile

Students Served and Data Systems

Staffing

Services and Supports

CASEL

Students Served and Data Systems

- Number of public schools in the district
- Number of students enrolled in grades K-12
- Availability of the following in schools across the district:
  - Mental Health Screening
  - Tier 1, 2, 3 services and supports
  - Evidence-based practices and programs
  - Community partnerships
  - School mental health Quality Improvement processes
- Data collection and use in the following areas:
  - Attendance/chronic absences
  - Academic achievement (grades, standardized testing)
  - Office discipline referrals
  - Out of school suspensions
  - School climate and safety
- Availability of an electronic data system to identify number of students receiving tier 2 and/or 3 services and supports

Staffing

District school mental health team members (community and school employed)

- Behavioral specialist
- Case manager/care coordinator
- Community mental health supervisor/director
- Cultural liaison/promotora
- Family support partner (family member)
- Nurse practitioner/school nurse
- Occupational therapist
- Parent liaison or parent engagement coordinator
- Peer mediator
- Physician (pediatrician, family medicine)
- Physician assistant
- Professional counselor
- Psychiatrist
- Psychologist
- School counselor/guidance counselor
- School psychologist
- School resource officer
- School social worker
- Social worker
- Substance abuse specialist
- Trainee (e.g., counseling psychiatry, psychology, social work)
- Youth/family advocate
- Other (fill in)

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Services and Supports

Availability of tiered services and supports or community referrals for the following student concerns:

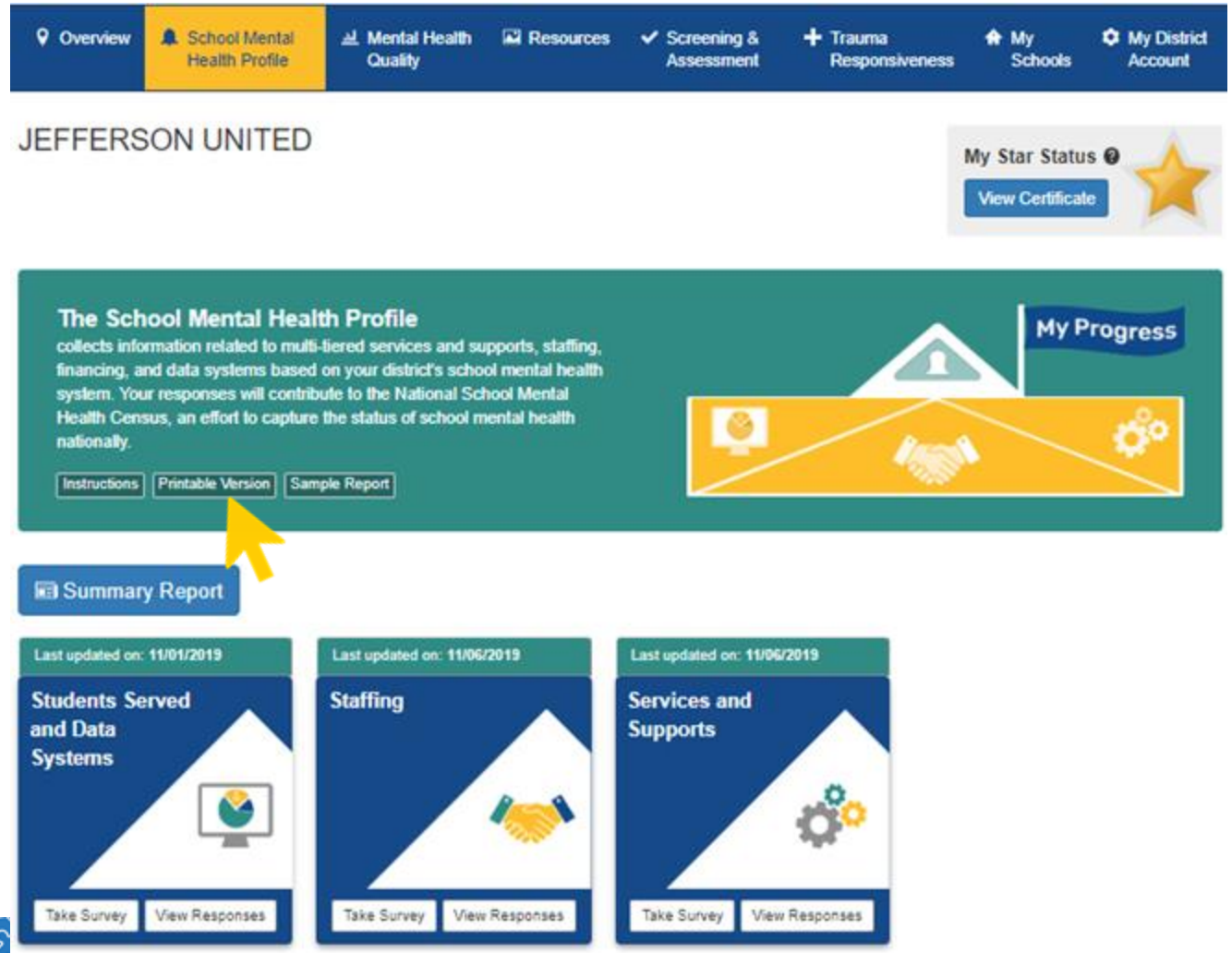
- Anxiety
- Attention/hyperactivity
- Bullying
- Depression/suicidal ideation
- Disordered eating
- Grief/loss
- Oppositional or conduct problems/anger management
- Psychosis (hallucinations, delusions)
- Healthy relationships
- Social and emotional skills/character development
- Substance use (alcohol, tobacco, drugs)
- Trauma/PTSD/abuse/neglect/ exposure to violence

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

School Mental Health Profile

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH



Indicate which of the following data points your District collected last year and how those data were used. (SMH = school mental health)

Data point	Did you collect it last year?		How was it used? (select all that apply)				
	Yes	No	Identify students for mental health risk	Match/triage students to SMH service delivery	Track individual student progress in SMH interventions	Monitor/ evaluate SMH system outcomes	Was collected but not used for SMH services last year
Attendance/ Chronic Absences							
Academic Achievement (Grades, standardized testing)							
Office discipline referrals							
Out of school suspensions							
School climate/safety							
Other (please describe):____							
Other (please describe):____							

Does your district have an electronic data system to identify the number of students receiving mental health early intervention (Tier 2) and/or treatment (Tier 3) services and supports? (yes /no)

If yes, please describe the system your district used. _____

4 (NCSMH, 2019)

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Reports

Download as PDF

SHAPE

School District Mental Health Profile

JEFFERSON UNITED

Last Updated: October 3rd, 2019

Understanding this Summary

This report is generated based on the information you provided for your School District Mental Health Profile.

This profile provides a snapshot of the structure and operations of your school district's comprehensive school mental health system.

Number of schools in your district:

10

Number of students in grades K-12:

10,000

About Your School District Mental Health Report

Congratulations! Your district's team has been counted in the National School Mental Health Census and achieved Bronze SHAPE recognition for completing the School Mental Health Profile. Complete the National School Mental Health Performance Measures on SHAPE (the Quality Assessments) to achieve Silver and Gold SHAPE Recognition.

Schools and districts who register with SHAPE aspire toward having strong school-community-family partnerships that provide a multi-tiered continuum of evidence-based mental health services to support students, families, and the school community.

This profile was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 6

SHAPE

Students Served and Data Systems

JEFFERSON UNITED

Last Updated: October 3rd, 2019

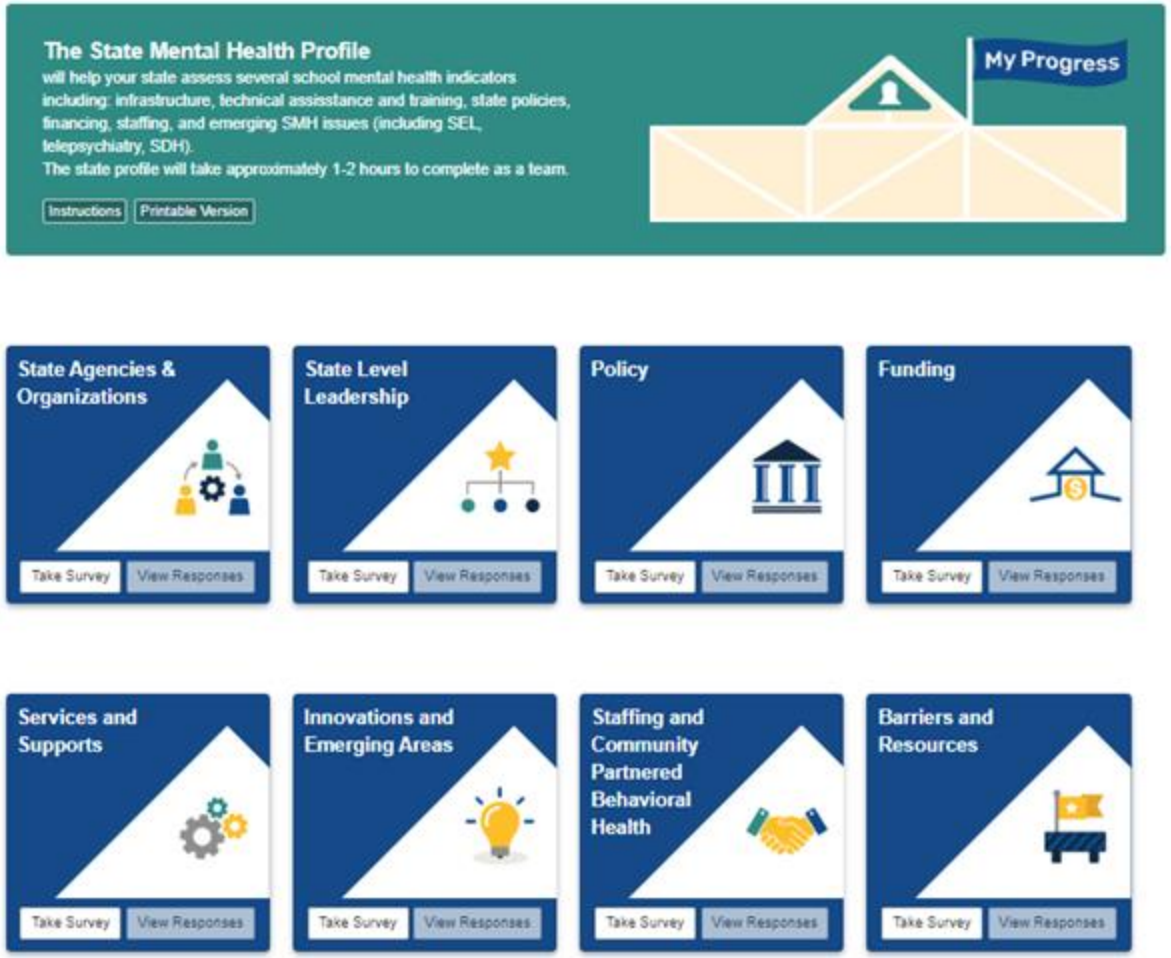
Services and Supports	Availability				
	Not in place	1-25% of schools	26-50% of schools	51-75% of schools	76-100% of schools
Mental health screening	✓				
Tier 1 services and supports					✓
Tier 2 services and supports		✓			
Tier 3 services and supports			✓		
Evidence-based practices and programs			✓		
Community partnerships		✓			

This profile was developed by the Center for School Mental Health for The SHAPE System.
Page 2 of 6

CASEL

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

State School Mental Health Profile



State Agencies and Organizations

Please select all organizations actively involved in the advancement of comprehensive school mental health services and supports in your state. Involvement could include leadership, technical assistance and training, funding, advocacy and policy, and service provision.

	Leadership/ Oversight	Technical Assistance & Training	Funding	Advocacy & Policy	Service Provision (promotion, prevention, intervention)
Education (e.g., state and local education agencies, school board, individual schools)	☐	☐	☐	☐	☐
Early childhood (e.g., Head Start, day care, pre-K)	☐	☐	☐	☐	☐
Physical health (e.g., community health centers, hospital services for children and adolescents, HMOs, state and local health departments)	☐	☐	☐	☐	☐
Public health (e.g., state and local public health departments, organizations, and programs)	☐	☐	☐	☐	☐
Behavioral health (integrated mental health and substance use; e.g., state and local behavioral health agencies, organizations and programs)	☐	☐	☐	☐	☐

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

School Mental Health Quality Assessment

Teaming

Needs Assessment/Resource Mapping

Mental Health Promotion Services and Supports (Tier 1)

Early Intervention Services and Supports (Tier 2/3)

Screening

Funding and Sustainability

Impact

Quality Assessment

JEFFERSON UNITED

District SMH-QA Data

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 comprises seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

Instructions | Printable Version | Sample Report

My Progress

Current Reporting Period: August 2020 - December 2020

Change Reporting Period

Summary Report

Teaming	Needs Assessment/ Resource Mapping	Screening	Mental Health Promotion Services & Supports
Last completed on: 02/13/2021 1 completed this Reporting Period	Last completed on: 10/20/2020 0 completed this Reporting Period	Last completed on: 10/20/2020 0 completed this Reporting Period	Last completed on: 10/20/2020 0 completed this Reporting Period
Take Survey / View Report	Take Survey / View Report	Take Survey / View Report	Take Survey / View Report

Early Intervention and Treatment Services & Supports	Funding and Sustainability	Impact
Last completed on: 09/27/2019 0 completed this Reporting Period	Last completed on: 09/27/2019 0 completed this Reporting Period	Last completed on: 09/27/2019 0 completed this Reporting Period
Take Survey / View Report	Take Survey / View Report	Take Survey / View Report

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

Updating your Reporting Period

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

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 comprises seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

Instructions | Printable Version | Sample Report

Current Reporting Period: **June 2019 - May 2020**
Change Reporting Period

Summary Report

Last completed on: 09/22/2021 2 completed this Reporting Period	Last completed on: 10/20/2020 1 completed this Reporting Period	Last completed on: 03/16/2021 1 completed this Reporting Period	Last completed on: 10/20/2020 1 completed this Reporting Period
Teaming	Needs Assessment/ Resource Mapping	Screening	Mental Health Promotion Services & Supports
Take Survey / View Report	Take Survey / View Report	Take Survey / View Report	Take Survey / View Report

Reporting Period

On choosing a Reporting Period:

- If completing annually, this may be most recent school year (e.g., July 2019 through June 2020).
- If completing for a different time period, indicate a preferred start and end date (e.g. September 2020 through January 2021).
- Please remember to update the reporting period if you are entering new data for a new reporting period.

Starting month	Ending month	
06/2019	05/2020	Save

Existing Reporting Periods:

Reporting Periods
01/2019-12/2019
03/2019-02/2020
06/2019-05/2020
06/2019-12/2019
07/2019-12/2019
07/2020-05/2021
08/2020-12/2020
09/2018-06/2019

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Introduction Slide

Teaming

School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns). School teams should involve students, families, staff, and community partners that represent diverse cultural identities and backgrounds including diversity of age, disability, ethnicity, gender identity and expression, language, national origin, race, religion, sexual orientation, sex, socioeconomic status. All school teams should prioritize trauma-informed approaches and cultural responsiveness, anti-racism, and equity as they relate to the team's mission, goals, and deliverables.

Next

CASEL

Questions and Best Practices

Teaming

To what extent did schools in your district use best practices to ensure their school mental health team is multidisciplinary and diverse? *

Never	Rarely	Sometimes	Often	Almost always	Always

Best practices:

- Use recruitment and hiring practices to attract diverse team members
- Include team members who reflect the diversity of students, families, and staff
- Ensure that representatives of different groups regularly attend and have an active and equitable voice in team meetings and decision-making processes
- Engage school mental health system team members from the following groups:
  - School health and behavioral health staff
  - Teachers
  - School administrators
  - Youth/students
  - Caregivers/families
  - Community health and behavioral health (mental health/substance use) providers
  - Child welfare staff
  - Juvenile justice staff
  - Community leaders
  - Community Schools coordinator
  - English Language Learning educator
  - Homelessness Liaison
  - Family Advocate Representative

Prev

Next

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Quality Assessment Summary Report

CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Summary Report and Strategic Planning Guide

Download as PDF

SHAPE

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*

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 13

SHAPE

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: _____

This progress report was developed by the Center for School Mental Health for The SHAPE System.
Page 9 of 13

CASEL

“My Schools” Tab

Overview | School Mental Health Profile | Mental Health Quality | Resources | Screening & Assessment | Trauma Responsiveness | My Schools | My District Account

JEFFERSON UNITED

SMH-QA Districtwide Report

TRS-IA Districtwide Report

My Star Status

View Certificate

Monitor progress and view SHAPE reports from schools in your district.

Showing 3 of 3

School	Shares Data with District	Star Status	Admins	Team Members	Mental Health Profile Report	Mental Health Quality Report	Trauma Responsiveness Report
HAMILTON HIGH	✔	Blue ★	3	0	View	View	View
LINCOLN ELEMENTARY	✔	Blue ★	4	0	View	View	View
WASHINGTON MIDDLE	✔	Blue ★	3	0	View	View	View

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

State SHAPE Dashboard

SHAPE

Return to "jbohnenk@psych.umaryland.edu" user | Home | About Us | My Account

Overview | State/Territory Profile | Resource Center | Screening & Assessment | My Districts | My Schools | My State/Territory Account

Massachusetts School Districts

SMH-QA Statewide District Report | TRS-IA Statewide District Report

SMH-QA Statewide District Data | TRS-IA Statewide District Data

Monitor progress and view SHAPE reports from districts in your state/territory.

Showing 421 of 421

1 2 3 4 ... 43

District	Shares Data with State/Territory	Star Status	Admins	Team Members	Entity Team	Mental Health Profile Report	Mental Health Quality Report	Trauma Responsiveness Report

Add New Team Members and Admins

JEFFERSON UNITED

My Star Status
View Certificate

Pending Requests
District Admins
District Team Members
Permissions

Add District Admin

Showing 11 of 11

Actions	Name	Email	Title	Receive Notifications?	Last Visit
	Brittany Patterson	bpatterson@som.umaryland.edu		☐	2020/01/15
	Elizabeth Connors	Elizabeth.connors@yale.edu		☑	2020/01/09
	Jane Doe	doe@jane.com		☐	2019/08/15
	Jill Bohnenkamp	jbohnenk@psych.umaryland.edu		☑	2019/12/03
	Lauren Harris	harris@3cisd.com	Content Editor	☑	2020/01/04

Add New District Admin

Username (E-mail Address): *

First Name: *

Last Name: *

Position:

☑ Share data with the district

☐ Notify this user when new users request access to the district

Submit

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Learn and Share SHAPE

Overview | School Mental Health Profile | Assessments | Resource Library | Learn & Share SHAPE | My Schools | My District Account

These resources will help you and your team **Learn** how to use the SHAPE system and its tools. This page also includes resources to **Share** information about the system with partners and other stakeholders. We will be continually adding resources to this page. If you have **examples** of how your team has shared about the SHAPE system or if you have resource **suggestions**, please e-mail ncsmh@som.umaryland.edu.

Filter by Criteria

Search

School
- SHAPE Overview and Recruitment
- How to Use SHAPE
- Assessments
- Aligning SHAPE

District
- SHAPE Overview and Recruitment
- How to Use SHAPE
- Assessments
- Aligning SHAPE

Entity
- SHAPE Overview and Recruitment
- How to Use SHAPE
- Assessments
- Aligning SHAPE

State
- SHAPE Overview and Recruitment
- How to Use SHAPE
- Assessments
- Aligning SHAPE

Preschool
- SHAPE Overview and Recruitment
- How to Use SHAPE
- Assessments
- Aligning SHAPE

Showing 15 of 15 resources.

Per page: 25

PDF — Alignment of School Mental Health Quality Frameworks and Tools

Guidance to the Field addresses the intersections of Positive Behavior Interventions and Supports (PBIS), the Interconnected Systems Framework (ISF), and Comprehensive School Mental Health Systems (CSMHS).

PDF — How States are Helping Schools and Districts get into SHAPE!

PDF — School Mental Health Profile for States

Printable version of the SMH Profile for States.

VIDEO — SHAPE District Account Demonstration

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Breakout Groups 2 & 3

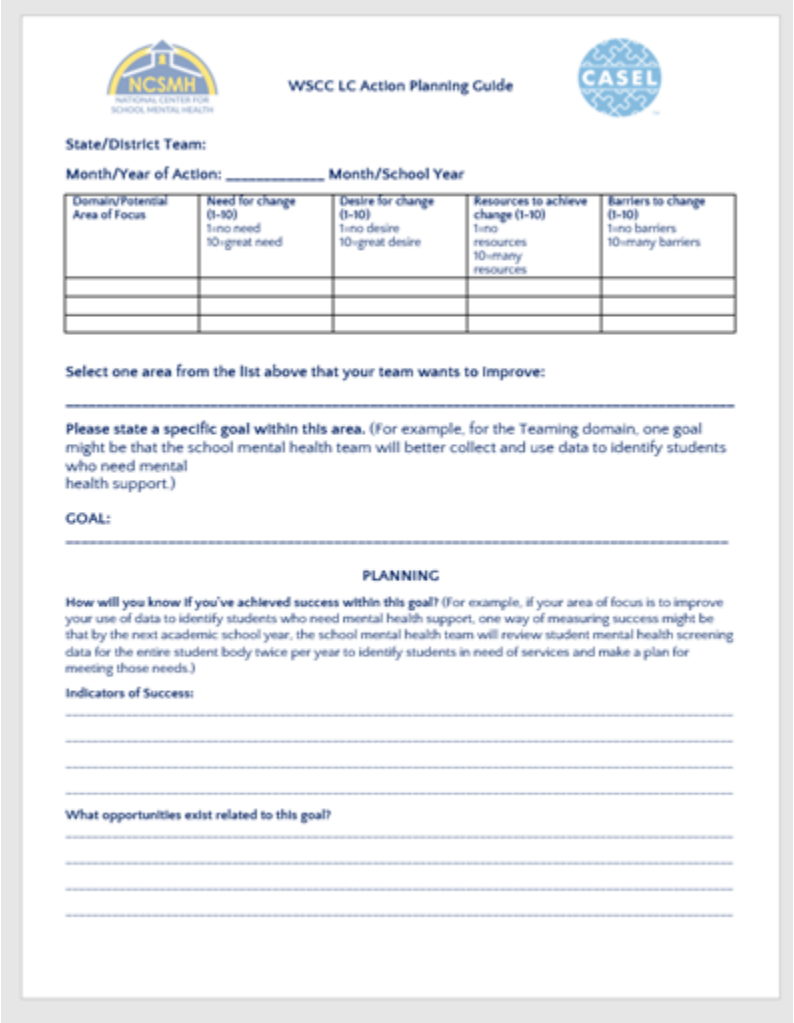
CASEL

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Reviewing the Quality Improvement and Action Planning Process

- The Action Planning Guide:
  - Consider existing work and resources to support goal
  - Potential barriers to goal and how to overcome
  - Action steps, team members responsible, how change will be measured, target dates
- Your Team's Job:
  - Prioritize one area for improvement
  - Develop 1-2 measurable goals
  - Map out an initial plan, including:



NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

WSCC LC Action Planning Guide

CASEL

State/District Team:

Month/Year of Action: _____ Month/School Year

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:

_____

PLANNING

How will you know if you've achieved success within this goal? (For example, if your area of focus is to improve your use of data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

Indicators of Success:

What opportunities exist related to this goal?

Area of focus	Example Goals
Implement a social skills curriculum for Elementary Schools in the district	• Convene a work group to inform implementation, including diverse stakeholders • Conduct an environmental scan of available Emotional & Social Skills curriculum that fits the needs of the district's student population
Improve data literacy and use	• 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 emotional and social skills & MH to reduce stigma and improve student-teacher relationships	• 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	• Establish a Youth advisory council comprised of youth representative of the study body • Start a youth-led emotional well-being awareness campaign

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

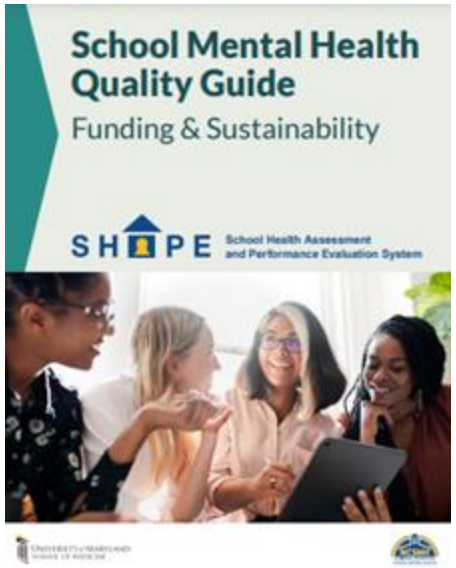
NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

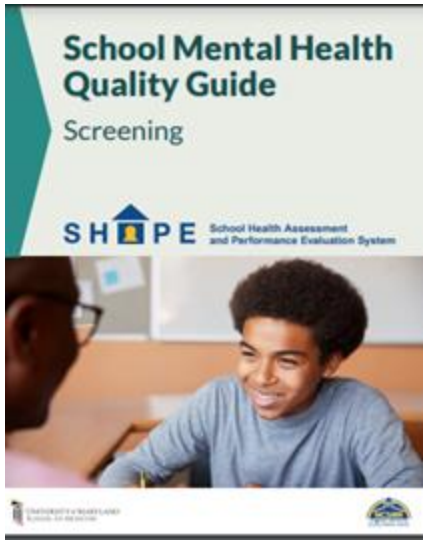
Quality Guides

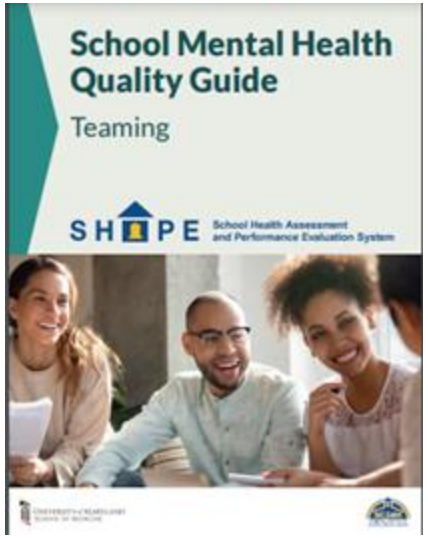
Provides guidance to advance school mental health quality and sustainability

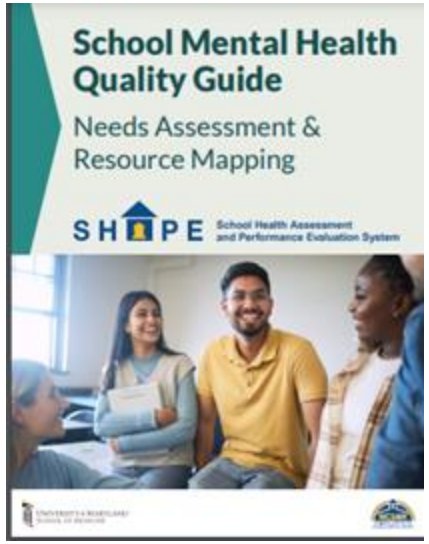
Includes:

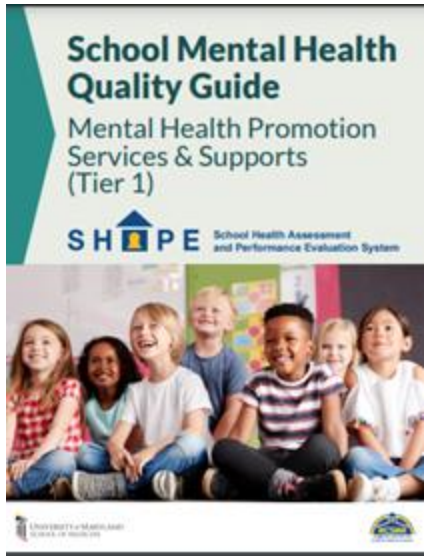
- Background
- Best practices
- Action steps
- Examples from the field
- Resources











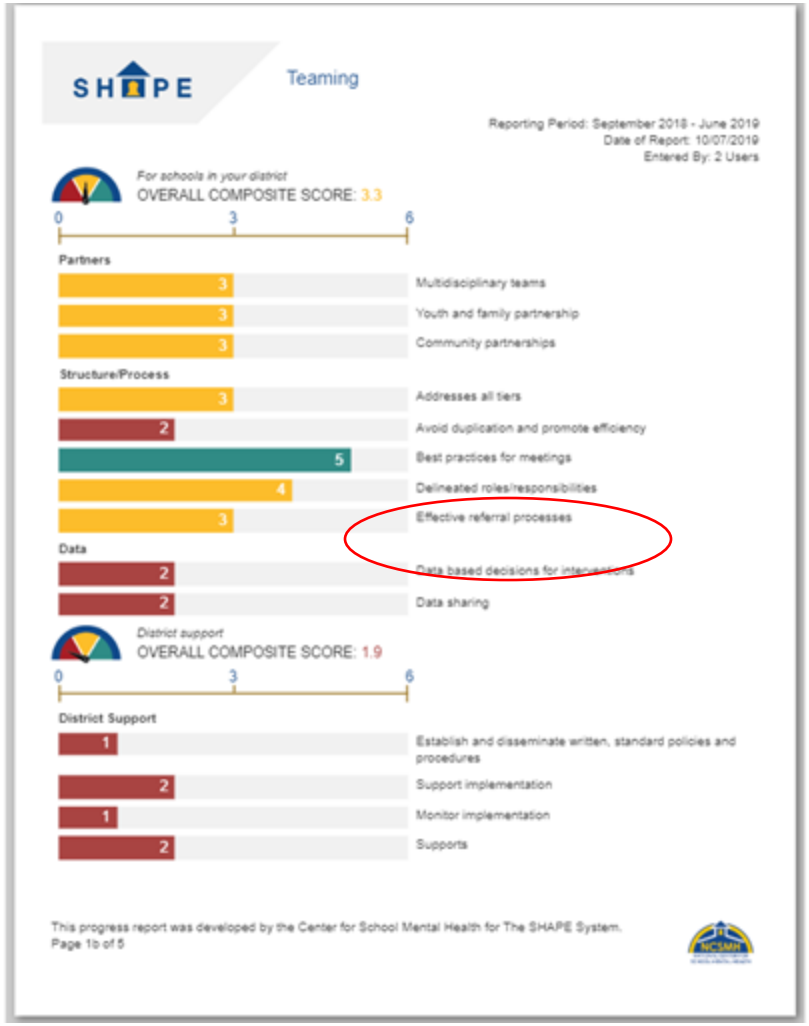
UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Determining Your Specific QI Goal

- Once you've determined an area, review the quality indicators where your district has room to improve

- Are there any indicators for which working on change feels:
  - Highly desired?
  - Impactful?
  - Feasible?



UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Develop 1-2 Measurable Goals

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

WSCC LC Action Planning Guide

CASEL

State/District Team:

Month/Year of Action: _____ Month/School Year

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 mentalhealth support.)

GOAL:

_____

PLANNING

How will you know if you've achieved success within this goal? (For example, if your area of focus is to improve your use of data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

Indicators of Success:

What opportunities exist related to this goal?

What have been our past successes?

What current work is taking place related to this goal?

What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

What would prevent us from moving forward with this goal?

What would we need to overcome this/these barrier(s)?

What steps will we take to advance health for all with this goal?

Action Steps

List the short-term steps necessary to achieve goal	Person(s) Responsible	Target Date	Completed (Y/N)
1.			
2.			
3.			
4.			

NEXT MEETING: _____

COMMENTS:

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Short- and Long-Term Action Steps

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

WSCC LC Action Planning Guide

CASEL

State/District Team:

Month/Year of Action: _____ Month/School Year

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 mentalhealth support.)

GOAL:

_____

PLANNING

How will you know if you've achieved success within this goal? (For example, if your area of focus is to improve your use of data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

Indicators of Success:

What opportunities exist related to this goal?

What have been our past successes?

What current work is taking place related to this goal?

What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

What would prevent us from moving forward with this goal?

What would we need to overcome this/these barrier(s)?

What steps will we take to advance health for all with this goal?

Action Steps

List the short-term steps necessary to achieve goal	Person(s) Responsible	Target Date	Completed (Y/N)
1.			
2.			
3.			
4.			

NEXT MEETING: _____

COMMENTS:

Lunch/Snack Break!

See you back in 15 minutes!

5 MIN
SEATED
STRETCH

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

Youth Engagement

CASEL

Share in Chat:

Why is it important to engage youth as co-leaders in emotional well-being work in schools?

Goals of Youth Engagement

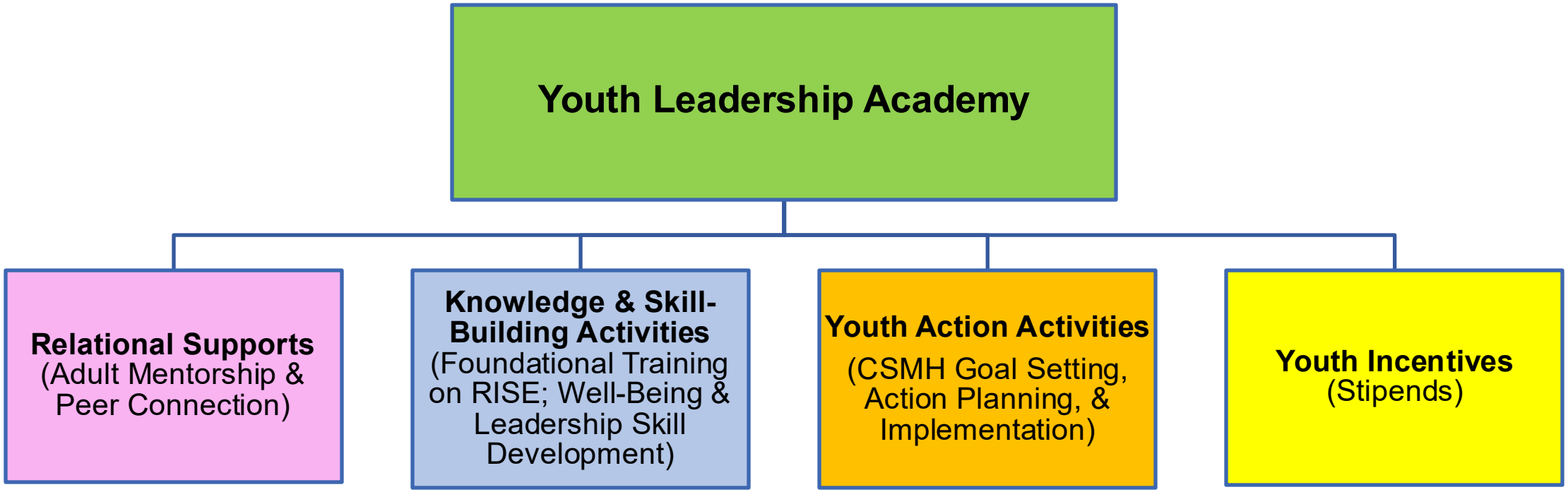
1. **Receive youth input** on emotional well-being work in states/districts
2. **Youth gain opportunities** to connect, develop leadership skills, and use their voices to promote greater belonging and support for all

Fostering Youth Voice & Empowerment

Youth are empowered when

- Adults share power and control with youth
- Youth input on decisions
- Youth taking the lead or co-lead
- Youth giving feedback
- Various youth voices heard and valued

Core Components of the YLA



What are the expectations for Districts/Schools?

1. Identify a **District Youth Liaison** per district or school
2. Identify **1-2 youth per district/school** – maximum 12 youth leaders per state/entity
    1. Consider existing advisory boards, councils, and clubs within the states and districts as places to recruit youth
3. Obtain **parent/guardian permission and youth leader agreement**
4. Contact Tiffany & Zahra if you need support ☺

District Youth Liaison & Youth Leader Duties

Youth Leaders attend Summit & Action Calls and implement a goal related to emotional well-being.

District Youth Liaison duties:

- Attend Youth Summit & Action Calls (8 hours total across the year).
- Integrate youth ideas into district/school goals.
- Check-in with youth & support the implementation of their goals.

To Do: E*ach district/school: please* select a District Youth Liaison (see Guide in chat)

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Ideal Characteristics for Youth Leaders

- Young people from communities impacted by increased chronic disease risk
- 13-18 years old
- Written parent/guardian permission & youth leader agreement
- Passionate about emotional well-being and supporting health for all students
- Can commit to two 2-hour trainings in November and 4 one-hour monthly actions calls in spring semester
- Access to internet and device to participate virtually (during school day)

CASEL

Youth Leadership Academy Dates

- **Youth Summit** in Fall (November 18 & 20, 2025)
- **4 Youth Action Calls** in Winter/Spring (January, February, March, April)

Group Discussion (5 Minutes)

1. What are some ways that your district or school currently engage youth?
2. What are you most eager to learn from youth related to emotional well-being promotion in schools?

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Breakout Group Time

CASEL™

State/Entity Breakouts

Main Objective: Discuss how youth engagement will occur in the districts/schools

1. How will our state/entity, districts and schools integrate youth ideas into our goals and action planning?

2. What role can the District Youth Liaison play to support this process?

- Consider having a running agenda item related to report outs on youth work;
- Inviting youth to meetings as appropriate;
- Requesting input from youth via email or meetings with District Youth Liaisons;
- Reviewing resources from the Youth Leadership Summit in November

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Next Steps

1. YLA – Identify District Youth Liaison by October 15th
2. YLA – Identify Youth Leaders by November 5th
3. YLA – Submit Parent/Guardian Permission & Youth Agreement Form by November 14th
4. Complete SHAPE Assessments by November 12th
5. Reach out to Faculty Liaison as needed

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

- National Association of School Psychologists & NCSMH
  - Effective-School-Comm-Partnerships-to-support-SMH-Final.pdf
- Advancing Comprehensive School Mental Health Systems
  - Advancing Comprehensive School Mental Health Systems | University of Maryland School of Medicine
- How to use SHAPE (video tutorials)
  - SHAPE | University of Maryland School of Medicine
- Learning First Alliance
  - Promoting Mental Health and Wellness in Your School: Practical Strategies for Educators and Administrators – Learning First

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE

NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

- CASEL Framework
  - What Is the CASEL Framework? - CASEL
- Indicators of Schoolwide Emotional & Social Learning
  - Indicators of Schoolwide SEL - Casel Schoolguide - Casel Schoolguide
- Envisioning Schoolwide Emotional & Social Learning Tool
  - Envisioning Schoolwide SEL.pdf - Google Drive
- CDC Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders
  - Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders

Intentional Close

Reflecting on your experience at this district intensive and your aspirations for this school year, what are you most hoping to get out of this professional learning experience and learning collaborative?

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Feedback Survey

- Please take a few minutes to complete this survey!
- Click on the link in the chat OR;
- Scan the QR Code

5:00

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Thank you for joining today!

First Monthly Call:
November 13, 2025

CASEL

WSCC Emotional Well-Being LC Communications

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

Websites: www.SchoolMentalHealth.org

www.CASEL.org

NCSMH Mailing List: bit.ly/NCSMH_listserv

CASEL Newsletters: Newsletters - CASEL