We envision a system that creates optimal social, emotional, and educational outcomes for all children.
Office of Student Wellness
2014

Safe Schools/Healthy Students

Project AWARE

System of Care

Bureau of Student Wellness
2018

• Team of 7
• Apply for and disperse federal funding
• Technical assistance “hub” for grantees, other LEAs, families, community partners, etc.
Essentials for establishing a comprehensive multi-tiered system of support

Practical tools to address mental health & wellness needs
OUR APPROACH

- Emotional
- Environmental
- Intellectual
- Social
- Personal
- Occupational
- Physical
Our Approach

Guiding Principles

Focus Areas

Strategic Approaches
Our approach

Tier 1: Universal Approach
support for all

Tier 2: Targeted Interventions
support for some

Tier 3: Intensive Interventions
support for few

Multi-Tiered System of Support
OUR APPROACH

THE TOOLKIT

BUREAU OF STUDENT WELLNESS
Creating optimal outcomes for all children.

CURIOUS ABOUT NH'S SYSTEM OF CARE? CLICK HERE TO LEARN MORE!

NH STUDENT WELLNESS TOOLKIT

Want to start a Student Wellness program in your district?
Have an existing program that needs to be revamped?
Explore the NH Student Wellness Toolkit!

https://www.nhstudentwellness.org/
Phase 1 & 2 can take up to a year to implement.
PHASE 1: EXPLORATION

1. Learn about Student Wellness
2. Explore the MTSS-B Framework
3. Introduce yourself to the Bureau of Student Wellness (TA available)
4. Create your Exploratory Team
EXPLORATORY RESOURCES

OFFICE OF STUDENT WELLNESS
NH Department of Education

NH Multi-Tiered System of Support for Behavioral Health and Wellness (MTSS-B):
Readiness Planning Tool for District-Level Exploratory Teams

This checklist is used by districts and/or schools to identify their need, readiness, fit, & capacity to plan and implement a Multi-Tiered System of Support for Behavioral Health & Wellness. This is intended to be a self-assessment tool for planning purposes.

Name of School District: ____________________________ Date: ____________________________

# of Schools in District ______, anticipated # of Participating Schools ______. List names of participating schools below:

Elementary ____________________________
Middle ____________________________
High ____________________________

Rating Scale:
Circle estimated ratings for each indicator
0: None/Unknown 1: Little or Some 2: Mostly Supplied 3: Completely

Indicators

1. Social-emotional wellness for ALL students (i.e., behavior, social-emotional development, prevention & early intervention, and school climate) is a priority in the school and/or is one of the top district/school’s top 3 improvement goals.

2. An Exploratory Team has been formed and is inclusive of district and school level representatives and community stakeholders to explore the potential implementation of a comprehensive school mental health and wellness initiative on a multi-tiered system of support (MTSS-B). List district, school, and community representatives and their organizations & roles:

"It takes a village to raise a child"
- African Proverb
PHASE 2: INSTALLATION

1. Form a Community Management Team
2. Establish operating procedures, roles, norms and mission of CMT
3. Teach the CMT what you know
4. Gather information about needs & gaps
5. Formalize your CMT membership, mission & vision
6. Step up your cultural game
7. Begin action planning
FORMING YOUR COMMUNITY MANAGEMENT TEAM (CMT)

• What is a CMT?

• What is the role of the CMT?

• Who sits on the CMT?

• Why does this model work?
IDENTIFYING NEEDS & GAPS

Needs Assessment

Gaps Analysis

Environmental Scan

Action Plan
ADDRESSING NEEDS & GAPS

Key Factors for Change

Action Plan
UPPING YOUR CULTURAL GAME

1. Participate in Diversity and Cultural Competence training with your team.

2. Participate in Implementation of CLAS Standards training.


4. Develop cultural & linguistic competence (CLC) strategic plan as a guiding document.

5. Develop a timeline to implement CLAS Standards and your CLC strategic plan for improved cultural competence.
# Creating Your Action Plan

## Focus Area 1: Early Learning

**Goal 1:** To increase the percent of children entering kindergarten and first grade who possess the necessary social-emotional skills to be successful in school.

<table>
<thead>
<tr>
<th>Needs and Gaps</th>
<th>Objectives</th>
<th>Activities, Curricula, Programs, Services, Strategies, and Policies</th>
<th>Partner Roles</th>
<th>Process Measures</th>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Shared Indicator:</strong> The number of children aged three to five enrolled in early childhood education programs will reach 60% of the total population of same aged children within the school district's geographic catchment area by the end of the project period.</td>
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<td><strong>Shared Indicator:</strong> There will be significant improvement in the number of children entering kindergarten and first grade who possess necessary social-emotional skills by the end of the project period.</td>
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PHASE 3: INITIAL IMPLEMENTATION

1. Ensure leadership team buy-in.
2. Develop or strengthen tiered teams.
3. Receive ongoing MTSS-B training or coaching.
4. Work with community mental health providers.
5. Review your policies.
6. Hear from families and youth.
PHASE 4: FULL IMPLEMENTATION

Coming Soon!
www.NHStudentWellness.org