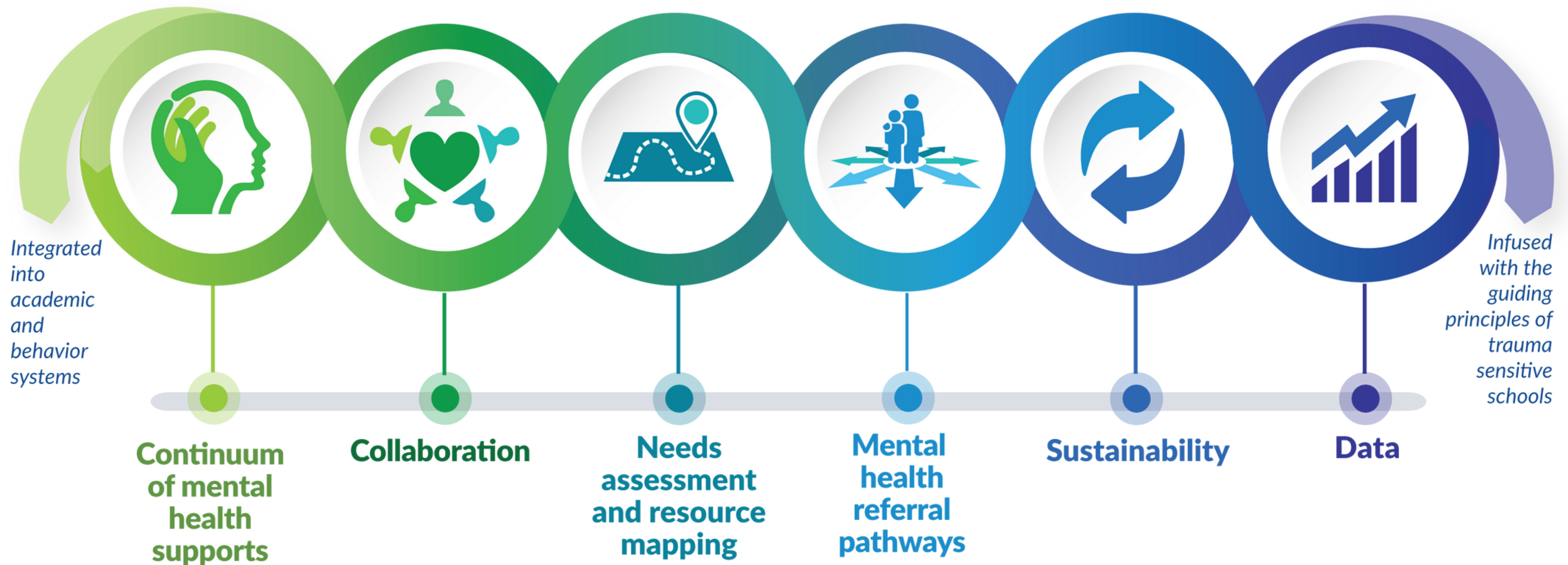


WISCONSIN

# School Mental Health Framework

## Components of a Comprehensive System

*with Marathon County examples*



## **These slides simplify the 6 components of the Wisconsin School Mental Health Framework and include Marathon County examples.**

Continuously building toward and sustaining a comprehensive school mental health system (CSMHS) is a multi-year investment in students, families, and staff.

### **When planning implementation, consider the following:**

- Start small and monitor the impact before scaling up
- Build upon Equitable Multi-Level System of Supports components rather than creating a separate mental health system
- Seek student, family, staff, and community support for the work
- Keep in mind that building a CSMHS is not linear – you can develop, improve, and sustain one or more components at a time
- Learn what you can from other districts doing this work



Provide a **continuum** of mental health promotion, early intervention, and treatment services and supports



Actively **collaborate** through a multi-disciplinary mental health team to lead the development and implementation of a Comprehensive School Mental Health System



Regularly **assess** the Comprehensive School Mental Health System and visually **map** available internal and external services & supports



Establish **referral pathways** to connect students in need to appropriate resources



Ensure **sustainability** and continuity of needed comprehensive mental health services and supports



Collect and analyze **data** on the effects of program (academic AND social/emotional/behavioral)



# Provide a **continuum** of mental health promotion, early intervention, and treatment services and supports

## Framework Recommendations:

Implement evidence-based and evidence-informed mental health services and supports. Focus your efforts on building strong universal supports:

- Support student-led advocacy and awareness mental health clubs
- Implement Social-Emotional Learning (SEL) in all classrooms and build staff buy-in
- Apply Positive Behavioral Interventions and Support (PBIS) strategies

## Marathon County Examples:

The Marathon County School-Based Counseling Consortium provides therapy to students at school. For more information, contact co-chairs Noreen Salzman and Dakota Kaiser: [noreensalzman@hotmail.com](mailto:noreensalzman@hotmail.com) and [dakotak@bridgeclinic.org](mailto:dakotak@bridgeclinic.org)

Wausau East & West High Schools and National Alliance on Mental Illness (NAMI) Northwoods partner in supporting the student-led advocacy and awareness club, [Raise Your Voice](#). The club is dedicated to increasing mental illness awareness, inspiring advocacy, and promoting acceptance.





# Actively **collaborate** through a multi-disciplinary mental health team to lead the development and implementation of a Comprehensive School Mental Health System

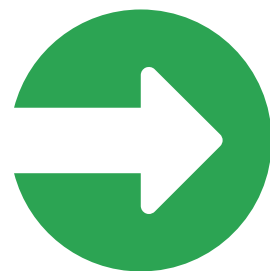
## Framework Recommendations:

Invite stakeholders from a variety of sectors (e.g., public health, business, health services, education, veterans, government, justice, housing, media, community organizations, faith groups, foundations, etc.) to participate on your mental health team.

## Marathon County Example:

The School District of Athens holds monthly, multi-disciplinary, mental health team meetings, & include student voices. The team meets monthly after school for an hour to identify needs in the school mental health system including student and staff mental wellness, and to continually improve services. Their mental health team has led the district to add more counseling staff, including one full-time and one part-time school counselor. For more information, contact school counselor, Dan Nowak at [dnowak@athens1.org](mailto:dnowak@athens1.org)

A **school mental health team** is defined as:



"A group of school and community stakeholders at a school or district level that meet regularly, uses data-based decision making, and relies on action planning to support student mental health."



# Regularly **assess** the Comprehensive School Mental Health System and visually **map** available internal and external services & supports

## Framework Recommendations:

Identify the strengths, gaps, and challenges of the system to effectively inform the quality of mental health program implementation and use of resources:

- Map existing in-school resources and outside the school resources for mental health supports
- Complete a school mental health needs assessment ([DPI](#) or [SHAPE](#))
- Identify [next steps](#) for achieving the priorities the team selected

## Marathon County Example:

The Mosinee School District annually conducts the School Health Assessment and Performance Evaluation System (SHAPE). When utilizing the SHAPE:

1. Involve stakeholders from the beginning.
2. Start small and do it well.
3. Use existing structures to incorporate action steps from the SHAPE.

For more information, contact Mental Health Navigator for the Mosinee School District, Kurstin Kolodziej at [kkolodziej@mosineeschools.org](mailto:kkolodziej@mosineeschools.org)



# Establish **referral pathways** to connect students in need to appropriate resources

## Framework Recommendations:

- Conduct an evidence-based universal mental health screener (i.e., suicide, anxiety, depression, etc.)
- Determine referral procedures
- Ensure appropriate school staff are trained on referral pathway processes

## Marathon County Example:

The D.C. Everest School District conducts Bloomsights, a universal screener that highlights belonging at school and school connectedness. It is used to identify students' social emotional needs and inform decision making at the student, classroom, and school levels. School staff utilize the data to identify students who may benefit from additional supports and connections. For more information, please contact Brooke Davis, High School Counselor at D.C. Everest Senior High, at [bdavis@dce.k12.wi.us](mailto:bdavis@dce.k12.wi.us)

### EXAMPLES OF INTERNAL REFERRAL



- A request from a classroom teacher for a pupil services professional to talk with a student who made a concerning statement of self-harm during class
- Providing a family with information about days the in-school food pantry is open
- Referring a student to work with a school-based community mental health provider

### EXAMPLES OF EXTERNAL REFERRAL



- Referring a student who is experiencing anxiety to a community-based mental health clinic
- Helping a parent enroll their student in an after school mentoring program provided by a local youth development organization
- Connecting a family with county-provided wraparound services



# Ensure **sustainability** and continuity of needed comprehensive mental health services and supports

## Framework Recommendations:

- Create a position to coordinate the school district mental health system
- Adjust staff contracts to accurately reflect mental health system work responsibilities
- Adjust daily schedule to include focused time on SEL and mental health literacy
- Frequently communicate your school mental health goals with stakeholders (e.g., school board, school staff, and community organizations)
- Provide adequate training and support on school mental health strategies, policies, and procedures to all new school staff (e.g., pupil service staff, teachers, custodians, food service personnel, coaches, and volunteers)
- Align the district's vision and/or mission with your school's mental health goals to build shared language and commitment
- Adopt national ratio recommendations for pupil service staff to students
- Seek and use diverse funding sources for school mental health programs (e.g., school budget, grants, Medicaid reimbursement, and categorical aid)
- Integrate mental health efforts into the existing Equitable Multi-Level Systems of Support (EMLSS) structures and professional development

## National Recommendations

School Counselors	250 : 1
School Psychologists	500 : 1
School Social Workers	250 : 1

ASCA, 2021-22 | NASP, 2020 | SSWAA, 2013

## Marathon County Example:

The Mosinee School District prioritized funding for a district Mental Health Navigator who is an administrator that coordinates the integration of student and staff wellness into already existing systems and structures (e.g., PBIS, Social-Emotional Learning, and Equitable Multi-Level Systems of Support). For more information, contact Mental Health Navigator for the Mosinee School District, Kurstin Kolodziej at [kkolodziej@mosineeschools.org](mailto:kkolodziej@mosineeschools.org)

The School District of Athens dedicated one mental health team meeting to review school climate results and align the work with the district strategic plan. For more information, contact school counselor, Dan Nowak at [dnowak@athens1.org](mailto:dnowak@athens1.org)





# Collect and analyze **data** on the effects of program (academic AND social/emotional/behavioral)

## Framework Recommendations:


Review student data to inform decision making:

- Identify strengths and gaps in service and supports
- Identify populations of students disproportionately impacted by mental health challenges or inequitable access to supports
- Monitor implementation progress and solicit implementer feedback about fidelity to inform necessary changes to implementation
- Evaluate effectiveness of supports and services

## Marathon County Example:

Many Marathon County schools conduct the [Behavioral Emotional Social Traits](#) <sup>↗</sup> (b.e.s.t.) universal screening tool. This tool helps educators identify and match interventions for externalizing and internalizing behaviors in school-age children. For more information, contact Dr. Eric Hartwig at [ehartwig@dwave.net](mailto:ehartwig@dwave.net) <sup>↗</sup>

Marathon School District's student services team fully utilizes the b.e.s.t. tool and its resources. Individual, grade, and district data is reviewed consistently, and intervention recommendations are shared with school staff. Consultations with Dr. Hartwig are utilized for more challenging situations. For more information, contact Special Education Program Support Teacher Stephanie Miller at [smiller@marathon.k12.wi.us](mailto:smiller@marathon.k12.wi.us) <sup>↗</sup>

**Questions on the CSMH Framework?** Call Elizabeth (Liz) Krubsack, School Mental Health Consultant at the Wisconsin Department of Public Instruction at (608) 264-6719 or [elizabeth.krubsack@dpi.wi.gov](mailto:elizabeth.krubsack@dpi.wi.gov) 



**Questions on these slides?** Call Hannah Schommer, Public Health Educator at the Marathon County Health Department at (715) 261-1934 or [hannah.schommer@co.marathon.wi.us](mailto:hannah.schommer@co.marathon.wi.us) 