



Expanded School Mental Health West Virginia

<https://livewell.marshall.edu/mutac>

January 2017

Infrastructure

Tool Kit #2

“Schools should have in place a structured system of student supports (INFRASTRUCTURE) that connects schools and communities to sustain a multi-tiered approach to addressing student mental health.”

– West Virginia Expanded School Mental Health Steering Team, 2017

Students face barriers to learning that cannot be overcome by instructional improvements alone. West Virginia school systems are expanding the availability of student supports by collaborating with other community agencies in Expanded School Mental Health (ESMH) initiatives.

Expanded school mental health (ESMH) is a multi-tiered system of support where schools and strategic community partners work together to enhance student mental health in schools. It is a framework that:

- includes the full continuum of prevention; early intervention and treatment;
- serves all students;
- builds upon core programs/services being provided by schools
- emphasizes shared responsibility between schools, mental health providers and other community partners

By building an infrastructure that connects schools and communities to support social and emotional needs, schools can take steps toward improved student achievement, attendance, behavior and general well-being.

An Expanded School Mental Health infrastructure includes effective internal structures that support student mental health (i.e. comprehensive school counseling programs, SAT teams, LSICs, crisis prevention & response teams, wellness teams, curriculum teams, etc.). Schools should ensure internal structures are aligned with policy requirements and best practices. Best practice ensures schools utilize a community schools approach connecting with external stakeholders to support school-wide prevention, targeted screening and early intervention, as well as, intensive treatment for students with the most serious challenges.

The following ESMH principles and structures for school and district leadership will support positive student outcomes.

Principles that Support Effective ESMH Infrastructure

- A philosophy/belief in the whole child: that physical and mental health is crucial to school success
- Meaningful involvement at all levels of community agencies, parents, and students
- Use of empirically based practices and tools
- A continuous quality improvement process that establishes standards; and monitors and evaluates selected interventions, the school climate, and parent and student satisfaction
- Planning that is data driven, strategic, assesses needs and strengths, has specific goals and objectives and is aligned with other school reform and community initiatives.

Structures and Processes that Support ESMH Infrastructure

- A five year strategic plan that addresses social and emotional health

- A district-level learning supports steering committee
- A school-level learning supports team or improvement team
- A school-level student assistance team that includes community agency staff
- Team leaders responsible for facilitating and coordinating the work of all groups across district and school levels
- A referral and follow up process that ensures accountability such as a person assigned to each referred student to function as case manager to coordinate internal and external services
- Commitment of time, training and resources for planning and coordination within and among teams

Infrastructure

West Virginia Policy Resources

Policy 2315: Comprehensive School Counseling Programs

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25659&Format=PDF>

Policy 2425: Community Schools: Promoting Health, Safety, Well-Being and Academic Success of Students

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25989&Format=PDF>

Policy 2510, Sec. 8.9: Addresses role and composition of Student Assistance Teams (SATs) page 41

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=27474&Format=PDF>

Policy 2419, Sec. B: Clarifies roles, procedures and timeframes for Student Assistance Teams (SATs)

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=26168&Format=PDF>

Policy 2200: Parent, Family and Community Involvement in Education

<http://wvde.state.wv.us/policies/p2200.pdf>

General Resources

Marshall University WV Expanded School Mental Health

https://livewell.marshall.edu/mutac/?page_id=660

American School Counselor Association

<http://schoolcounselor.org/>

Center for School Mental Health, University of Maryland <http://csmh.umaryland.edu/>

School Mental Health Referral Pathways (SMHRP) Toolkit

Tool for Schools to Assess Mental Health Infrastructure: Mental Health Planning and Evaluation Template (MHPET), National Assembly on School Based Health Care

<http://www.nasbhc.org/atf/cf/%7BCD9949F2-2761-42FB-BC7A-CEE165C701D9%7D/MHPET.pdf>

Role of the School Principal: Seven Steps for Principals and Their Staff, Center for Mental Health in Schools, UCLA

<http://smhp.psych.ucla.edu/pdfdocs/7stepsover.pdf>

The purpose of the ESMH toolkits is to provide a common framework and recommendations to assist schools and community mental health providers to more effectively develop a comprehensive approach to school mental health that is consistent with current West Virginia Department of Education policies and best practices.



These recommendations and resources have been reviewed and approved by West Virginia's Expanded School Mental Health Steering Team.

For more information visit, <https://livewell.marshall.edu/mutac>

Leadership for the West Virginia School Mental Health initiative is a shared commitment. This toolkit was prepared by:

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