

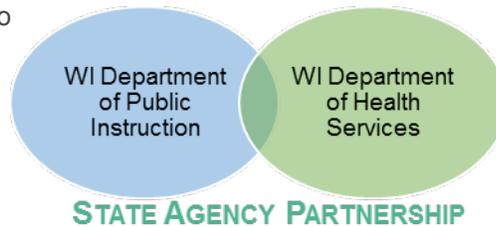


Wisconsin State and Community Partnerships Creating Safe and Healthy Schools

BACKGROUND

The significant shortage of school mental health providers in Wisconsin (WI) has historically limited access to mental health services for children and families. Moreover, the needs assessment revealed disparities related to students of color being suspended at higher rates and lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) students reporting lower perceptions of safety and support at school.

WI has integrated Safe Schools/Healthy Students (SS/HS) funding with other federal funding opportunities to develop strategies to expand access to mental health services, target and reduce identified disparities for students, and expand the notion of effectively engaging and partnering with students and families in these processes.



HIGHLIGHTS

- **WI School Mental Health (SMH) Model:** Multiple federal grants have been integrated to develop and sustain services and resources as they relate to the WI SMH Model. This is a three-tiered model for which SS/HS has helped create competencies and standards specifically related to Tier I services (e.g., bullying prevention and social and emotional learning [SEL] programming).
- **SEL competencies:** Partnership with Collaborative for Academic, Social, and Emotional Learning (CASEL) to develop statewide SEL competencies for K–12th grades.
- **Peer parent support specialists:** In partnership with WI Family Ties, a parent with lived experience of having a student with mental health needs who is not connected to the schools can assist parents in doing the same for their student.
- **SBIRT:** Screening, Brief Intervention, and Referral to Treatment (SBIRT) is being adapted for schools in all three communities. WI is developing a memorandum of understanding with law enforcement such that students who are picked up on a first-time drug offense are referred to SBIRT as a diversion strategy.

EVIDENCE-BASED PRACTICES AND PROGRAMS

Wisconsin currently implements the following practices and programs in Beloit, Menominee Indian, and Racine public schools:

- ✓ Pyramid Model
- ✓ Raising a Thinking Child
- ✓ F.A.S.T.
- ✓ PBIS
- ✓ Parent Peer Support
- ✓ Trauma Smart
- ✓ ACEs Training
- ✓ Trauma-Sensitive Schools Practices
- ✓ Restorative Practices
- ✓ SBIRT
- ✓ Second Step

“Implementing Developmental Designs schoolwide has transformed our school.”

— Asst. Principal, McKinley Middle School, Racine, WI

In 2015, more than 1,400 Wisconsin individuals, including mental health professionals, school administrators, teachers, and students, received training to support student social, emotional, and behavioral well-being.

Beloit School District

- As *Y to Y Peer Advocates*, students have been equipped to train peers using Sources of Strength, Good Drugs Gone Bad, and Too Good for Drugs. This expansion of training has corresponded with alcohol use reductions in Beloit.
- Through their *Student-Driven Social Media Campaign*, Beloit is empowering students to speak their truth, engage in behavioral change, and show others how to do the same.

16% decrease in 30-day marijuana use among high school students

15% decrease in high school student-reported physical fight involvement

15% decrease in students who reported attending school under the influence of drugs or alcohol in past 12 months

—Average Among Three SS/HS Districts

Racine Unified School District

- The *Responsive Classroom* approach, developed by classroom teachers, consists of practical strategies for helping children build academic and social-emotional competencies and focuses on the strong link between academic success and social-emotional learning.
- Professional learning communities were established at the secondary level, focused on using best practices toward creating a *safe and supportive learning environment* for LGBTQ youth.

Menominee Indian School District

- Keshena Primary School and Menominee Nation Head Start/Early Head Start have worked together to create a more trauma-informed school and organization, through implementation of the *Trauma Smart* Model.
- All schools in the Menominee Indian School District are implementing *restorative practices* using the Seven Grandfather Teachings to build a positive school culture, build relationships with students, and resolve conflicts when they occur.

LOOKING DOWN THE ROAD

The WI team is working closely with the governor and legislature to pursue and try to identify additional funding in the state budget to support school-based mental health in a more permanent way. In addition, strategic assessment of all activities at the state and local levels has resulted in identification of many opportunities to sustain and continue to expand the key programs and services achieved to date. Wisconsin is prepared to scale up capacity of these activities to impact students across the state.

Beloit Student-Driven Social Media Campaign: ACCEPT, INCLUDE, AND UNDERSTAND ME

37% decrease in disparity between LGBTQ and heterosexual students in bullying on school property among middle school students

—Average Among Three SS/HS Districts

We are committed to sustaining and/or expanding the following programs and services in Wisconsin:

- ✓ Trauma-Sensitive Schools
- ✓ SEL Competencies
- ✓ Bullying Prevention
- ✓ SBIRT
- ✓ Trauma Smart
- ✓ Restorative Practices