

Talk Tuesdays

Developed by the CSDE in collaboration with
Attendance Works & SERC

3/19/2024



Today's Agenda

Welcome

Christine Kuehlewind, Stephen Proffitt, Ann Marie Cordisco, and Holli Ryan, State Education Resource Center (SERC)

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

Jay Brown, Bureau of Special Education Consultant (Academic Office), CSDE

Comprehensive School Mental Health: School Health Assessment and Performance Evaluation (SHAPE) System/CONNECT'ing Schools to Care IV Students (Connect IV)

Stephanie Bozak, Psy.D., Behavioral Health Clinical Manager of Children's Mental Health at Department of Children and Families

Rebekah Behan, Jamie LoCurto, Jeana Bracey (Child Health and Development Institute)

Sarah Duso, Equity Director (Norwich Public Schools)

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



Welcome

February 13, 2024

- [Illuminating Black History and Culture Through Art PD Playlist](#)
- [Celebrate and Showcase Career and Technical Education Month](#)
- [Public Comments Now Being Accepted: CSDE Office of Dyslexia and Reading Disabilities Draft Strategic Plan, 2024-2029](#)
- [2022-23 Expenditure Data on EdSight](#) / [2023-24 Enrollment Data on EdSight](#)

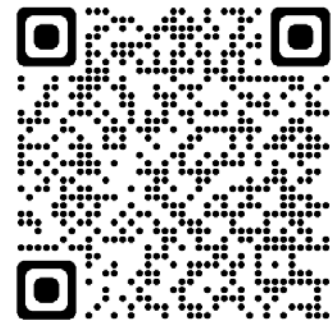
February 20, 2024

- [Survey and Resources - Substance Use Prevention, Overdose Awareness and Opioid Antagonists in Schools](#)
- [2024 Challenge to Educational Citizenship Award Program](#)

[Superintendent's Digest](#)

February 22, 2024

- [2023-24 Out-of-Town Magnet School Transportation Grant Application](#)
- [CT Leader and Educator Evaluation and Support Plans 2024](#)
- [New Kindergarten Age Guidance for Families](#)
 - Guidance also available in [Arabic](#), [Haitian Creole](#), [Portuguese](#), [Spanish](#)
 - See also [New Entry Age for Kindergarten: Considerations for Connecticut Schools](#)





Welcome

February 26, 2024

- [Fiscal Update](#)
- [CSDE Launches Parent Bill of Rights for English Learners/Multilingual Learners \(ELs/MLs\) Webpage](#)

March 4, 2024

- ESSER Annual Performance Report – fourth round of annual Elementary and Secondary School Emergency Relief (ESSER) reporting should be available to districts through eGMS is mid-March.
- [Technical Assistance Consultation on Your Increasing Educator Diversity Plan with WestEd](#)

March 11, 2024

- [Teacher Negotiations Act Submissions](#)
- New EdSight Dashboard: [Postsecondary Labor and Earnings](#)
- CSDE Releases [Educator Preparation Provider \(EPP\) Dashboard](#)

March 12, 2024

- [CSDE Financial Literacy Course](#)
- [Personal Financial Management and Financial Literacy](#)

[Superintendent's Digest](#)



Kindergarten

Attendance Affinity Group Series



Dates:

Three Part Series

~~Wednesday, March 6th~~
Wednesday, April 17th
Wednesday, May 15th

Time:

9:30 am - 11:30 am

Location:

SERC
175 Union Street
Waterbury, CT

Audience:

Maximum of 30 participants

PreK and Kindergarten
Teachers, Administrators,
and Student Support
Services



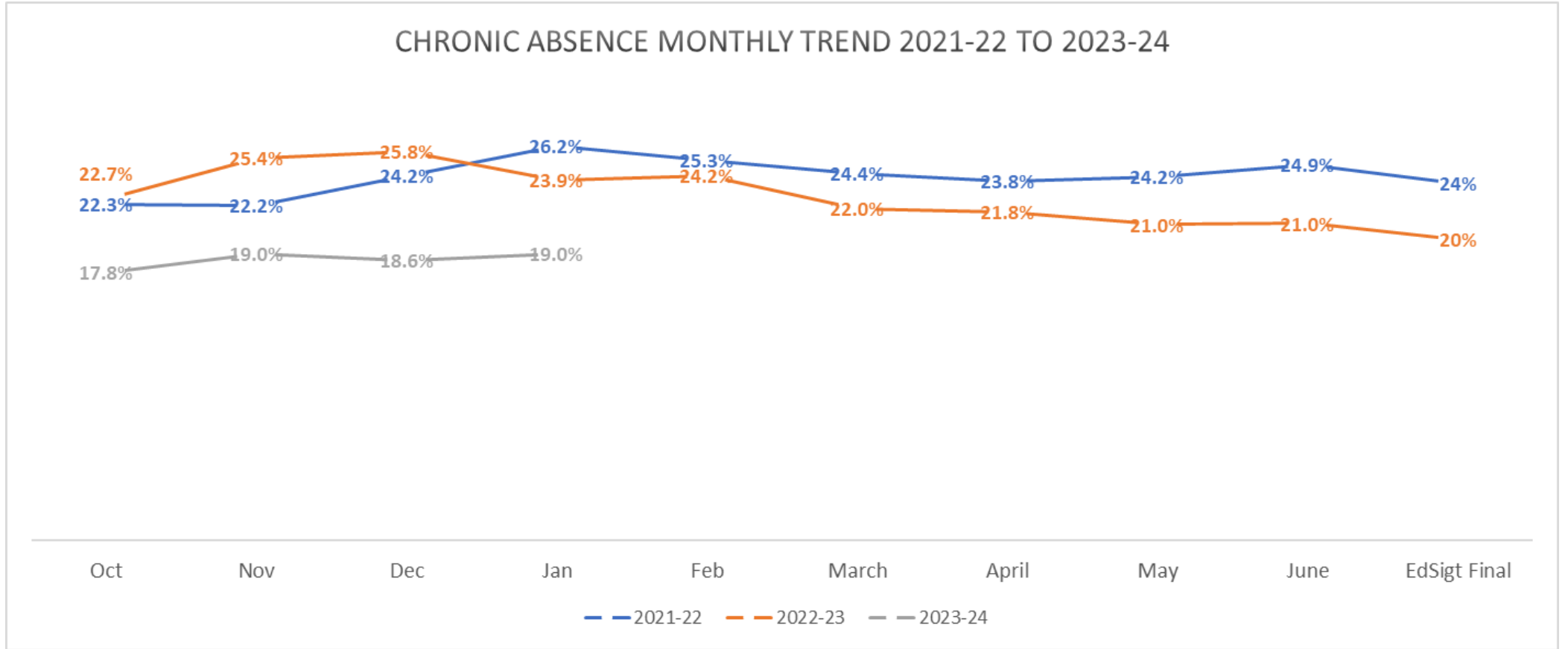
For questions
regarding content,
please contact:
Ann Marie Cordisco at:
cordisco@ctserc.org

For information
regarding registration,
please contact:
Holli Ryan at:
ryan@ctserc.org

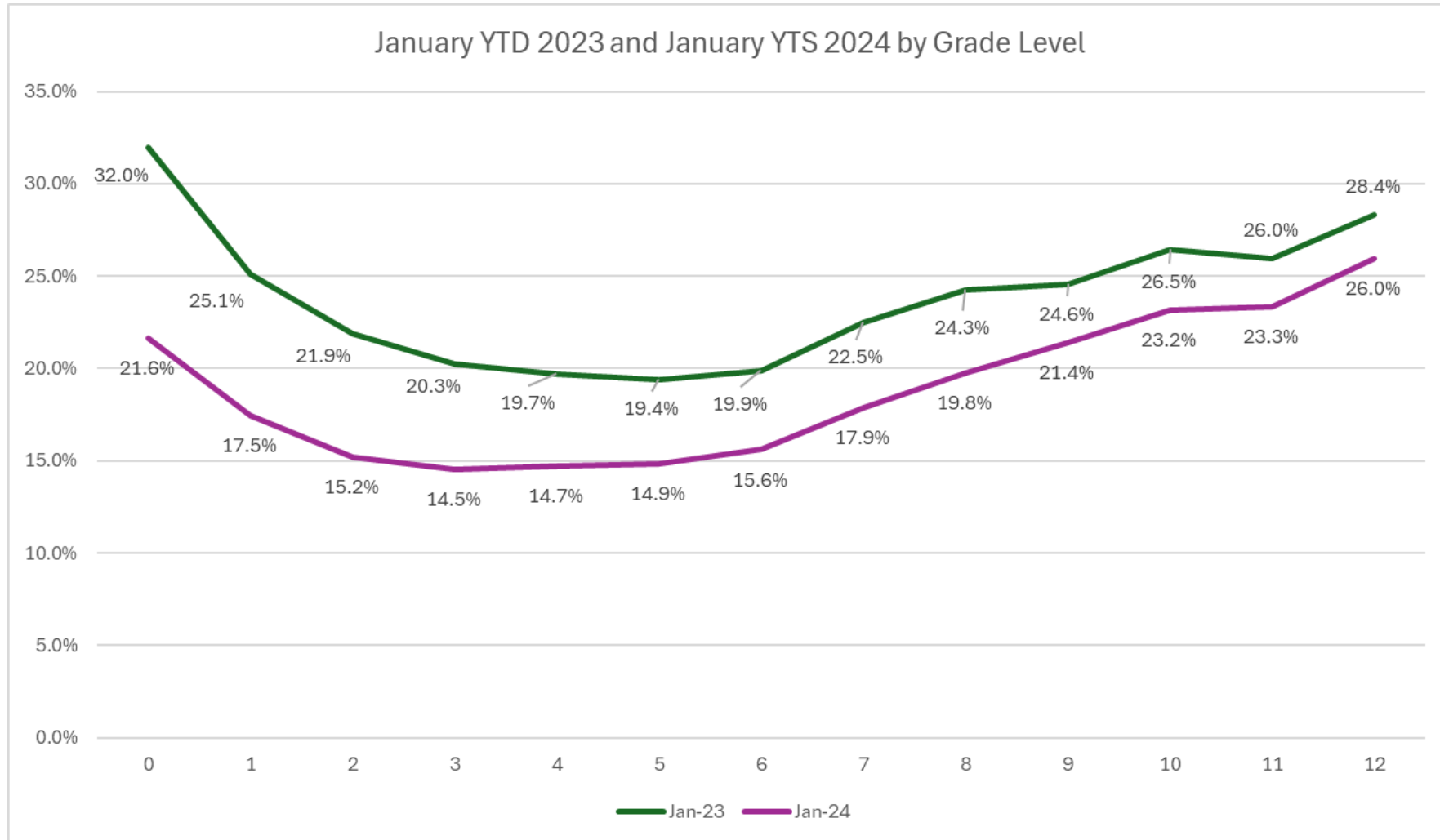
Please
join us!

Registration is now open for the
Kindergarten Affinity Group series
at <https://ctserc.org/events>.

Monthly Chronic Absence Trends



Monthly Chronic Absence Trends





Featured Speakers

Comprehensive School Mental Health: School Health Assessment and Performance Evaluation (SHAPE) System/CONNECT'ing Schools to Care IV Students (Connect IV)

Stephanie Bozak, Psy.D.

(Behavioral Health Clinical Manager of Children's Mental Health at Department of Children and Families)

Rebekah Behan, Jamie LoCurto, Jeana Bracey

(Child Health and Development Institute)

Sarah Duso

(Equity Director at Norwich Public Schools)

Comprehensive School Mental Health

Talk Tuesday
March 19, 2024

Child Health and Development Institute

CHDI is a bridge to better behavioral health and well-being for children.

Our Vision

All children grow up healthy thrive

Our Mission

Advance effective, integrated health and behavioral health systems, practices, and policies that result in equitable and optimal health and well-being for children, youth, and families.

Our strategic process powers systems, policy, and practice improvement



SCHOOL HEALTH ASSESSMENT AND PERFORMANCE EVALUATION (SHAPE) SYSTEM

School Health Assessment and Performance Evaluation (SHAPE)

Purpose: to offer schools, districts, and states a workspace and targeted resources to support school mental health quality improvement (refinement)

How it helps students:

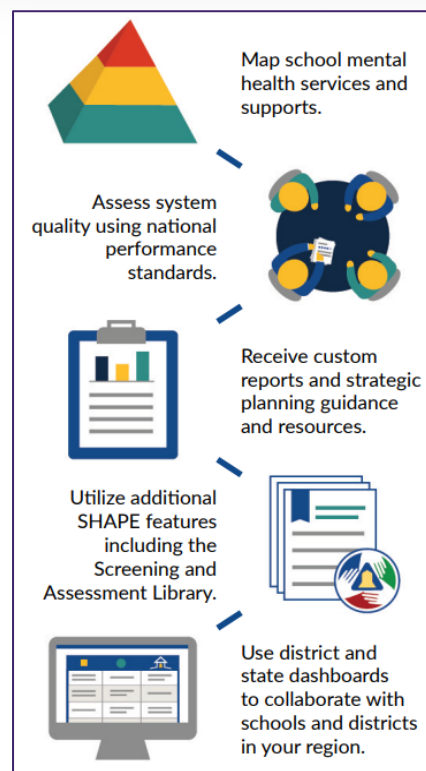
Assesses school mental health system as a whole

Supports system change to make better use of existing school practices and tools

Encourages collaboration among individuals who represent diverse perspectives, roles, and experiences related to school mental health

School Health Assessment and Performance Evaluation (SHAPE)

The School Health Assessment and Performance Evaluation (SHAPE) System is a **public-access, web-based** platform that offers schools, districts, and states a workspace and targeted resources to support school mental health quality improvement.



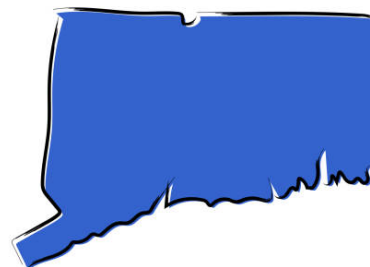
Assess. Complete the School Mental Health Quality Assessment.

Improve. The SHAPE Resource Center houses free resources to help your team advance school mental health.

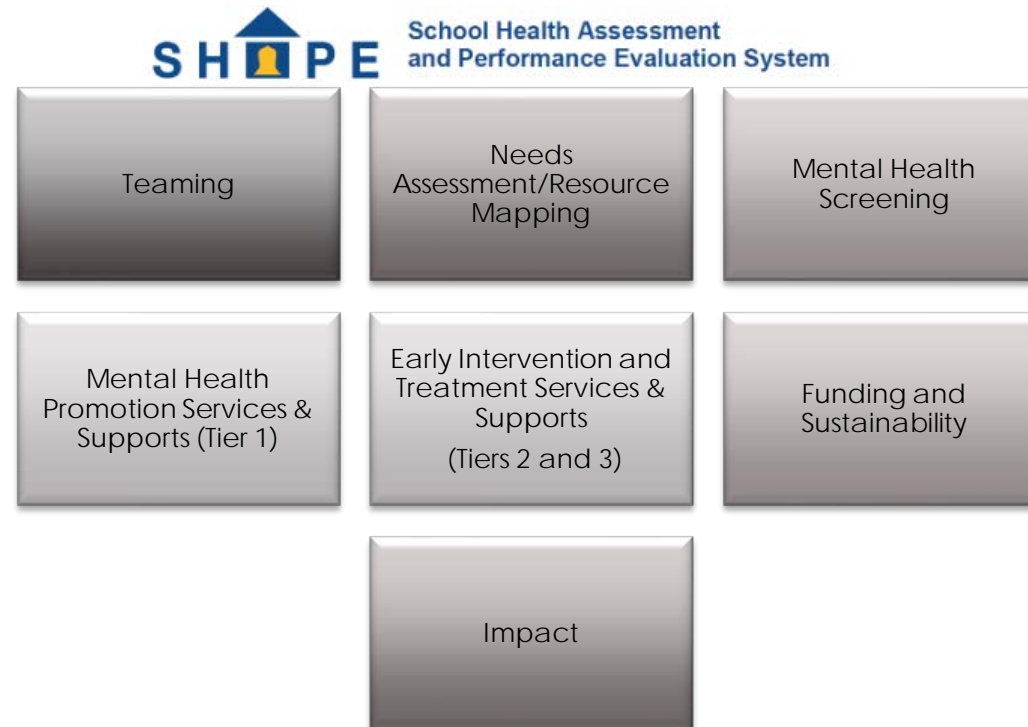
Support. State and district dashboards provide leaders with the opportunity to view the landscape of school mental health to guide technical assistance and quality improvement.

SHAPE engagement in CT

- 55 school districts
- 167 individual schools



Mental Health Quality Assessment Domains



SHAPE is hosted by the National Center for School Mental Health. To learn more, go to www.theshapesystem.com

Using **SHAPE** results intentionally can help schools to ...

- Guide their behavioral health focus, making it more integrated, less siloed
- Select interventions with purpose
- Align behavioral health monitoring to the academic system
- Mindfully plan and reassess tying to student outcomes as goals
- Refine equitable school policy and practice

Other SHAPE Assessments

- Trauma-Responsive Schools Implementation Assessment (TRIS-IA)
- Organizational Well-Being Inventory for Schools (OWBI-S)
- Preschool School Mental Health Quality Assessment (SMH-QA-PS)
- [Culturally Responsive, Anti-Racist and Equitable Schools Quality Assessment \(CARE-QA\)](#)
- **Coming soon:** School Mental Health Family Engagement Quality Assessment (SMHFE-QA)



District SHAPE experience



CONNECT'ING SCHOOLS TO CARE IV STUDENTS (CONNECT IV)

CONNECTing Schools to Care IV Students (CONNECT IV)

Purpose: Expand and sustain the statewide infrastructure and service delivery system in Connecticut through **expansion and integration of trauma-informed comprehensive school mental health supports with the existing community-based network of care.**

How it helps students:

Fosters a school climate, culture, and system that supports student well-being

Increases students' academic success

Decreases staff burnout

CONNECT IV goals



Expand the infrastructure for an integrated school- and community-based behavioral health network of care



Expand school and family awareness, knowledge and access to information about behavioral health, trauma, and crisis response

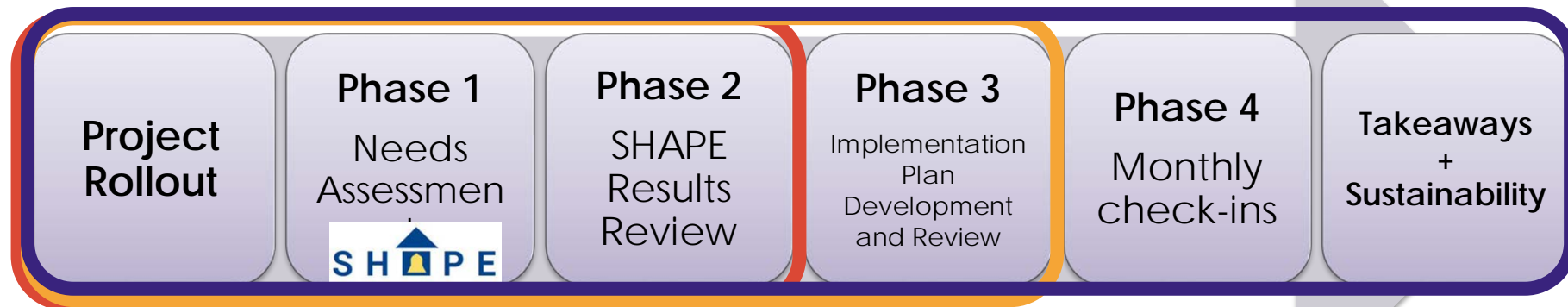


Build capacity of Connecticut's schools to access and utilize community-based behavioral health resources and supports for school mental health



Implement and sustain equitable and comprehensive school mental health supports

Project Timeline



Level 1 Schools

Level 2 Schools

Level 3 Schools

PEER SUPPORT PROGRAM

Peer Support Program

Purpose: to train middle and high school students to become part of a peer support team to recognize the mental health signs and symptoms in their peers

How it helps students:
Raises awareness about mental health, reduces the stigma around asking for help, and encourages help-seeking from a trusted adult

Connecticut Peer Support Program Components and Timeline



Before School Year

- Train all staff on mental health information and resources available to support students



September-November

- Training for adult advisor(s)
- Recruit and train peer leaders
- Hold assembly to introduce program and peer team to all students



December-April

- Peer team creates and implements campaign messaging and activities



May-June

- Wrap-up event to recognize the work
- Summarize and share outcomes
- Plan for next year

Wink, M., & Lang, J. (2013). Students Helping Students: School-Based Peer Support Programs Enhance Student Well-Being. Farmington, CT: Child Health and Development Institute of Connecticut

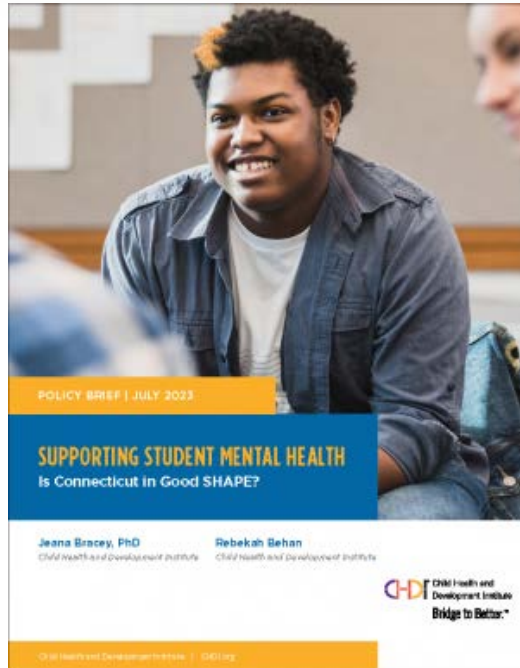
Call for Recruitment



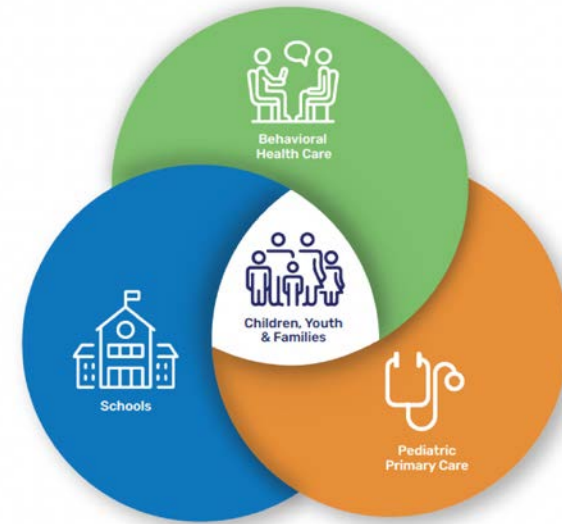
Question + Answer



Wrap-Up



Policy Brief: Supporting Student Mental Health: Is Connecticut in Good SHAPE?



Resource:
Connect4Families Toolkit

Where to find us



Visit our website

www.chdi.org



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Get our latest publications and newsletters.



Follow us on social media



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Teachers, Administrators,
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Ann Marie Cordisco at:
cordisco@ctserc.org

For information
regarding registration,
please contact:
Holli Ryan at:
ryan@ctserc.org

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Upcoming Attendance & Engagement Meetings

Talk Tuesdays for the 2023-24 School Year

- April 2
- April 30
- May 14
- May 28

Register for Talk Tuesdays





Keep in Touch!

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