



Bureau of Student Wellness

New Hampshire Department of Education

We envision a New Hampshire in which all learners and their families are supported to be well so they can thrive in their home, school, and community.

What are Student Wellness and MTSS-B?



How is Student Wellness supported at the state and local levels?



What are the challenges to supporting this work state-wide?

Who are we?

The Bureau of Student Wellness consists of three main offices:



Office of Nutrition Programs and Services

New Hampshire's Nutritional Wellness Resource

- Support for health and nutritional needs of children through the administration of USDA Child Nutrition Services
- Professional development and training
- Program technical assistance
- Federal and state funding options



Office of School Health

New Hampshire's School Health Resource

- Support for school health programs
- Professional development and training
- Program technical assistance
- Federal and state funding options



Office of Social and Emotional Wellness

New Hampshire's Social and Emotional Wellness Resource

- Support for Multi-Tiered System of Supports for Behavioral Health and Wellness (MTSS-B)
- Professional development and training
- Program technical assistance
- Federal and state funding options

OFFICE OF SOCIAL AND EMOTIONAL WELLNESS

“The needs of our complex society cannot be met by adults who are simply academically prepared; they must also be personally and socially competent.”



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Who Are We?

Infrastructure - Staffing



Who Are We?

READY TO LEARN.

Every student.

Every day.

What is Wellness?

1

Social

Ability to develop a sense of connection, belonging, and a well-developed support system.

NHStudentWellness.org/Social

2

Personal

Ability to create a sense of purpose and meaning in life.

NHStudentWellness.org/Personal

3

Occupational

Ability to gain personal satisfaction and enrichment from one's work.

NHStudentWellness.org/Occupational

4

Environmental

A school's ability to promote safe and supportive environments in the home, school, and community that encourage wellbeing.

NHStudentWellness.org/Environmental



Intellectual

Ability to recognize their creative abilities and find ways to expand knowledge and skills.

NHStudentWellness.org/Intellectual

5

Emotional

Ability to cope effectively with life and create satisfying relationships.

NHStudentWellness.org/Emotional

6

Physical

Ability to learn and model healthy practices and routines.

NHStudentWellness.org/Physical

7

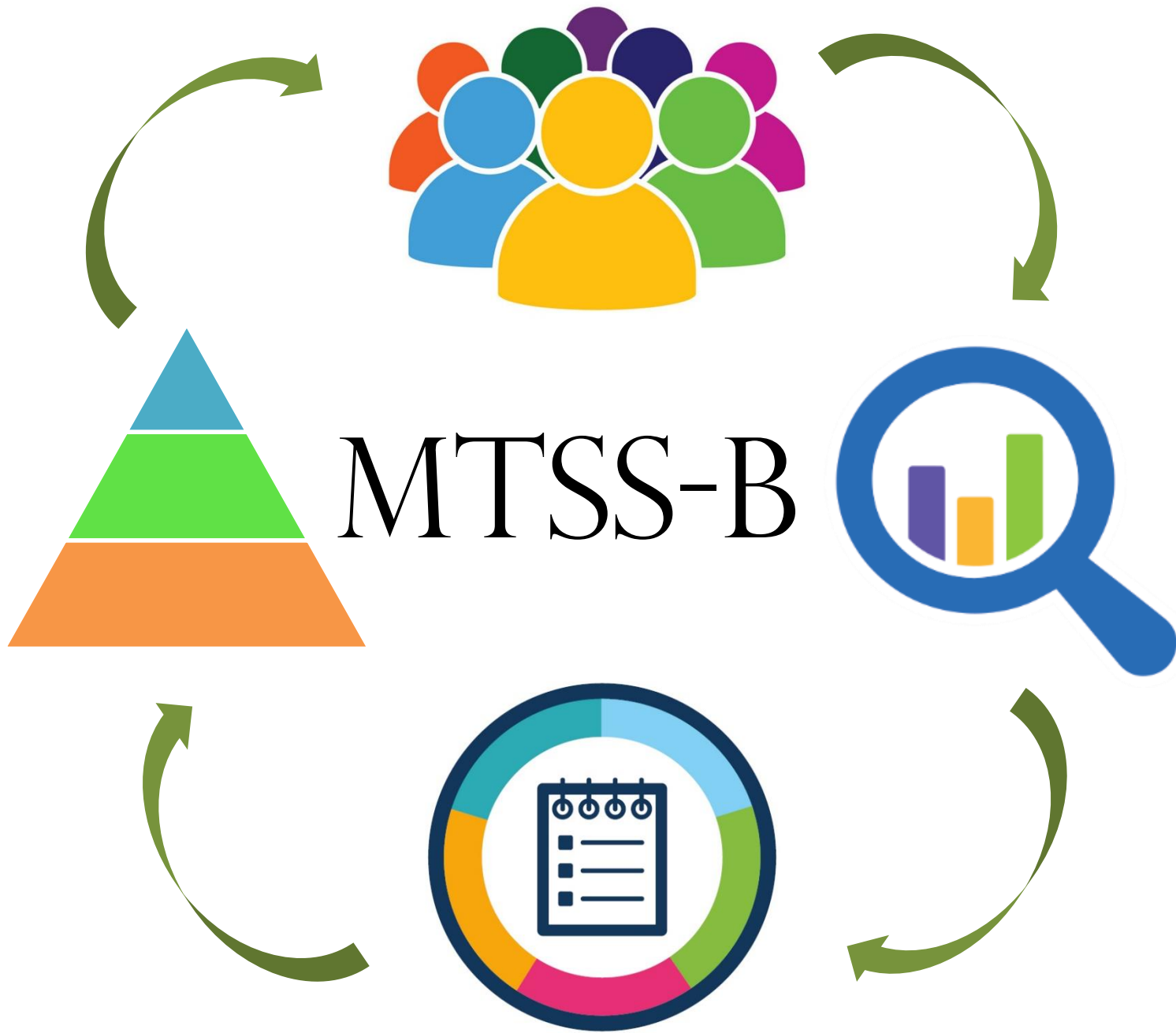
Risk factors:

- 30% of report living with someone who has/had a problem with alcohol or drugs.
- 25% report going hungry at some point because there was not enough food at home.
- 9% report having at least one parent or other adult in jail or prison.
- 14% report hearing adults in their home slap, hit, kick, punch, or hurt each other.
- 16% report seriously considering attempting suicide.

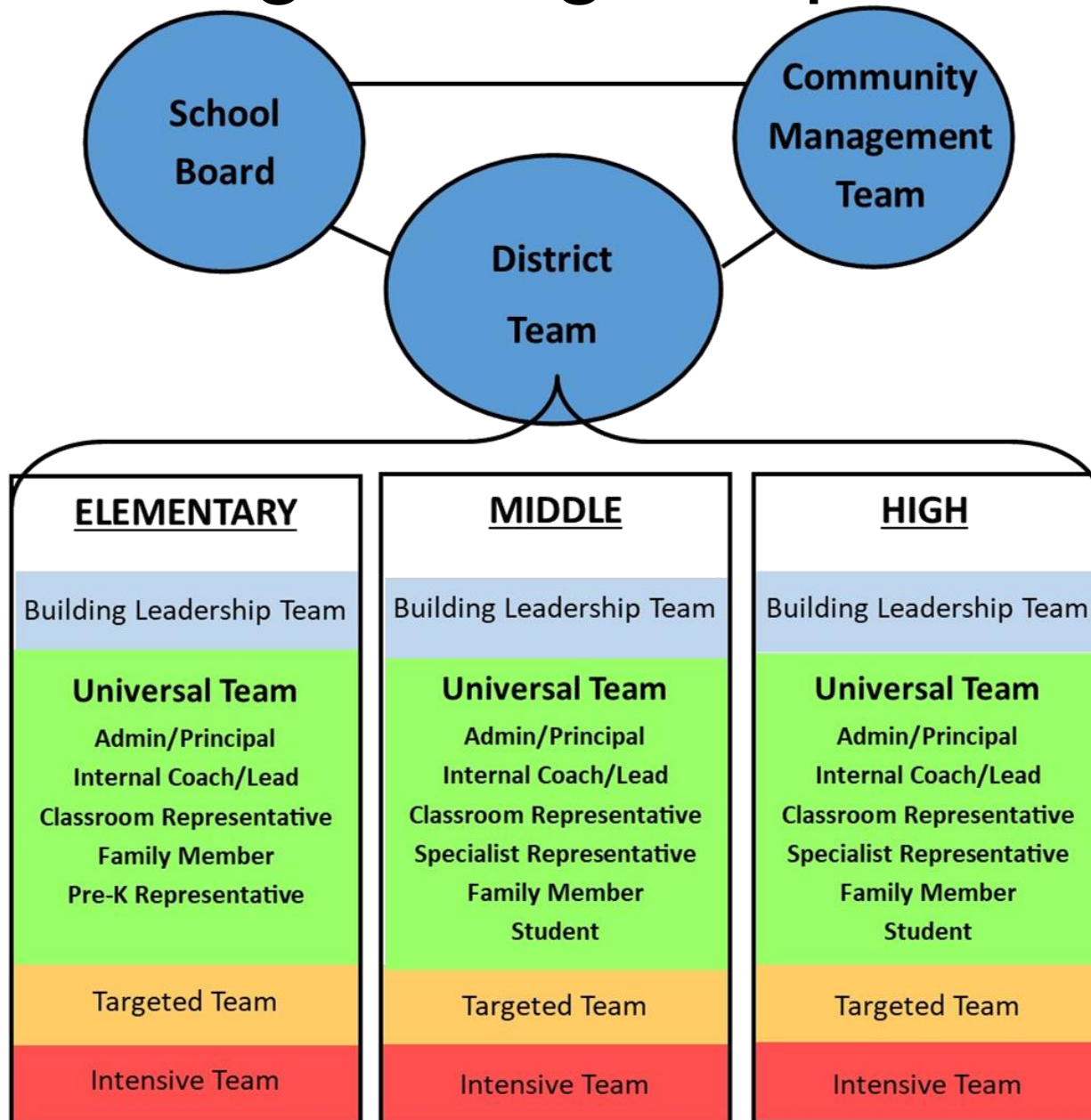
The Response



The Response



Organizing People...



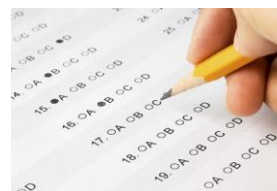
Participate

Discuss

... to analyze data...



✓ Attendance



ABCD
A+ B+ C+ D+
A- B- C- D-
O O ✓ X



Youth Risk Behavior Survey

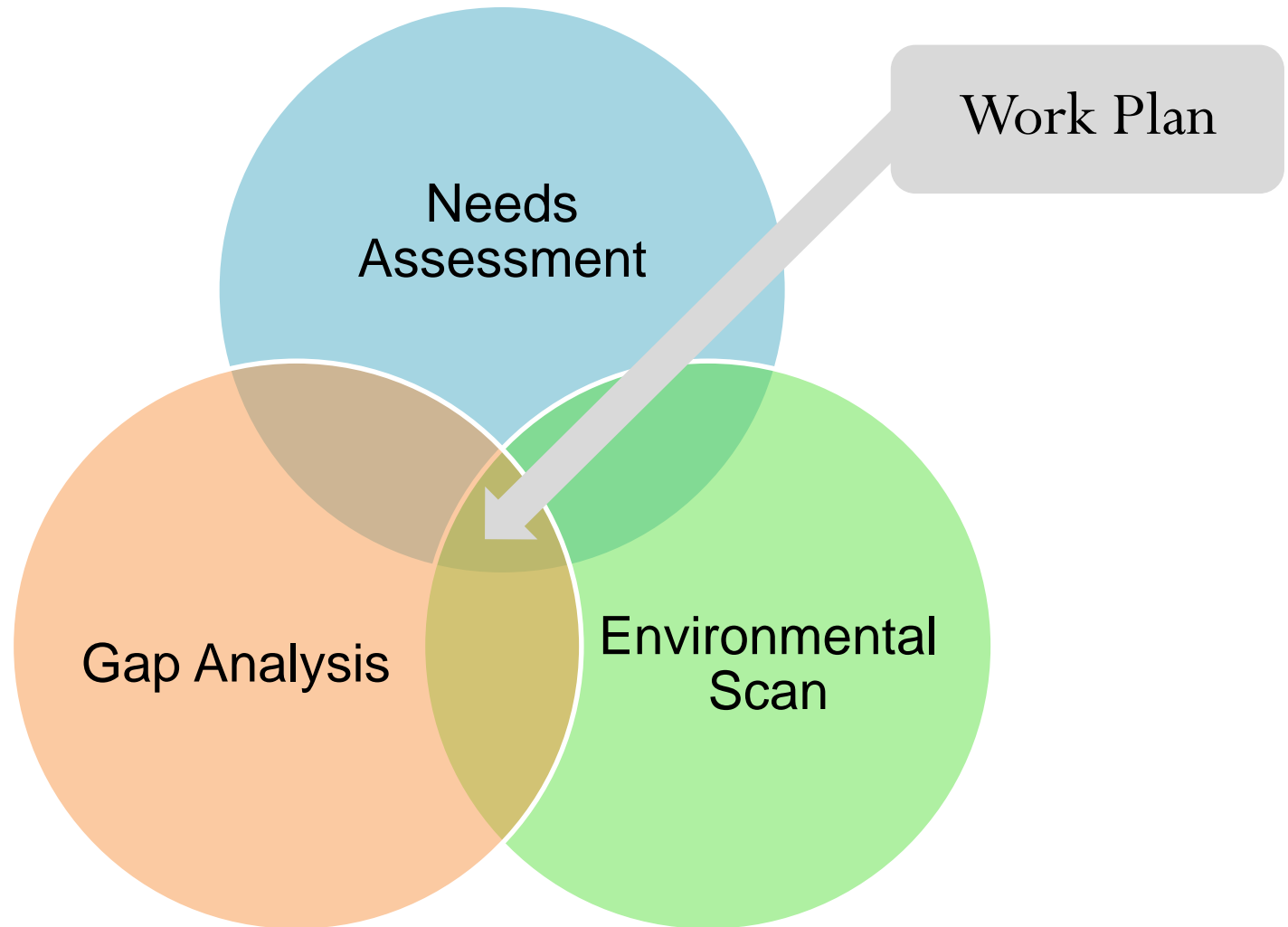


an asset checklist

Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities. NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.



Plan



... and make a plan...



EXTERNAL ASSETS

INTERNAL ASSETS



Interventions



Training/PD



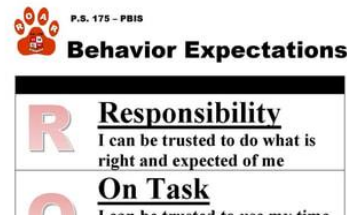
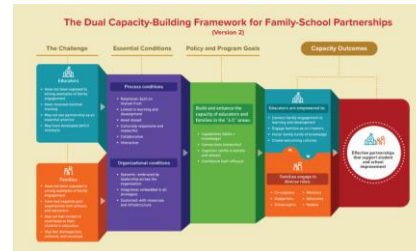
Policies



Funding

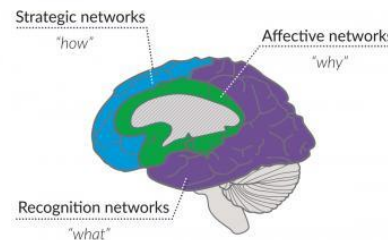
Implement Strategies

... to ensure all students are ready to learn.



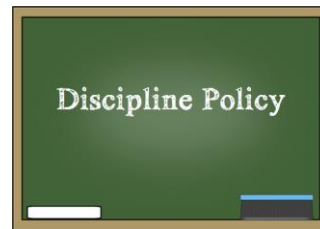
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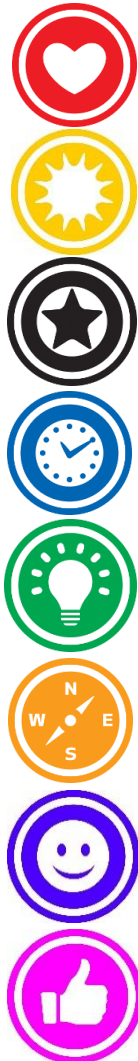


SCHEDULE WITH FIVE FULL DAYS IN A WEEK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-8:00	7:00-8:00	7:00-8:00	7:00-8:00	7:00-8:00
8:00-9:00	8:00-9:00	8:00-9:00	8:00-9:00	8:00-9:00
9:00-10:00	9:00-10:00	9:00-10:00	9:00-10:00	9:00-10:00
10:00-11:00	10:00-11:00	10:00-11:00	10:00-11:00	10:00-11:00
11:00-12:00	11:00-12:00	11:00-12:00	11:00-12:00	11:00-12:00
12:00-1:00	12:00-1:00	12:00-1:00	12:00-1:00	12:00-1:00
1:00-2:00	1:00-2:00	1:00-2:00	1:00-2:00	1:00-2:00
2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00
3:00-4:00	3:00-4:00	3:00-4:00	3:00-4:00	3:00-4:00
4:00-5:00	4:00-5:00	4:00-5:00	4:00-5:00	4:00-5:00



... to ensure all students are ready to learn.



TITLE I

IDEAs
that Work



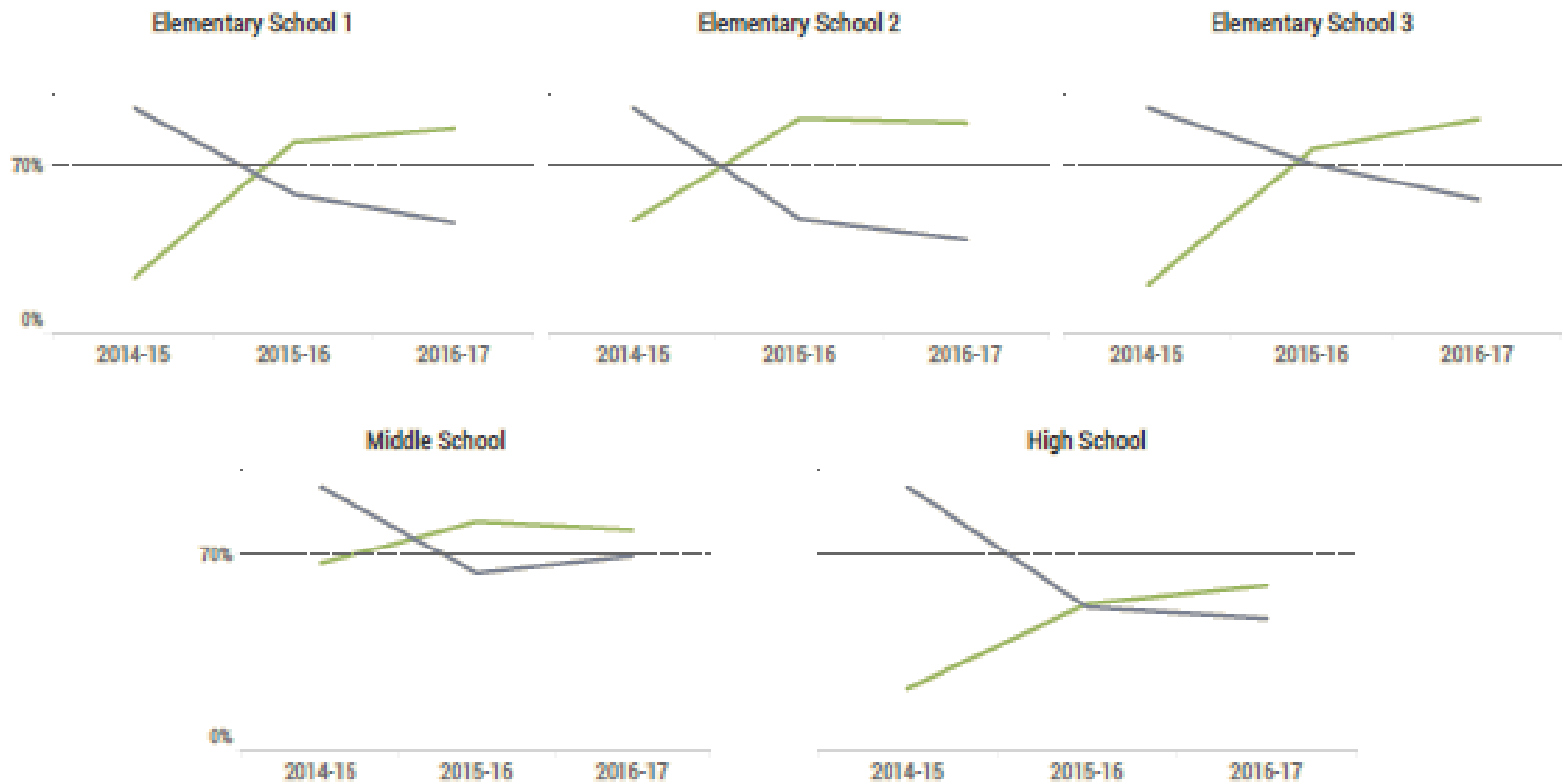
Non-Regulatory Guidance for Title II, Part A:
**Building Systems of Support for Excellent
Teaching and Leading**

**PROJECT
SUCCESS™**



Evaluating Success

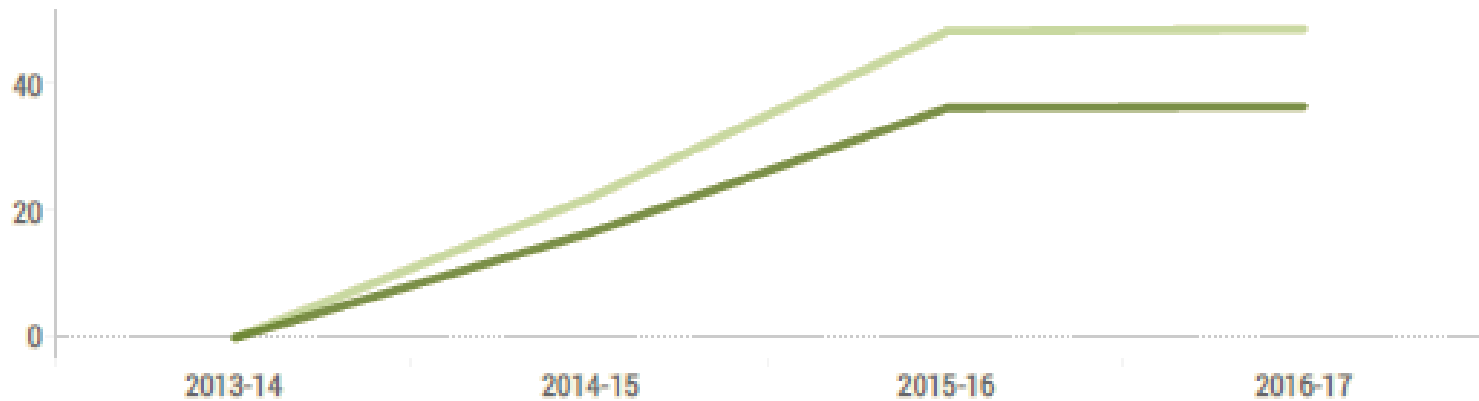
MTSS-B Tier 1 fidelity score || Average ODRs per 100 students



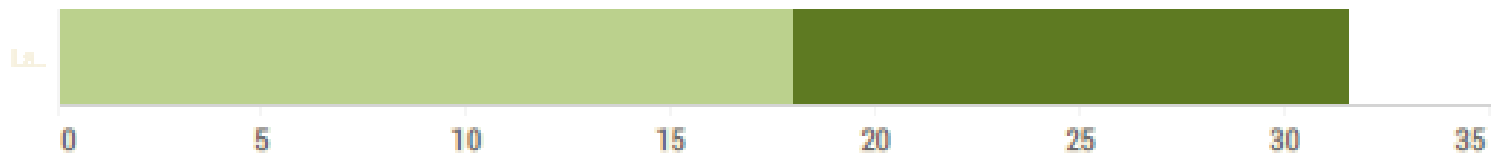
Evaluating Success

Administrator Time Gained || Student Instructional Time Gained

Days gained per 100 students due to fewer ODRs



Days gained per 100 students due to fewer ODRs from baseline to followup



Challenges

- Developing core SEL competencies (*Protective Factors and 21st Century Skills*) while attending to increasing social, emotional, and behavioral challenges (*Risk Factors*)
- Complex funding strategies that are time-limited and multi-purpose
- Lack of funding for system's change in addition to services and supports