

MARCH 2024

# SCHOOL MENTAL HEALTH SPOTLIGHT

Community Collaboration



## Wisconsin Well Be's Consortium

### *INTRODUCTION AND BACKGROUND*

The Wisconsin Well Be's Consortium is comprised of four rural school districts: Cambria-Friesland, Pardeeville Area, Randolph, and Rio Community. We are recipients of the Mental Health Service Professional Demonstration Grant, which allowed us to hire two counselor interns per district to meet student needs and craft comprehensive district mental health plans. Each district is in different stages of their plans, and Rio Community is in the third year of the process. Randolph is in their first year and making great strides. Both schools started by using the SHAPE assessment to identify areas of need, starting with building upon the Mental Health Promotion Supports and Services, Needs Assessment, and Resource Mapping.

Rio has begun by creating staff wellness plans, implementing RULER Emotional Intelligence district-wide, identifying and serving students in tier 3, and implementing restorative justice circles.

Randolph is working on a district-wide mental health multi-tiered system of supports (MTSS) that includes screening, entrance/exit criteria for interventions, and identifying researched-based interventions at each tier (specifically tier 3) using a local resource map. Once the MTSS plan is created, the district will focus on piloting tiered services, collaborating and sharing results with stakeholders, as well as implementing universal staff training.

**REFERRAL PATHWAYS**

We are currently using screeners (such as the *b.e.s.t.* and a local student success survey) to identify students' needs and appropriate service tiers. Schools are in the process of building multi-tiered system of supports and resource map to better identify available services and supports.

**OUTCOMES & SUCCESSES**

Overall, we have fewer students identifying that school is hard for them, thanks to support they receive at school. Students that receive intervention are reporting a greater satisfaction with belonging at school and increased ability to manage mental health and regulate emotions. Additional outcomes are below:

- Pardeeville is implementing Sources of Strength, a peer-to-peer suicide prevention program.
- Cambria-Friesland implemented Character Strong and has been paying special attention to implementing tier 2 interventions.
- All districts implemented student groups.
- All four districts have also started Education and Human Services Clubs for students pursuing careers in education and school-based mental health. The goal of the clubs is to get students exposed to high-quality career education. Through experiential learning opportunities like college visits, field trips, speakers, Educators Rising, student teaching, and peer mentoring placements, students are better prepared for education and school-based mental health careers.

**FOCUS ON WORKFORCE**

The consortium's efforts also include recruiting, hiring, and training interns. This extra staffing allows the districts in the consortium the opportunity to dive deeper into their comprehensive school-based mental health plans.

- Smaller student-to-counselor ratios allow for more support across all tiers.
- Counselor interns also add value to each district by offering diverse perspectives and experiences. In small schools, the school counselors are often the only ones at their grade/level, so the collaboration between interns and counselors is valuable.

**MORE INFORMATION**

The consortium has an email list for updates on internship opportunities, collaborating on school-based mental health initiatives, and the MHSP grant and our consortium work. The website & email list sign-up can be found [here](#).

**KEY**

**CONTRIBUTORS**

Administrators, Teachers, and Pupil Services Staff

CESA 5 Counseling Network

UW Whitewater, UW Oshkosh, Winona State University, and Mount Mary University

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**SCHOOL MENTAL HEALTH SPOTLIGHTS**

*a partnership of the Coalition for Expanding School-Based Mental Health in Wisconsin & Wisconsin Department of Public Instruction*



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