

Database of Exemplar SMART Goals

CSH Institute 2025



Contents

- Overview** _____ **6**
 - Purpose of the Database* _____ 6
 - Customization and Application* _____ 6

- Health Education** _____ **7**
 - 10 Ways to Measure Health Skills through Summative Performance Tasks* _____ 8
 - Addressing Vaping Through an Environmental Lens: Environmentally Friendly Vape Disposal as a Strategy for Vape Cessation with Gen Z* ___ 9
 - Addressing Youth Vaping through Policy & Best Practices* _____ 10
 - Empowering Students: How Erin's Law in Schools Keeps Children Safer* _____ 11
 - How TNSTRONG (Tennessee Stop Tobacco and Revolutionize Our New Generation) Engages Youth to be Nicotine Free* _____ 12
 - Integrating Health Education for Students and Staff* _____ 13
 - Maximizing Impact: Overcoming Barriers to Quality Health Education with Interdisciplinary Crosswalks* _____ 14
 - Partnership Between Coordinated School Health and Prevention Coalition in Gibson County* _____ 15
 - Supporting Prevention Education Programs with EVERFI: A Look at Tier I Interventions and Alternative to Suspension Approaches* _____ 16
 - Tennessee Youth Prepared for Success: Family Life Education in Rural Counties* _____ 17
 - Tobacco Free Schools - InDepth Diversion Program* _____ 18

- Health Services** _____ **19**
 - Building a School-Based Health Clinic in Rural TN* _____ 20
 - Connecting the Dots: Using Data to Transform Student Outcomes* _____ 22
 - Health and Attendance: The Critical Role of School Nurses in Reducing Chronic Absenteeism* _____ 24
 - Impact of a Mentorship Program on School Nurse Confidence* _____ 26
 - Implementing a Nurse Referral System* _____ 27
 - Mindful Care: Empowering School Nurses for Student and Self-Wellness* _____ 28
 - One District's Approach to Dealing with School Nurse Staffing Challenges to Maintain School Health Services Coverage* _____ 29
 - Safe Stars, Smart Heart Act: What can we do to Ensure Safety for our Student Athletes?* _____ 30
 - School Nurses: More Than Boos Boos and Band-Aids!* _____ 31
 - School Nurse Staffing Assignments for Safe Care* _____ 33
 - Telehealth: A Successful Partnership in a Rural East Tennessee County* _____ 34

- Healthy School Environment** _____ **35**
 - A River Runs Through It, Cocke County's Emergency Response to Historic Flooding* _____ 35
 - Crime Prevention through Environmental Design (CPTED): Applying the concepts of Access Control, Natural Surveillance, Territoriality and Maintenance to reduce the incidence and fear of crime and improve safety and security on school campuses.* _____ 36
 - Developing Safety Coalitions to Address School and Community Concerns* _____ 37
 - Enhance Your District's Behavioral Threat Assessment and Management Program* _____ 38

<i>Safety Blitz Training Greeneville City Schools- School Safety</i>	39
<i>Streamlining Behavior Threat Assessment Reporting</i>	40
<i>Student Discipline for School Safety</i>	41
<i>The Uvalde Report: What lessons can TN schools learn?</i>	42
<i>Timeless School Safety Strategies for Emergency Management</i>	43
Infrastructure	44
<i>All-Star Wellness: Achieving America's Healthiest Schools Distinction</i>	44
<i>Building a Healthier School Community: Collaborative Initiatives for Physical and Emotional Well-Being</i>	46
<i>CSH Data Spreadsheet Basics</i>	47
<i>Data Detectives: Uncovering data opportunities</i>	48
<i>How Cultivating Relationships within your School District turns Action Steps into Stellar Goals</i>	49
<i>Ignite Your School's Potential: Building Healthy School Teams</i>	50
<i>Interactive Student Scenarios by Bledsoe County's Coordinated School Health Team</i>	51
<i>Section 504 and IDEA: Distinctions, Requirements, and Responsibilities</i>	52
<i>Tennessee's Healthier Schools Challenge</i>	53
<i>Unlocking the Power of Data: A Practical Guide for School Behavioral Health Professionals</i>	55
Nutrition	56
<i>C.H.E.F. Challenge (Children's Health through Education and Food): A Model Program</i>	56
<i>Engaging Communities to Improve School Meals Access</i>	57
<i>Growing Healthy Schools and Children: Extension Partnerships to Create Connected On-Site Gardening and Nutrition Education</i>	58
<i>Nutrition is the Mission!</i>	60
<i>Planting Ideas... Harvesting Success!</i>	61
<i>Ripple Effect: A Student Led Water Marketing Campaign</i>	62
<i>Serving meals beyond the school day</i>	63
<i>Teamwork Helps End Summer Hunger: Schools and Community Organizations Partnering to End Summer Hunger Across Tennessee</i>	64
<i>Wellness by the Glass</i>	65
Physical Education & Physical Activity	66
<i>A Comparative Analysis of Disciplinary Referrals and the Amount of Physical Education Offered in a Rural, Low-Socioeconomic K-8 School in Tennessee</i>	67
<i>BRAINball® and BRAINball Mini – Closing the Math and Literacy Gap with Movement</i>	68
<i>Camp Oo-Tah-Nee-Noh-Chee</i>	69
<i>Classroom Activities to Get Movement and Learning put Together!</i>	70
<i>Comprehensive School Physical Activity Programs: Empowering Students, Families, and Communities</i>	71
<i>Drums Alive! Cardio Drumming for the Mind, Body, and Soul</i>	72

<i>Health in Motion: Walk and Talk</i>	73
<i>Involving the Community in your Physical Education Program</i>	74
<i>Making Connections between Literacy, Math, and Motor Skills: Building the Blocks for Lifelong Learners and Movers</i>	75
<i>PE Advisory Council- Improving Your Overall PE Program</i>	76
<i>Welcome to No Standing Around in My Gym</i>	77
School Counseling, Psychological, & Social Services	79
<i>Building Resilience Together: MTSS Strategies for Supporting Mental Health in Students and Educators</i>	80
<i>Cultural Adaptations of a School-Based Positive Psychology Intervention using the Ecological Validity Model: Process and Lessons Learned</i>	81
<i>Demystifying Advocacy: Building Partnerships and Effective Practices</i>	82
<i>Enhancing Student Well-Being Through Teletherapy Partnership</i>	83
<i>Lost & Found: Serving Grieving Students</i>	85
<i>Mind the Gap – Increasing Staff Awareness and Understanding of Strategies that Support Student’s Emotional Regulation.</i>	86
<i>Project RAISE (Rural Access to Interventions in School Environments): Serving Students’ Needs in Rural Tennessee</i>	87
<i>Sources of Strength</i>	88
<i>Tackling the Anxiety Epidemic as Educators</i>	89
<i>Therapy Dog Interventions: Assisted Activities in Schools for Social, Physical, and Academic Wellness</i>	91
<i>Transforming Behaviors: Integrating Mental Health and Behavior Analysis Supports for Lasting Change in Schools</i>	93
Staff Wellness	94
<i>Beyond Burnout: Prioritizing Staff Wellness for a Healthier Workplace</i>	94
<i>Breathe for Change: Implementing Mindful Movement and Social Emotional Learning Techniques to Improve Staff Well Being and Student Calming Strategies.</i>	95
<i>Creating a Supportive Workplace: Fostering Staff Wellness and Resilience</i>	97
<i>Cultivating Staff Wellness: Practical Strategies for Teachers and Administrators</i>	98
<i>Educator Energizer: Wellness for Teachers and Staff</i>	99
<i>Empathy in Balance: Protecting Yourself from Compassion Fatigue</i>	100
<i>Establishing Local/Regional Health Department and School District Partnerships</i>	101
<i>Filling Your Cup: Comprehensive Self-Care Strategies for Educators</i>	102
<i>From Needs Assessment to Results: Building a Staff Wellness Program That Works</i>	103
<i>Thriving Together: Boosting K-12 Staff Mental and Physical Health Awareness</i>	104
Student, Family, & Community Involvement	105
<i>Active Families: You're Never too Old to Play</i>	106
<i>Amplifying School to Home Partnerships through Parent Led Advisory Councils</i>	107
<i>Bridging the Gap: Addressing Family Homelessness to Improve Student Performance through a Non-Profit and School Based Partnership</i>	108
<i>Empowering Voices: The Importance of Student Voice in Middle School</i>	109

Everyone Plays a Role: Tackling Chronic Absenteeism, Together! _____ 110

Family Advisory Councils: Building Collaboration and Student Success _____ 111

From Involvement to Engagement: Empowering Families and Schools _____ 113

Infant and Early Childhood Mental Health in Tennessee: Reaching for the Stars _____ 114

Knocking Chronic Absenteeism Out of the Park: A Team Approach in Loudon County Schools _____ 115

Stronger Families = Stronger Schools: The Power of All Pro Dad, iMom, and Family Engagement at Blythe-Bower Elementary _____ 116

University Schools Wellness, Training, Treatment, and Research Center: Supporting the Whole Child _____ 117

Overview

The Coordinated School Health (CSH) Database of Exemplar Goals is a valuable resource designed to inspire and guide school districts in developing effective programs and initiatives to improve student health and well-being. The example goals included in this database were created from breakout sessions at the annual CSH Institute. These goals are rooted in the strategies, programs, and initiatives shared and discussed at the Institute.

Purpose of the Database

This database serves as a starting point for districts to plan and implement initiatives tailored to their schools and communities. It is intended to:

- **Provide inspiration:** Offer actionable examples of how districts can tackle various health and wellness challenges.
- **Promote consistency:** Align district efforts with best practices and statewide health priorities.
- **Encourage innovation:** Spark creative ideas for adapting goals to meet local needs.

Customization and Application

It is important to note that the goals in this database are examples and are not intended to be directly adopted without customization. Each district is unique, with its own data, needs, and priorities. Users of the database should:

- **Analyze local data:** Identify specific challenges and opportunities within their district.
- **Adapt goals:** Modify the example goals to address the identified needs of their students, staff, families, and community.
- **Ensure alignment:** Tailor goals to reflect local resources, demographics, and capacity while aligning with district objectives.



Health Education

TDOE Contact: Heather.M.Piergies@tn.gov

Formal, structured health education consists of any combination of planned learning experiences that provide the opportunity to acquire information, and the skills students need to make quality health decisions. Health education helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.

CSH Institute Health Education Sessions

1. [10 Ways to Measure Health Skills through Summative Performance Tasks](#)
2. [Addressing Vaping Through an Environmental Lens: Environmentally Friendly Vape Disposal as a Strategy for Vape Cessation with Gen Z](#)
3. [Addressing Youth Vaping through Policy & Best Practices](#)
4. [Empowering Students: How Erin's Law in Schools Keeps Children Safer](#)
5. [How TNSTRONG \(Tennessee Stop Tobacco and Revolutionize Our New Generation\) Engages Youth to be Nicotine Free](#)
6. [Integrating Health Education for Students and Staff](#)
7. [Maximizing Impact: Overcoming Barriers to Quality Health Education with Interdisciplinary Crosswalks](#)
8. [Partnership Between Coordinated School Health and Prevention Coalition in Gibson County](#)
9. [Supporting Prevention Education Programs with EVERFI: A Look at Tier I Interventions and Alternative to Suspension Approaches](#)
10. [Tennessee Youth Prepared for Success: Family Life Education in Rural Counties](#)
11. [Tobacco Free Schools - InDepth Diversion Program](#)

10 Ways to Measure Health Skills through Summative Performance Tasks

Session Description:

Join Mary McCarley, SHAPE America's 2016 Southern District Health Teacher of the Year and Health Education Content Specialist with Goodheart-Willcox, as she shares best practices for creating skills-based summative performance tasks. Learn how to create engaging skills-based assessments, while providing options to differentiate by skill level and academic readiness. Participants will leave with 10 new skills-based summative performance tasks for their teacher toolbox as well as complimentary access to our updated skills-based middle and high school health program.

Presenter(s): Mary McCarley

Primary Track: Health Education

Secondary Track(s): n/a

SMART Goal:

By May 2026, improve student health skills proficiency by increasing the use of skills-based summative performance tasks, as measured by 80% of the cohort of teachers implementing the program indicating on pre- and post-evaluations that they had increased confidence in using these assessments and at least 70% of students demonstrating proficiency in at least one targeted health skill.

Action Steps:

1. By August 2025, survey health education teachers to identify priority standards/topics where additional skills-based instruction and assessments are needed.
2. By September 2025, purchase appropriate curriculum or instructional resources aligned with skills-based assessment best practices.
3. By December 2025, provide professional development for the selected health educator cohort on integrating skills-based performance tasks.
4. By January 2026, support teachers in fully implementing new skills-based resources in their classrooms during the second semester.
5. By May 2026, collect teacher feedback and student assessment data to evaluate effectiveness, including teacher confidence in using skills-based assessments and student proficiency levels.

Addressing Vaping Through an Environmental Lens: Environmentally Friendly Vape Disposal as a Strategy for Vape Cessation with Gen Z

Session Description:

Gen Z currently makes up the population of students ages 12-18, accounting for a large majority of middle school students and all high school students. Surveying consistently shows that Gen Z cares deeply about the environment and climate change. According to the US Environmental Protection Agency (EPA), all vape products are considered "hazardous waste" and are not to be disposed of in the trash can. However, 39% of Tennessee high schoolers have used a vape product in their lifetime according to the 2023 TN YRBS. While many students may care deeply about the environment, they may not be aware of the environmental consequences vape devices bring if not disposed of properly. In this session, attendees will learn how to utilize an environmental lens when talking about vape cessation and hear strategies for decreasing vape usage through disposing of used vape devices in an environmentally friendly manner.

Presenter(s): Chipper Smith

Primary Track: Health Education

Secondary Track(s): n/a

SMART Goal:

By May 2026, the CSH Coordinator will integrate safe disposal of vapes into local district practice to prevent environmentally hazardous disposal of confiscated vape devices as measured by properly disposing of 100% of confiscated vaping devices through collaboration with local law enforcement drug takeback events and 80% of students demonstrate an increase in knowledge between pre-post assessments on the environmental impacts of vapes as a result of the awareness campaign.

Action Steps:

1. By August 1, 2025, the CSH Coordinator will provide guidance to all principals on the proper disposal for vape devices and establish a protocol for proper disposal.
2. By September 1, 2025, the CSH Coordinator will meet with local law enforcement and the prevention coalition to coordinate participation in the October and April drug take back events to dispose of vape devices.
3. By November 1, 2025, the CSH Coordinator will complete the October Drug/Vape Take Back event and document the number of vape devices disposed of.
4. By March 30, 2026, the CSH Coordinator will 1) launch an awareness campaign for students highlighting the environmental impact of improper vape disposal, tying it to Earth Day and the

Drug/Vape Take Back event and 2) release a release a local press statement educating the public on the environmental hazards of vape devices and the solutions for disposal.

5. By May 1, 2026, the CSH Coordinator will complete the April Drug/Vape Take Back event and document the number of vape devices disposed of.

Addressing Youth Vaping through Policy & Best Practices

Session Description:

This presentation will provide an overview of and updates on youth vaping in Tennessee and highlight best practices for schools to address this issue through policy and programs. Attendees will learn the impacts of youth vaping on public education and health, and review resources available to their schools for youth vaping prevention and cessation. Attendees will then explore how model tobacco policies can reduce youth vaping and simultaneously improve school performance, attendance, and safety.

Presenter(s): Jacob Black

Primary Track: Health Education

Secondary Track(s): n/a

SMART Goal:

By May 2026, strengthen vaping policy and program implementation in XYZ district, as measured by a 20% reduction in infractions as compared to the 2024-25 school year and documented implementation of at least three key initiatives across policy, prevention, supportive discipline, and cessation.

Action Steps:

1. By July 31, 2025, complete a thorough review of the Tennessee Tobacco Free Schools Policy Toolkit from TDOH with relevant district stakeholders and administration to identify a minimum of three actionable items.
2. By September 30, 2025, implement Action Item #1 (e.g., policy revision, training, or enhanced enforcement strategies).
3. By November 30, 2025, implement Action Item #2 (e.g., student education campaign, parent engagement strategy, or alternative-to-suspension program).

4. By February 28, 2026, implement Action Item #3 (e.g., cessation support expansion, peer mentorship programs, or school-wide prevention initiatives).
5. By May 2026, assess vaping infraction data and overall policy/program impact with the leadership team to evaluate effectiveness, highlight successes, and determine next steps.

Empowering Students: How Erin's Law in Schools Keeps Children Safer

Session Description:

Erin's Law mandates that schools implement age-appropriate sexual abuse prevention education for students. Named after Erin Merryn, a survivor of childhood sexual abuse, this law aims to equip children with the knowledge and skills to recognize, resist, and report abuse. In this session, we will explore how Erin's Law is a transformative tool in creating safer school environments. Participants will gain insight into the significance of early intervention and education on sexual abuse prevention, understanding how these programs empower children to speak out and seek help. We will examine practical strategies for implementing Erin's Law in various educational settings, including age-appropriate curriculums and teacher training. The session will also highlight real-world case studies demonstrating the effectiveness of these programs in reducing abuse and fostering a culture of openness and safety.

Presenter(s): Rebecca Bevans

Primary Track: Health Education

Secondary Track(s): n/a

SMART Goal:

By May 2026, increase student knowledge of safety, boundaries, and reporting abuse in alignment with Erin's law, as measured by 80% of students demonstrating mastery on a post-assessment.

Action Steps:

1. By August 2025, identify and select an evidence-based program(s) that aligns with Erin's Law requirements for district adoption.
2. By October 2025, conduct professional training for administrators, teachers, and other school personnel on program implementation, handling disclosures, and mandated reporting.

3. By October 2025, secure partnerships with child advocacy centers or other relevant organizations to support curriculum facilitation.
4. By November 2025, host a family engagement event to educate parents/guardians on Erin's Law, child abuse prevention strategies, and how to support their children.
5. By January 2026, initiate classroom instruction using the selected curriculum and administer post-assessments to measure student mastery and analyze data for program effectiveness and future improvements.

How TNSTRONG (Tennessee Stop Tobacco and Revolutionize Our New Generation) Engages Youth to be Nicotine Free

Session Description:

TNSTRONG (Tennessee Stop Tobacco and Revolutionize Our New Generation) is a statewide movement that raises awareness of the dangers of nicotine and fights against the tobacco industry's influence on Tennessee youth. This session includes firsthand experience from TNSTRONG Ambassadors highlighting how they plan, implement, and participate in tobacco education and advocacy events across the state. Furthermore, it explores youth engagement strategies to help increase your community's nicotine prevention efforts. The goal is to share how the TNSTRONG program engages youth to be nicotine free.

Presenter(s): Robyn Hatler

Primary Track: Health Education

Secondary Track(s): Student, Family, & Community Involvement

SMART Goal:

By May 2026, establish or strengthen a student leadership group focused on nicotine and vaping prevention and cessation. This group will implement at least three targeted student-led initiatives, resulting in a 20% increase in student awareness of the risks associated with vaping/nicotine and a 10% increase in student-reported intent to quit or avoid vaping, as measured by pre- and post-initiative surveys.

Action Steps:

1. By September 2025, develop and launch a marketing campaign and host a recruitment event to attract new members to join the student leadership group (active ongoing recruitment will occur throughout the year).
2. By October 1, 2025, and at least quarterly thereafter, host student leadership meetings to plan, organize, and assess student-led initiatives.
3. By October 15, 2025, conduct a baseline survey to assess student knowledge, attitudes, and behaviors related to nicotine and vaping (QR codes posted around the school campus, campaigning for responses in lunch, approval to conduct in a specific class, etc.).
4. From October 30, 2025, to April 30, 2026, implement and complete at least three student-led initiatives within the school, district, and community.
5. By May 2026, re-administer the survey to students, aiming for at least a 20% increase in awareness of nicotine risks and a 10% increase in students intending to quit or avoid vaping. Present findings to school or community stakeholders for sustainability.

Integrating Health Education for Students and Staff

Session Description:

Getting health education opportunities can be challenging. Loudon County Schools has worked to weave health education into the school day for students and staff. Our CSH health educator has created fun, engaging lessons for students, and pulled in resources to support our English Language Learners. We have worked to find ways to bring health education to our staff in simple and quick ways.

Presenter(s): Kate Galyon, Laura Niermann

Primary Track: Health Education

Secondary Track(s): n/a

SMART Goal:

By May 2026, increase health education opportunities for students at (district/school/grade) by delivering additional health education lessons, as measured by a 15% increase in the number of students reached and/or instructional time dedicated to health education lessons compared to the 2024-25 school year.

Action Steps:

1. By August 2025, identify priority health education topics to target for increased instruction in the pre-selected cohort.
2. By August 2025, collaborate with educators and administration on scheduling, resource acquisition, and lesson development as needed.
3. By October 2025, begin implementation of additional health education lessons/instruction.
4. By December 2026, assess progress and identify additional needs to make instruction successful during the second semester.
5. By May 2026, complete analysis of delivered health education instruction and measured outcomes.

Maximizing Impact: Overcoming Barriers to Quality Health Education with Interdisciplinary Crosswalks

Session Description:

We know the importance, relevance, and practicality of health education to the everyday lives of students. Unfortunately, many students still don't have regular exposure to quality health education instruction due to the lack of time, policy, resources, or administrative priorities. In an effort to increase awareness and advocate for quality HE regardless of the barriers, the Tennessee Department of Education Division of Coordinated School Health is developing crosswalks between the state K-12 health education standards and those of various other subject areas to increase standards implementation. Explore our first two in the areas of physical education and school counseling, discuss how districts might utilize these in schools, and preview future crosswalk content areas.

Presenter(s): Heather Piergies

Primary Track: Health Education

Secondary Track(s): Physical Education & Physical Activity, School Counseling, Psychological, & Social Services

SMART Goal:

By May 2026, DISTRICT will enhance health education implementation using the TDOE crosswalks at/with COHORT, as measured by at least five new health standards met compared to previous school year.

Action Steps:

1. By August 2025, collaborate with the identified educator cohort to thoroughly review the crosswalk and identify which standards or lessons to focus on based on gaps in previous health education instruction and available resources.
2. By September 2025, purchase any additional resources or materials needed for implementation of the new health content.
3. By October 2025, provide relevant training to educator cohort on new health material or curriculum.
4. By January 2026, initiate implementation of the new health content using the crosswalks.
5. By May 2026, collaboratively evaluate outcomes with cohort, identify and new standards that may be additionally integrated for next school year, and identify additional resources needed.

Partnership Between Coordinated School Health and Prevention Coalition in Gibson County

Session Description:

Come learn how one school district in rural West Tennessee has partnered with the local prevention coalition to increase health education in the district. This has been achieved through activities in Youth Advisory Councils both on the school and county level, attending the TN Teen Institute (TTI), middle and high school classroom prevention education, and parent education nights such as Hidden in Plain Sight. You will definitely walk away with at least one way to increase health education in your school district.

Presenter(s): Amy Richardson, Amy Parker, Jennie Richardson, Amelia Casey, Mary Duncan, Sally Hamaguchi

Primary Track: Health Education

Secondary Track(s): Student, Family, & Community Involvement

SMART Goal:

By May 2026, XYZ district/school will provide at least three health education opportunities for students in at least one grade level and a minimum of two parent education opportunities within the same school(s)/grade(s). This initiative will be carried out in collaboration with the Youth Advisory Council and

local partners such as the prevention coalition, extension office, and health department. Success will be measured by:

- 70% of participating students scoring an 80% or higher on post-assessments.
- 80% of participating parents demonstrating increased knowledge of the covered topics, as measured by pre- and post-surveys.

Action Steps:

1. By August 2025, meet with school administrators, teachers, and local partners to introduce the initiative, gather input on scheduling, and determine the best methods for delivering student and parent education opportunities.
2. By September 2025, collaborate with the Youth Advisory Council members and local partners to determine their availability, draft a schedule, and establish a list of health education topics they can cover including post-assessments.
3. By October 2025 through April 2026, in collaboration with the Youth Advisory Council and community partners, provide at least three health education opportunities with the pre-selected school(s)/grade(s).
4. By December 2025 through April 2026, schedule and plan at least two initiatives related to parent education and involvement.
5. By April 2026, all relevant stakeholders reconnect together to reflect on successes and opportunities for improvement as part of a sustainability plan.

Supporting Prevention Education Programs with EVERFI: A Look at Tier I Interventions and Alternative to Suspension Approaches

Session Description:

Many schools are exploring alternatives to suspension and restorative practices to drive healthy, safe behavior for students across their community. In this session, attendees will learn about free, ready-made lessons available to use as a Tier 1 strategy for all students or targeted intervention for infractions related to vaping, bullying, disruptive conduct, and more. This session is going to be interactive, so be sure to bring your device so you can explore the platform and dive into EVERFI's Health + Wellness offerings.

Presenter(s): Carmen Gross

Primary Track: Health Education

Secondary Track(s): School Counseling, Psychological, & Social Services

SMART Goal:

By May 2026, XYZ district will increase student health knowledge by integrating prevention education and/or alternatives to suspension education related to health education, as measured by 80% of students completing new instructional modules achieving mastery (80% or higher) on post-assessments.

Action Steps:

1. By July 2025, collaborate with the district (counselors, curriculum advisors, health educators) to identify priority topics for health education integration, determine which modules are not already being implemented, and set up student access through the platform provider.
2. By August 2025, conduct training sessions with the platform provider for all participating teachers, ensuring they have access to necessary resources and materials.
3. By September 2025, ensure teachers begin implementing at least one prevention education lesson in their classroom.
4. By December 2025, meet with the platform provider to review mid-year data usage, assess implementation progress, and decide if additional teacher support or training is needed.
5. By May 2026, conduct an end-of-year data review with the platform provider, gather and share teacher and student feedback on the resources, and develop an implementation and expansion plan for next year.

Tennessee Youth Prepared for Success: Family Life Education in Rural Counties

Session Description:

Tennessee Youth Prepared for Success (TYPS) is a grant to teach family life education, including healthy relationships, and adult preparedness in rural counties in Tennessee. TYPS curriculums are Tennessee law compliant, follow TN lifetime wellness standards, and is medically accurate.

Presenter(s): Sarah Saysoukha

Primary Track: Health Education

Secondary Track(s): n/a

SMART Goal:

By May 2026, ensure medically accurate, evidence-based family-life curriculum that aligns with Tennessee state standards and district requirements, as measured by the evaluation of at least two curriculum options, documented stakeholder feedback, and formal board approval of the elected curriculum.

Action Steps:

1. By November 2025, meet with two different organizations/companies and relevant district stakeholders/leadership to review materials and discuss complete project timeline though implementation.
2. By January 2025, conduct a detailed inventory of curriculum/resource options, identifying what standards remain to be met with other materials, recurring costs, digital access, and alignment with legislation.
3. By March 2026, gather any remaining stakeholder feedback.
4. By April 2026, submit the recommended curriculum for formal local board approval.
5. By May 2026, schedule teacher training for early Fall 2026 and determine parent-access point according to district preference/policy.

Tobacco Free Schools - InDepth Diversion Program

Session Description:

Is the use of vaping and tobacco an issue in your school? YES! Can a diversion tobacco program reduce tobacco violations? YES! Can the diversion program help aid students to make healthier decisions? YES! Will this diversion program help educate not just the students, but the parents/guardians? YES! Can the tobacco diversion program possibly keep students out of an ALP school, and avoid judicial outcomes? YES! Will students leave the program with resources to help quit tobacco and a quit kit? YES! If there's a need for a diversion tobacco program in your school district, say "YES", to attend this session!

Presenter(s): Mike Barber, Yvette Reeder

Primary Track: Health Education

Secondary Track(s): Student, Family, & Community Involvement

SMART Goal:a

By May 2025, integrate education-based interventions into the district's tobacco-related-infraction response policy, as measured by completed research, stakeholder collaboration, selection of evidenced-based diversion program, and revised policy language formally approved by local school board.

Action Steps:

1. By July 2025, complete research on current policy and details of violations for last 3 school years, including number of violations, number of alterative placements, and days missed from regular instruction.
2. By August 2025, conduct a site visit to a district successfully implementing a tiered, non-punitive approach to tobacco-related infractions and gather insights for policy adaptation.
3. By August 2025, establish partnership at the district-level with at least 5 relevant stakeholder groups to inform policy revisions.
4. By October 2025, in collaboration with TDOH and other relevant stakeholder groups determine the preferred non-punitive educational program model and outline a revised tiered approach as an initial draft to revise the district policy.
5. By January 2025, present the revised policy to the school board, including implementation, sustainability, and communication plans for approval and district-wide adoption.



Health Services



Health Services

TDOE Contact: Amanda.Johnson@tn.gov

Health services are provided and/or supervised by school health nurses to appraise, protect, and promote the health of students. These services include assessment, planning, coordination of services, and direct care for all children, including those with special health care needs.

CSH Institute Health Services Sessions

1. [Building a School-Based Health Clinic in Rural TN](#)
2. [Connecting the Dots: Using Data to Transform Student Outcomes](#)
3. [Health and Attendance: The Critical Role of School Nurses in Reducing Chronic Absenteeism](#)
4. [Impact of a Mentorship Program on School Nurse Confidence](#)
5. [Implementing a Nurse Referral System](#)
6. [Mindful Care: Empowering School Nurses for Student and Self-Wellness](#)
7. [One District's Approach to Dealing with School Nurse Staffing Challenges to Maintain School Health Services Coverage](#)
8. [Safe Stars, Smart Heart Act: What can we do to Ensure Safety for our Student Athletes?](#)
9. [School Nurses: More Than Boos Boos and Band-Aids!](#)
10. [School Nurse Staffing Assignments for Safe Care](#)
11. [Telehealth: A Successful Partnership in a Rural East Tennessee County](#)

Building a School-Based Health Clinic in Rural TN

Session Description:

Would you like to grow your Health Services Dept. by offering a SBHC, but live in a rural area with little resources? Come check this session out to get ideas, tips, and tricks to starting up a School-Based Health Clinic in your school!

Presenter(s): Caitlin Smith

Primary Track: Health Services

Secondary Track(s): Staff Wellness

**This example outlines a multi-year goal spanning three consecutive school years, with Year 1 focusing on establishing an MOU with a local health care provider, Year 2 dedicated to identification of the clinic site, and Year 3 focused on launching the clinic. Each goal builds upon the previous year's progress, with Year 2 and Year 3 goals contingent on the successful completion of the prior year's goal.*

SMART Goal - Year 1:

By June 30, 2026, XYZ School District will establish a foundation for a fully operational school-based health clinic in at least one school to improve student access to health care, as measured by securing a

partnership with a local health care provider by finalizing a signed MOU and a documented implementation plan detailing services, staffing, and an initial operational timeline.

Action Steps:

1. By September 1, 2025, CSH, in partnership with the district lead nurse, will collect information from at least two other districts with school-based health clinics to identify best practices, challenges, and key success factors to guide planning and implementation efforts.
2. By January 31, 2026, CSH, the district lead nurse, and other identified stakeholders will meet with the selected health care provider to outline services, staffing, funding commitments, and compliance requirements.
3. By April 30, 2026, XYZ School District and the health care provider will finalize and sign the MOU, detailing staffing, equipment needs, and an initial operational timeline.

SMART Goal - Year 2:

By June 30, 2027, XYZ School District, in partnership with the local health care provider, will identify and prepare the school-based clinic space, as measured by identification of clinic staff, and number of equipment/supplies attained/purchased.

Action Steps:

1. By February 28, 2026, the local health care provider and/or XYZ district will complete hiring/onboarding of at least one medical provider (e.g., nurse practitioner) and ensure all clinic medical staff have completed required training and credentialing.
2. By March 31, 2027, CSH and the local health care provider will finalize written policies, procedures, and forms for parental consent forms, patient intake, confidentiality/privacy, billing, CLIA waiver, etc.
3. By April 30, 2027, CSH, in partnership with the local health care provider, will provide at least two community outreach events to educate parents and district staff on the clinic and its services.

SMART Goal - Year 3:

By June 30, 2028, XYZ School District, in partnership with the local health care provider, will officially launch the school-based clinic/telehealth clinic and assess its impact, as evidenced by at least 50 student visits and parent/patient satisfaction rate of 75% or higher.

Action Steps:

1. By August 30, 2027, CSH and the identified local health care provider will train health services staff, and other school/district staff as needed, on clinic policies, protocols, and procedures, including equipment, as applicable.
2. By September 20, 2027, CSH and the local healthcare provider will develop and implement a monthly marketing campaign targeting families, staff, and students, highlighting available clinic services, aligning with seasonal health needs (e.g., flu shot reminders in the fall, sports physicals before athletic seasons, well-child visits before back-to-school) and will utilize at least three communication methods such as school newsletters, social media, and district-wide emails.
3. By October 1, 2027, CSH and identified local health care provider will open the clinic and begin offering services, with visit logs maintained from the first day of opening.
4. By December 10, 2028, the CSH Coordinator and identified local health care provider clinic manager will conduct a mid-year review, analyzing clinic utilization data and make adjustments to service delivery.
5. By April 30, 2028, the CSH coordinator and school-based clinic/telehealth manager will conduct an evaluation of the clinic, including data on visit numbers, patient demographics, satisfaction survey results, utilization trends and the CSH coordinator will share clinic evaluation findings with district leadership and develop a sustainment plan for the next school year.

Connecting the Dots: Using Data to Transform Student Outcomes

Session Description:

Discover the power of data in shaping healthier, more successful students in this informational session designed for school health professionals. "Connecting the Dots" offers actionable insights and practical strategies to transform raw data into valuable information that can be shared with others and used to create impactful programs. Join us to connect the dots between data, storytelling, and action, and leave inspired and equipped to make a difference in your school community.

Presenter(s): Karolyn Miller, Geniese Bolden

Primary Track: Health Services

Secondary Track(s): Infrastructure

**This example outlines a multi-year goal spanning two consecutive school years, with Year 1 focusing on initial implementation and Year 2 building upon its success. The Year 2 goal will be implemented in the following year, provided that the Year 1 goal has been effectively implemented.*

SMART Goal - Year 1:

By June 30, 2026, CSH, in partnership with the school health services program, will improve tracking, analysis, and communication of school health data by creating a comprehensive and standardized reporting system aligned with the health services survey, as measured by full implementation of the system and at least two presentations to key stakeholders (e.g., school board, district leadership team, county health council, etc.) to highlight trends, comparisons, and opportunities for data-driven decision-making.

1. By August 30, 2025, CSH, in partnership with the district lead nurse, will review various reporting tracking systems, including the student information system and other available electronic methods, to determine the most effective approach for monitoring and documenting school health services data.
2. By September 30, 2025, CSH, in partnership with the district lead nurse, will develop and implement an electronic reporting tracking system/spreadsheet to monitor health services data monthly, aligned with the health services survey, to ensure consistent tracking over time.
3. By March 30, 2026, CSH will develop a visual representation of health services data that is easy to understand and make available for sharing with at least two stakeholder groups.
4. By April 30, 2026, CSH will post the health services data reports, including visualizations and trends, on the school and/or district's website and/or internal portal to make the data accessible to all stakeholders.

SMART Goal - Year 2:

By June 30, 2027, CSH, in partnership with the school health services program, will use comprehensive analysis of health services program data to identify and finalize a targeted goal for the next school year aimed at improving student health and well-being, as measured by the development of a specific, data-driven health services program goal with a clear implementation man, including defined outcomes, key action steps, and timelines for achieving the goal.

Action Steps:

1. By October 30, 2025, CSH, in partnership with the district lead nurse, will complete quarterly data analysis reports, summarizing key insights from health services data, and ever quarter thereafter.
2. By February 28, 2027, By April 30, 2026, CSH, in partnership with the district lead nurse, will identify one specific priority area where improvement could have the most significant aspect on student health outcomes.

3. By April 30, 2027, CSH, in partnership with the district lead nurse, will develop a specific, measurable, realistic, attainable, and time-bound health services program goal for the next school year that will address the identified need.

Health and Attendance: The Critical Role of School Nurses in Reducing Chronic Absenteeism

Session Description:

School nurses are positioned to be at the forefront of efforts to reduce chronic absence or missing 10 percent or more of school days for any reason, excused or unexcused. Now more than ever, school nurses, who work at the intersection of health and education, can play a critical role in reducing chronic absence. During this session, learn how school nurses can play a key role in supporting attendance improvement strategies.

Presenter(s): Amanda Johnson, Taylor Rayfield

Primary Track: Health Services

Secondary Track(s): Student, Family, & Community Involvement

**This example outlines a multi-year goal spanning two consecutive school years, with Year 1 focusing on the creation of a data tracking system to pilot in at least one school, and Year 2 concentrating on using data and implementing strategies to achieve a reduction in the number of students absent. Year 2 builds upon the progress of the previous year and is contingent upon the successful implementation of the Year 1 goal.*

SMART Goal – Year 1:

By June 30, 2027, XYZ School District will reduce the absenteeism rates at XYZ School, as measured by the creation of a data system to track chronic absenteeism, with at least two monthly reports generated by April 30, 2026.

Action Steps:

1. By September 30, 2025, CSH, in partnership with the district-level absenteeism team, will identify a school with high rates of absences, reviewing relevant data, as needed.

2. By November 30, 2025, CSH, in partnership with the IT department, will create an electronic system to track student absences that are illness related for the identified school, flagging students who reach two or more health related absences per month.
3. By December 31, 2025, CSH, in partnership with the school-level absenteeism team, will generate monthly reports identifying students with 10 percent or more absences, including absences due to health-related issues and monthly thereafter.
4. By April 30, 2026, CSH, in partnership with the school-level absenteeism team, will educate all families on the impact of health-related absenteeism and the role of school nurses in keeping students in school at the beginning of each semester, and as needed.

SMART Goal - Year 2:

By June 30, 2027, XYZ School district will reduce the absenteeism rates at XYZ School, as measured by a X percent decrease in the number of students at XYZ School absent from school for 10 or more days compared to the previous school year.

Action Steps:

1. By August 30, 2026, CSH, in partnership with the school-level absenteeism team, will provide education to local health care providers on district exclusion and return-to-school criteria, fostering collaboration on how the school and community providers can work together to reduce chronic absenteeism for illness related absences.
2. By September 30, 2026, CSH, in partnership with the district lead nurse/school nurse and school-level attendance team, will develop an illness-related absenteeism algorithm to support the school-level attendance team in making referrals and identifying targeted interventions.
3. By October 31, 2026, and ongoing throughout the year, CSH and designated school staff will contact families via phone, email, or in-person meetings to offer assistance and provide targeted interventions, such as medical referrals,
4. By April 30, 2027, CSH, in partnership with the school-level attendance team, will compare absenteeism data to pre-pilot rates and present findings to the district-level attendance team.

Impact of a Mentorship Program on School Nurse Confidence

Session Description:

Mentorship Programs for School Nurses boost confidence, knowledge and retention. A mentorship program was recently implemented at a large school district. We will review the outcome and steps for implementing a similar program in your district.

Presenter(s): Shanna Groom

Primary Track: Health Services

Secondary Track(s): n/a

SMART Goal:

By June 30, 2026, XYZ School District will implement a mentorship program for newly hired school nurses, aimed at improving school nurse retention and enhancing their confidence in the school nurse role as evidenced by retaining at least 90% of new nurses participating in the program and achieving at least an 85% positive feedback rating from program participants on their confidence, job satisfaction, and overall program effectiveness, assessed via a post-program survey.

Action Steps:

1. By August 30, 2025, CSH, in partnership with the district lead nurse, will create a detailed mentorship program, outlining the roles of mentors, goals for new nurses, and activities to be covered during the mentorship, expectations for mentors/mentees, supporting documents and forms, and a timeline of activities.
2. By September 1, 2025, CSH, in partnership with the district lead nurse, will pair newly hired school nurses with experienced nurses that includes monthly check-ins, shadowing opportunities, and guidance on clinical and district-specific practices.
3. By October 15, 2025, CSH, in partnership with the district lead nurse will implement a system for quarterly (October, January, April, May) check-ins with mentors and mentees to assess progress, gather feedback, and address any concerns or challenges.
4. By December 10, 2025, CSH, in partnership with the district lead nurse, will conduct a mid-year evaluation of the mentorship program. This will include a survey of mentors and mentees, identifying successes, challenges, and areas for improvement. Necessary adjustments will be made to the mentorship program based on this feedback.

5. By April 30, 2026, CSH, in partnership with the district lead nurse, will conduct a final evaluation of the mentorship program's success, including a survey of mentors and mentees to assess the impact on nurse retention, confidence, job satisfaction, and overall program effectiveness.

Implementing a Nurse Referral System

Session Description:

How would you like to...

1. Minimize class interruptions
2. Communicate directly with teachers without picking up the phone
3. Have the ability to triage prior to seeing students
4. Maximize student safety
5. Protect student privacy
6. Maintain nurse accountability
7. Provide a nursing documentation trail that can be retrieved and referenced when needed
8. Allow administrators access to some analytics about the number of student visits, the grade that the students are in, what teachers are referring, and the time of day that students are referred.

These things are possible with the implementation of an electronic referral system for your schools' clinic. This session will show you in detail how to set up an electronic referral system using a live Google sheet.

Presenter(s): Tara Farley

Primary Track: Health Services

Secondary Track(s): n/a

SMART Goal:

By June 30, 2026, XYZ School District will improve referral efficiency and student care by developing and implementing an electronic referral tracking system, as measured by at least 90 percent of school nurse clinics using the system by the end of the school year and at least 80 percent of electronic referrals leading to a completed school nurse visit.

Action Steps:

1. By August 30, 2025, CSH will conduct a needs assessment with school nurses and school staff to determine key features of a school nurse clinic referral system.
2. By December 31, 2025, CSH will work with IT and the district lead nurse to develop/identify the electronic referral system based on the identified needs.
3. By January 31, 2026, CSH will provide training and materials to school nurses, ensuring all school nurses and support staff understand how to use the referral system.
4. By February 28, 2026, CSH will launch the electronic referral system district-wide and track its usage, effectiveness, and areas for improvement.
5. By March 31, 2026, begin monthly reporting of system usage and referral outcomes, adjusting as necessary.

Mindful Care: Empowering School Nurses for Student and Self-Wellness

Session Description:

This session explores the transformative power of mindfulness for school nurses, offering practical strategies to enhance both professional effectiveness and personal well-being. Participants will learn techniques to manage stress and foster resilience within students and themselves. The goal of this session is to provide practical mindfulness techniques that will empower school nurses who work with students struggling with anxiety.

Presenter(s): Kristen Garza

Primary Track: Health Services

Secondary Track(s): School Counseling, Psychological, & Social Services

SMART Goal:

By June 30, 2026, XYZ School district will provide a mindfulness in-service training to 100 percent of school nurses, as measured by at least 70 percent of school nurses reporting mindfulness has become a regular part of their self-care routine by the end of the school year.

Action Steps:

1. By August 30, 2025, CSH will develop or identify an in-service training program that introduces school nurses to mindfulness techniques, including practical exercises that school nurse can use.
2. By February 28, 2026, CSH will provide the mindfulness in-service training to school nurses.
3. By March 31, 2026, CSH will provide school nurses with resources and ongoing support for incorporating mindfulness into their daily routines.
4. By April 30, 2026, CSH will evaluate the effectiveness of the mindfulness training in improving school nurse well-being, stress levels, and job satisfaction, using a post-survey that measures if nurses report using mindfulness techniques to assist themselves and/or students as a result of the in-service training.

One District's Approach to Dealing with School Nurse Staffing Challenges to Maintain School Health Services Coverage

Session Description:

During this session, Bradley County Schools will share how they used grant funding to employ a float nurse to ensure student needs are met while also implementing various health services program initiatives.

Presenter(s): Tabitha Payne, Karen Saffles-Slater

Primary Track: Health Services

Secondary Track(s): n/a

SMART Goal:

By June 30, 2026, XYZ School District will acquire a float nurse position to reduce by 50 percent the number of clinics without school nursing coverage due to school nurse absences, as measured by comparing data from the current year to the prior year.

Action Steps:

1. By August 30, 2025, CSH will collect data and develop a report on daily attendance, number of substitute nurse assignments, and nurse office visits for the prior school year and first month of school, demonstrating gaps in nursing coverage and impact on student health services.

2. By September 30, 2025, CSH, in partnership with the district lead nurse and HR department, will create a job description and responsibilities that outline the float nurse's role.
3. By October 31, 2025, CSH will develop a system to track the float nurse's impact, including the number of schools served, nurse absences covered, and student health visits manager.
4. By December 31, 2025, the float nurse position will be filled, and the float nurse will begin providing coverage to support needs across the district.
5. By April 30, 2026, CSH will generate quarterly reports to track the float nurse's impact using the developed tracking system.

Safe Stars, Smart Heart Act: What can we do to Ensure Safety for our Student Athletes?

Session Description:

This session will provide an overview of Safe Stars and Smart Heart Act Legislation and what a large school district is doing to meet those requirements. Presenters will discuss CPR and AED training, implementation of emergency action plans (EAPs), and distributing and managing an AED program for our athletic teams. Participants will hear how the collaboration of multiple district departments and the creation of a health services education supervisor position work together to ensure the safety of our athletes, staff, and community. This will be an interactive session to provide an opportunity to learn what we have accomplished as a larger school district.

Presenter(s): Kayla Alexander

Primary Track: Health Services

Secondary Track(s): Physical Education & Physical Activity

SMART Goal:

By June 30, 2026, XYZ School District will develop and implement a portable AED program for at least one high school, ensuring that 100% of off-campus school youth athletic activities, occurring in the second semester, are covered by portable AEDs, as measured by number of portable AEDS purchased/donated and the number of school youth athletic activities occurring off-campus with portable AED coverage.

Action Steps:

1. By August 30, 2025, CSH, in partnership with the Athletic Directors, Coaches, District Safety Director, District lead nurse, and others, will conduct an assessment to determine the number of AEDs needed to implement the portable AED program at the identified school(s).

2. By October 31, 2025, CSH will develop a system for tracking portal AED usage, including creating sign-out forms that document the date, time, and reason for use.
3. By December 31, 2025, CSH will acquire portable AEDS and necessary supplies through purchase or donation.
4. By February 28, 2026, CSH will develop a maintenance plan to ensure AEDs are checked regularly for readiness, ensure the plan aligns with applicable laws and district policy and procedure, and assign staff responsibilities for routine checks/maintenance logs.
5. By May 1, 2025, CSH will evaluate the effectiveness of the program and make necessary adjustments to ensure successful full-year implementation for the following school year.

SMART Goal:

By June 30, 2026, XYZ School District will increase the number of district staff CPR certified by 10%, by training a core group of staff members to become certified CPR instructors, who will collectively provide at least 4 CPR training sessions, with progress measured by using a tracking database, with a final assessment conducted to compare the current year’s certifications to the previous year and to evaluate program effectiveness..

Action Steps:

1. By August 30, 2025, CSH will ensure identified staff members are trained and certified as CPR instructors, enabling them to lead CPR certification training for other staff members.
2. By September 30, 2025, CSH will develop a database/system to track and record CPR certifications for all school staff. CSH will also begin to monitor certification progress, sending reminders for upcoming sessions, and offering make-up sessions to ensure full participation.
3. By December 1, 2025, CSH will conduct a mid-year review to assess the program’s effectiveness, number of trainings conducted, and staff participation, making adjustments as needed.
4. By April 30, 2026, at least 4 CPR certification trainings will be offered, including flexible training options such as during in-service, after-hours, etc.
5. By May 1, 2026, CSH will conduct a final assessment of the district staff CPR certifications, comparing the current year to the previous year, evaluating the program's effectiveness, and providing recommendations for improvements for the next year.

School Nurses: More Than Boos Boos and Band-Aids!

Session Description:

School nurses are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and allow individuals and communities to develop at their full potential.

Adopted by the NASN Board of Directors February 2017. As a result, members of the Memphis and Shelby County Schools nursing team formed a collaboration with MSCS Junior Reserve Officer Training Corps (JROTC) and accepted the challenge to spend a week at the JROTC Cadet Leadership Challenge camp providing medical support and triage to the Cadets in the program.

Presenter(s): Patricia Bafford, Denise Bader

Primary Track: Health Services

Secondary Track(s): School Counseling, Psychological, & Social Services

SMART Goal:

By June 30, 2026, XYZ School District will develop a framework to provide a medical safety team during at least one district-wide event, as measured by at least three school nurses participating in the event and completion of the after-action report, documenting the medical team's activities, including incident summaries, participant feedback, and recommendations for improvement.

Action Steps:

1. By August 31, 2025, CSH, in partnership with the district lead nurse, will develop a framework for the medical safety team, including identification of team members and responsibilities for the Senior Medical Lead, District Medial Lead, and active Nursing Personnel.
2. By September 30, 2025, CSH, in partnership with school health services and the medical safety team, will ensure supporting documents are in place for the event, including medical equipment/supplies inventory and injury/illness reporting forms, and the after-activity report.
3. By March 31, 2026, the medical safety team will provide on-site medical support during the identified event, ensuring safety protocols are followed, including conducting pre-event health screenings, offering first aid during the event, and being prepared for emergencies.
4. By April 30, 2026, CSH will evaluate the medical safety team's effectiveness by conducting a survey with students participating in the event, safety team members, and event staff to gather feedback and identify areas for improvement and complete the after-action report, summarizing daily statistics for illness/injury and recommendations for future events.
5. By May 10, 2026, CSH will complete and review the after-action reports from the identified event, which provides a summary of daily illness/injury statistics, lessons learned and provides recommendations for improving future district-wide event medical safety planning, with the goal of refining the framework for future implementations.

School Nurse Staffing Assignments for Safe Care

Session Description:

It is the position of the National Association of School Nurses (NASN) that access to a school nurse all day, every day can improve student's health, safety, and educational achievement. Appropriate school nursing staffing levels should be determined by assessing a multitude of factors, including student acuity and other indicators. Participants should come prepared to discuss barriers, limitations, and success stories and strategies related to school nurse staffing.

Presenter(s): Amanda Johnson

Primary Track: Health Services

Secondary Track(s): n/a

SMART Goal:

By May 10, 2026, CSH, in partnership with the district lead nurse, will develop and implement a school nurse staffing assignment acuity tool to quantify the acuity level of each school. The tool will identify the top 5 schools with the highest staffing needs, stratified by school-level (elementary, middle, and high. Success will be measured by using the data, along with other nursing/health services data, to present a case for staffing adjustments/recommendations for the 2026-27 school year to district leadership/school board.

Action Steps:

1. By August 30, 2025, CSH, in partnership with the district lead nurse, will review available school nurse staffing acuity tools, including the Department of Education's resource.
2. By September 30, 2025, CSH, in partnership with the district lead nurse, will develop a tool or adopt/modify an existing staffing tool.
3. By November 30, 2025, CSH, in partnership with the district lead nurse, will test the tool, make adjustments to the acuity scoring model, and finalize the tool.
4. By February 30, 2026, CSH, in partnership with the district lead nurse, will develop a plan to capture yearly data on staffing needs, including comparing school-level and district-level trends to advocate for additional nursing positions, as needed.
5. By March 30, 2026, CSH, in partnership with the district lead nurse, will share/present school nurse staffing recommendations for the following school year to district leadership, based on data from the acuity tool.

Telehealth: A Successful Partnership in a Rural East Tennessee County

Session Description:

Scott County Schools and East Tennessee Children's Hospital (ETCH) entered a successful partnership in the 2023-24 school year to provide Telehealth visits for our students. This session will share the developing process of the collaboration between Scott County Schools and ETCH made Telehealth a reality for our students/families. The session will highlight from start to finish the barriers and trails we experienced during our first year and how we were able to get parents to support the program. We will share some of our successful experiences, demonstrate the technology involved with telehealth and **answer questions.**

Presenter(s): Rosemary Jeffers, Heather Crouch, Brent Shoemaker, Dr. Terri Keeton

Primary Track: Health Services

Secondary Track(s): Student, Family, & Community Involvement

SMART Goal:

By June 30, 2026, XYZ School District will increase the number of students using the telehealth clinic(s) by 25 percent as measured by number of visits compared to the previous school year.

Action Steps:

1. By September 15, 2025, the CSH Coordinator will meet with the district lead nurse to identify opportunities and strategies to increase utilization of the telehealth clinic.
2. October 31, 2025, CSH, in partnership with the district's communications team, will develop and implement an outreach campaign via brochures, emails, and social media posts to inform and engage students and families about the benefits and availability of the telehealth clinic.
3. By December 31, 2025, CSH, in partnership with the telehealth clinic manager, will offer at least one educational workshop for students and families, covering topics like how to access the telehealth platform, the benefits of telehealth for students' health and well-being, and address identified barriers to using telehealth.
4. By April 30, 2025, CSH and other identified district staff will send reminder communications for students who haven't submitted the telehealth clinic consent form and record any reasons for non-submission to identify areas for improvement.
5. By May 1, 2025, CSH will evaluate data and make recommendations for adjustments for the 2026-27 school year.



Healthy School Environment

TDOE Contact: Brian.Yarbro@tn.gov

The Healthy School Environment component relates to the quality of the physical and aesthetic surroundings; the climate and culture of the school the school safety and emergency operations plans; and the periodic review and testing of the factors and conditions that influence the environment.

CSH Institute Healthy School Environment Sessions

1. [A River Runs Through It, Cocke County's Emergency Response to Historic Flooding](#)
2. [Crime Prevention through Environmental Design \(CPTED\): Applying the concepts of Access Control, Natural Surveillance, Territoriality and Maintenance to reduce the incidence and fear of crime and improve safety and security on school campuses.](#)
3. [Developing Safety Coalitions to Address School and Community Concerns](#)
4. [Enhance Your District's Behavioral Threat Assessment and Management Program](#)
5. [Safety Blitz Training Greeneville City Schools- School Safety](#)
6. [Streamlining Behavior Threat Assessment Reporting](#)
7. [Student Discipline for School Safety](#)
8. [The Uvalde Report: What lessons can TN schools learn?](#)
9. [Timeless School Safety Strategies for Emergency Management](#)

A River Runs Through It, Cocke County's Emergency Response to Historic Flooding

Session Description:

Hurricane Helene's aftermath resulted in catastrophic flooding in Cocke County and several other counties in Northeast Tennessee. This disaster stressed the limits of emergency response in the effected counties and the region as a whole. This presentation will detail the actions taken prior to, during, and after Helene tore a devastating path through the Appalachian Mountains. The activation of the County

Emergency Operations Plan during a real-world event will be used to emphasize the importance of the EOP as a living document for school districts.

Presenter(s): Casey Kelley, Joe Esway

Primary Track: Healthy School Environment

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ school district will increase knowledge of the importance of after action reporting to ensure continuous improvement of the emergency operations plan and safety procedures during an emergency; as measured by 80% of trained staff stating on a post training evaluation that they understand the importance of after-action planning for continuous improvement of the emergency operations plan.

Action Steps:

1. By August 2025, work with safety coordinator to ensure emergency operations plan is up to date.
2. By October 2025, work with safety coordinator to train safety teams on the use of [after action form](#) after drills to reflect on what did not work the way intended.
3. By May 2026, conduct post evaluation of training.
4. By May 2026, analyze data from post evaluation to see if the goal is met.

Crime Prevention through Environmental Design (CPTED): Applying the concepts of Access Control, Natural Surveillance, Territoriality and Maintenance to reduce the incidence and fear of crime and improve safety and security on school campuses.

Session Description:

Schools are required to conduct Security Assessments each year for submission to TN Department of Safety and Homeland Security. A pre-requisite for those conducting the assessment is familiarity with Crime Prevention through Environmental Design (CPTED). This session will provide a greater understanding of the CPTED concepts of Access Control, Natural Surveillance, Territoriality and

Maintenance. This will be done by discussing and providing examples of each of the concepts and their application to the Security Assessment process to create a safer and more secure school campus.

Presenter(s): William "Bill" Anzenberger

Primary Track: Healthy School Environment

Secondary Track(s):

SMART Goal:

By May 2026, XYZ school district will understand access control, natural surveillance, territoriality and maintenance concepts of Crime Prevention through Environmental Design to ensure a safe and secure campus as measured by 80% of staff trained indicating improved knowledge of Crime Prevention through Environmental Design best practices and concepts.

Action Steps:

1. By August 2025, work with safety coordinator and law enforcement to ensure the confidential school security assessment is completed by June 2025.
2. By October 2025, work with safety coordinator to train on concepts of Crime Prevention through Environmental Design to ensure a safe and secure campus.
3. By May 2026, conduct a post evaluation after the training.
4. By May 2026, analyze post evaluation data to ensure goal is met.

Developing Safety Coalitions to Address School and Community Concerns

Session Description:

Learn how the McMinn County School District developed a safety coalition comprised of district administrators, law enforcement, the District Attorney's office, Juvenile Court and Probation Services, and others to leverage resources to combat vaping, threats, mental health, other school safety issues, and community concerns.

Presenter(s): Justin Wallace, Shelby Roberts, Dustin Prichard, Matt Blair

Primary Track: Healthy School Environment

Secondary Track(s): n/a

SMART Goal:a

By May 2026, XYZ district will develop a safety coalition with key stakeholders to meet on a regular basis to ensure community involvement in school safety initiatives. As measured by post evaluations indicating 80% of key stakeholders reporting improvements in sharing resources to ensure safety of students and their families served.

Action Steps:

1. By August 2025, work with safety coordinator to brainstorm key stakeholders to reach out to be a part of the coalition.
2. By September 2025, work with the safety coordinator to schedule and find a location for safety coalition meetings at least on a bi-monthly schedule.
3. By October 2025, work with the safety coordinator to create agendas and conduct safety coalition meetings.
4. By May 2026, conduct post survey evaluations.
5. By May 2026, analyze data to see if goal is met.

Enhance Your District's Behavioral Threat Assessment and Management Program

Session Description:

The session will introduce attendees to the Advanced Behavioral Threat Assessment and Management (BTAM) training at no cost to Tennessee schools through a federal BJA STOP grant. Participants will learn about ongoing efforts to support BTAM and how to access advanced training in partnership with Safe and Sound Schools. Note: This session is informational and will not provide the advanced training itself. Districts that have completed Levels 1 and 2, through the TN CARES Project, are encouraged to attend and explore how to further develop their BTAM programs and register for advanced training with resources at no cost to the district.

Presenter(s): Tad Roberts, Joe McKenna

Primary Track: Healthy School Environment

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ district will develop a plan for case management of behavioral threat assessment cases and train school/district behavioral threat assessment teams on case management procedures. As measured by 80% of behavioral threat assessment team members indicating the development of procedures for case management as helpful to keeping students off the pathway to violence in a post evaluation.

Action Steps:

1. By August 2025, the behavioral threat assessment team determines procedures for case management.
2. By October 2025, the behavioral threat assessment team trains on the procedures for case management.
3. By November 2025, the behavioral threat assessment team implements procedures for case management on previous/current cases.
4. By May 2026, conduct post-evaluations of case management efforts at the end of the school year.
5. By May 2026, analyze data to ensure goal is met.

Safety Blitz Training Greeneville City Schools- School Safety

Session Description:

In the "District-Wide School Safety Training" our team conducted in-house, site-specific training sessions tailored to each school's unique layout and needs. Every school is unique. Safety training plans cannot be cookie cutter one-size-fits-all. We tailor each individual school safety plan according to the site needs and requirements. During our Safety Blitz sessions, we engage participants through collaborative training involving hands on exercises, tabletop scenarios, and really diving deep into difficult discussion topics. We review aerial drone footage of each school and campus, reacquaint participants of all ingress points, and ensure optimized protocols for evacuation, lockdown, and reunification scenarios. Our Safety Blitz sessions help us reinforce a district wide commitment to student and staff safety.

Presenter(s): Tracie Valentine, Jeff Townsley, Phillip Graham, Kristen Rollins

Primary Track: Healthy School Environment

Secondary Track(s): n/a

SMART Goal:

By May 2026, the XYZ district will provide safety training and tabletop exercises for the school safety teams in the district. 80% of the safety team members will report feeling more prepared and safer in post evaluation surveys.

Action Steps:

1. By August 2025, work with safety coordinator to schedule and conduct trainings in safety procedures.
2. By April 2026, work with safety coordinator to schedule and conduct quarterly drills and tabletop exercises to practice safety procedures to develop muscle memory.
3. By May 2026, conduct post evaluation survey.
4. By May 2026, analyze data from post evaluation survey to see if goal is met.

Streamlining Behavior Threat Assessment Reporting

Session Description:

This session focuses on creating files aligned with the NTAC Behavioral Threat Assessment Team training. These files are then used to create a system-wide reporting procedure via TEAMS to ensure the process is completed with fidelity as well as keeping stakeholders informed.

Presenter(s): Jenny Smith

Primary Track: Healthy School Environment

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ district will develop a system for the district to collect and monitor behavioral threat assessments and train behavioral threat assessment teams on the system. 80% of behavioral threat assessment team members will agree the system is helpful in tracking behavioral threat assessments to ensure a student is no longer on the pathway to violence according to a post survey evaluation.

Action Steps:

1. By August 2025, work with local information technology to develop system to collect and monitor behavioral threat assessments.
2. By October 2025, train Behavioral Threat Assessment teams on the system.
3. By April 2026, monitor the use of the system monthly.
4. By May 2026, conduct post survey evaluation to measure the effectiveness of the system.
5. By May 2026, analyze data to see if the goal is met.

Student Discipline for School Safety

Session Description:

Understanding the connections between school safety, preventative discipline and effective relationships fosters a positive, safe, school culture for all. Through real-world examples, participants will explore the significance of preventative discipline, setting clear expectations, and building relationships. We will look at proactive discipline strategies that will empower students to reach their full potential and lead to sustainable, long-term growth for, not only, the individual student, but the overall school culture. Join us for learning, reflection, and actionable takeaways!

Presenter(s): Nick Davis, Amy O'Bryan, Emily Morgan, April Abercrombie

Primary Track: Healthy School Environment

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ District will train staff at (number of) schools on proactive discipline practices to ensure a reduction in school violence and increase school safety, including monitoring for continuous

improvement, as measured by a 10% decrease in office referrals at participating school(s) and 80% of staff indicating on post evaluation surveys that proactive discipline practices were helpful in ensuring a safe school environment.

Action Steps:

1. By August 2025, collect baseline discipline data from the 2024-25 school year.
2. By September 2025, schedule and conduct proactive discipline practices.
3. By April 2026, monitor practices monthly for continuous improvement.
4. By May 2026, collect discipline referral data and conduct post evaluation survey.
5. By May 2026, analyze data to see if the goal has been met.

The Uvalde Report: What lessons can TN schools learn?

Session Description:

The Uvalde school tragedy highlighted critical gaps in school safety and crisis response, offering painful yet vital lessons for communities nationwide. This session provides a comprehensive analysis of the Uvalde report findings and focuses on actionable steps Tennessee schools can take to enhance safety measures, prevent similar tragedies, and respond effectively during emergencies. By examining what went wrong and what could have been done differently, this session equips participants with tools to build safer, more resilient school environments.

Presenter(s): Makenzie Perkins

Primary Track: Healthy School Environment

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ district will provide a training on the after action report from the Uvalde tragedy to equip school administration with the tools to build safer, more resilient school environments. 80% of participants will indicate an increase in knowledge in school safety best practices.

Action Steps:

1. By August 2025, work with safety coordinator to ensure emergency operations plans are updated and schedule and conduct training on the Uvalde after action report (lessons learned).
2. By September 2025, work with safety coordinator to ensure district procedures for school safety reflect the findings of the Uvalde after action report.
3. By April 2026, work with safety coordinator to monitor school practices and procedures to ensure they are implemented.
4. By May 2026, conduct post evaluation survey to see if knowledge has been increased and the effectiveness of practices.
5. By May 2026, analyze data to ensure goal is met.

Timeless School Safety Strategies for Emergency Management

Session Description:

Ensuring the safety and security of students and staff is paramount in any educational environment. Implementing effective emergency management strategies not only prepares schools for unforeseen events but also fosters a sense of reassurance within the community. By focusing on ten timeless school safety strategies, institutions can establish comprehensive frameworks that prioritize prevention, preparedness, response, and recovery. These strategies encompass a range of measures from proactive planning and regular drills to leveraging technology and fostering strong partnerships with local authorities. By integrating these strategies into daily operations, schools can create safer environments where learning can thrive even in the face of emergencies. In this session, we will focus on the importance of each of those 10 strategies and provide resources to assist you in developing Emergency Management for your school district.

Presenter(s): Amy Clenney, Emily Morgan

Primary Track: Healthy School Environment

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ District will increase safety team members feelings of preparedness and safety through the provision of safety training and tabletop exercises as measured by 80% of safety team members reporting increased preparedness and safety in post evaluation survey

Action Steps:

1. By August 2025, work with safety coordinator to ensure emergency operations plans are updated and schedule and conduct trainings in safety procedures.
2. By April 2026, work with safety coordinator to schedule and conduct quarterly drills and tabletop exercises to practice safety procedures to develop muscle memory.
3. By May 2026, conduct post evaluation survey.
4. By May 2026, analyze data from post evaluation survey to see if goal is met.

Infrastructure

TDOE Contact: Melisa.Fuhrmeister@tn.gov or Shannon.Railling@tn.gov

Focuses on building and strengthening the foundational systems that support Coordinated School Health.

CSH Institute Infrastructure Sessions

1. [All-Star Wellness: Achieving America's Healthiest Schools Distinction](#)
2. [Building a Healthier School Community: Collaborative Initiatives for Physical and Emotional Well-Being](#)
3. [CSH Data Spreadsheet Basics](#)
4. [Data Detectives: Uncovering data opportunities](#)
5. [How Cultivating Relationships within your School District turns Action Steps into Stellar Goals](#)
6. [Ignite Your School's Potential: Building Healthy School Teams](#)
7. [Interactive Student Scenarios by Bledsoe County's Coordinated School Health Team](#)
8. [Section 504 and IDEA: Distinctions, Requirements, and Responsibilities](#)
9. [Tennessee's Healthier Schools Challenge](#)
10. [Unlocking the Power of Data: A Practical Guide for School Behavioral Health Professionals](#)

All-Star Wellness: Achieving America's Healthiest Schools Distinction

Session Description:

Discover how Robert E. Lee Elementary School became the only All-Star campus in Tennessee on the 2023-2024 list of America's Healthiest Schools. Learn practical strategies for cultivating whole-child health, from social-emotional learning to family engagement, and hear insights into their award-winning

programs in nutrition, physical education, and staff well-being. Gain actionable ideas to support the health of students, staff, and families in your community and beyond.

Presenter(s): Mary Gilbert, Gina Bumbalough

Primary Track: Infrastructure

Secondary Track(s): n/a

SMART Goal:

By May 2026, achieve the America's Healthiest Schools distinction for one school in the district, measured by meeting the required criteria in at least four key health areas, as documented through the Alliance for a Healthier Generation's application process and school-level progress reports.

Action Steps:

1. By August 30, 2025, confirm team members of the healthy school team at the target school, including administrators, teachers, school health staff, and parent representatives. Review the criteria for America's Healthiest Schools and identify areas requiring improvement.
2. By September 30, 2025, conduct a needs assessment for each school using the Alliance for a Healthier Generation's Healthier Schools Program framework. Establish baseline data for the health topics.
3. By December 1, 2025, develop and implement a plan for each school to address gaps identified in the needs assessment. Actions may include introducing the Harmony curriculum, expanding inclusive PE programs, improving cafeteria services, and hosting family engagement events.
4. Starting January 15, 2026, and monthly thereafter, monitor progress by reviewing program implementation data, such as participation rates, nutrition program improvements, and staff well-being initiatives. Adjust plans as needed and provide professional development for school staff to ensure ongoing success.
5. By April 2026, submit applications for America's Healthiest Schools recognition for the target school, ensuring all required documentation is complete and verified. Celebrate progress and share successes with stakeholders through newsletters, social media, and a district-wide health fair.

Building a Healthier School Community: Collaborative Initiatives for Physical and Emotional Well-Being

Session Description:

This session will explore the dynamic partnership between CSH Coordinator Mrs. Amanda Derryberry and Director of Schools Dr. Lisa Norris, who are committed to creating a safe, supportive, and healthy school environment. They will discuss how their collaboration addresses the holistic wellness needs of students and staff, cultivating an atmosphere where physical and emotional well-being is prioritized.

Presenter(s): Dr. Lisa Norris, Amanda Derryberry

Primary Track: Infrastructure

Secondary Track(s): n/a

SMART Goal:

By May 2026, implement a comprehensive wellness framework in two schools that measurably improves physical and emotional well-being for students and staff. Success will be demonstrated by:

- A 20% increase in participation in wellness programs and events compared to the baseline,
- A 10% improvement in staff and student self-reported well-being scores, measured via pre- and post-implementation surveys,
- The establishment or strengthening of a sustainable healthy school team at each school to drive ongoing initiatives, and
- The successful execution of three targeted wellness initiatives (e.g., CPR and wellness programs, Teen Health Councils, and health fairs) with documented outcomes, including participant engagement, satisfaction, and feedback.

Action Steps:

1. By September 30, 2025, form a Healthy School Team at the two targeted schools, including administrators, teachers, students, parents, and community partners. Hold initial meetings to review baseline data on participation rates, well-being survey results, and existing wellness programs. Establish clear objectives and roles for each team member.
2. By November 1, 2025, launch the first targeted wellness initiative. Partner with local organizations (e.g., health departments, prevention coalitions) to provide resources and training. Collect baseline participation data and feedback for comparison later.

3. By January 15, 2026, implement a Teen Health Council in both schools to empower student leaders to plan and promote wellness activities. Provide training and support for council members, and track student engagement through meeting attendance, event participation, and peer surveys.
4. By March 1, 2026, organize and execute a bi-annual health fair, incorporating community partners to provide health education, screenings, and resources. Include activities for both students and staff, and collect participation data, satisfaction surveys, and feedback to measure success.
5. By May 1, 2026, administer follow-up well-being surveys to staff and students to measure improvements compared to the baseline. Analyze data from all three initiatives (participation rates, feedback, and survey results). Present findings to the Healthy School Teams and district leadership to ensure sustainability of the framework and future growth.

CSH Data Spreadsheet Basics

Session Description:

This session will provide a basic introduction to the health screening spreadsheet.

Presenter(s): Shannon Railling

Primary Track: Infrastructure

Secondary Track(s): n/a

SMART Goal:

By May 30, 2026, XYZ District CSH will assure 100% of students screened who fall into a referral category receives referral notification within two weeks of their screening, as measured by percentage of completed referrals within specified time frame.

Action Steps:

1. By August 15, 2025, CSH team will meet with the district lead nurse to discuss the current referral timeline and tracking process.
2. By September 15, 2025, CSH team will work with district lead nurse to create, update, and/or strengthen the referral timeline and tracking process.
3. By October 15, 2025, CSH team will train school nurses on the referral tracking process.

4. By December 15, 2025, CSH team will follow up with district lead nurse/school nurse(s) to confirm that all referrals have been completed.
5. By April 15, 2026, CSH will tabulate referral completion percentage completed within two weeks of completed referral.

Data Detectives: Uncovering data opportunities

Session Description:

Grab your best detective hat to sharpen your investigation skills and join us as we discuss opportunities to collect data that can support your CSH work. In this session, you will learn strategies and tools to help uncover new opportunities to gather data and new ways to present said data.

Presenter(s): Kate Galyon

Primary Track: Infrastructure

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ District will establish and implement a structured system to collect and analyze data to support Coordinated School Health Initiatives, as measured by produced quarterly snapshots distributed to stakeholders (e.g., school administration, healthy school teams, school health advisory council) resulting in informed decision-making that secures funding, resources, policy changes, and/or advances initiatives.

Action Steps:

1. Beginning July 2025 and monthly thereafter, CSH team will compile and analyze data points to improve the initiatives (e.g., presentations to stakeholders to gain support, writing grant applications, measuring baseline and outcome data).
2. By August 2025, in partnership with district support, rollout implementation of data collection system.
3. By October and quarterly thereafter, the CSH team will provide a comprehensive report detailing the initiative's progress, and demonstrate documented improvements such as increased

participation, positive trends in student health metrics, or successful funding and support for future initiatives.

4. By May 2026, compile a report/presentation summarizing findings and present information to key stakeholders (e.g., Board of Education, Director of Schools, School Health Advisory Council).

How Cultivating Relationships within your School District turns Action Steps into Stellar Goals

Session Description:

Join us for an interactive showcase on finding key players in your school district who can help you achieve your year-end goals. Cultivating relationships and learning what goals can be achieved together leads to more productive work and better outcomes for all parties.

Presenter(s): Shelley Collier, Wendy Stooksbury

Primary Track: Infrastructure

Secondary Track(s): n/a

SMART Goal:

By May 2026, develop and implement a relationship-building plan to strengthen collaboration within the district's CSH infrastructure (e.g., CSH coordinator, school/district administration, FRC, school safety, health services, school nutrition, etc.) as measured by 80% of CSH initiatives involving active stakeholder engagement, along with the number of cross-collaborations, joint projects, and active participation in the planning process.

Action Steps:

1. By August 15, 2025, identify key stakeholders (e.g., school administrators, FRC, school safety, health services, school nutrition) and establish a stakeholder relationship map that outlines roles, potential collaborations, and shared goals.
2. By September 15, 2025, establish regular communication touchpoints (e.g., check-ins, roundtables, or email updates) to engage stakeholders, build rapport, and align efforts toward CSH initiatives.

3. By October 15, 2025, develop and implement a CSH Stakeholder Engagement Plan that defines specific collaboration roles and outlines how partnerships will support district health initiatives.
4. Starting November 1, 2025, and monthly thereafter, track stakeholder participation in CSH initiatives by monitoring meeting attendance, project involvement, and joint efforts, using this data to evaluate the depth and impact of collaboration.
5. By April 1, 2026, analyze stakeholder engagement data to identify trends, successes, and gaps. Use these insights to incorporate collaboration into the development of future CSH goals, action plans, and strategic priorities, ensuring stakeholder input is embedded in ongoing district health initiatives.

Ignite Your School's Potential: Building Healthy School Teams

Session Description:

Discover how relationship building is the foundation of every great team. Join us for a session that will equip you with simple, actionable steps to transform your Healthy School Team into a beacon for your school community. Learn how to inspire team members, get them invested, and advocate for their success. Together, we'll unlock the tools to make your team—and your school—shine brighter than ever!

Presenter(s): Melissa Whitaker

Primary Track: Infrastructure

Secondary Track(s): n/a

SMART Goal:

By May 2026, establish or enhance Healthy School Teams (HSTs) in at least three schools, achieving a minimum of 75% completion of team-set wellness initiatives, as evidenced by documented outcomes in HST reports, implementation of at least two new school-wide policies, and survey data showing an average 4 out of 5 satisfaction rating on initiative impact among staff and students.

Action Steps:

1. By September 15, 2025, conduct a foundational planning meeting with the Healthy School Teams (HSTs) in each school to review the School Health Index (SHI) and establish at least three key

wellness initiatives to focus on for the year. Document team commitments and align initiatives with school-wide wellness priorities.

2. By October 15, 2025, implement and track the progress of the first wellness initiative (e.g., staff wellness program, student physical activity campaign) through regular meeting notes and attendance logs. Collect baseline data using pre-event surveys to measure engagement and expected outcomes.
3. By December 1, 2025, conduct a mid-year evaluation of all wellness initiatives, using data from participation logs, feedback surveys, and team meeting reports to assess progress. Adjust strategies as needed and implement at least one school-wide wellness policy based on findings.
4. By March 1, 2026, complete the second round of wellness initiatives, ensuring all initiatives are being implemented effectively. Gather post-event survey data from staff and students to evaluate the impact of the initiatives. Summarize outcomes and feedback in HST meeting minutes.
5. By April 15, 2026, prepare and submit a final report, including data from initiative participation, survey results, and any new policies enacted. Ensure that at least two new school-wide wellness policies have been adopted and that a satisfaction rating of 4 out of 5 has been achieved for the overall impact of the wellness initiatives.

Interactive Student Scenarios by Bledsoe County's Coordinated School Health Team

Session Description:

Specific student scenarios shown will give insight of how the different components of CSH supports issues we are seeing in our schools today. These scenarios will give evidence of prevention education, ways to treat/rehabilitate students, and provide staff support along the way.

Presenter(s): Laura Anderson, Michelle DeBord-Rains, Dr. Becky Ridley, Beverly Tarver, Michaela Campbell

Primary Track: Infrastructure

Secondary Track(s): n/a

SMART Goal:

By May 2026, improve the understanding and effectiveness of student support services in XYZ School District by conducting interactive student scenario presentations for all school staff, with at least 90% of

participants demonstrating an understanding of mental health, basic needs support, health services, and drug education programs, as measured by pre- and post-session surveys and feedback.

Action Steps:

1. By August 15, 2025, develop the framework for the interactive student scenario presentations, outlining specific scenarios that reflect common challenges in student health and wellness. Ensure all Coordinated School Health (CSH) components (e.g., Project AWARE, FRC, Health Services, District-Wide Health Educator) are involved and prepared to explain their role and services. Collaborate with each department to create accurate, relevant content for the scenarios.
2. By September 15, 2025, schedule and plan the first set of interactive scenario presentations for school staff. This includes logistical planning, inviting all relevant staff (teachers, counselors, health services, etc.), and arranging for any necessary materials or resources (handouts, digital content, etc.). Ensure each department has a clear section to present and engage in the scenario.
3. By November 1, 2025, conduct the first round of interactive student scenario presentations in at least two schools. Use real-life student scenarios to demonstrate how the different CSH components work together to support students. Collect pre- and post-session surveys to measure staff's baseline understanding of the programs and how it improves after the presentation.
4. By December 1, 2025, analyze feedback and identify areas for improvement from the first round of presentations. Based on feedback, revise and improve the scenarios for greater clarity and impact. Schedule additional sessions for remaining schools and departments that were unable to attend the initial presentations.
5. By April 1, 2026, conduct follow-up surveys and interviews with school staff to assess the effectiveness of the interactive scenarios in improving their knowledge of student support services. Document the results, including specific examples of how staff have applied the knowledge gained in supporting students. Create a final report on the outcomes, including an evaluation of any improvements in student support and staff engagement. Share findings with the district leadership and use feedback to plan future professional development.

Section 504 and IDEA: Distinctions, Requirements, and Responsibilities

Session Description:

This session will cover the legal requirements under Section 504 and Individuals with Disabilities Education Act (IDEA) including how 504 and IDEA compare and contrast. This session will walk participants through the referral, evaluation, and eligibility processes of Section 504 and respond to hot topics such as modified schedules, special diets, IHPs, and homebound.

Presenter(s): April Ebbinger, Shaundraya Hersey

Primary Track: Infrastructure

Secondary Track(s): Health Services, School Counseling, Psychological, & Social Services

SMART Goal:

By May 2026, XYZ school district will increase staff knowledge and skill related to the district Section 504 policies and procedure as measured by 80% of impacted staff increasing their scores on pre- and post-training evaluations.

1. By September 30, 2025, CSH, in partnership with district leadership, the district 504 coordinator, and other identified necessary individuals, will review and update the 504 policies, protocols, and procedures.
2. By October 15, 2025, CSH will develop a training schedule for all schools.
3. By November 30, 2025, CSH, in partnership with the district 504 coordinator, will develop a training evaluation to assess the knowledge and skills of participants.
4. By March 31, 2026, CSH, in partnership with district leadership, the district 504 coordinator, the lead nurse, and other identified necessary individuals will train school nurses and school-level 504 coordinator(s), school-level administrators and other identified staff, on the 504 process, including information on the school nurses role for students with health related needs, and administer post-evaluation.
5. By May 31, 2026, each month during the school year, the district-level 504 coordinator will share data from TN PULSE related to 504 referrals, eligibilities, and service plans to school/district admin, school.

Tennessee's Healthier Schools Challenge

Session Description:

The Tennessee Healthier Schools Challenge is a voluntary, statewide initiative recognizing school systems for participation in merging health and academics to create student success which kicked off in November at the Tennessee School Boards Association Annual Convention. This session will be an interactive discussion with two of the challenge's partners, Tennessee Department of Education and Wellpoint on each of the challenge criteria and how to reach one of the annual award levels. School

districts have until September 1, 2025, to reach 9 out of 13 criteria for Bronze Level (\$4,000), 10 out of 13 for Silver Level (\$5,000), 11 out of 13 for Gold Level (\$6,000), and 12 out of 13 for Platinum Level (\$8,000).

Presenter(s): Lori Paisley, Monica Oliver, Sarah Butler

Primary Track: Infrastructure

Secondary Track(s): n/a

SMART Goal:

By May 1, 2026, XYZ school district will work towards receiving Bronze Level recognition in the 2025-26 Tennessee Healthier Schools Challenge by successfully implementing at least 9 out of 13 challenge criteria, as measured by documentation collected, program implementation reports, and stakeholder engagement data.

Action Steps:

1. By August 15, 2025, conduct a baseline assessment by review existing district policies, programs, and initiatives aligned with the 13 challenge criteria and identify which 9 criteria are most feasible to implement or enhance based on current resources and priorities.
2. By September 1, 2025, meet with the School Health Advisory Council (SHAC) to assist with overseeing the district's participation in the challenge and assign council members to monitor progress, provide feedback, and support implementation efforts for each selected criterion.
3. By October 15, 2025, develop and begin to execute initiatives that align with the 9 selected criteria, such as increasing staff wellness participation, expanding physical activity programs, or implementing vaping prevention efforts.
4. By December 1, 2025, provide training, awareness campaigns, and engagement opportunities for school staff, students, and families and being to regularly communicate progress through newsletters, district meetings, and school events to maintain momentum and participation.
5. By May 1, 2026, gather all required documentation to be submitted with the official challenge application for Bronze Level recognition. Review successes and challenges to identify opportunities for improvement and potential advancement to Silver Level in future years.

Unlocking the Power of Data: A Practical Guide for School Behavioral Health Professionals

Session Description:

This presentation addresses the challenge of using data to inform decision-making in school behavioral health. We will guide participants through a practical framework for data-informed decision-making covering identifying relevant data, accessing data, building capacity for data interpretation, contextualizing and planning interventions, mobilizing and implementing interventions, and evaluating outcomes. Through interactive activities and real-world examples, participants will gain practical strategies to confidently engage with data to improve youth outcomes.

Presenter(s): Robert Lucio, Katherine Montgomery

Primary Track: Infrastructure

Secondary Track(s): School Counseling, Psychological, & Social Services

SMART Goal:

By May 30, 2026, XYZ District CSH Team will create a minimum of two behavioral health interventions incorporating and utilizing a minimum of three relevant data points as measured by implementation of the interventions and any quantitative data collected through interventions (i.e. number of students served, attendance rate improvement, etc.).

Action Steps:

1. By September 25, 2025, CSH Team will assemble behavioral health stakeholders and decision-makers to identify data sources and begin planning interventions.
2. By November 15, 2025, CSH Team, stakeholders, and decision-makers will have identified the most relevant three data points for each of the two interventions and will finalize intervention plans.
3. By January 30, 2026, at least one of the behavioral health interventions will start.
4. By March 15, 2026, the second behavioral health intervention will start.
5. By April 30, 2026, CSH Team, stakeholders, and decision-makers will convene to assess interventions and compile outcome data for end-of-year report.



Nutrition

TDOE Contact: Christine.Rockwood@tn.gov

The school nutrition environment provides students with opportunities to learn about and practice mindful eating through available nutritious foods and beverages, nutrition education, and messages about food and nutrition in the cafeteria and throughout the school campus.

CSH Institute Nutrition Sessions

1. [C.H.E.F. Challenge \(Children’s Health through Education and Food\): A Model Program](#)
2. [Engaging Communities to Improve School Meals Access](#)
3. [Growing Healthy Schools and Children: Extension Partnerships to Create Connected On-Site Gardening and Nutrition Education](#)
4. [Nutrition is the Mission!](#)
5. [Planting Ideas... Harvesting Success!](#)
6. [Ripple Effect: A Student Led Water Marketing Campaign](#)
7. [Serving meals beyond the school day](#)
8. [Teamwork Helps End Summer Hunger: Schools and Community Organizations Partnering to End Summer Hunger Across Tennessee](#)
9. [Wellness by the Glass](#)

C.H.E.F. Challenge (Children’s Health through Education and Food): A Model Program

Session Description:

For the last 100 years the U.S. food system evolved towards highly processed and convenient foods, served in both homes and institutional settings such as schools. In parallel, we have witnessed and endured unprecedented rises in health issues and chronic disease. This workshop will explore a “back to the future” alternative: “good ‘ole” scratch cooking, where we will present a model program for building more acquired taste in kids’ pallets vs. instant gratification. We will highlight components for success and elicit workshop participants’ input.

Presenter(s): Karen Brazzeal, Nancy Easton, Dan Spatz

Primary Track: Nutrition

Secondary Track(s): Health Education

SMART Goal:

By XYZ date, XYZ district will implement the C.H.E.F. Challenge in X number of schools, increasing the use of locally grown, minimally processed foods by 15%, as measured by school meal procurement data.

Action Steps:

1. By August 1, 2025, build relationships with local farmers and suppliers to increase the availability of fresh, nutritious food options in school cafeterias.
2. By August 15, 2025, provide training opportunities for school nutrition staff to incorporate locally sourced ingredients into school meals.
3. Starting September 1, and monthly thereafter, implement interactive food education experiences, such as tastings and hands-on learning, to encourage student participation and openness to new menu items.
4. By October 1, 2025, pilot the initiative in select schools, gather insights, and refine strategies for broader district-wide adoption.
5. By November 15, 2025, and monthly thereafter, monitor program outcomes through data collection and feedback to measure success and inform future program growth.

Engaging Communities to Improve School Meals Access

Session Description:

School meals are an essential school supply, like books and buses. They are important to a healthy school environment and school meals ensure that children are supported and ready to learn. Community organizations and advocates have joined forces with school nutrition directors and other school leaders to improve access for all students. Learn how communities are engaging to increase access to school meals and how you can join the effort to support students and their families.

Presenter(s): Signe Anderson, Lilian Marcum, Cecile Wimberley

Primary Track: Nutrition

Secondary Track(s): Student, Family, & Community Involvement

SMART Goal:

By XYZ date, XYZ district will collaborate with community organizations to improve access to school meals, increasing meal participation by 2% through enhanced outreach, policy support, and direct certification efforts, as measured by school meal enrollment data and community engagement metrics.

Action Steps:

1. By August 15, 2025, create a communication plan to share information with families and community organizations about school meal programs.
2. Following the first full month of school, and monthly thereafter, track meal participation rates, gather feedback from students and families, and use data to adjust strategies for maximizing meal access and student participation.
3. By September 2025, collaborate with local organizations to support meal access initiatives and advocacy efforts through promotions of school meals.
4. use school newsletters, social media, parent outreach events, and direct communication to inform families about meal programs and other safety net resources like SNAP, TANF, and TennCare.
5. By December 2025, collaborate with school nutrition directors to identify eligible students for free and reduced-price meals and improve the direct certification process to increase enrollment.

Growing Healthy Schools and Children: Extension Partnerships to Create Connected On-Site Gardening and Nutrition Education

Session Description:

What difference can one person make? One county educator with the University of Tennessee Extension assisted in the building and maintenance of over 40 school gardens in Claiborne County! This work was supported by the UT SNAP-Ed program and can be replicated anywhere in Tennessee. Through local school partnerships with Extension County staff, improving diet quality, enhancing social belonging, and providing physical activity opportunities are all within reach. This session will provide an overview of

SNAP-Ed programs throughout the state and opportunities to grow healthier children through on-site gardens and more.

Presenter(s): Dr. Jennifer Ward, Blake Helderman

Primary Track: Nutrition

Secondary Track(s): n/a

SMART Goal:

By XYZ Date, XYZ school district will collaborate with UT Extension's SNAP-Ed program and other community partners to enhance nutrition education and food access initiatives, increasing fruit and vegetable identification by 20%, as measured by pre- and post-program surveys.

Action Steps:

1. By September 2025, collaborate with UT Extension, SNAP-Ed educators, and local organizations to develop a coordinated plan for implementing nutrition education and food security initiatives in schools.
2. By October 2025, administer a pre-survey at pre-selected schools.
3. By November 2025, and monthly thereafter, integrate research-based nutrition education into school and community settings, focusing on healthy eating, food budgeting, and chronic disease prevention through workshops, classroom lessons, and community outreach events.
4. Starting November 2025, and following each activity/event, track participation, assess behavior change through pre- and post-program surveys and qualitative feedback, and refine strategies to improve program effectiveness for long-term sustainability.
5. Starting December 2025, work with UT Extension and/or other local organizations to develop and implement at least 4 distinct interactive programs, workshops, and hands-on activities at each participating school that empower families to make healthier food choices.

Nutrition is the Mission!

Session Description:

Your mission, if you choose to accept it, is to teach nutrition. The good news is...this is not an impossible mission. This session will give you the necessary tips, tools, techniques, and totally awesome physical activity lessons to make your students hungry for more!

Presenter(s): Ron Malm

Primary Track: Nutrition

Secondary Track(s): Health Education, Physical Education & Physical Activity

SMART Goal:

By XYZ date, our school district will increase student knowledge related to nutrition and healthy eating by integrating nutrition education into a minimum of 4 physical education lessons with XYZ grade students, as measured by a minimum 20% increase in student scores from pre- and post-assessments on nutrition concepts.

Action Steps:

1. By August 15, 2025, create a collection of lesson plans, including pre- and post-assessments, that combine physical activity with nutrition education, provide professional development on integration of nutrition education with Physical Education, and allow teachers to select appropriate activities for their classes.
2. By September 2025, establish a platform and/or regular meetings for PE teachers to share best practices, lesson ideas, and success stories related to integrating nutrition content.
3. By October 2025, support schools in piloting integrated lessons, gathering feedback from teachers on the engagement and effectiveness of the lessons.
4. Starting October 2026, and continuing throughout the school year, collect data on lesson implementation, teacher participation, and student learning outcomes.

Planting Ideas... Harvesting Success!

Session Description:

The Tennessee Foundation for Agriculture in the Classroom offers many resources to schools. During this session we will discuss the grants, materials, and professional development opportunities in detail.

Presenter(s): Chris Fleming

Primary Track: Nutrition

Secondary Track(s): Health Education

SMART Goal:

By May 2026, our school district will implement professional development for educators on integrating school gardens and food origin demonstrations into instruction, ensuring that at least X number of schools establish sustainable projects that showcase where food comes from. Success will be measured by a 20% increase in students' knowledge of the origin of food.

Action Steps:

1. By October 2025, organize and promote training sessions for educators, utilizing free workshops and online resources to support garden-based learning and food origin education.
2. By November 2025, work with schools to develop gardens, hydroponic systems, farm-to-school activities, or other creative demonstrations that help students understand food origins.
3. By December 2025, assist educators in accessing \$500 mini grants, USDA-supported materials, and curriculum resources to implement food education initiatives effectively.
4. By March 2026, facilitate communication among participating schools and educators to share best practices, project ideas, and sustainability strategies.
5. By May 2026, collect data on teacher participation, project implementation, and student knowledge of the origin of food.

Ripple Effect: A Student Led Water Marketing Campaign

Session Description:

Discover how a student-led water marketing campaign inspired healthier habits in Morgan County Schools. This district-wide competition empowered students to create impactful messaging promoting water over sugary drinks, fostering both creativity and wellness. Learn about the campaign's design, implementation, and practical tips for replicating it in your school district.

Presenter(s): Patricia Pace

Primary Track: Nutrition

Secondary Track(s): Student, Family, & Community Involvement, Health Education

SMART Goal:

By XYZ date, at least one school in XYZ district will implement a student-led water marketing campaign that promotes increased water consumption and reduces sugary drink intake, with a **10%** increase in student-reported daily water intake as measured by pre- and post-campaign surveys.

Action Steps:

1. By October 2025, recruit and empower students to take an active role in planning and leading the water marketing campaign.
2. By November 2025, in conjunction with the students, develop messaging and promotional materials that encourage water consumption and educate students on the benefits of reducing sugary drinks.
3. By December 2025, organize and create a calendar of activities, challenges, and/or events, to be implemented in the second semester, that promote water consumption in a fun and interactive way and administer a pre-campaign survey to students.
4. By January 2026, collaborate with school staff (e.g., Healthy School Teams, nurses, school nutrition staff, etc.), community partners (e.g., County Health Council, United Way, County Health Department, UTK Extension, etc.), and families (e.g., PTA/PTO, parent volunteers, etc.) to support and amplify campaign efforts by actively engaging these groups/individuals, presenting to their organizations, and/or asking for financial assistance or resources, etc.
5. By May 2026, assess campaign effectiveness through surveys, participation tracking, and feedback, then use insights to refine and expand the initiative.

Serving meals beyond the school day

Session Description:

How the Child and Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP) can reimburse schools for meals served outside of the traditional school day

Presenter(s): Allette Vayda

Primary Track: Nutrition

Secondary Track(s): n/a

SMART Goal – After School Snack Program:

By May 1, 2026, XYZ School District will expand access to the At-Risk Afterschool Snack Program by increasing student participation by [specific % or number], as measured by program enrollment and meal distribution data collected through April 2026.

Action Steps:

1. By July 30, 2025, collaborate with community organizations, local agencies, and school staff to identify barriers to participation and develop targeted outreach strategies.
2. By August 30, 2025, implement a district-wide, year-long awareness campaign, including school announcements, flyers, social media, and direct communication with families to increase awareness of the program.
3. By September 30, 2025, assess and implement strategies to make afterschool snacks more accessible, such as adjusting service locations, extending service hours, or incorporating snacks into existing afterschool activities.
4. By December 15, 2025, conduct a mid-year review of program participation and meal distribution data, gather feedback from students and staff, and identify areas for improvement to adjust outreach and implementation strategies for the second semester.
5. By May 1, 2026, analyze program enrollment and meal distribution data, gather feedback from students and staff, and refine strategies to maximize participation in the following school year.

SMART Goal – Summer Feed Program:

By May 15, 2026, XYZ School District will enhance planning and outreach efforts for the Summer Food Service Program (SFSP) by securing at least [specific number] of new community partners and/or

increasing the number of meal distribution sites by [specific % or number], as measured by pre-summer program enrollment and site approvals.

Action Steps:

1. By September 30, 2025, assess previous summer meal program data to identify gaps in meal access and opportunities for expansion, including potential new meal distribution sites.
2. By November 30, 2025, engage with community organizations, local businesses, and stakeholders to secure at least [specific number] of new partnerships to support meal distribution efforts.
3. By January 31, 2026, develop and launch a district-wide outreach campaign to raise awareness about the SFSP, targeting families, students, and community members through multiple communication channels.
4. By March 15, 2026, finalize site approvals and logistical planning for meal distribution, ensuring compliance with SFSP regulations and maximizing accessibility for students in need.
5. By May 15, 2026, complete staff training, finalize outreach efforts, and confirm meal distribution schedules to ensure a smooth and effective launch of the summer meal program.

Teamwork Helps End Summer Hunger: Schools and Community Organizations Partnering to End Summer Hunger Across Tennessee

Session Description:

Summertime is often the hungriest time of year for children who rely on school meals. Join No Kid Hungry as we shed light on how various school districts and community organizations across Tennessee have teamed up to end summer hunger in their communities through the Summer Meals Program. Learn how you and your district can be a part of making No Kid Hungry a reality during Summer 2025.

Presenter(s): Marissa Spady

Primary Track: Nutrition

Secondary Track(s): Student, Family, & Community Involvement

SMART Goal:

By May 2026, XYZ school district will expand access to the Summer Meals Program by increasing community partnerships by 5% based on the number of community partners in Summer 2024.

Action Steps:

1. By August 2025, initiate collaboration with community organizations, local agencies, and stakeholders to enhance summer meal program efforts.
2. By January 2026, implement a district-wide outreach strategy to ensure families are informed about meal availability and access.
3. By March 2026, identify and implement strategies to make summer meals more convenient and available to students in need.
4. By April 2026, secure available funding opportunities and resources to sustain and expand meal services.
5. Starting May 2026, and throughout the summer, monitor participation data, gather feedback, and refine strategies to improve the program each year.

Wellness by the Glass

Session Description:

Join us for an engaging session where you'll discover the incredible benefits of dairy for families and explore its vital role in the dietary guidelines. Learn how dairy supports student health and well-being, and gain access to valuable resources from The Dairy Alliance. Don't miss this opportunity to enhance your knowledge and bring the power of dairy to your community!

Presenter(s): Terin Coe

Primary Track: Nutrition

Secondary Track(s): Health Education

SMART Goal:

By XYZ date, at least X number of schools in XYZ district will implement dairy nutrition education initiatives, increasing student and family awareness of the benefits of dairy by 20%, as measured by pre- and post-surveys.

Action Steps:

1. By August 2025, conduct pre-surveys to assess baseline knowledge of students and families.
2. By September 2025, provide teachers, school nutrition staff, and families with research-based information on the health benefits of dairy and its role in a balanced diet and integrate dairy-related information in cafeteria promotions.
3. By October 2025, share materials from The Dairy Alliance or other available materials, including posters and digital content, to support dairy education in schools and at home.
4. Starting in November 2025 through May 2025, organize at least 4 different interactive experiences such as taste tests or dairy-themed challenges to encourage learning and participation.
5. By May 2026, conduct post-surveys to assess changes in knowledge and awareness.



Physical Education & Physical Activity

TDOE Contact: Heather.M.Piergies@tn.gov

Physical education is a planned, sequential K -12 curriculum program that follows state standards in providing developmentally appropriate, cognitive content and learning experiences in a variety of physical activity areas such as basic movement skills; physical fitness; rhythm and dance; cooperative games; team, dual, and individual sports; and tumbling and gymnastics.

Physical Activity can happen anytime, anywhere, for any length of time. It does not have to be structured and can be supervised by any adult. Physical activity supports self-regulation, can help develop strong muscles and bones, and boosts chemicals and hormones for better focus, mood, and memory.

CSH Institute Physical Education & Physical Activity Sessions

1. [A Comparative Analysis of Disciplinary Referrals and the Amount of Physical Education Offered in a Rural, Low-Socioeconomic K-8 School in Tennessee](#)
2. [BRAINball® and BRAINball Mini – Closing the Math and Literacy Gap with Movement](#)

3. [Camp Oo-Tah-Nee-Noh-Chee](#)
4. [Classroom Activities to Get Movement and Learning put Together!](#)
5. [Comprehensive School Physical Activity Programs: Empowering Students, Families, and Communities](#)
6. [Drums Alive! Cardio Drumming for the Mind, Body, and Soul](#)
7. [Health in Motion: Walk and Talk](#)
8. [Involving the Community in your Physical Education Program](#)
9. [Making Connections between Literacy, Math, and Motor Skills: Building the Blocks for Lifelong Learners and Movers](#)
10. [PE Advisory Council- Improving Your Overall PE Program](#)
11. [Welcome to No Standing Around in My Gym](#)

A Comparative Analysis of Disciplinary Referrals and the Amount of Physical Education Offered in a Rural, Low-Socioeconomic K-8 School in Tennessee

Session Description:

This session will outline my doctoral dissertation when comparing disciplinary referrals and the amount of physical education offered to K-8 students. This quantitative study compared discipline referral rates and the amount of physical education offered in a rural, low-socioeconomic K-8 school in Tennessee. In addition, the study examined grade-level differences between disciplinary referrals and physical education. By highlighting the significance of increased physical education on disciplinary referrals, this study provides implications for practice on behalf of classroom teachers, physical educators, administrators, and policymakers at the state and district levels.

Presenter(s): Dr. Lauren Mathews

Primary Track: Physical Education & Physical Activity

Secondary Track(s): Healthy School Environment

SMART Goal:

By March 2026, XYZ district will complete a comprehensive approach to supporting a physically active school culture at SCHOOL(S) through administrative policy improvements/updates, classroom practices, and quality physical education improvements, as measured by completed action steps in each of the three areas.

Action Steps:

1. By August 2025, meet with administrators to review policies and practices n regarding appropriate and inappropriate practices related to physical activity, and proactively develop alternate solutions where needed (e.g., not withholding or using physical activity as a form of punishment, not withholding for remediation or missed classwork).
2. By September 2025, meet with physical education staff to conduct a needs assessment to identify barriers to increasing moderate-to-vigorous physical activity (MVPA) and/or standards that need to be addressed (e.g., professional development, more equipment, curriculum or instructional resources).
3. By October 2025, complete first of at least two professional development opportunities for classroom physical activity or alternate schoolwide-physical activity approach (e.g., sensory paths, recess facilitation, etc.).
4. By December 2025, conduct a mid-year progress review by actively checking in with all three groups (administrators, PE teachers, and classroom educators) to gauge their progress, outstanding action items, and needs for the second semester.
5. By March 2026, complete second of at least two professional development opportunities for classroom physical activity or alternate schoolwide-physical activity approach (sensory paths, recess facilitation, etc.).

BRAINball® and BRAINball Mini – Closing the Math and Literacy Gap with Movement

Session Description:

Learn how BRAINball® and BRAINball Mini connect movement with cross-curricular learning through active play. Without compromising physical activity time, BRAINball® is shown to improve students' growth scores in literacy and math. Find out how to get students to think independently and work as a team to solve physical and cognitive challenges.

Presenter(s): Ron Malm

Primary Track: Physical Education & Physical Activity

Secondary Track(s):

SMART Goal:

By May 2026, implement cross-curricular based instructional outcomes in physical education to enhance literacy and math outcomes of students as measured by 80% of students achieving mastery on included

PE standards and 85% of the teacher cohort (PE and grade-level collaborators) agreeing that the intervention successfully reinforced cross-curricular outcomes.

Action Steps:

1. By July 2025, purchase instructional materials and resources necessary to support cross-curricular implementation.
2. By August 2025, provide full training for physical education teachers on cross-curricular integration.
3. By September 2025, begin implementation in collaboration with appropriate grade-level teachers to strengthen outcomes and to ensure alignment with core literacy and math objectives.
4. By December 2025, offer a second PD or PLC with PE staff to discuss implementation progress, identify successes, and fill gaps if necessary.
5. By April 2026, collect and analyze feedback from school-level, PE teachers, and grade-level collaborators to evaluate impact and inform future improvements and expansion.

Camp Oo-Tah-Nee-Noh-Chee

Session Description:

Camp Oo-Tah-Nee-Noh-Chee is Cherokee for "camp among big pines" and is located on beautiful Watts Bar Lake. In 1951, City Park School became the first public school in Tennessee to try a program of school camping when Harold "Prof" Powers, principal of City Park School at that time, established the school camp program. In 1959, the Athens City Board of Education signed a lease with the Tennessee Valley Authority for 25 acres of land on Watts Bar Lake; this land became known as Camp Oo-Tah-Nee-Noh-Chee. Come see the rich history of how our school system has used camp and outdoor education to further enrich our traditions in Athens City Schools. Camp is a big part of our coordinated school health mission in Athens City Schools.

Presenter(s): AJ Whited

Primary Track: Physical Education & Physical Activity

Secondary Track(s): Health Education

SMART Goal:

By June 2025, increase opportunities for outdoor education for a selected cohort of students, as measured by successful launch of at least one camp day and completion of sustainability plan by planning committee to ensure ongoing integration of outdoor education in future years.

Action Steps:

1. By August 2025, organize a planning committee including CSH, PE team, school nurses, administration, community partners, etc.
2. By October 2025, determine date(s) and location(s) for camp.
3. By January 2026, finalize scheduling of events/activities.
4. By March 2026, conduct training for all camp staff and volunteers, including classroom teachers.
5. By May 2026, hold a post-camp debrief meeting with planning committee to review student, teacher, and other stakeholder feedback, and finalize the sustainability plan for future outdoor education programming.

Classroom Activities to Get Movement and Learning put Together!

Session Description:

Do we need to move to learn? Can we feel better if we do and help others as we learn? How do we get ourselves to feel and enjoy learning more? In this short presentation you will learn how you can help answer these questions. Learning new things and helping others at the same time can be exhilarating for all involved so let's do it! Students become part of the lesson and do not even know it but reaped the benefits of muscle memory to go with their brainpower, learning and helping themselves and others. Groups, individual, and even pairs, you name it we can make it happen with just a little bit of planning.

Presenter(s): Laura Gilpin

Primary Track: Physical Education & Physical Activity

Secondary Track(s): n/a

SMART Goal:

By May 2026, increase supports for classroom physical activity at SCHOOL(S)/DISTRICT/GRADES through professional development, resources, and materials as measured by 80% of teacher cohort indicating the PD was beneficial and that classroom physical activity increased as a result of the targeted supports.

Action Steps:

1. By August 2025, schedule at least two professional development opportunities for the identified cohort.
2. By September 2025, in collaboration with the building administrators and cohort educators determine what materials should be prioritized for purchase to increase classroom physical activity based on existing resource inventory and identified needs.
3. By December 2025, complete at least one professional development training with/for staff.
4. By February 2026, check in with participating teachers and school leadership to assess implementation progress and identify any additional needs.
5. By April 2026, complete at least one additional professional development training with/for staff, incorporating feedback and introducing additional classroom physical activity strategies.

Comprehensive School Physical Activity Programs: Empowering Students, Families, and Communities

Session Description:

In this session, participants will explore strategies and ideas to enhance their Comprehensive School Physical Activity Program (CSPAP) through increased engagement and collaboration with students, families, and the community. By fostering a collaborative approach, schools can create more inclusive, effective, and sustainable physical activity initiatives that not only promote healthy lifestyles but also strengthen the connection between education and community well-being. Participants will gain insights into best practices, real-world examples, and resources to support their CSPAP efforts.

Presenter(s): Sean Brock

Primary Track: Physical Education & Physical Activity

Secondary Track(s): Student, Family, & Community Involvement

SMART Goal:

By May 2026, XYZ district will increase physical activity engagement at ##school(s) using the Comprehensive School Physical Activity Program (CSPAP) approach, as measured by at least two new engagement activities implemented and 80% of involved leadership team agrees use of the CSPAP approach and resources positively impacted both the process and outcomes of physical activity initiatives.

Action Steps:

1. By August 2025, meet with School Health Advisory Council and/or healthy school teams at the identified schools to decide if the new initiatives will focus on student engagement, family/community engagement, or both.
2. By September 2025, complete resource mapping and gather stakeholder input to finalize the two engagement projects to be implemented.
3. By October 2025, schedule, promote, and implement the first engagement activity.
4. By December 2025, hold a mid-year leadership meeting to track successes, maintain delegation of tasks, and stay on track with future plans.
5. By May 2026, schedule, promote, and implement the second engagement activity.

Drums Alive! Cardio Drumming for the Mind, Body, and Soul

Session Description:

Cardio drumming is a whole-body approach to better health, physically and mentally. It is an evidence-based program that can benefit all ages and abilities. Cardio drumming uses the rhythm of music and movement to improve overall health. It is especially beneficial for those with cognitive issues, aggression issues, ADHD, and children with behavior problems.

Presenter(s): Tracy Chandler, Susan Conner, Crystal Blankenship

Primary Track: Physical Education & Physical Activity

Secondary Track(s): Staff Wellness

SMART Goal:

By May 2026, XYZ District will increase physical activity opportunities for students and/or staff through the use of rhythmic drumming, as measured by 80% of participants agreeing they enjoyed the experience and 80% reporting physical and/or mental benefits from participating.

Action Steps:

1. By August 2025, schedule instructional lessons for students and/or staff wellness opportunities and begin promotion for recruitment.
2. By September 2025, ensure all materials needed for instruction are purchased, secured, or borrowed.
3. By December 2025, collect and document first-semester participation data, including number of sessions conducted, attendance numbers, attendee demographics (e.g., after-school programs, family events, staff wellness, sessions, PE classes, etc.), feedback from post-drumming sessions, instructional outcomes, and survey data on physical and mental wellness impacts.
4. From January through May 2026, continue promotion and engagement efforts, ensuring ongoing access to materials and equipment.
5. By May 2026, collect final post-drumming data for program evaluation.

Health in Motion: Walk and Talk

Session Description:

This session will provide physical education teachers with an easy but effective way to implement health standards into elementary and middle school physical education classes by implementing Walk and Talk. The current criteria state all students must successfully pass one high school credit of Lifetime Wellness in order to graduate with a diploma. Students in middle school should be introduced to a health curriculum to not only have health knowledge but to develop healthy habits to maintain healthy behaviors throughout their life. Walk and Talk is a wonderful interactive way to implement health standards into your physical education class.

Presenter(s): Tanzi Farrow, Melissa Whitaker

Primary Track: Physical Education & Physical Activity

Secondary Track(s): Health Education

SMART Goal:

By May 2026, XYZ District will successfully integrate reinforcement of health standards in physical education experiences at SCHOOL(S), as measured by 80% of physical educators and relevant collaborators reporting an increase in the number of health topics discussed compared to the previous school year.

Action Steps:

1. By August 2025, conduct a professional development session with the physical education cohort covering implementation strategies (this can be a turnkey of the CSH Institute session).
2. By September 2025, CSH, the PE teacher cohort, and relevant health education supporters, will identify priority health standards to be addressed for each grade and develop a band of discussion prompts, guiding questions, and/or scenarios for use in the first semester.
3. By October 2025, begin implementation of health standards discussion points in physical education instruction.
4. By December 2025, provide a second professional development or PLC with same cohort groups to reflect on semester one and complete planning for semester two implementation.
5. By May 2026, collect and analyze data from PE teachers on implementation, including frequency of use, student engagement, and impact on health discussions, and share findings with stakeholders for future planning.

Involving the Community in your Physical Education Program**Session Description:**

This session will discuss multiple programs that allow you to put physical education in the spotlight. We will go over five events that we host in our county that allows the community to see some of what is going on in physical education classes.

Presenter(s): Amy Underwood

Primary Track: Physical Education & Physical Activity

Secondary Track(s): Student, Family, & Community Involvement

SMART Goal:

By May 2026, XYZ District will increase community engagement around SCHOOL(S) physical education program as measured by the successful execution of at least two new physical education/community initiatives and 80% of responding attendees (e.g., parents, students, community members) reporting positive perceptions of the highlighted physical education program(s).

Action Steps:

1. By July 2025, meet with school(s) leadership, physical educators, and district leadership (if applicable) to identify existing PE/community events and determine at least two new engagement opportunities for the school year. Conduct a partner/resource inventory mapping as part of this process.
2. By August 2025, schedule and initiate promotion of the first event.
3. By November 2025, schedule and initiate promotion of the second event.
4. By December 2025, complete at least one of the events, reflect on successes, opportunities for improvement, and collected data from attendees/participants.
5. By April 2025, complete at least one additional event, reflect on successes, opportunities for improvement, and collected data from attendees/participants.

Making Connections between Literacy, Math, and Motor Skills: Building the Blocks for Lifelong Learners and Movers

Session Description:

It's a no-brainer! We know the brain and body work hand-in-hand, but do you know certain motor movements enhance learning Math and Literacy Skills? How does doing toe touches help me read? How does "Pretzel Arms" calm me and help me focus? Integrated into these fun, purposeful activities designed to teach fitness and nutrition concepts are skills used to challenge the brain-body connection to build & improve essential academic skills. Connections are made between classroom and HPE teachers and between the mind and body!

Presenter(s): Ron Malm

Primary Track: Physical Education & Physical Activity

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ district will increase staff knowledge and confidence at SCHOOL(S) in teaching fitness and nutrition concepts to improve academic skills, as measured by 80% of educators reporting increased knowledge and confidence in facilitating mind/body activities and agreeing that these activities positively impacted their students.

Action Steps:

1. By July 2025, schedule at least four professional development opportunities for staff, including one all-staff session per semester and two optional after-hours sessions for extra support.
2. By August 2025, conduct the first all-staff PD, focusing on skills-based, where participants both experience and practice facilitating movements.
3. By September 2025, follow up with staff to monitor progress and identify challenges, using feedback to shape the first optional after-hours PD opportunity.
4. By January 2026, conduct the second all-staff PD, featuring educator champions from semester one who will lead one of their favorite activities.
5. By April 2026, gather final feedback on successes, challenges, and innovations, through staff surveys and discussions to inform a sustainability plan for continued implementation next school year.

PE Advisory Council- Improving Your Overall PE Program

Session Description:

Physical Education is a very important part of the overall educational experience. Various studies indicate that physical activity helps with classroom success and improves overall mental health. Creating a PE Advisory Council will help your district by providing feedback on your PE program, research/share effective lessons/activities, and assisting with planning of any Physical Activity/Event that occurs in your district.

Presenter(s): Steve Branton

Primary Track: Physical Education & Physical Activity

Secondary Track(s): Student, Family, & Community Involvement

SMART Goal:

By May 2026, XYZ district will establish a new physical education advisory council, as measured by council representation across all grade levels, development of clearly identified goals, and a completed action plan for the following school year.

Action Steps:

1. By July 2025, develop a detailed budget plan to allocate previously secured district-level funding for council operations, including potential stipends, substitutes for council-meeting days, meals for meeting days, and other necessary resources to support effective participation.
2. By August 2025, invite members to join the council and secure at least four meeting dates for the school year.
3. By September 2025, host the first official meeting of the council to establish its purpose and expectations.
4. By December 2025, the council will develop and document its overall goal and prioritize short-term initiatives for the remainder of the school year.
5. By May 2026, complete at least 4 council meetings and finalize an action plan outlining key initiatives and priorities for the next school year.

Welcome to No Standing Around in My Gym

Session Description:

Keep all students in your physical education program moving, learning, and on their toes—even when you're teaching very large classes. If you are looking for fresh ways to teach children ages 4 to 11 basic fitness concepts, movement skills, and games that emphasize creative thinking and cooperation, then attending my No Standing Around in My Gym session is for you. It's an incredible source of ideas and solutions to help you:

- increase the time students are active in class,
- minimize discipline problems,
- develop healthy attitudes that lead to a lifetime of activity,
- save valuable lesson preparation time, and

- keep students motivated and challenged.

The author shares a wealth of innovative ways to motivate kids, make classes more enjoyable, create an atmosphere for learning, manage classes, and maximize parental involvement to improve outcomes. With this collection of invigorating, fun and gym-tested activities, you'll be able to motivate, engage, and intrigue students in large or small classes for years to come.

Presenter(s): J.D. Hughes

Primary Track: Physical Education & Physical Activity

Secondary Track(s): n/a

SMART Goal:

By May 2026, increase moderate-to-vigorous physical activity (MVPA) time in physical education classes at SCHOOL(S) through the implementation of new instructional strategies, resources, and professional development, as measured by 80% of participating teachers reporting an increase in student activity time and engagement during instructional class time.

Action Steps:

1. By July 2025, purchase instructional materials (and manipulatives, if needed) tailored to the specific needs of the selected physical education program(s).
2. By October 2025, provide professional development for physical education teachers on implementing new strategies to maximize student engagement and movement.
3. By December 2025, connect with physical educators to assess progress, identify additional needs for second semester, and provide ongoing support.
4. By January 2026, deliver a second professional development session (can be a turnkey with colleagues) to reinforce strategies and address emerging needs.
5. By May 2025, hold a final meeting (virtual or in-person) with the teacher cohort to identify successes, opportunities for improvement, and best practices to create an implementation guide for sustaining MVPA increases in future school years.



School Counseling, Psychological, & Social Services

TDOE Contact: Sarah.Arnold@tn.gov

These prevention and intervention services support the mental, behavioral, and social-personal well-being of students and promote success in the learning process. Services include psychological, psychoeducational, and psychosocial assessments; direct and indirect interventions to address psychological, academic, and social barriers to learning, such as individual or group counseling and consultation; and referrals to school and community support services as needed. Additionally, systems-level assessment, prevention, intervention, and program design by school-employed mental health professionals contribute to the overall well-being of students, as well as the climate and culture of the school.

CSH Institute School Counseling, Psychological, & Social Services Sessions

1. [Building Resilience Together: MTSS Strategies for Supporting Mental Health in Students and Educators](#)
2. [Cultural Adaptations of a School-Based Positive Psychology Intervention using the Ecological Validity Model: Process and Lessons Learned](#)
3. [Demystifying Advocacy: Building Partnerships and Effective Practices](#)
4. [Enhancing Student Well-Being Through Teletherapy Partnership](#)
5. [Lost & Found: Serving Grieving Students](#)
6. [Mind the Gap – Increasing Staff Awareness and Understanding of Strategies that Support Student’s Emotional Regulation](#)
7. [Sources of Strength](#)
8. [Tackling the Anxiety Epidemic as Educators](#)
9. [Therapy Dog Interventions: Assisted Activities in Schools for Social, Physical, and Academic Wellness](#)
10. [Transforming Behaviors: Integrating Mental Health and Behavior Analysis Supports for Lasting Change in Schools](#)

Building Resilience Together: MTSS Strategies for Supporting Mental Health in Students and Educators

Session Description:

Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom** (by Kristin Souers and Pete Hall) serves as an essential guide, highly recommended during the Building Strong Brains and Six Pillar training sessions spearheaded by the state. This workshop aims to provide a comprehensive overview of this pivotal resource while illustrating how school systems can implement a multi-tiered approach that involves collaboration among teachers, counselors, social workers, and behavioral health liaisons. The ultimate goal is to create a nurturing and resilient environment that benefits both students and staff alike. In the current educational landscape, which is characterized by its rapid pace and heightened stressors, both students and educators frequently face mental health challenges that can hinder learning and overall wellness. This session will delve into the effective application of a Multi-Tiered System of Support (MTSS) framework, designed to meet and support the mental health needs of all members of the school community. Participants will engage in collaborative discussions and learn actionable strategies aimed at fostering resilience, enhancing emotional well-being, and establishing a supportive culture that resonates throughout the entire school. Throughout the session, we will dissect the critical components of the MTSS model, emphasizing the importance of weaving social-emotional learning, mental health interventions, and self-care practices into everyday routines for educators. Attendees will depart with a comprehensive understanding of how to create and maintain a trauma-informed space where both students and educators can flourish. No matter your role in the educational setting—whether you are a classroom teacher, counselor, administrator, or support staff member—this session promises to equip you with valuable tools to bolster mental health resources, improve the overall school climate, and nurture resilience for everyone involved.

Presenter(s): Sheila Barker, Trey Upchurch, Cindy Putnam

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s): Staff Wellness

SMART Goal:

By May 2026, XYZ School District will decrease discipline referrals by X% compared to the number of referrals during the 2024-25 school year.

Action Steps:

1. By July 2025, CSH coordinator, in partnership with the attendance/data coordinator, will pull discipline and attendance reports for 24-25 school year and provide snapshots for discussion with district MTSS team.
2. By August 2025, the CSH coordinator, in partnership with district MTSS team, will meet with all school leaders to discuss previous year data and support the development of school goals and/or plans that include implementation of school-wide trauma-informed and/or school climate strategies how they can be implemented school-wide to improve school climate. (Discipline and Attendance).
3. By September 2025 and monthly thereafter, CSH Coordinator and MTSS District Team will meet to assess data, determine trends, and adjust district support for schools as needed.
4. By October 2025 and quarterly thereafter, CSH Coordinator and MTSS District Team will facilitate school-level check-ins with school MTSS team to review and analyze data, determine trends, barriers, and challenges, and adjust supports as needed.
5. By May 2026, CSH coordinator and MTSS District Team will review and provide data comparison snapshots to school principals and facilitate discussions to determine best practices, identify challenges/barriers, and develop actionable plans for the upcoming school year.

Cultural Adaptations of a School-Based Positive Psychology Intervention using the Ecological Validity Model: Process and Lessons Learned

Session Description:

School staff are encouraged to adapt interventions to meet the needs of diverse students. This presentation describes how a team approached this process and shares students' perspectives on acceptability. Participants will understand the importance and need of cultural adaptations in social-emotional interventions for students, learn how one team approached the process of adapting an evidence-based positive psychology intervention for diverse youth, and identify resources related to cultural adaptation and considerations in social-emotional interventions.

Presenter(s): Kai Zhuang

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ school district will improve school climate in identified schools, as measured by 80% of students and staff completing the annual school climate survey and noting agreement in 80% of questions.

Action Steps:

1. By July 2025, XYZ school district will convene the District School Health Advisory Council to establish a subgroup focused on school climate. The subgroup will work with school administrators to identify middle and high schools that will develop goals to address school climate.
2. By August 2025, each participating school will convene its Healthy School Team and complete the School Health Index Modules regarding school climate, analyze results, and develop a plan of action to improve school climate for the upcoming school year.
3. By October 2025 and quarterly thereafter, the District School Health Advisory Council subgroup will assess data, make adjustments as necessary, and develop and execute professional learning support to Healthy School Teams
4. By April 2025, XYZ school district will conduct an annual school climate survey for the district and identified schools.

Demystifying Advocacy: Building Partnerships and Effective Practices

Session Description:

This session focuses on how to build advocacy programming, including partnership development with various stakeholder organizations. This presentation will discuss how to build advocacy within the school counseling profession at the school and district level and approach strategic advocacy work on the legislative level. In this interaction session, we will utilize the ASCA Advocacy Toolkit and workshop strategic advocacy plans through the use of digital templates which individuals may take with them back to their state and school district.

Presenter(s): Amy Baltimore, Dr. Katherine Wood

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s): n/a

SMART Goal:

By May 31, 2026, 25% of the school counselors in XYZ district will develop and implement a strategic advocacy plan using the ASCA Advocacy toolkit and digital templates to strengthen the comprehensive school counseling program, as measured by 80% of school counselors agreeing in an end of the year evaluation that the advocacy tools strengthened their program.

Action Steps:

1. By August 31, 2025, the CSH Coordinator will identify school counselors interested in implementing a strategic advocacy plan by using a survey to determine willingness to participate.
2. By September 2025, identified school counselors will complete the Annual Administrative Conference, School Data Summary, and Closing the Gap Action Plan templates and develop actionable steps to identified priorities for implementation aligned to his or her comprehensive school counseling program.
3. By April 30, 2026, participating school counselors will review their advocacy plan and Results Report with their administrator and determine next steps for the 26-27 school year.
4. By May 31, 2026, the CSH Coordinator will distribute a survey to determine the effectiveness of the advocacy tools in helping to create a comprehensive school counseling program.

Enhancing Student Well-Being Through Teletherapy Partnership**Session Description:**

Over the last several years, mental health needs have been on the rise becoming particularly relevant after Covid. Many barriers keep our students from receiving mental health services (lack of insurance/providers, transportation, etc.). Have you wondered how you can bridge the gap and meet the mental health needs within the school setting? Learn how Warren County has partnered with a local provider Family Care Wellness to help mitigate barriers, ensure students mental health needs are met by creating an in house teletherapy program at each school.

Presenter(s): Nicole Fish, Whitney Blankenship

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s): n/a

**This example outlines a multi-year goal spanning two consecutive school years, with Year 1 focusing on the creation of a data tracking system to pilot in at least one school, and Year 2 concentrating on using data and implementing strategies to achieve a reduction in the number of students absent. Year 2 builds upon the progress of the previous year and is contingent upon the successful implementation of the Year 1 goal.*

SMART Goal - Year 1:

By May 2026, XYZ School District will establish a foundation for a fully operational teletherapy program in identified schools as measured by securing partnership, finalized MOU, implementation plan, and funding.

Action Steps:

1. By July 2025, the CSH Coordinator, along with other district and school leaders will identify a funding source for the teletherapy program.
2. By September 2025, the CSH Coordinator, along with other district and school leaders will identify a local provider and establish an MOU and teletherapy program policies.
3. By March 2025, the CSH Coordinator, along with district and school leaders, will procure necessary equipment, supplies, and materials for teletherapy and designated physical locations at identified schools.
4. By May 2026, the CSH Coordinator, along with other staff identified, will train district and school staff on policies and procedures for the teletherapy program, including where teletherapy will take place.

SMART Goal - Year 2:

By May 2027, XYZ School District will implement the teletherapy program identified schools, as measured by the successful deployment of teletherapy services, completion of training of staff in participating schools, and feedback from at least 80% of students, staff, and families to assess program effectiveness.

Action Steps:

1. By August 2026, provide comprehensive training for all staff in participating schools on the effective use of teletherapy technology.
2. By October 2026, disseminate detailed information about the teletherapy program to parents and caregivers, outlining its goals, benefits, and processes.
3. By January 2027, launch the teletherapy services in selected schools, ensuring smooth integration into the daily schedule and routine of students.

4. By May 2027, gather and analyze feedback from at least 80% of students, staff, and families through surveys, interviews, or focus groups to assess the program's effectiveness and impact on student outcomes.

Lost & Found: Serving Grieving Students

Session Description:

Did you know new studies estimate 1 in 9 children in TN will lose a parent or sibling before the age of 18? While loss is an inevitable part of life, the compassionate presence of a school mental health professional can make a meaningful difference in how a child navigates this difficult path. In this session, participants will gain a variety of techniques to expand their toolbox, enabling them to walk alongside grieving students competently and compassionately. While we can't control if a student experiences loss and grief, we can help give their grief a voice.

Presenter(s): Makenzie Perkins

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ school district will implement a comprehensive grief support framework to help students cope with grief and loss, as measured by 80% of school counselors and school social workers surveyed agreeing that the framework effectively improved students' ability to cope with grief and loss.

Action Steps:

1. By July 2025, the CSH Coordinator will identify and purchase supplies for grief technique kits for each school in the district.
2. By August 2025, the CSH Coordinator will conduct a grief support training for school counselors and school social workers, incorporating strategies such as grief circles, expressive arts activities, mindfulness techniques, and peer support groups.

3. By September 2025, school counselors and social workers will implement grief support techniques, including the use the grief technique kits, structured check-ins, and group interventions, to help students navigate their grief.
4. By December 2025, the CSH Coordinator will conduct a mid-year evaluation by collecting feedback from school counselors and social workers on the effectiveness of grief support strategies and if needed adjustments will be made to enhance the approach for the second semester.
5. By May 2026, the CSH Coordinator will survey school counselors and school social workers on the effectiveness of the grief support framework and analyze the data to inform future improvements.

Mind the Gap – Increasing Staff Awareness and Understanding of Strategies that Support Student’s Emotional Regulation.

Session Description:

This session will provide participants practical strategies to support students who are experiencing emotional dysregulation. The supportive process outlined identifies 5 specific areas of focus:

1. Understanding the importance of regulation as a foundation for the emotional function of students.
2. Adult self-awareness and the utilizing a trauma informed process of support.
3. MIND THE GAP – adult responses.
4. Targeted interventions based on student and adult brain functioning.
5. Developing effective structures of support within a school or district.

Presenter(s): Janice Cook, Nicole Dyke

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ School District will decrease discipline referrals by X%, in identified schools, compared to the number of referrals during the 2024-25 school year.

Action Steps:

1. By July 2025, the CSH Coordinator will work with school administration to identify targeted schools.
2. By August 2025, the CSH Coordinator and other identified school staff will introduce the concept of emotional regulation and its impact on student functioning and train the entire school staff on key strategies.
3. By October 2025 and quarterly thereafter, the CSH Coordinator will assess data and feedback from school teams and provide ongoing implementation support.
4. By May 2026, the CSH Coordinator will compare discipline referral data from 24-25 to 25-26 and report findings to school admin.

Project RAISE (Rural Access to Interventions in School Environments): Serving Students' Needs in Rural Tennessee**Session Description:**

Tennessee Department of Education was awarded a \$13 million grant, titled Project RAISE (Rural Access to Interventions in School Environments), from the U. S. Department of Education to address chronic shortages in Tennessee's rural communities in school psychology, school counseling, and school social work. The grant funds interns in 59 rural districts. This allows for an expansion of access to services and improves student outcomes. This presentation will provide a current state of the project regarding the first-year initiatives, recruitment, retention, and our mentorship model.

Presenter(s): Tracie Hall, Sheri Smith

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s): n/a

SMART Goal:

By May 31, 2026, XYZ district will expand or enhance student access to school-based mental health services by implementing targeted strategies to maximize the availability and effectiveness of new and/or existing school psychology, school counseling, and/or school social work resources, as measured by a

20% increase in student utilization of mental health services and at least 80% of staff reporting improved capacity to support student well-being.

Action Steps:

1. By July 31, 2025, district leaders will assess current school-based mental health resources and identify strategies to enhance access, such as adjusting service delivery models, optimizing scheduling, and strengthening partnerships with community providers.
2. By August 30, 2025, the district will launch an outreach and awareness campaign to ensure students, families, and staff are informed about available mental health services and how to access them.
3. By September 15, 2025, implement professional development for school-based staff on recognizing student mental health needs and making appropriate referrals to available support services.
4. By December 10, 2025, conduct a mid-year evaluation, to assess student utilization of mental health services, staff feedback, and areas for further improvement during the second semester.
5. By May 1, 2026, review and analyze student service data, staff feedback, and access trends to refine strategies for sustaining and expanding mental health support for the following school year.

Sources of Strength

Session Description:

Sources of Strength is a best practice youth mental health promotion and suicide prevention program designed to harness the power of peer social networks to create healthy norms and culture, ultimately preventing suicide, violence, bullying, and substance misuse. The mission of Sources of Strength is to prevent adverse outcomes by increasing wellbeing, help-seeking, resiliency, healthy coping, and belonging. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support, or protective factors, for young people so that when times get hard, they have strengths to rely on. Sources of Strength is presently partnering with thousands of elementary, middle, and high schools across the United States and Canada. Come learn about Sources of Strength implementation and how your school can collaborate with Tennessee Suicide Prevention Network to participate in this free program for schools in rural counties.

Presenter(s): Kearee Jackson, Mary Anne Christian, Hannah Quinn

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s): Healthy School Environment

SMART Goal:

By May 2026, XYZ school district will implement Sources of Strength in identified schools, as measured by 80% of students and staff agreeing on an end of year survey that SoS was effective at strengthening the school community.

Action Steps:

1. By July 2025, the CSH Coordinator will work with school and district administrators to identify schools to participate in the Sources of Strength training.
2. By August 2025, the CSH Coordinator will work with school admin to identify participants and schedule Sources of Strength training for Adult Advisors and Peer Leaders.
3. By September 2025 and bi-weekly thereafter, teams will meet to develop and assess action plan for campaigns.
4. By May 2026, the CSH Coordinator will meet with school teams to celebrate, evaluate and share successes on year one and begin planning for year two.

Tackling the Anxiety Epidemic as Educators

Session Description:

Anxiety has been on the rise. One-third of our young people are diagnosed with an anxiety disorder. This significant increase has perplexed mental health professionals, and it begs the question, "What has changed? What is making these children and teens anxious? And how can we help?" Perhaps the causes include increased academic demands, the emergence of social media and addiction to screens, experiencing the COVID-19 pandemic, or the lack of resilience that this new generation has. This is a difficult question to answer as it could be multifaceted. Meanwhile, these young people suffer, and the services they seek can be reactive to their mental health needs instead of preventative. Schools are an ideal setting to help meet the mental health needs of students due to being an environment where students are already present and often feel their anxiety is triggered. School counselors can be the first line of help and serve students through individual, group, and classroom interventions. Community mental health professionals can collaborate with school counselors to coordinate services for students both within and outside of schools. Communication and mental health education geared toward parents

also help to create holistic prevention for anxious students. Promoting mental health education and awareness can help individuals recognize symptoms early and seek appropriate help. Integrating mindfulness practices and stress management techniques into daily routines can provide coping mechanisms. Encouraging open dialogue about mental health can reduce stigma and foster supportive communities. Moreover, policies that prioritize work-life balance and provide mental health resources within educational and workplace environments can create a more supportive societal structure. Questions we can ask ourselves as educators include, "What am I intentionally incorporating into my educational practices in order to help anxious students?" By addressing anxiety holistically, we can empower students to manage themselves and experience success in and out of the classroom.

Presenter(s): April Milam

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s):

SMART Goal:

By May 2026, XYZ school district will support students experiencing anxiety through individual, group and/or classroom interventions as measured by 80% of students, parents/caregivers and staff agreeing on a post-survey the strategies decreased anxiety.

Action Steps:

1. By August 2025, school staff and XYZ district personnel (e.g., CSH Coordinator, School Counselor, Social Worker) will facilitate PD to identified schools and develop support goals with school teams.
2. By October 2025 and quarterly thereafter, XYZ district personnel (e.g., CSH Coordinator, School Counselor, Social Worker) will work alongside schools to host quarterly family workshops events focused on mental health.
3. By October 2025 and quarterly thereafter, XYZ district personnel (e.g., CSH Coordinator, School Counselor, Social Worker) will work with healthy school teams to develop student led campaigns to support mental health initiatives that specifically support and address anxiety.
4. By October 2025 and monthly thereafter, XYZ district personnel (e.g., CSH Coordinator, School Counselor, Social Worker) and school leaders, healthy school team will assess the impact of the implemented strategies and determine next steps.

Therapy Dog Interventions: Assisted Activities in Schools for Social, Physical, and Academic Wellness

Session Description:

Working in concert with CSH, student services teams are uniquely positioned to bring animal-assisted activities into school districts and implement interventions with students and staff. Animal-assisted activities (AAAs) can positively impact student's social, physical, and academic well-being and improve school culture. There are a variety of ways to bring AAAs into a district and many aspects to consider before doing so. Attend this session to learn how one district started a therapy dog program from scratch, reflect on the impact thus far and goals for growth, and have the opportunity to interact with the district therapy dog. After attending this session, you will be able to:

1. Identify what a therapy dog is and is not
2. Things to consider for selecting your dog (demographics)
3. Identify those in your district that should be included when developing the program
4. Requirements for training (both dog and handlers), insuring, and for interaction with students and faculty
5. Identify ways to utilize your therapy dog in your district
6. Have data from our therapy dog program
7. Identify partnerships that will help provide sustainability of your program
8. Identify ways to promote and brand your therapy dog and therapy dog program.

Presenter(s): Jennifer Jones, Dr. Diana Bowers, Lacey Pasquale, Leslie Brasfield, Randall Robinson, Lou Paschall, Therapy Dogs: Daisy & Tucker

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s):

**This example outlines a multi-year goal spanning two consecutive school years, with Year 1 focusing on initial implementation and Year 2 building upon its success. The Year 2 goal will be implemented in the following year, provided that the Year 1 goal has been effectively implemented.*

SMART Goal Year 1:

By May 2026, XYZ school district will develop and implement a plan for a therapy dog program in identified school(s), as measured the secured funding sources, completed staff and dog training, and a finalized implementation plan.

Action Steps:

1. By August 2025, identify key stakeholders including, but not limited to, school counselors, administrators, community partners and district staff for the therapy dog program, and determine logistics such as funding sources, training requirements, insurance needs, and district policies.
2. By October 2025, procure therapy dog(s), equipment and materials, and identify handler(s).
3. By February 2026, all required training for therapy dog(s) and handler(s) will be completed, and a draft of implementation will be shared with district and identified school administration for feedback.
4. By May 2026, facilitate implementation training to identified school leadership and develop actionable goals for upcoming academic year based upon feedback.

SMART Goal Year 2:

By May 2027, XYZ School District will implement a comprehensive therapy dog program in identified schools, with at least 85% of surveyed participants reporting a positive impact on school climate and student engagement.

Action Steps:

1. By July 2026, facilitate training and professional learning to staff of identified schools on the implementation of a comprehensive therapy dog program.
2. By August 2026 and weekly thereafter, implementation of a comprehensive therapy dog program. Therapy dog leader will work alongside district and school leadership to assess programmatic elements in real time and make adjustments as identified to ensure fidelity.
3. By January 2027, draft and discuss scaling plan to expand therapy dog program to additional schools that include additional funding mechanisms, handler(s), etc. Plan will be presented to district and school leadership.
4. By May 2027, assess and analyze data on year one successes and provide snapshot highlight to each identified school on their specific metrics as well as district leaders. Make necessary adjustments for the upcoming academic year based upon feedback.

Transforming Behaviors: Integrating Mental Health and Behavior Analysis Supports for Lasting Change in Schools

Session Description:

This topic explores the intersection of mental health support and behavior modification techniques in schools, focusing on proactive and compassionate approaches to addressing challenging behaviors.

Presenter(s): Maria Bruce

Primary Track: School Counseling, Psychological, & Social Services

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ school district will decrease high-level discipline/behavior infractions by X% as compared to the previous year.

Action Steps:

1. By July 2025, XYZ district leaders (e.g., CSH Coordinator, Director of Student Services, Lead Counselor/Social Worker) will work with school administrators with excessive high-level discipline data to identify targeted schools.
2. By August 2025, XYZ district leaders (e.g., CSH Coordinator, Director of Student Services, Lead Counselor/Social Worker) will meet with school-level teams, provide training/support, and develop actionable goals for effective implementation.
3. Beginning October 2025, and quarterly thereafter, XYZ district leaders (e.g., CSH Coordinator, Director of Student Services, Lead Counselor/ Social Worker) will assess data and work alongside school teams to make adjustments as necessary to improve effective implementation.
4. By May 2026, the CSH Coordinator will gather 25-26 referral data and compare it to 24-25 data and debrief successes and challenges with school teams to ensure implementation supports are effective for the upcoming academic year.



Staff Wellness



Staff Wellness

TDOE Contact: Shannon.Railling@tn.gov

Schools are not only places of learning, but they are also worksites. Fostering school employees' physical and mental health protects school staff, and by doing so, helps to support students' health and academic success.

CSH Institute Staff Wellness Sessions

1. [Beyond Burnout: Prioritizing Staff Wellness for a Healthier Workplace](#)
2. [Breathe for Change: Implementing Mindful Movement and Social Emotional Learning Techniques to Improve Staff Well Being and Student Calming Strategies.](#)
3. [Creating a Supportive Workplace: Fostering Staff Wellness and Resilience](#)
4. [Cultivating Staff Wellness: Practical Strategies for Teachers and Administrators](#)
5. [Educator Energizer: Wellness for Teachers and Staff](#)
6. [Empathy in Balance: Protecting Yourself from Compassion Fatigue](#)
7. [Establishing Local/Regional Health Department and School District Partnerships](#)
8. [Filling Your Cup: Comprehensive Self-Care Strategies for Educators](#)
9. [From Needs Assessment to Results: Building a Staff Wellness Program That Works](#)
10. [Thriving Together: Boosting K-12 Staff Mental and Physical Health Awareness](#)

Beyond Burnout: Prioritizing Staff Wellness for a Healthier Workplace

Session Description:

Join us for an engaging session that highlights the vital connection between school staff wellness and student success. A healthy school environment for employees not only fosters physical and mental well-being but also creates a thriving atmosphere for students to excel. Discover how prioritizing staff health leads to increased productivity, heightened energy levels, and enhanced morale. We'll delve into effective wellness programs that combat stress and burnout, empowering educators to bring their best selves to the classroom. Together, we can cultivate a culture of wellness that benefits everyone in the school community. Don't miss this opportunity to learn how investing in staff wellness transforms schools into vibrant learning environments!

Presenter(s): Gina Byrd, Megan Minner

Primary Track: Staff Wellness

Secondary Track(s): n/a

SMART Goal:

By May 30, 2026, XYZ District CSH team will conduct a staff wellness needs assessment and develop a comprehensive staff wellness program to address identified needs, as measured by at least 60% of staff completing the needs assessment and 70% of participating staff reporting that the program supports their well-being.

Action Steps:

1. By August 30, 2025, the CSH team will research and identify a staff wellness needs assessment tool.
2. By September 30, 2025, the CSH team will distribute the needs assessment to all staff and ensure at least 60% participation through targeted communication and follow-up reminders.
3. By December 1, 2025, the CSH team will analyze the needs assessment data to create or strengthen a comprehensive staff wellness program, tailored to the identified staff needs and available resources.
4. By January 10, 2026, the CSH team will launch the staff wellness program and establish a feedback loop (e.g., surveys, focus groups) to monitor engagement and impact.
5. By May 30, 2026, the CSH Team will evaluate program effectiveness using staff feedback and participation data, making necessary adjustments to improve implementation for the following school year.

Breathe for Change: Implementing Mindful Movement and Social Emotional Learning Techniques to Improve Staff Well Being and Student Calming Strategies.

Session Description:

Join Dr. Jamie Glass, Director of Academic Services and Jennifer Golden, Coordinated School Health Supervisor with Lawrence County Schools as they review their journey with Breathe for Change. You will learn their process of certification and what they've done to implement this into their District. Breathe for Change was made by teachers for teachers and incorporates Mindful Movement and Social Emotional

Learning Strategies designed to increase support for teachers and students. We will also offer chair yoga and student/teacher calming strategies at the end of class.

Presenter(s): Jennifer Golden, Dr. Jamie Glass

Primary Track: Staff Wellness

Secondary Track(s): School Counseling, Psychological, & Social Services, Physical Education & Physical Activity

SMART Goal:

By May 2026, XYZ school district will train at least two teachers per participating school in mindful movement and calming strategies, using a program such as the Breathe for Change. The participating teachers will agree to implement these strategies at least once per week, with 80% of participating teachers reporting improved student on-task behavior and fewer discipline issues.

Action Steps:

1. By July 2025, choose a program such as Breathe for Change to implement mindful movement and calming strategies for teachers and students.
2. By August 2025, choose two teachers from each school to participate in a professional development opportunity to train in these strategies.
3. By September 2025, complete the professional development training with chosen teachers and develop an implementation plan for integrating the strategies into various settings (e.g., during PE classes, during regular classroom time, extended learning programs, teacher lunch breaks, before school group sessions with teachers, etc.).
4. By December 2025, trained teachers will begin to provide opportunities for other teachers to participate in mindfulness breaks and demonstrate strategies to use in the classroom.
5. By May 2026, conduct a post-survey to assess teacher implementation, student on-task behavior, and changes in discipline issues.

Creating a Supportive Workplace: Fostering Staff Wellness and Resilience

Session Description:

Creating a Supportive Workplace: Fostering Staff Wellness and Resilience explores practical strategies to enhance staff well-being, reduce stress, and foster resilience in the face of challenges. Attendees will learn actionable steps to support mental health, boost morale, and build a positive and sustainable workplace environment. Join us for a session designed to inspire and equip you with tools to prioritize wellness for yourself and your team, because when staff thrive, everyone grows.

Presenter(s): Maria Bruce

Primary Track: Staff Wellness

Secondary Track(s): School Counseling, Psychological, & Social Services

SMART Goal:

By May 2026, XYZ school district will establish a staff wellness committee in each school to meet monthly to assess the current wellness needs of the school and implement at least five staff wellness initiatives in which 80% of participating staff report the initiatives beneficial to their wellbeing based on an internal end of year survey.

Action Steps:

1. By July 2025, school administrators will designate staff leaders to serve on a staff wellness committee in each school.
2. By August 2025, the CSH Coordinator will share relevant district and school data (e.g. staff absenteeism, survey information, etc.) with each staff wellness committee providing teams with necessary information to meet school level needs.
3. By September 2025, the staff wellness committees will develop a timeline for implementing five wellness initiatives for the school year based on committee discussion and relevant data.
4. By May 2026, the wellness committee will complete five wellness initiatives based on the implementation timeline.
5. By May 2026, the CSH Coordinator will survey school staff to determine the effectiveness of the wellness initiatives.

Cultivating Staff Wellness: Practical Strategies for Teachers and Administrators

Session Description:

Discover actionable strategies to prioritize staff wellness in your school community. This interactive session invites participants to engage in hands-on activities designed to reduce stress, foster resilience, and promote a healthy and supportive workplace culture. Participants will explore practical tools for team support and creating a positive environment that values mental and emotional well-being. Enjoy an engaging and refreshing experience that builds a foundation for thriving both professionally and personally!

Presenter(s): Marcia Wade, Elizabeth McFall

Primary Track: Staff Wellness

Secondary Track(s): n/a

SMART Goal:

By May 30, 2026, XYZ District CSH Team will implement, as part of a comprehensive staff wellness program, a minimum of three new staff wellness events, with at least 75% of participating staff reporting increased feelings of appreciation and recognition and decreased stress levels, as measured by participant pre/post surveys.

Action Steps:

1. By August 30, 2025, CSH team will finalize three new events/activities to include in the comprehensive staff wellness program.
2. By September 15, 2025, CSH team will have written or obtained a staff wellness pre/post survey that includes questions on feelings of appreciation and recognition as well as stress level.
3. By September 30, 2025, CSH team will administer pre-survey to staff.
4. By April 15, 2026, three new events/activities will have been completed as part of the comprehensive staff wellness program.
5. By April 30, 2026, post surveys will be administered to participants and analysis of results will be completed.

Educator Energizer: Wellness for Teachers and Staff

Session Description:

This engaging session is designed to empower teachers and staff with practical strategies to prioritize their well-being while managing the demands of their roles. Participants will explore topics such as stress management, work-life balance, and cultivating resilience. The session will also introduce tools and techniques for mindfulness, physical activity, and self-care that can be easily implemented into daily routines. By fostering a supportive and rejuvenating environment, attendees will leave equipped with actionable steps to enhance their wellness and sustain their energy throughout the school year.

Presenter(s): Twyla King, Elisa Powell

Primary Track: Staff Wellness

Secondary Track(s): Physical Education & Physical Activity, School Counseling, Psychological, & Social Service

SMART Goal:

By May 1, 2026, XYZ District will implement a comprehensive staff wellness initiative to support educator well-being, as measured by at least 50% of participating staff reporting reduced stress and improved work-life balance in a post-program survey.

Action Steps:

1. By September 1, 2025, develop and distribute a staff wellness needs assessment to identify key stressors and wellness priorities.
2. By October 1, 2025, implement a district-wide promotion and marketing campaign to encourage staff participation in wellness initiatives.
3. From October 2025 through April 2026, offer at least four staff wellness initiatives focused on stress management, work-life balance, and resilience-building, incorporating professional development sessions, mindfulness practices, self-care strategies, and physical activities.
4. By December 1, 2025, track staff engagement in wellness activities and gather interim feedback to refine programming for the second semester.
5. By May 1, 2026, conduct a post-program survey to assess impact, share results with stakeholders, and develop recommendations for year-two enhancements.

Empathy in Balance: Protecting Yourself from Compassion Fatigue

Session Description:

Those in helping positions are at the heart of student well-being. But those helpers who are passionate about their work may feel emotionally drained. It can be a challenge to prioritize caring for yourself when there are students in line to see you, your phone is ringing, and your to-do list gets longer even though you have completed so much already. You will leave with information to recognize signs of compassion fatigue, learn strategies to develop emotional resilience and set healthy boundaries, and walk out with renewed energy and perspective.

Presenter(s): Anne Barger

Primary Track: Staff Wellness

Secondary Track(s): n/a

SMART Goal:

By May 30, 2026, XYZ District CSH will equip staff with strategies to manage compassion fatigue and burnout by integrating at least two mental health initiatives into the staff wellness program, as measured by at least 75% of participants reporting improved ability to manage fatigue and burnout in post-participation evaluation.

Action Steps:

1. By September 30, 2025, the CSH team will select a minimum of two mental health-focused initiatives to include in their staff wellness program.
2. By October 30, 2025, and monthly thereafter, develop or obtain information materials on recognizing compassion fatigue and accessing support resources and launch a monthly awareness campaign to distribute materials.
3. By December 1, 2025, promote and host at least one of the selected mental health initiatives (e.g., workshop, training, lunch and learn).
4. By March 1, 2026, promote and host at least one more of the selected mental health initiatives (e.g., workshop, training, lunch and learn).
5. By April 30, 2026, administer post-program evaluations and analyze data, and determine adjustments or expansions for the following year.

Establishing Local/Regional Health Department and School District Partnerships

Session Description:

This presentation will provide an overview of all of the public health department services. It will also look at ways that local/regional health departments can establish partnerships with school districts and the benefits to school staff and students.

Presenter(s): DeSha Shaw

Primary Track: Staff Wellness

Secondary Track(s): Health Services

SMART Goal:

**If your district routinely hosts after-hours vaccine clinics, the measurement for your goal should focus on increasing vaccination rates each year (e.g., expanding outreach, adding clinic dates, extending hours). However, if your district has never hosted an after-hours clinic, you may use the example measurement to establish baseline data.*

By June 30, 2026, XYZ School District, will expand access to vaccinations for students, families, and staff by partnering with the local health department to host at least one after-hours vaccine clinic. This initiative will establish a baseline for participation and vaccination rates to inform future efforts, f, as measured by the number of individuals receiving vaccinations and a completed year two expansion/improvement plan.

Action Steps:

1. By August 30, 2025, CSH, in partnership with the local health department, will identify the clinic date(s), location(s), and staffing needs.
2. By September 30, 2025, CSH will develop and implement a communication plan to promote the vaccine clinic to students, staff, and families through multiple communication channels.
3. By October 31, 2025, CSH, in partnership with the local health department, will host at least one after-hours vaccine clinic.
4. By December 10, 2025, CSH, in partnership with the local health department, will analyze attendance and vaccination data for students and staff and share findings with district leadership.
5. By May 1, 2026, CSH will develop a plan, based on data and feedback, to expand or improve next year's vaccination efforts, including potential increases in clinic frequency, accessibility, or outreach strategies.

SMART Goal:

By June 30, 2026, XYZ School District will partner with the local health department to provide district staff with targeted health education sessions on chronic conditions such as diabetes, hypertension, and heart disease, increasing awareness and promotion preventive health behaviors, as measured by at least 70% of participants demonstrating increased knowledge of chronic disease prevention through pre- and post-session assessments.

Action Steps:

1. By August 30, 2025, CSH will conduct a needs assessment to gather feedback from district staff on their desired health education topics to ensure education provided aligns with staff interests and needs.
2. By September 30, 2025, CSH, in partnership with the local health department, will finalize at least four chronic health condition session topics and training dates.
3. By October 15, 2025, CSH, in partnership with the local health department, will finalize the pre- and post-survey.
4. By September 30, 2025, CSH will schedule and widely promote chronic health education sessions for staff.
5. By October 30 through April 30, 2026, CSH, in partnership with the local health department, will conduct at least four health education sessions and evaluate staff learning and engagement.

Filling Your Cup: Comprehensive Self-Care Strategies for Educators

Session Description:

When educators are well, the entire school community thrives. Finding comprehensive wellness can be difficult—especially when many activities that promote self-care are temporary. Join the Healthier Generation team to explore how workplace burnout happens in the first place and learn sustainable, effective skills to maintain personal wellness.

Presenter(s): Donna Crawford

Primary Track: Staff Wellness

Secondary Track(s): n/a

SMART Goal:

By May 30, 2026, XYZ District CSH team will improve staff wellness by implementing a comprehensive staff wellness program incorporating the multiple dimensions of well-being (physical, social, emotional, spiritual, intellectual, and occupational), as measured by a 20% increase in staff reporting improvements in at least one area of wellness from pre- to post-program participant surveys.

Action Steps:

1. By September 15, 2025, the CSH team will develop and finalize a yearlong staff wellness program for the school year targeting multiple wellness areas.
2. By October 15, 2025, the CSH team will administer a pre-survey to staff wellness program participants to assess baseline wellness data.
3. By December 1, 2025, at least 2 staff wellness activities will be completed.
4. By April 15, 2026, all planned staff wellness activities will be completed, and post-surveys will be distributed to participants.
5. By April 30, 2026, CSH staff will tabulate pre- and post-survey data to calculate the percentage increase in staff-reported improvements in areas of wellness.

From Needs Assessment to Results: Building a Staff Wellness Program That Works**Session Description:**

Whether you have been working on staff wellness for years or want to start a brand-new program, this session will walk through how to assess the current needs and wants of your staff, build a data story specific to your district, approach administrators and decision-makers to gain support, and show results.

Presenter(s): Shannon Railling

Primary Track: Staff Wellness

Secondary Track(s): n/a

SMART Goal:

By April 15, 2026, XYZ District CSH Team will assess teacher mental and physical health needs and develop a comprehensive staff wellness plan using a Healthy Teacher and Staff Program Planning Model,

as measured by at least 50% of staff participation in the Healthy Teacher and Staff Survey and the completion of a data-driven wellness program framework for year 2 implementation.

Action Steps:

1. By September 30, 2025, the CSH team will distribute Healthy Teacher and Staff Survey to district staff.
2. By October 31, 2025, the CSH team will analyze and compile data findings.
3. By December 10, 2025, the CSH team and partners will use survey data to determine key priorities and components for the staff wellness plan.
4. By March 15, 2026, the CSH team will draft a comprehensive staff wellness plan based on baseline data and stakeholder input.
5. By April 15, 2026, the CSH team will present the final wellness plan to district stakeholders for feedback and approval, ensuring it is ready for year 2 implementation.

Thriving Together: Boosting K-12 Staff Mental and Physical Health Awareness

Session Description:

Are you ready to prioritize your well-being and boost your energy for the year ahead? Join us for an empowering session focused on the mental and physical health of K-12 staff, brought to you by the collaborative partnership between Putnam County and Germantown Schools. In this interactive session, we'll explore how focusing on staff wellness can create a healthier, happier, and more effective school environment. Learn practical tools to recognize stress and burnout, strategies for self-care, and how to build resilience that will support you both in and out of the classroom. Whether you're looking for new ways to manage stress, connect with your colleagues, or just improve your overall health, this session has something for everyone. Don't miss this opportunity to take a step towards better health, increase your job satisfaction, and join a community of educators committed to thriving together. Sign up today!

Presenter(s): Trey Upchurch, Andrew Martin

Primary Track: Staff Wellness

Secondary Track(s): n/a

SMART Goal:

By May 1, 2026, XYZ District CSH team will design and implement a staff wellness program that enhances employee well-being by utilizing a measurement/tracking platform, communications plan, and strategic partnerships, as measured by 50% of participating staff reporting improved well-being (physical, mental, or emotional health) in post-program surveys, engagement data from the measurement/tracking platform, and the number of wellness events/activities and partnerships established.

Action Steps:

1. By August 30, 2025, the CSH team will finalize a measurement/tracking platform to assess staff wellness participation and outcomes.
2. By September 30, 2025, the CSH team will develop a sustainable engagement plan that includes partnerships, sponsorship opportunities, and support to enhance staff participation in wellness activities.
3. By September 30, 2025, the CSH team and partners will launch a communications campaign detailing and promoting staff wellness activities and events for the 2025-26 school year.
4. From October 15, 2025, to April 15, 2026, at least four staff wellness activities and events will be completed, with participant engagement tracked and data analysis on staff well-being outcomes collected after each activity/event..
5. By May 1, 2026, the CSH tam will complete a comprehensive analysis of participant engagement and well-being outcome data, using the findings to refine and enhance the staff wellness program for future implementation.



Student, Family, and Community Involvement



Student, Family, & Community Involvement

TDOE Contact: Charise.McDaniel@tn.gov

Involvement of students, parents, community representatives, health specialists, and volunteers in schools provides an integrated approach for enhancing the health and wellbeing of students both at school and in the community. School administrators, teachers, and school health staff in all components actively solicit family involvement and engage community resources, expertise, and services to respond effectively to the health-related needs of students and families.

CSH Institute Student, Family, & Community Involvement Sessions

1. [Active Families: You're Never too Old to Play](#)
2. [Amplifying School to Home Partnerships through Parent Led Advisory Councils](#)
3. [Bridging the Gap: Addressing Family Homelessness to Improve Student Performance through a Non-Profit and School Based Partnership](#)
4. [Empowering Voices: The Importance of Student Voice in Middle School](#)
5. [Everyone Plays a Role: Tackling Chronic Absenteeism, Together!](#)
6. [Family Advisory Councils: Building Collaboration and Student Success](#)
7. [From Involvement to Engagement: Empowering Families and Schools](#)
8. [Infant and Early Childhood Mental Health in Tennessee: Reaching for the Stars](#)
9. [Knocking Chronic Absenteeism Out of the Park: A Team Approach in Loudon County Schools](#)
10. [Stronger Families = Stronger Schools: The Power of All Pro Dad, iMom, and Family Engagement at Blythe-Bower Elementary](#)
11. [University Schools Wellness, Training, Treatment, and Research Center: Supporting the Whole Child](#)

Active Families: You're Never too Old to Play

Session Description:

Physical activity and movement experiences help build connectedness when done with others. This training series is designed to engage families in fun and easy movement opportunities to inspire them to be more physically active together with their children. Broken down by developmental appropriateness, each 15-minute chunk in our series can be easily implemented to energize your next family engagement event. Join us to experience the turn-key training so you can use the materials to help your families raise kids who love to move, and to create families who love to move together.

Presenter(s): Heather Piergies

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): Physical Education & Physical Activity

SMART Goal:

By May 2026, increase physical activity-based opportunities for family engagement as measured by at least two new facilitations, initiatives or interventions targeting families and collected data from engagement indicates 80% of participants identify the experience was informative and beneficial.

Action Steps:

1. By July 2025, identify with targeted cohort leadership and appropriate family-support staff all current opportunities scheduled for the academic year.
2. By August 2025, identify which one (to be facilitated twice) or two activities will help to achieve goals set for connecting with and supporting families related to physical activity.
3. By August 2025, schedule first activity and plan with team funding, communication, promotion, training as necessary, data collection, etc.
4. By November 2025, schedule second activity and plan with team funding, communication, promotion, training as necessary, data collection, etc.

Amplifying School to Home Partnerships through Parent Led Advisory Councils**Session Description:**

Tired of having meetings where those who you need at the table are not present? Look no further! During this session, hear exemplar best practices and strategies on how Oak Ridge Schools' Family Resource Center has redefined engagement through parent led advisory councils. Attendees will walk away with key strategies on how to overhaul existing practices and strengthen engagement.

Presenter(s): Jo Bruce

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ district school district will increase family participation in Parent/Family Advisory Council in which 80% of members agree they feel more engaged and connected with their child's school on end of year survey.

Action Steps:

1. By August 2025, XYZ District Personnel (e.g., FRC Director Resource Center Director, CSH Coordinator) will invite families to join Parent Advisory Council by attending open house, sending

emails, flyers, and other forms of communication to recruit families as members of Family Resource Center Parent Advisory Council.

2. By September 2025, XYZ District Personnel (e.g., FRC Director, CSH Coordinator) will send interested family's invitations to attend fall meeting and offer the opportunity for leadership roles in the Parent Advisory Council.
3. By October 2025 and quarterly thereafter, collaborate with internal stakeholders, parent led advisory council, and community partners to create parent workshops.
4. By October 2025 and quarterly thereafter, XYZ District Personnel (e.g., FRC Director, CSH Coordinator) and parent leadership will assess data from workshops, surveys, and other identified data sets and adjust as necessary for continuous improvement. will meet to collect feedback from family engagement and FRC programs to determine focus for upcoming school year.

Bridging the Gap: Addressing Family Homelessness to Improve Student Performance through a Non-Profit and School Based Partnership

Session Description:

Discover how innovative collaboration can address family homelessness and improve student outcomes through the unique partnership of TN Voices "Connecting Robertson County" (CRC) program and Robertson County Schools. This session will explore how CRC co-locates within the school district to meet families and children where they interact most—at school. Learn how this partnership was formed, implemented, and has grown into a thriving initiative with the mission that "every child deserves a place to call home." Explore the direct connection between stable housing and improved student performance and gain practical strategies for building partnerships with nonprofits to create a holistic approach to addressing family needs in your own community.

Presenter(s): Laura Fair, Dr. Danielle Frazier, Debbie Mitchell

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): School Counseling, Psychological, & Social Services

SMART Goal:

By May 2026, XYZ school district will create a formal partnership with identified external stakeholder(s) to provide basic needs from identified barriers for identified McKinney Vento students with 90% of students and families stating the assistance improved their academic growth and family wellbeing.

Action Steps:

1. By July 2025, the CSH Team (e.g., CSH Coordinator, FRC director, school counselors, school social workers, and homeless liaison) will collaborate with an external stakeholder to create a one stop shop to eliminate barriers for McKinney Vento students and families.
2. By August 2025, the CSH Team (e.g., CSH Coordinator, FRC director, school counselors, school social workers, and homeless liaison), and community partner will create a program or system to meet the needs of McKinney Vento students and their families ensuring their privacy for all services.
3. By September 2025, the CSH Team (e.g., CSH Coordinator, FRC director, school counselors, school social workers, and homeless liaison) r will begin offering services to assist in eliminating barriers for students and will have ongoing bi-weekly meetings to discuss newly enrolled McKinney Vento students.
4. Beginning October 2025 and quarterly thereafter, the CSH Team (e.g., CSH Coordinator, FRC director, school counselors, school social workers, and homeless liaison) will discuss and reflect on collected data and feedback from families to improve programming and services.

Empowering Voices: The Importance of Student Voice in Middle School**Session Description:**

In middle school, students are at a pivotal stage in their development, where their opinions and voices can significantly impact their educational experience and personal growth. This presentation aims to highlight the importance of student voice in middle school and provide actionable strategies to foster an environment where students feel heard and valued.

Presenter(s): Dr. Nicole Carney

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ school district will implement youth leadership councils in identified schools in which youth will lead at least four initiatives as documented by a school or community news article recognizing

student led efforts and 90% of school staff or community partners involved in the initiatives report the outreach was meaningful as evidenced through satisfaction surveys.

Action Steps:

1. By August 2025, establish staff leaders in identified schools to lead the youth councils and begin providing information to recruit students to join. Provide information in newsletters, announcements, outreach to parents, and conduct at least one student interest meeting in each school.
2. By September 2025 and continuing monthly, conduct youth council meetings in which youth discuss school and community needs and advocate for youth led activities that can meet these needs. Develop clear goals and objectives, create a timeline of events and the resources needed for each event, and establish a survey to provide to school staff or community partners involved with each initiative.
3. By October 2025 and continuing quarterly, youth will lead school and/or community initiatives and provide school staff or partners involved with a survey to measure perceptions and satisfaction representative of each activity.
4. By October 2025 and quarterly thereafter, recognize student led efforts through a school or community wide news article which provides details on the initiatives and pictures.

Everyone Plays a Role: Tackling Chronic Absenteeism, Together!

Session Description:

Tackling Chronic Absenteeism requires everyone playing a role - students, families, schools and community. During this dynamic session, attendees will explore best practices, strategies, and innovative interventions to build a culture of attendance through a coordinated framework. Attendees will learn how to collaboratively foster partnerships, strengthen communication practices, and leverage data to ensure students are in school thriving.

Presenter(s): Taylor Rayfield

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): n/a

SMART Goal:

Goal Option One: By May 2026, XYZ school district will observe a decrease in districtwide chronic absenteeism by x% as compared to the previous school year.

Goal Option Two: By May 2026, XYZ school district will observe a decrease in chronic absenteeism at X school by X% as compared to the previous school year.

Action Steps:

1. By July 2025, the CSH Coordinator, in partnership with district attendance team (e.g., Attendance Supervisor, FRC Director, Student Services Director, Homeless Liaison, Lead Nurse), will identify and assess data, identify targeted students chronically absent from the previous school year, and work with school administration to develop actionable strategies through a tiered process.
2. By August 2025, the CSH Coordinator, in partnership with district attendance team (e.g., Attendance Supervisor, FRC Director, Student Services Director, Homeless Liaison, Lead Nurse), will launch a districtwide monthly attendance awareness campaign that includes attendance tips and supports to be communicated through all platforms (e.g., social media, text-apps, website).
3. By September 2025, the CSH Coordinator, in partnership with district attendance team (e.g., Attendance Supervisor, FRC Director, Student Services Director, Homeless Liaison, Lead Nurse), will work with Healthy School Teams to launch student-led campaigns.
4. Beginning August 2025 and monthly thereafter, the CSH Coordinator, in partnership with district attendance team (e.g., Attendance Supervisor, FRC Director, Student Services Director, Homeless Liaison, Lead Nurse), will evaluate and disaggregate data to facilitate conversations with administration and school attendance teams to ensure effective early intervention and prevention strategies are in place.

Family Advisory Councils: Building Collaboration and Student Success**Session Description:**

This presentation is perfect for district personnel interested in enhancing school, district, family, and community collaboration and ensuring all students thrive through establishing or rebuilding a family advisory council. In this interactive and practical session, we will talk through the essential steps for creating a productive family advisory council and discuss which district departments and community

members could be involved in and benefit from having a family advisory council focused on promoting student success both inside and outside the classroom.

Presenter(s): Anne Barger

Primary Track: Student, Family, & Community Involvement

Secondary Track(s):

SMART Goal:

By May 2026, XYZ district will establish or rebuild a Family Advisory Council that includes family, district, student and community representatives. At least 90% of its members will agree that the council is effective in enhancing student culture and family engagement, as measured by a year-end survey.

Action Steps:

1. By July 2025, the CSH Team (e.g., CSH Coordinator, FRC Director, Family Engagement Coordinator) will survey families and/or hold listening sessions to understand current challenges in family and community collaboration.
2. By August 2025, establish the purpose, structure and goals of the Family Advisory Council based on stakeholder input. The CSH Team (e.g., CSH Coordinator, FRC Director, Family Engagement Coordinator) will invite interested families, students, and community members to join Family Advisory Council.
3. By September 2025, the CSH Team (e.g., CSH Coordinator, FRC Director, Family Engagement Coordinator) will host Family Advisory Council meeting creating an action plan of establish goals to strengthen student culture and family engagement.
4. By October 2025 and quarterly thereafter, the Family Advisory Council will organize events, family workshops, and support family needs to enhance engagement and gather feedback.
5. By May 2026, the Family Advisory Council will complete survey and share outcomes and success stories with district leadership and the community. The Family Advisory Council will make plans for the upcoming school year.

From Involvement to Engagement: Empowering Families and Schools

Session Description:

In this interactive dynamic session, participants will provide a snapshot of the new Tennessee Department of Education Family Engagement Framework and pilot program. Participants will gain a brief understanding of the six essential pillars to high quality family engagement through practical strategies and real-life examples. The session will set the foundation for deeper exploration on equipping participants with clear understanding of the key concepts that drive impactful family-school partnerships. Participants will be allowed to sign up for pilot program participation at the end of the session.

Presenter(s): Charise McDaniel

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ school district, in partnership with school level teams, will improve high-quality family engagement, in which 90% of participating XYZ district staff will report an increased understanding of high-quality family engagement practices, as measured by pre- and post-surveys.

Action Steps:

1. By July 2025, XYZ district will join pilot program, identify a district-level team, and complete a pre-assessment survey. The Department's Family Support & Engagement Manager will facilitate training for district.
2. By August 2025, the district family engagement team will identify school level family engagement teams and facilitate training for effective implementation.
3. By October 2025 and monthly thereafter, XYZ district family engagement team will begin using high-quality engagement strategies and facilitate ongoing support and coaching to school level teams.
4. By April 2026, district and school family engagement teams will collect data including pre and post assessment results and qualitative data.
5. By May 2026, school level family engagement teams will meet with XYZ district family engagement team to share findings and areas of future support.

Infant and Early Childhood Mental Health in Tennessee: Reaching for the Stars

Session Description:

Discover how the Association of Infant Mental Health in Tennessee (AIMHiTN) empowers professionals who work with infants, young children, and their families. This session will showcase AIMHiTN's commitment to supporting the workforce through training, resources, and the nationally recognized Infant and Early Childhood Mental Health Endorsement®. Learn how the organization encourages professionals to adopt a reflective approach to their work, fostering growth, resilience, and stronger connections with the children and families they serve. Join us to explore strategies and tools that enhance professional practice and create brighter futures for Tennessee's youngest residents.

Presenter(s): Kathleen Arwood, Rion Humphries

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): School Counseling, Psychological, & Social Services

SMART Goal:

By May 2026, XYZ district will partner with the Association of Infant Mental Health in Tennessee (AIMHiTN) where 90% of student support staff obtain their Early Childhood Mental Health Endorsement and state an increase in knowledge in early childhood mental health and increase family connections.

Action Steps:

1. By August 2025, XYZ district student support staff leadership will meet with AIMHiTN community liaison to discuss the Early Childhood Mental Health Endorsement and offered trainings.
2. By October 2025, student support staff will complete their initial endorsement application with the support of AIMHiTN staff.
3. By December 2025, student support staff will complete Early Childhood Mental Health Endorsement application.
4. By January 2026, XYZ district will partner with AIMHiTN to provide in-person and virtual trainings for student support staff and families during the 2026 spring semester.
5. By February 2026, endorsed student support staff will utilize AIMHiTN professional development platform to continue to increase their knowledge of early childhood mental health and family support.

Knocking Chronic Absenteeism Out of the Park: A Team Approach in Loudon County Schools

Session Description:

The Loudon County School District has knocked chronic absenteeism out of the park by an innovative multi-faceted approach. We have been intentional in our work to improve student outcomes by promoting good attendance habits, monitoring student data, and connecting with Loudon County Schools students and their families.

Presenter(s): Kate Galyon, Kelly Jones, Casey MacKintosh, Sarah Harless-Singe

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): n/a

SMART Goal:

Goal Option One: By May 2026, XYZ school district will observe a decrease in districtwide chronic absenteeism by x% as compared to the previous school year.

Goal Option Two: By May 2026, XYZ school district will observe a decrease in chronic absenteeism at X school by X% as compared to the previous school year.

Action Steps:

1. By July 2025, XYZ district will establish district-level team to support and address chronic absenteeism (e.g., Director of Attendance, CSH Coordinator, FRC Director, Instructional Supervisor(s), Director of Student Services). District attendance team will assess previous year data and develop school level snapshots for school leaders.
2. By August 2025, district attendance team will consult to develop procedures to track school nurse visits, return to class rate, and establish communication tools for providers and external stakeholders on how they can support chronic absenteeism.
3. By August 2025 and monthly thereafter, district attendance team will meet with school level teams to assess trends and provide tailored support.
4. By September 2025, district attendance team will launch a community awareness campaign and pilot an attendance incentive store at identified schools.

Stronger Families = Stronger Schools: The Power of All Pro Dad, iMom, and Family Engagement at Blythe-Bower Elementary

Session Description:

Family engagement is a critical component of student success. Blythe-Bower Elementary School has found innovative ways to foster meaningful connections between students, their families, and the broader school community. This session will explore how Blythe-Bower has successfully implemented the All Pro Dad and iMom programs to create a supportive and inclusive environment that empowers parents and caregivers to be active participants in their children's education.

Presenter(s): Joel Barnes, Lisa Earby

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): n/a

SMART Goal:

By May 2026, XYZ district family engagement staff will create an All Pro Dad chapter(s) in which 90% of families who participate in the program agree that it enhanced their engagement with their child.

Action Steps:

1. By July 2025, XYZ district family engagement staff and school leadership will meet with All Pro Dad staff to discuss creating at least one school chapter and discuss community partners to contact for funding.
2. By August 2025, family engagement staff will offer information and recruit a chapter leader at the school open house. Family engagement staff will secure a community partner to assist with funding for the program.
3. By September 2025 and monthly thereafter, XYZ school will host first All Pro Dad chapter meeting with the support of family engagement staff
4. By October 2025 and quarterly thereafter, family engagement staff will meet with All Pro Dad chapter leader to reflect and collect data to determine effectiveness of the program and make plans for the upcoming school year.

University Schools Wellness, Training, Treatment, and Research Center: Supporting the Whole Child

Session Description:

The University Schools Wellness, Training, Treatment and Research Center was established to integrate support of the whole child into the school setting. The Wellness Center serves the University Schools compendium consisting of the Early Learning and Resource Center pre-school (ELRC), Campus Elementary, University Middle, and University High School.

Presenter(s): Dr. Angela Hargrave

Primary Track: Student, Family, & Community Involvement

Secondary Track(s): Health Services, School Counseling, Psychological, & Social Services

**This example outlines a multi-year goal spanning three consecutive school years, with Year 1 focusing on establishing an MOU with a local health care provider, Year 2 dedicated to identification of the wellness center site, and Year 3 focused on launching the wellness center. Each goal builds upon the previous year's progress, with Year 2 and Year 3 goals contingent on the successful completion of the prior year's goal.*

SMART Goal - Year 1:

By June 30, 2026, XYZ School District will establish a foundation for a fully operational wellness center in at least one school to improve student and family access to holistic care including diagnostic services, specialized student, and family services, as measured by securing a partnership with a local provider(s) and a documented implementation plan detailing services, staffing, and an initial operational timeline.

Action Steps

1. By August 15, 2025, CSH, will establish a planning team to include relevant stakeholders (e.g., the district lead nurse, the mental health team, family engagement coordinator, the Family Resource Center Director, district leadership, etc.).
2. By September 1, 2025, the planning team will collect information from at least two other districts with wellness centers to identify best practices, challenges, and key success factors to guide planning and implementation efforts.
3. By January 31, 2026, the planning team will meet with selected providers to outline services, staffing, funding commitments, and compliance requirements.
4. By April 30, 2026, XYZ School District and the providers will finalize and sign the MOU, detailing staffing, equipment needs, and an initial operational timeline.

SMART Goal - Year 2:

By June 30, 2027, XYZ School District, in partnership with local providers, will identify and prepare the wellness center space, as measured by identification of clinic staff, and number of equipment/supplies attained/purchased.

Action Steps:

1. By August 2026, the local health and mental health care provider and/or XYZ district will complete hiring/onboarding of provider(s) (e.g., nurse practitioner, counselor) and ensure all clinic medical staff have completed required training and credentialing.
2. By December 2026, CSH and the local provider(s) will finalize written policies, procedures, and forms for parental consent forms, etc.
3. By March 2027, CSH and the identified local provider(s) will train health services staff, and other school/district staff as needed, on clinic policies, protocols, and procedures, including equipment, as applicable.
4. By June, 2027, CSH, in partnership with the local provider(s), will provide at least two community outreach events to educate parents and district staff on the clinic and its services.

SMART Goal - Year 3:

By June 2028, XYZ School District, in partnership with the local provider(s), will officially launch the wellness center and assess its impact, as evidenced by at least 50 student visits and parent/patient satisfaction rate of 75% or higher.

Action Steps:

1. By August, 2027, CSH and the local provider(s) will develop and implement a monthly marketing campaign targeting families, staff, and students, highlighting available clinic services, aligning with seasonal health needs (e.g., flu shot reminders in the fall, sports physicals before athletic seasons, well-child visits before back-to-school, family therapy, individual therapy) and will be communicated through all district platform methods such as school newsletters, social media, and district-wide emails.
2. By October 1, 2027, CSH and identified local provider(s) will open the clinic and begin offering services, with visit logs maintained from the first day of opening.
3. By December 10, 2028, the CSH Coordinator and identified local provider(s) clinic manager will conduct a mid-year review, analyzing center utilization data and make adjustments to service delivery.
4. By April 30, 2028, the CSH coordinator and school-based clinic/telehealth manager will conduct an evaluation of the clinic, including data on visit numbers, patient demographics, satisfaction survey results, utilization trends and the CSH coordinator will share clinic evaluation findings with district leadership and develop a sustainment plan for the next school year.