

Wellness Policy Component: **Social, Emotional, and Mental Health**

District	BP/AR (Year)	Page	Language
1. Bonsall	BP (2013)	3	During times of school crisis, provide students' access to credentialed school counselors and/or psychologists who will provide support and assistance in managing emotions and coping strategies, as appropriate.
2. Cardiff	BP (2017)		
3. Escondido Elementary	BP (2014)	4	Counseling and school psychological services will promote social and emotional development, enhance resiliency, and provide protective buffers within the school community. Personnel will endeavor to intervene as early as is feasible when emotional, behavioral, and/or learning problems manifest and will help build a systemic response to matters that affect student and staff well-being such as bullying, alienation, and student disengagement from classroom learning.
4. Fallbrook Union High	BP (2013)	4-6	<ul style="list-style-type: none"> • Provide information regarding available Counseling Services • Provide Individual & group counseling • Communicating with parents, friends, teachers, counseling services • Build Atmosphere that Promotes High Self- Esteem Develop and Distribute School and Community Resource List
5. Grossmont Union High	BP (2014)	5	Students have access to credentialed school counselors and psychologists who provide students with support and assistance in making healthy decisions, managing emotions, and coping with crises. (Disordered eating behaviors, including obesity, are often related to mental, emotional, and social problems, and overweight students may suffer from low self-esteem and/or be the target of bullying.)
6. Jamul- Dulzura	BP (2011)	3	Provide all students access to credentialed school counselors and psychologists who provide support and assistance in making healthy decisions, managing emotions, and coping with crises.
7. Julian Elementary	BP (2012)	11-12	<p>Counseling, Psychological, and Social Services The Julian Pathways Program shall be designated to provide educational and counseling opportunities for promoting social-emotional development and resiliency. Personnel will endeavor to intervene as early as is feasible when emotional, behavioral, and/or learning problems manifest and will help build a systemic response to matters that affect student and staff well-being such as bullying, alienation, and student disengagement from classroom learning. Prevention programs, including violence prevention, sex education and drug and alcohol programs, shall be offered as appropriate.</p> <p>Healthy School Environment The Julian Pathways Program shall be designated to provide services to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and referrals. Organizational</p>

			<p>students, including bullying on the basis of weight or health condition. Steps to report bullying by students or parents/guardians are available online at svesd.net at the bottom of the homepage under Quick Look section.</p> <p>Examples of the District seeking out partnerships that play an important part of a safe and positive school environment through supporting emotional and mental health may include:</p> <ul style="list-style-type: none"> • Contracting with Vista Hill to provide counseling services for at-risk youth and conducting educational opportunities that promote positive self-esteem, avoiding risk, and cultivating mental health. • Participating in Julian Pathways' Backcountry Collaborative meetings to address community health concerns and network with a variety of mental, behavioral, and physical health organizations that serve the District's area. • Encouraging staff to participate in Trauma Informed School training that address the emotional safety needs of at-risk youth in order to improve students' emotional and mental health while providing a safe space at school. • Conducting Morning Circles with the entire student body and staff in order to come together as a school, promote positive self-esteem, cooperative behaviors, and encourage creativity and understanding amongst the students. • Participating in and enacting curriculum through Digital Citizenship to address safety concerns on student Internet use such as cyber-bullying, leaving a digital footprint, and exploring what it means to be a good digital citizen.
<p>17. Sweetwater</p>	<p>BP (2017)</p>	<p>6</p> <p>8</p>	<p>7. Health Services Each school site has fully qualified and credentialed school personnel to provide:</p> <ol style="list-style-type: none"> 3. Referral and coordination of care for management of chronic conditions. <p>9. Mental and Behavioral Health and Wellness: The district recognizes mental and behavioral health is a continuum ranging from wellness to illness and will provide an environment that promotes the social, emotional, and psychological well-being of students and staff. The district will:</p> <ol style="list-style-type: none"> 1. Provide access to credentialed school psychologists, school counselors, school nurses, and/or school based mental health practitioners who encourage and support students in making healthy decisions, managing emotions, and coping with trauma and/or crisis events. 2. Ensure that all school-based providers such as school psychologists, school counselors, and school based mental health practitioners provide preventative services within the school, and collaborate with

			<p>community based providers when the student needs surpass the services available within the context of the school district.</p> <ol style="list-style-type: none"> 3. Provide access to available resources that ensure development of healthy mental and behavioral functioning such as self-regulation, advocacy, resiliency, etc. 4. Provide designated staff at each school site with procedures for early identification and referral of mental and behavioral health needs among students and staff. 5. Provide students and families with annual mental and behavioral wellness event Foster a continuum of preventative school-wide efforts to develop positive relationships, social capital, and promote a culture of care within a Restorative Practices and/or Positive Behavior Interventions and Supports (PBIS) Framework. 6. Foster health and positive relations with food and promote healthy body image. 7. Encourage school sites to offer opportunities for student support groups, peer to peer, and mentoring programs.
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