



What's in a Wellness Policy? **Social and Emotional Health!**

Resources

<p>Question, Persuade and Refer (QPR) Gatekeeper Trainings for Suicide Prevention</p>	<p>http://www.sdchip.org/initiatives/suicide-prevention-council/trainings/ QPR trainings increase awareness and understanding of suicide and support the implementation of strategic initiatives for the prevention of suicide. Trainings are offered at no cost to attendees on behalf of the San Diego County Suicide Prevention Council with funding from the County of San Diego Health and Human Services Agency.</p>
<p>Mental Health and Well-Being in Schools – San Diego County Office of Education</p>	<p>https://www.sdcoe.net/students/health-well-being/virtual-wellness-center/social-emotional-learning Resources and training opportunities for staff include Youth Mental Health First Aid, trauma-informed care, crisis response, and suicide prevention.</p>
<p>SchoolLink and Listings of School Behavioral Health Providers by Region</p>	<p>https://www.sandiegocounty.gov/content/sdc/hhsa/programs/bhs/mental_health_services_children/Schools.html SchoolLink is a partnership between the County of San Diego and local school districts to provide behavioral health services at schools.</p>
<p>It's Up to Us</p>	<p>http://up2sd.org/ Campaign designed to empower San Diegans to talk openly about mental illness, recognize symptoms, utilize local resources and seek help. Developed through the County of San Diego Health and Human Services Agency, and funded by the County of San Diego Mental Health Services Act. Recovery is possible and help is available.</p>
<p>Substance Use Disorder (SUD) Services</p>	<p>https://www.sandiegocounty.gov/content/sdc/hhsa/programs/bhs/alcohol_drug_services.html Services offered by Substance Use Disorder (SUD) programs: AOD provides an integrated system of community-based alcohol and other drug prevention, intervention, treatment, and recovery services throughout San Diego County via contracts with local service providers.</p>

More resources:

2-1-1 San Diego (Dial 211)

Referral to a variety of mental health resources including therapy, substance abuse treatment, and residential care.

Access and Crisis Hotline (ACL): 888-724-7420

Crisis intervention and suicide prevention as well as alcohol, drug and behavioral health information and referral, 7 days a week, 24 hours a day, access to all languages.

Live Well Schools Tools for Schools

<https://www.livewellsd.org/content/livewell/home/toolsforschools/tools-for-schools.html>

How Does Your District's Wellness Policy Compare to Model Wellness Policies?

Model Policy: *Live Well Schools*

The Governing Board recognizes that good physical and mental health is critical to a student's ability to learn and believes that all students should have access to comprehensive behavioral health services to support and encourage their own wellbeing.

The Board also recognizes that good physical and mental health is essential for teachers and other staff to be engaged, motivated, and effective and believes that all staff should also have access to comprehensive behavioral health services.

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 well-being such as bullying, alienation, and disengagement.

Trauma-Informed Approach

Students come to school with varying levels of adverse childhood experiences (ACEs) and are directly impacted by adverse community environments. Both impact the long-term development, health, and well-being of children. Chronic stress can manifest in the classroom as feelings of anxiety, irritability, or sadness, lack of participation, physical symptoms like headaches or stomachaches, or a lack of energy. Schools can help address community and individual trauma through providing equitable opportunities, physical safety, and supporting safe and healthy behaviors that promote self-care. In order to foster resiliency of the students, schools will implement a trauma-informed approach to the school environment through:

- (1) Screening, identification, and referral of appropriate services to students and family from behavioral health school staff or other school personnel
- (2) Maintaining emotional safety of the students and provide supportive, compassionate responses to trauma histories and/or other adversities
- (3) Implementing restorative justice practices to create safe and welcoming school environments, address harms, needs, obligations, and causes of conflict and harm
- (4) Decreasing use of zero-tolerance policies in all grades
- (5) Building and supporting self-regulation skills in the classroom like mindfulness, and meditation to increase social-emotional wellness.

Comprehensive Student Support Programs

Schools will develop programs to support student wellness, achievement, social emotional health, positive school climate and attendance. These programs can include:

- Creating opportunities for students to build significant relationships with adults and peers on campus through positive communication and mentoring
- Teaching and reinforcing social-emotional and life skills
- Encouraging meaningful participation through volunteerism, service learning and teamwork.

- Encouraging school staff to prioritize positive physical, social, and mental health in students for students to be able to achieve their personal goals
- Mentoring, unconditional caring, and other behavioral health supports to promote a sense of purpose and future in students.

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students and staff in accordance with the specialization(s) authorized by his/her credentials. School counselors and student support staff use their skills and strategies to break down barriers to learning that affect attendance, behavior, or achievement. All students and staff shall have access to available counseling services, which may include, but are not limited to, support related to social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, staff, students, and parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

To address students' social, emotional and behavioral health needs, ensure student access to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed, and coordinate with school and community-based mental health providers.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students and staff are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan and other prevention and intervention practices designed to assist all students, parents/guardians, and staff before, during, and after a crisis.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

Staff Training

The Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help the school community cope with a crisis if it occurs. The Superintendent or designee shall identify professional development resources to train teachers and staff in ACEs, trauma-informed approach, positive behavior intervention support, and resiliency building.