

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

District	BP/AR (Year)	Page	Language
1. Bonsall	BP (2018)	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. Borrego Springs	BP (2017)	15	<i>Community Partnerships</i> Currently, the District collaborates with the following organizations to promote the health and wellness of the students and staff: <i>(extracted from list)</i> <ul style="list-style-type: none"> • Psychological, Psychiatric and Counseling Services • Anti Bullying Assemblies
3. Cajon Valley	BP (2017)	1	The superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.
		3	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
4. Cardiff	BP (2023)	4	The Board recognizes the importance of providing an environment that promotes students' mental and physical health and engaging parents/guardians, as well as school staff, in support of a comprehensive student wellness program. The district shall: <i>(Included in list)</i> <ul style="list-style-type: none"> • Provide student access to credentialed school counselors, psychologists, or trained personnel who provide students with support and assistance in making healthy decisions, managing emotions, and coping with crises. • Require schools to provide a safe and healthy school environment that supports health literacy and successful learning and ensures that students and adults are physically and emotionally safe. • The district social emotional learning team will provide one on one, small group, and classroom support to establish a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors. Students will be provided an opportunity to analyze influences, enhance interpersonal communication, good decision making, goal setting, self-management, and advocacy.
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5. Carlsbad	BP (2017)	1	The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.

		4	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition. Counseling staff shall be available to meet with students to discuss academic, social, or personal difficulties, as well as other issues that may impact student learning.
6. Coronado	BP (2019)	6	<p><u>Student Mental Health and Wellness</u></p> <p>The District understand that wellness is not the absence of disease but a state of complete physical, mental, and social well-being. The District will:</p> <ul style="list-style-type: none"> • Adopt a strategy for the promotion of the mental health of all students including suicide prevention initiatives. • To provide a coordinated approach to the management of students' mental health difficulties and to deliver effective management of cases where there is an emergency and/or serious risk of harm or suicide. • To provide effective and accessible support to students making reasonable adjustments as necessary. • To engage with external partners, such as Health Providers, to promote and improve access for students to community and specialist resources.
7. Del Mar Union	BP (2021)	2	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
8. Encinitas	BP (2017)	1	The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.
		2	3. All students in preschool through grade 6 will have opportunities, support, and encouragement for moderate to vigorous physical activity on a regular basis to promote and develop the student's physical, mental emotional, and social well-being.
		4	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
9. Escondido Union	BP (2018)	1	The superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.

		3	The board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
10. Escondido High School	BP (2018)	4	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
11. Fallbrook Union High	BP (2018)	2	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
12. Grossmont Union High	BP (2019)	3	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
		4	Mental and Behavioral Health The district recognizes mental and behavioral health is a continuum ranging from wellness to illness and shall provide an environment that promotes the social, emotional, and psychological well-being of students and staff.
13. Jamul-Dulzura	BP (2018)	1	The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.
		3	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
14. Julian Elementary	BP (2019)	21	<i>Counseling, Psychological, and Social Services</i> Julian Pathways Inc. will facilitate educational and counseling opportunities for promoting social-emotional development and resiliency. Staff 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, will be offered as appropriate. <i>Healthy School Environment</i> Julian Pathways Inc. will facilitate services to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and

			<p>referrals. Organizational assessment and consultation skills of counselors and psychologists will contribute not only to the health of students but also to the health of the school environment.</p> <p>The district will work to provide a positive psychological environment that includes the physical, emotional, and social conditions affecting the wellbeing of students and staff.</p> <p>Factors that influence the physical environment include school buildings and the area surrounding them, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting.</p>
15. Julian High	BP (2017)	3	<p>The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.</p>
		11	<p>Healthy School Environment</p> <p>The Vista Hills Learning Assistance Center shall be designated to provide services to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and referrals.</p> <p>Organizational assessment and consultation skills of counselors and psychologists will contribute not only to the health of students but also to the health of the school environment. Professionals such as certified school counselors, psychologists, and social workers shall provide these services.</p> <p>The district shall endeavor to provide a positive psychological environment that includes the physical, emotional, and social conditions affecting the well-being of students and staff.</p> <p>Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting.</p>
16. La Mesa-Spring Valley	BP (2017)	3	<p>The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.</p>
17. Lemon Grove	BP (2018)	14	<p><i>Social-Emotional Wellbeing</i></p> <p>The district recognizes mental and behavioral health is a continuum ranging from wellness to illness and will provide an environmental 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 social workers, school psychologists, school counselors, health clerks, 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 social workers, school psychologist's, school counselors, and school

			<p>based mental health practitioners provide preventative services within the school and collaborate with community-based providers when the student needs surpass the services available within the context of the school district.</p> <p>3. Provide access to available resources that ensure development of healthy mental and behavioral functioning such as self-regulation, advocacy, resiliency, etc.</p> <p>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.</p> <p>5. Provide students and families with annual mental and behavioral wellness event.</p> <p>6. 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.</p> <p>7. Foster health and positive relations with food and promote healthy body image.</p> <p>8. Encourage school sites to offer opportunities for student support groups, peer-to-peer, and mentoring programs.</p>
18. Mt. Empire	BP (2017)	1 3	<p>The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.</p> <p>The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.</p>
19. National	BP (2023)	5	<p>HEALTH SERVICES Counseling and school psychological services will promote social-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.</p>
20. Oceanside	BP (2021)	10	<p>Social-Emotional and Mental Health Services Under the direction of the Educational Support Services (ESS), the Governing Board recognizes that mental and social emotional health is critical to a student's ability to learn and thrive. We believe that all students should have access to comprehensive behavioral health services to support and</p>

		<p>encourage their own well-being while meeting their greatest possible potential as a learner. The Board also recognizes that mental health is essential for teachers and other staff to be prepared, engaged, motivated, and effective. The Board believes that all staff should also have access to comprehensive behavioral health services. These services shall include training for staff assisting students in learning about positive social-emotional engagement, stress management, building resilience, and developing pro-social healthy behaviors that encourage positive self-esteem and well-being. “America’s schools are often a primary source of supports for the mental health and general well-being of children and youth. These supports are particularly essential when students are struggling or experiencing trauma (e.g., contending with impact of COVID-19) while also experiencing adolescence. A key area of support schools can provide is building student resilience. Building student resilience can mitigate the impact of adversities, enabling students to rise above the challenges they face and recalibrate their responses accordingly. This is especially the case when students have relationships with caring, supportive peers and adults whose actions are grounded in resilience-building principles”.</p> <p>https://safesupportivelearning.ed.gov/building-student-resilience-toolkit (https://simbli.eboardsolutions.com/SU/Lan1KQXk4r3oJ0a0Yni5sw==)</p> <p>Counseling and school psychological services will promote social and emotional development, enhance resiliency, conflict resolution, 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. This will help build a systemic response to matters that affect student well-being, such as bullying, harassment, alienation, discrimination, and disengagement. With the addition of elementary counselors to our comprehensive school counseling program, we now ensure that all students in grades TK-5 received Tier 1, foundational social-emotional competency lessons focused on the five competencies of Self Awareness, Social Awareness, Self-Management, Relationships Skills, and Responsible Decision-Making. Each year, over 2,500 SEL lessons are taught in TK-5 classrooms, working to solidify a common language and basic set of social-emotional and awareness skills that will benefit students.</p> <p>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. In order to foster resiliency of the students, schools will implement a trauma-informed approach to the school environment through: Screening, identification, and referral of appropriate services</p>
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21. Poway	BP (2018)	2	The Board recognizes that a safe, positive school environment is important to students’ physical and mental health and thus prohibits bullying and harassment, including bullying on the basis of weight or health condition.
22. Ramona	BP (2019)	3	The Board recognizes that a safe, positive school environment is conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
23. San Diego	BP (2022)	6	<p>Health Services</p> <p>The goals for Health Services are to ensure that all students receive the maximum benefit from their educational experience. This is accomplished by working collaboratively with students, families, teachers, other members of the multidisciplinary team, and utilizing resources within the community, to meet the physical, mental, emotional and social health of students.</p>
		8	<p>Mental Health and Social-Emotional Wellness: Our district shall provide students and staff with resources to enhance social and emotional wellness. The goals for Social-Emotional wellness are: a. Develop and maintain trauma-informed school environments that promote students’ development of resilience while enhancing and promoting development of protective factors. b. Promote school policies and practices that emphasize the importance of social-emotional learning as the process to acquire necessary skills for school success. c. Enhance the knowledge of social-emotional learning competencies through evidence-based curriculum. d. Utilize the Integrated Multi-Tiered Systems of Support (IMTSS) to create a continuum of support for all students. e. Provide resources, tools and strategies to support social-emotional wellness and behavioral health of students. f. Provide professional development to school staff on incorporating trauma-informed, social-emotional learning and restorative justice strategies and Positive Behavior Interventions and Supports in the learning environment. g. Support students’</p>

			social, emotional and/or behavioral (SEB) needs by ensuring access to highly qualified, mental health professionals and a referral pathway to community-based providers as needed
24. San Dieguito	BP (2019)	1	The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee, shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.
		2	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
25. San Pasqual	BP (2013)	1	The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.
		2	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
26. San Ysidro	BP (2019)	3	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
27. Santee	BP (2018)	10	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 shall 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.

			<p>CRISIS COUNSELING</p> <p>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.</p> <p>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.</p>
28. Solana Beach	BP (2021)	1	<p>The Board recognizes that a safe, positive school environment is important to students’ physical and mental health and thus prohibits bullying and harassment, including bullying on the basis of weight or health condition.</p> <p>The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.</p>
29. South Bay	BP (2023)	1	<p>The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of wellness.</p>
		2	<p>The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.</p>
30. Spencer Valley	BP (2016)	3	<p>The District recognizes that a students' emotional and mental health play a very important part of a safe and positive school environment. In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources (see Appendix A).</p> <p>The District shall prohibit bullying and harassment of all students, including bullying on the basis of weight or health</p>

			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.
31. Sweetwater	BP (2017)	6 8	<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 community-based providers when the student needs surpass the services available within the context of the school district. 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.
32. Vallecitos	BP (2017)	1	The Board recognizes that a safe, positive school environment is important to students’ physical and mental health and thus

		3	prohibits bullying and harassment, including bullying on the basis of weight or health condition. The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition
33. Vista	BP (2021)	1	The Board of Trustees recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for District students. The Superintendent or designee shall coordinate and align District efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.
		2	The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
34. Warner	BP (2018)	1	The Board of Education recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for District students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.