

**School Wellness Policy Attributes**  
**“Mental Health”**

<b>District Name</b>	<b>BP/AR</b>	<b>Page #</b>	<b>Sentence</b>
<b>1. Bonsall Unified</b>	BP	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.
<b>2. Cardiff</b>		2	The district shall: Provide students 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.
<b>3. Escondido Elementary</b>	BP	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.
<b>4. Fallbrook Union High</b>	BP	4-6	<ul style="list-style-type: none"> <li>• Provide information regarding available Counseling Services</li> <li>• Provide Individual &amp; group counseling</li> <li>• Communicating with parents, friends, teachers, counseling services</li> <li>• Build Atmosphere that Promotes High Self-Esteem</li> <li>• Develop and Distribute School and Community Resource List</li> </ul>
<b>5. Grossmont Union High</b>	BP	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. <b>Jamul-Dulzura</b>	BP	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. <b>Julian Union Elementary</b>	BP	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 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 wellbeing of students and staff. 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>

<p><b>8. Julian Union High</b></p>	<p>BP</p>	<p>10-11</p>	<p>Counseling, Psychological, and Social Services The Vista Hills Learning Assistance Center 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 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. 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. 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>
<p><b>9. McGill School of Success</b></p>		<p>2</p>	<p>8) Establishing and maintaining a minimal, safe and equitable level of counseling and mental health services for all students, including adequate and fully qualified staff resources to provide both crisis counseling and preventive services based on the California Results- Based School Counseling and Student Support Guidelines (2007) and research-based mental health intervention, supports, and education to support students in making healthy decisions, managing emotions, and coping with stress and peer and other social pressures.</p>

<b>10. National City</b>	BP	6	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.
<b>11. San Dieguito</b>	AR	4	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.)
<b>12. San Diego Unified</b>	H-7700	3-4	<p>The goals for Health Services are:</p> <ul style="list-style-type: none"> <li>• Optimize the early recognition of mental and physical health problems by all staff who directly encounters students. While staff are not responsible for detecting or diagnosing health problems, the goal is to optimize the chance that staff will know how to respond if they notice symptoms that are concerning to them.</li> </ul> <p>The goals for social-emotional wellness are:</p> <ul style="list-style-type: none"> <li>• Provide students with tools to develop life skills.</li> <li>• School sites will have methods and procedures for screening and early identification of behavioral problems.</li> </ul>
<b>13. San Pasqual Unified</b>		8	Establish and maintain a minimal, safe and equitable level of counseling and mental health services for all students based on needs identified through the district Student Study Team process and Individual Education Plans
<b>14. San Ysidro</b>	BP	13	Provide students access to credentialed school counselors and psychologists, as needed, who offer support and assistance in making healthy decisions, managing emotions, and coping with crises.

<p><b>15. Spencer Valley</b></p>	<p>BP</p>	<p>3</p>	<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><b>16. Sweetwater Union</b></p>	<p>BP 5030</p>	<p>g</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"> <li>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.</li> <li>2. Ensure that all school-based providers such as school psychologist’s, 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.</li> <li>3. Provide access to available resources that ensure development of healthy mental and behavioral functioning such as self-regulation, advocacy, resiliency, etc.</li> <li>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.</li> <li>5. Provide students and families with annual mental and behavioral wellness event.</li> <li>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.</li> <li>7. Foster health and positive relations with food and promote healthy body image.</li> <li>8. Encourage school sites to offer opportunities for student support groups, peer to peer, and mentoring programs.</li> </ol>