Making the Mental Health Dream a Reality

Tuesday, January 22, 2019  •  4:20 p.m. - 5:00 p.m.

Rose Ann Bomentre
Director of Student Wellness & Support Services
San Bernardino City Unified School District
Journey
March 2016 to Present

Investigate:
Investigate the system that is producing the results you see

Focus:
Focus collective efforts around a shared aim, measures, and changes

Test:
Try out changes in practice to learn which are actually an improvement

Consolidate:
Consolidate what works to make it permanent & share it with others

Launch:
Identify the problem and select the team

SOURCE: Carnegie Foundation for the Advancement of Teaching
The Dream through Community

Community Engagement Plan

Strategy 9: Health, Wellness, & Safety

JOINT RESOLUTION
SAN BERNARDINO
HEALTH, WELLNESS AND SAFETY COLLECTIVE IMPACT INITIATIVE

A commitment to actively support and engage in a collective impact initiative to improve health, wellness and safety issues within the communities served by the San Bernardino City Unified School District.

WHEREAS, the SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT exists for the purpose of being the leading expert in human learning, and to ensure all students, grade to career, develop the knowledge, skills, and proficiencies required for college, career, civic, and economic success by inspiring and engaging them in a system distinguished by high expectations for student and staff performance; vital partnerships with families, community, and employers; culturally proficient schools; learning experiences beyond traditional boundaries of where and when; and safe, respectful, and welcoming environments; and

WHEREAS, the SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT recognizes the power of working collaboratively with government, education, law enforcement, healthcare, business, labor, non-profit, faith-based, neighborhood, student and other service organizations to develop a strategic and shared agenda for improving conditions of health, wellness and safety in the communities served by the San Bernardino City Unified School District, and

WHEREAS, for the purpose of this initiative all agencies and organizations involved agree that HEALTH, WELLNESS, AND SAFETY are defined as:

HEALTH: An optimal physical, mental, social-emotional and spiritual condition through which individuals are informed optimists, active and loved, and communities are safe, productive places where individuals work interdependently for the welfare of all.

WELLNESS: A sense of hope, well-being and personal positive empowerment fostered in caring and giving environments where everyone has access to adequate housing, economic opportunities, and security in communities. Well communities are sensitive to diversity and instill pride by providing a sense of well-being to its members through healthcare, jobs, and green spaces.

SAFETY: An environment that exhibits and values a culture of security, mental and physical stability, order, positive affiliations and embraces diversity of all members.

WHEREAS, the SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT recognizes that HEALTH, WELLNESS, AND SAFETY challenges faced by people residing in and around the City of San Bernardino have an impact on their ability to thrive in our community.

WHEREAS, the governing board of the SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT believes that improvements are both possible and necessary, but will require sustained commitment to well defined strategies of many interdependent organizations throughout the region;

NOW, THEREFORE, BE IT RESOLVED that the SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT strongly supports a collective impact approach to improving conditions of HEALTH, WELLNESS, AND SAFETY within our region through alignment of policy, shared education, and collaborative actions.

BE IT FURTHER RESOLVED that the SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT agrees to dedicate appropriate and available resources, which may be monetary or in kind, to support the success of this collective impact effort.

Adopted: ___________

Date

Margaret Hill
San Bernardino City USD Board President
STUDENT WELLNESS & SUPPORT SERVICES

VISION STATEMENT

The Student Wellness & Support Services Department supports staff, students, families, and community members by fostering resilience through cultivating a positive climate of empathy, compassion, and equity.

MISSION STATEMENT

The mission of the Student Wellness & Support Services Department is to support the vision and mission of San Bernardino City Unified School District. The Student Wellness & Support Services Department provides resources and support to build the emotional, social, and relational capacity of students so that they are successful in school and life.

GOALS

The Student Wellness & Support Services Department will:

- utilize a multi-tiered system of supports to enhance mental health, create positive cultures, and foster community relationships.
- support the creation of culturally competent, equitable, and inclusive learning environments.
- support students, staff, families, and community members through professional development, coaching, collaboration, and direct services.
California School-Based Health Alliance
Building a Systematic Positive School Climate & Culture

Culturally Proficient

Trauma-Informed Lens

PBiS•RJ•RtI•SBMH

Results: 21st Century Equipped – 6 C’s & SEL
The American School Counselor Association (ASCA) Position (Adopted 2009, Revised 2015)

- Recognizes and responds prevention, early intervention and crisis services
- Promotes psychosocial wellness and development for all students.
- Addresses barriers and assesses ways to maximize students’ success
- Offers education, prevention, and crisis and short-term intervention
- Connects students with available community resources.
HEART

Program Specialist, Behavior/Mental Health Services [Help, Empower, & Advocate Resilience through Therapy (HEART) Team]

SBCUSD HEART TEAM
HELP, EMPOWER & ADVOCATE RESILIENCE THROUGH THERAPY

Mission Statement: The HEART team strengthens mental health by fostering resilience, empowering and instilling hope for SBCUSD students.

* Jill Coffin, LMFT
  MFC #257984
  Suzie Cuthbert
  * Jennifer Pena, LMFT
  MFC #296982

WHO: The HEART Team consists of SBCUSD Program Specialists with PPS credentials who are licensed: LMFT Marriage & Family Therapists, LPCC Professional Clinical Counselors, LCSW Social Workers or pre-licensed interns.

WHAT: HEART therapists will provide mental health support in the form of individual or group counseling on our district school sites.

WHY: The need for mental health intervention is necessary for communities that experience a high level of trauma and pervasive violence. The city of San Bernardino is ranked 4 out of 100 on the crime rate index and 91.6% of our students are considered to live in high poverty. Additionally, 8% of our students are homeless.

HOW: School Counselors or Site Administrators complete a referral to the HEART Team. Email: For more information email

HEART TEAM Flowchart

SCHOOL COUNSELORS
ADMIN
TEACHERS
POS/SGC COACHES
PARENT/GUARDIAN

GROUP & INDIVIDUAL SUPERVISION
INDIVIDUALS, GROUPS
PRESENTATIONS

ASSOCIATES

SCHOOL COUNSELORS
TEACHER
PARENT/GUARDIAN

SUPERVISION
INDIVIDUALS, FAMILIES, GROUP
Mental Health & Wellness

Tier 1: Positive Mental Health

Tier 2: School Counseling/STARS

Tier 3:
- Victor Community Support Services
- HEART (Help, Empower, & Advocate Resiliency through Therapy) or
- Educationally Related Mental Health Services (ERMHS)
- Other Needed Community Based Organizations

Tier 1: Classroom Strategies to Help Students Create Positive Mental Health

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." — Albert Einstein
<table>
<thead>
<tr>
<th>School Level</th>
<th>Number of Risk Assessments</th>
<th>Re-entries</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>226</td>
<td>73</td>
<td>299</td>
</tr>
<tr>
<td>Middle</td>
<td>252</td>
<td>92</td>
<td>344</td>
</tr>
<tr>
<td>High</td>
<td>109</td>
<td>35</td>
<td>144</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>587</td>
<td>200</td>
<td>787</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Level</th>
<th>Number of Risk Assessments</th>
<th>Re-Entries</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>150</td>
<td>52</td>
<td>202</td>
</tr>
<tr>
<td>Middle</td>
<td>86</td>
<td>26</td>
<td>112</td>
</tr>
<tr>
<td>High</td>
<td>180</td>
<td>61</td>
<td>241</td>
</tr>
<tr>
<td>Special School</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>419</td>
<td>139</td>
<td>558</td>
</tr>
</tbody>
</table>
Student is identified. Refer immediately to:

School Counselor
* If unavailable contact School Psychologist/School Nurse

Remove student to safe, quiet place to gather information and explain to the student the limits of confidentiality. Inform Administrator and immediately assess for risk.

If answers to questions 1, 2, & 3 are **NO**

Contact Parent/Guardian

Complete Suicide Notification Form
Give copy to Parent/Guardian with resources and/or referrals.

If either 1 or 2 is a **YES** and 3 is **NO**

Contact Parent/Guardian

Complete Suicide Notification Form
Give copy to Parent/Guardian with resources and/or referrals.

When student returns to school, a Re-Entry Team will meet with student & Parent/Guardian.

If answer to question 3 is **YES**

Call:
1. School Police
   (909) 388-6130
2. DBH CCRT
   (Community Crisis Response Team)
   (909) 421-9233
3. Contact Parent/Guardian

*5585 = Suicide evaluation for a minor

Student Wellness & Support Services
Rose Ann Bomentre, Director
909-473-2080
rose.bomentre@sbcusd.k12.ca.us

Health Services
Terry Olivarres, Coordinator
909-880-6839
Teresa.Olivares@sbcusd.k12.ca.us

Psychological Services
Thomas Russell, Coordinator
909-880-6788
Thomas.Russell@sbcusd.k12.ca.us

REVISED 11.18.18
Supporting Tier 1 Schoolwide Climate and Culture Learning Communities for School Success Program (LCSSP) Grant:

Focus on Tier 1 Climate & Culture components:

- **Year 1:** Staff mindset; Brain States; Trauma; Self-Care
- **Year 2:** Integration of SEL into Relationship-Building practices
- **Year 3:** TBD
Community & Students

Listening Sessions
- Community Organizations
- Middle & High School Students
- Elementary student
- Employees

High School Student Wellness Presentations

FALL 2018 WELLNESS SYMPOSIUM
Student  ♥  Staff  ♥  Family
Synergy Days

2017-2018 High Schools
2018-2019 Middle Schools
2019-2021 Elementary Schools

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

In partnership with all SBCUSD high schools
SYNERGY DAYS 2018

Do you want to reduce violence on campus? SYNERGize! Do you want to reduce bullying on campus? SYNERGize! Do you want to increase unity on campus? SYNERGize! SYNERGY DAY puts a diverse group of students through a day-long experience that will change their paradigm and their lives. Students who normally do not interact on a day-to-day basis begin to realize how much they have in common with other students. SYNERGY DAY shows students that although we see and hear differences on the outside, we are alike on the inside. We go through similar struggles, we have similar feelings, and we desire similar things.

SYNERGY DAY teaches students how to be good leaders, active listeners, and more compassionate people by connecting with self and others. By realizing how much we have in common and remembering the times that we all have felt hurt, sorrow, and powerlessness, we can help students understand why they need to unite and actively make their campus a better place. Get plugged in. Get SYNERGIZED!

While many programs and people try to highlight our differences between one another, SYNERGY DAY is meant to bring forth our similarities, helping us form authentic relationships. Though our differences give us strength, our similarities are what act as the glue that holds us together.

“It is hard to hate someone when you know their story.”
-- Margaret Meade

HIGH SCHOOL SYNERGY DAYS
All start between 8-8:30 and end at 2:00 pm. Exceptions noted.

Wednesday, March 21, 2018
San Gorgonio High

Monday, April 9, 2018
MOU starts later - 9:45 am
Pacific High

Tuesday, April 10, 2018
Flex day with Valley Community College
Middle College High

Tuesday, April 24, 2018
Cajon High School

Friday, April 27, 2018
Arroyo Valley High

Wednesday, May 2, 2018
8:00-11:30 am (am session)/Tentative
12:20 – 2:50 pm (pm session) (Tentative)
San Andreas/Virtual High

Thursday, May 24, 2018
8:00-11:30 am (am session)
12:20 – 3:50 pm (pm session)
Sierra High School

TBD
San Bernardino High

Summer 2018 TBD
High Schools to incoming 9th graders on high school campuses
SBCUSD: We Have A Crisis, Now What?

Are multiple students/staff affected by the event?

**YES**
- Site Manager or Designee calls District Crisis Intervention Team (DCIT) (909) 473-2080.
  *After hours number is (909) 521-8693

**NO**
- Consult with Site Resources: Counselor, Psychologist, refer to District and/or Community Service, Employee Assistance Program and/or School Police.

**NOT SURE**
- Call: (909) 473-2080
  Request a Crisis Response Incident Commander (I.C.) to contact the site to discuss incident. *After hours number is (909) 521-8693

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**TEAM ACTIVATED**

- DCIT I.C. is contacted and a team is activated. The DCIT goal is to arrive on-site within 30 minutes of notification (If applicable).

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**BEFORE THE TEAM ARRIVES:**
- Obtain current/confirmed facts
- Inform District Superintendent's Office
- Gather school map, bell schedule, student’s schedule, etc.
- Obtain a place for DCIT, on-site crisis staff & Admin to meet

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**WHEN THE TEAM ARRIVES ON-SITE:**
- DCIT and site administrator/support personnel must meet to:
  - Develop a plan of action and assign responsibilities
  - Inform Communications for assistance on letters
  - Plan for staff meeting/debriefing
  - Other activities as needed
Wellness Center/Teams

Pilot Schools

Additional Mental Health & Wellness Positions
- Program Specialist (School Social Worker)
- Program Specialist, Mental Health & Wellness Services

and more...
Professional Development

More Than Sad: Suicide Prevention for Educators

Student Wellness & Support Services will facilitate a session on Suicide Prevention developed by the American Suicide Prevention, More Than Sad: Suicide Prevention for Teachers and Other School Personnel.

This session is designed to help educators better understand suicide prevention. This session's concepts and strategies are suitable for parents and other adults who care for at-risk students.

Tuesday, November 27th, 2019
3:15 p.m. - 3:35 p.m.
SBTA Office
1997 E. Marshall Blvd., San Bernardo

Register in PD Connect
Course # 10483 More Than Sad: Suicide Prevention Section # 10856 More Than Sad: Suicide Prevention

Questions? Contact Rose Bomentre, rose.bomentre@sbcusd.k12.ca.us or 909-473-2080

COURSE # 10531:
USING OUR SEL SURVEY TO FOCUS TIER 1 SUPPORTS

PURPOSE:
Facilitate data inquiry and interpretation and initiate action-planning for specific roles within SBCUSD. Interpret and consider how to leverage Panorama to focus Tier 1 supports.

AUDIENCE
- Any New District-Level Staff Unfamiliar with Panorama
- School Counselors
- School Administrators
- School Climate & Culture School Coaches
- Other Site Leaders

Tuesday, February 12, 2019
4:00 p.m. - 6:00 p.m.
PDC Room C
4030 Georgia Blvd., San Bernardo

Register in PD Connect
Course # 10493 - More Than Sad: Suicide Prevent Section # 10956 - More Than Sad: Preventing T

Questions? Contact Rose Bomentre, rose.bomentre@sbcusd.k12.ca.us or 909-473-2080

Tuesday, February 19, 2019
Three possible sessions at

LOCATION: 4030 Georgia Blvd., San Bernardino, PDC Room A for In-Person Inquiry and Action-Planning Sessions with Panorama: Register in PD Connect

Section # 10958: 9:00 a.m. - 11:00 a.m. OR
Section # 10959: 1:30 p.m. - 3:30 p.m. OR
Section # 10960: 4:00 p.m. - 6:00 p.m.

Questions? Contact Rose Bomentre, Director of Student Wellness & Support Services rose.bomentre@sbcusd.k12.ca.us or 909-473-2080
Addtional Resources

Student Wellness & Support Services - MTSS Course

Climate & Culture (LCSSP Grant) Course
Student Survey Results: Climate & Culture

Climate & Culture

What feedback did students have for their school?

Elementary Student Survey (Grade 5)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Favorable</th>
<th>Compared to Others in the CORE Districts</th>
<th>Change since 2016-17 - Student Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate of Support for Academic Learning</td>
<td>82%</td>
<td>20th-39th percentile</td>
<td>▲ 21 Greatest increase</td>
</tr>
<tr>
<td>Knowledge and Fairness of Discipline, Rules and Norms</td>
<td>70%</td>
<td>0th-19th percentile</td>
<td>▲ 16 Greatest increase</td>
</tr>
<tr>
<td>Sense of Belonging (School Connectedness)</td>
<td>66%</td>
<td>0th-19th percentile</td>
<td>▲ 13 Greatest increase</td>
</tr>
<tr>
<td>Safety</td>
<td>58%</td>
<td>20th-39th percentile</td>
<td>▼ 5</td>
</tr>
</tbody>
</table>

Student Survey Results: Social-Emotional Learning

SEL

How did students perceive their own social-emotional skills?

Secondary Student Survey (Grades 6-12)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Mean</th>
<th>Compared to Others in the CORE Districts</th>
<th>Change since 2016-17 - Student Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Management</td>
<td>3.8</td>
<td>0th-19th percentile</td>
<td>0.0</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>3.6</td>
<td>20th-39th percentile</td>
<td>▲ 0.1 Greatest increase</td>
</tr>
<tr>
<td>Growth Mindset</td>
<td>3.4</td>
<td>0th-19th percentile</td>
<td>0.0</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>3.3</td>
<td>0th-19th percentile</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Making the Mental Health Dream Your Reality

1. Who is your Mental Health & Wellness Dream Team?
2. What components do you see from our experience in your organization?
3. What mental health & wellness supports do you see working within tiered system in your organization?
4. What are your next steps? How can you apply any of what was shared with you?
**Plus, Delta, Minus FEEDBACK**

**Purpose:** This evaluation quality tool provides a method for continuous improvement for a team. The +/-/Δ/M evaluation can help the team stretch itself to even higher levels of performance.

<table>
<thead>
<tr>
<th>+</th>
<th>Δ</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the things that are working first</td>
<td>These are opportunities for improvement, things that can be improved/changed so that teams may be more effective</td>
<td>What’s missing? Minuses</td>
</tr>
<tr>
<td>These are the items the team wants to maintain and build upon</td>
<td>Deltas should be within the realm of possibility</td>
<td></td>
</tr>
<tr>
<td>These are also the things that are working for the team</td>
<td>Deltas should be reviewed and acted upon as soon as possible</td>
<td></td>
</tr>
</tbody>
</table>

Thank You and Stay Connected . . .

Twitter
https://twitter.com/SBCUSDStdtntSvcs