We Want a Wellness Center & We Want it Now!
Presenter Disclosure

25th Annual Conference on Advancing School Mental Health

- There are no relationships to disclose.
Learning Objectives

- The Why and How to Initiate Wellness Centers
- Using Multi Tiered Systems of Support (MTSS)
- Building a Collaborative Implementation Team
- Evidence Based Practices- Trauma Informed Approach
- Multidisciplinary Teaming- Response to Intervention (RtI)
- Building Capacity- Space, Staff, Community Partnerships
- Funding- Blended Model
- Program Evaluation - Rubric & University Research
2005-2013
K-12 School Social Worker

2013-2015
District PBIS Coach

2015-2016
ERMHS Counselor

2016-Current
PBIS Coordinator
Wellness & Prevention Coordinator

Cristina Dobon-Claveau, LCSW, PPSC
Wellness & Prevention Coordinator
cdobon-claveau@rjuhsd.us
1998 - 2003
Children’s Receiving Home
Emergency Response - Investigations
5150 Evaluations
Family Maintenance
Placer Union High School District SpEd / CSOC Student Mental Health

2003 - 2010
K-12 ERMHS Counselor
Juvenile Drug Court Program

2010 - 2017
Coordinator Foster / Homeless Programs
School Based Wraparound
Eliminating Barriers to Learning Trainer

2017 - Current
Wellness & Prevention Coordinator

Craig Gibbs, LCSW, PPSC
Wellness & Prevention Coordinator
cgibbs@riuhsd.us
Sabrina Vella, LCSW, PPSC
svella@rjuhsd.us

Wellness & Prevention Coordinator

Work History In Schools Since 2006:

- K-12 School & Community Engagement
- Foster & Homeless Youth Supports
- Trauma Informed School Clinician
- Educationally Related Mental Health Service Therapist
- Counseling Enriched Classrooms
- Non-Public School - Students with Disabilities Severely Emotionally Disturbed IEP

Additional Work Experiences Outside of Schools:

- Locked Residential Community Treatment Facility for Adolescence
- Emergency Psychiatric Assessment Center & Crisis Stabilization
RJUHSD serves the educational needs of more than 10,000 students.

Six Comprehensive High Schools: Antelope, Granite Bay, Oakmont, Roseville, Woodcreek & West Park

Two Alternative High School

Roseville Adult School
MISSION STATEMENT

Roseville Joint Union High School District’s mission is to:

- **Ignite** innovative and meaningful learning
- **Inspire** powerful impact in our communities
- **Prepare all** students for multiple paths to success
Ethnicity

- Hispanic/Latino: 22.7%
- White: 59.4%
- Multi-Ethnic: 7.7%
- Black: 4.2%
- Filipino: 4.3%
- AI/AN: 0.9%
26%

2019-2020 Free & Reduced Lunch
History of Mental Health Services in RJUHSD
Historical Support Referral Process

Student with Social/Emotional or Behavior Issue → Admin → Counselor → Outside Provider
## What did our California Healthy Kids Survey Say?

### 2017 Data (% responded Yes)

<table>
<thead>
<tr>
<th>Question</th>
<th>9th Graders</th>
<th>11th Graders</th>
<th>NT Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more, that you stopped doing some usual activities?</td>
<td>29%</td>
<td>33%</td>
<td>47%</td>
</tr>
<tr>
<td>During the past 12 months, did you ever seriously consider attempting suicide?</td>
<td>15%</td>
<td>15%</td>
<td>33%</td>
</tr>
</tbody>
</table>
~8 week waiting period
Wellness Centers
Not a new concept!
Dad, can I have a Wellness Center?

Yes, yes you can!
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Go To Work
Redwood High School
Tamalpais Union
Est. 2016

Welcome to the Wellness Center
We are here to help!

STOP
Do you have an APPOINTMENT PASS?

Yes! I do!
GREAT! Please check the room number & go to your appointment.

No,
But it’s an Emergency
OK! Tell Wellness Staff and sign-in.

No, but my teacher knows I’m here

During class time the Wellness Center is only for students who TRULY can’t be in class. Please see Wellness Staff if this applies.

No pass.
But I want to talk to someone

No Problem!
Here’s what to do:
1) Fill out a blue “request” form
2) We’ll call you down today or tomorrow
3) Go back to class.

THANK YOU
Focus Areas:

Mental Health
Substance Use/Prevention
Attendance Support
Assessment & Referral
Community Resources Hub

Wellness Center
Up Next: Sabrina Vella

- Tiers of intervention - School Wide Practices
- Organizing & Tracking Services
- Multidisciplinary Teams & Collaborations
- Advertising Services
INTEGRATED SCHOOL MENTAL HEALTH MODEL

TIER 1
UNIVERSAL INTERVENTIONS
Preventative, proactive interventions for all students

TIER 2
SECONDARY INTERVENTIONS
Rapid response, high efficiency, small group interventions for some students

TIER 3
TERTIARY INTERVENTIONS
Assessment-based, high intensity interventions for individual students

Image pulled from: https://sainta.org/services/school-based-mental-health
Tier 1- Whole School Intervention
THANK YOU FOR EVERYTHING YOU HAVE DONE THESE PAST COUPLE OF WEEKS! THIS IS JUST A LITTLE SOMETHING TO START THE SCHOOL YEAR WITH...

"WELLNESS"

- A happy face to remind you to keep smiling
- Lifesavers to remind you that you’ve been one
- Bubble Wrap to “pop away your troubles”
- A Kind bar to remind you to be kind to yourself
- Rubber Bands to remind you to stay flexible
- Tootsie rolls for when you have to roll with the punches
- Bubbles to practice deep breathing
- Snickers because laughter is the best medicine
- Tea to help you relax at the end of the day
- Emergen-C to remind you to take care of yourself
- Gum to help you stick with it, when you felt like giving up!

WE MADE IT!

WELLNESS - IS HERE FOR YOU
Universal Screening Introduced Year 3

Introducing CoVITALITY
Social Emotional Health Surveys

Complete Mental Health Assessment for Adolescents
Tier 2 - Classroom Push-In & Small Groups

- **Classroom presentations included:**
  - Advertising Wellness
  - Skill building presentations
  - Social and emotional learning and circle work to build community and relationship
  - Providing resources and information

- **Small Groups**
  - Skill building groups - closed groups
  - Mental health groups - closed groups
  - Clubs, connections with at risk populations, open group counseling groups
Tier 3 - Individual Services

The biopsychosocial model of health

- **Biological**
  - genetic vulnerabilities
  - drug effects
  - temperament
  - IQ
  - self-esteem

- **Mental Health**
  - family relationships
  - trauma
  - coping skills

- **Social**
  - peers
  - family circumstances
  - school

**The S.M.A.R.T. goal formula**

- **Specific**
  - Clearly identify the goal.

- **Measurable**
  - Define the goal in measurable terms.

- **Attainable**
  - Choose goals that are realistic and manageable.

- **Relevant**
  - Make sure the goal is something that is important to you.

- **Time-bound**
  - Define the time frame during which you will achieve the goal.
Creating A Spectrum Of Services
## Tracking Service & Data Driven

**Wellness Service Tracker Template**

<table>
<thead>
<tr>
<th>Confidential Minor Consent</th>
<th>Date of Referral</th>
<th>Student</th>
<th>Student ID</th>
<th>School Counselor</th>
<th>Staff Assigned</th>
<th>Service Type</th>
<th>Service Type</th>
<th>Staff Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8/1/20</td>
<td>Pedro</td>
<td></td>
<td>Minor</td>
<td>Emily</td>
<td>Image+Photo</td>
<td>Attendance</td>
<td>Joe</td>
</tr>
</tbody>
</table>

**Invalid:** Input must be an item on the specified list.
Expanding University Partnerships

CSU, Sacramento
CSU, Chico
William Jessup
University of San Francisco
Western Seminary
Creating Multidisciplinary Teams
Expanding Staffing & Community/University Partnerships
PCOE Grant Partnership

+ 6 Staff
Community Collaborations - We can’t do it alone!

SUPPORTS & SERVICES

KidsFirst
Kaiser Permanente
Granite Wellness Centers
Lighthouse Counseling & Family Resource Center
PCOE
Placer County Office of Education
County of Placer
Placer Food Bank

Providing hunger relief to El Dorado, Nevada, and Placer Counties

Nourishing Communities
Community Collaborations - We can’t do it alone!

INTERN/TRAINEE PROGRAM

SACRAMENTO STATE

Social Work
Marriage and Family Therapy
Licensed Professional Clinical Counselor
Pupil Personnel Services Credential

WESTERN SEMINARY

CALIFORNIA STATE UNIVERSITY | Chico
Great plan, how do we pay for it?

Local Control Accountability Plan
Title I
Homeless Education Grant
Tobacco-Use Prevention Education Grant
SPACE: Common, Individual, Group, Meeting & Training
Wellness Centers are a safe place on school campus where students, parents and staff can access supports and resources to promote positive mental health.

If you or a friend are in need of support in these areas please reach out to your school's Wellness Center:

Mental Health

Community Resources
Program Implementation Evaluation

Where do you put your energy?

Wellness Center Rubric

- Physical Space
- Process & Procedures
- Intervention
- Community Partnerships
- Integration & Collaboration
- Staffing
- School Culture
- Assessment & Evaluation
<table>
<thead>
<tr>
<th></th>
<th>2019/20</th>
<th>2018/19</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>RJUHSD</td>
<td>931</td>
<td>625</td>
<td>292</td>
</tr>
</tbody>
</table>
### SIGN-INS - AUGUST 2019 - MAY 2020

<table>
<thead>
<tr>
<th>Total number of sign-ins</th>
<th>Reason Why - Student Selected, might not be 100% accurate</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,438 2018/19 RJUHSD</td>
<td>DATA NOT COLLECTED</td>
<td></td>
</tr>
<tr>
<td>Total # of sign ins 11,332</td>
<td>I just need a break - 32.6%</td>
<td>9th - 26.3%</td>
</tr>
<tr>
<td>Unduplicated 2,393</td>
<td>I have a pass from a teacher - 23.7%</td>
<td>10th - 26.2%</td>
</tr>
<tr>
<td></td>
<td>Individual session - 19.8%</td>
<td>11th - 27%</td>
</tr>
<tr>
<td></td>
<td>I'm not sure, given pass -7.1%</td>
<td>12th - 20.5%</td>
</tr>
<tr>
<td></td>
<td>I need to talk, its urgent -8.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group session - 5.3%</td>
<td></td>
</tr>
</tbody>
</table>

### REFERRALS - MENTAL HEALTH - TIER 2 & 3 SERVICES

<table>
<thead>
<tr>
<th></th>
<th>2019/20</th>
<th>2018/19</th>
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<td>RJUHSD</td>
<td>931</td>
<td>625</td>
<td>292</td>
</tr>
</tbody>
</table>

### REFERRALS MADE BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018/19 End of Year Totals</th>
<th>2019/20 End Of Year totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>23%</td>
<td>25%</td>
</tr>
<tr>
<td>10</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>11</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>12</td>
<td>17%</td>
<td>19%</td>
</tr>
</tbody>
</table>

### DISCREPANCIES

<table>
<thead>
<tr>
<th></th>
<th>Individual 37%</th>
<th>Group 25%</th>
<th>Teen Intervene 12%</th>
<th>Case Management 5%</th>
<th>Attendance 8.5%</th>
<th>Declined 12.4%</th>
<th>Support Plans 11%</th>
<th>Average # Wks 16.5</th>
<th>Average # Sessions 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>RJUHSD</td>
<td>Individual 46%</td>
<td>Group 42%</td>
<td>Substance Intervention 11%</td>
<td>Attendance 4%</td>
<td>No preference 8%</td>
<td>Average # Wks 16.5</td>
<td>Average # Sessions 9.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anxiety - 27%</td>
<td>Depression - 25%</td>
<td>Emotional/Regulation - 13.6%</td>
<td>Grief &amp; Loss - 8.8%</td>
<td>Suicidal Ideation - 4%</td>
<td>Self Injurious - 2.5%</td>
<td>Self Esteem - 8%</td>
<td>Peer relationships - 8%</td>
<td>Trauma - 3%</td>
</tr>
</tbody>
</table>

### GENDER - STUDENT SELF IDENTITY

<table>
<thead>
<tr>
<th></th>
<th>2019/20</th>
<th>2018/19</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>41.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4.4%</td>
<td></td>
<td></td>
</tr>
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### RACE/ETHNICITY - STUDENT SELF IDENTITY

<table>
<thead>
<tr>
<th></th>
<th>2019/20</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>54.8%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>21.6%</td>
<td></td>
</tr>
<tr>
<td>Asian, PI, Filipino, NA, ME</td>
<td>11.5%</td>
<td></td>
</tr>
<tr>
<td>AA/Black</td>
<td>6.8%</td>
<td></td>
</tr>
<tr>
<td>Multi</td>
<td>5.3%</td>
<td></td>
</tr>
</tbody>
</table>

### IEP, 504, EL, FOSTER OR HOMELESS OR PROB, TITLE I

<table>
<thead>
<tr>
<th></th>
<th>IEP</th>
<th>504</th>
<th>EL</th>
<th>FOSTER OR HOMELESS OR PROB</th>
<th>TITLE I</th>
</tr>
</thead>
<tbody>
<tr>
<td>RJUHSD</td>
<td>9%</td>
<td>14%</td>
<td>7%</td>
<td>7%</td>
<td>27%</td>
</tr>
<tr>
<td>2018/29</td>
<td>11.1%</td>
<td>17.3%</td>
<td>5%</td>
<td>9.3%</td>
<td>55%</td>
</tr>
</tbody>
</table>
### What did our California Healthy Kids Survey Say?

#### 2019 Data (% responded Yes)

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<td>38%</td>
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<tr>
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<td>13%</td>
<td>16%</td>
<td>21%</td>
</tr>
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</table>
MORE RESOURCES CAN BE FOUND ON OUR DISTRICT WELLNESS WEBSITE AT:

YOU CAN ACCESS ALL OF OUR RESOURCES BY USING YOUR CAMERA ON YOUR SMARTPHONE TO SCAN THE QR CODE OR BY VISITING:

CHECK OUT OUR WEBSITE TOO AT:
HTTPS://BIT.LY/RJUHSDWELLNESS
Thank You