

District Advisory Council

# Pupil Services

Mental Health & Safety

11.8.2023

# Agenda

## Introductions

## Mental Health

Solution Focused Counseling, Tiers of Support, Universal Screener, Community Partnerships

## School Safety

SB 187 Comprehensive School Safety Plans, Standard Response Protocol (SRP)

# MENTAL HEALTH

# Solution Focused Counseling

- ▶ short-term goal-focused evidence-based therapeutic approach
- ▶ incorporates positive psychology principles and practices
- ▶ helps our students focus on finding solutions rather than perseverating on the problem

Aligns with GROWTH MINDSET practices.

Aligns with STRENGTH BASED perspectives.



# UCSB - Trauma Informed Practices in Schools (TIPS)

- ▶ Focus on:
  - what childhood trauma looks like
  - the impact of childhood trauma on learning
  - how to respond
    - realize the impact and options for recovery
    - recognize the signs
    - respond by integrating positive resiliency practices and interventions into schools system
  - understanding and responding to secondary trauma in staff

## Tier 1 / Universal

### Positive Behavior Interventions and Supports (PBIS)

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Second-Step Curriculum</li> <li>● Inner Explorer (Mindfulness)</li> <li>● DESSA - Mini (Universal SEL Screener)</li> <li>● School Norms</li> <li>● Establishment of clear expectations</li> <li>● Consistent scheduling</li> </ul> | <ul style="list-style-type: none"> <li>● Classroom management systems</li> <li>● Explicit classroom rules that are taught</li> <li>● Classroom meetings</li> <li>● Continuum of Mild Classroom Consequences</li> </ul> | <ul style="list-style-type: none"> <li>● Psych consult/office hours</li> <li>● SEL committee</li> <li>● Frequent specific feedback</li> <li>● Token economy system</li> <li>● Classroom reinforcements</li> </ul> |
|---|--|---|

## Tier 2 / Targeted

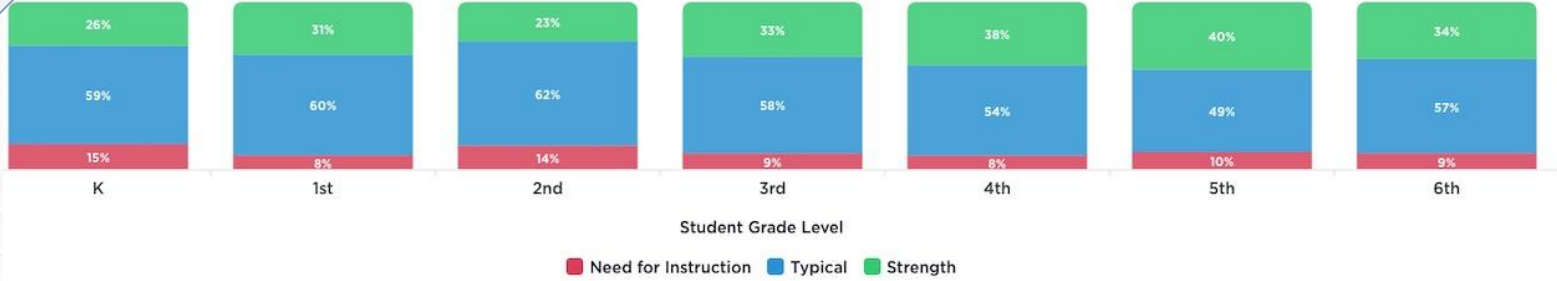
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|---|---|--|
| <ul style="list-style-type: none"> <li>● Direct Instruction to reteach/pre-teach specific skills</li> <li>● Teacher/psychologist consult</li> <li>● Behavior contract with the teacher</li> </ul> | <ul style="list-style-type: none"> <li>● Targeted Second-Step lessons</li> <li>● Daily specific feedback to students</li> <li>● Individual reinforcement</li> <li>● Check-in/Check-out</li> </ul> | <ul style="list-style-type: none"> <li>● Prosocial skills training</li> <li>● Community Resources</li> <li>● Student Success Team (SST)</li> <li>● Home-school connection</li> </ul> |
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## Tier 3 / Intensive

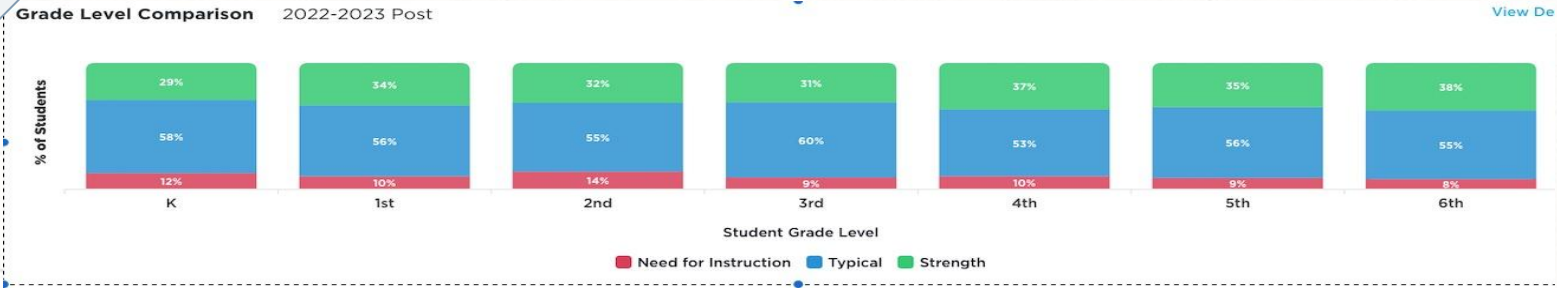
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| <ul style="list-style-type: none"> <li>● Friendship groups with pre/post surveys</li> <li>● Individual work with the School Mental Health Provider for short duration</li> </ul> | <ul style="list-style-type: none"> <li>● Behavior contract with the Principal</li> <li>● Individualized Behavior Support Plan (BSP)</li> </ul> | <ul style="list-style-type: none"> <li>● Parent / Teacher / Principal consult with Psych</li> <li>● Possible referral for assessment</li> </ul> |
|--|--|---|

# DESSA-mini DATA

Fall  
2022



Spring  
2023



# DESSA-Mini Parent/Guardian Letter

**COMING SOON!**

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a national organization that examines hundreds of studies that link social-emotional learning (SEL) to academic achievement. These studies have consistently shown that SEL bolsters student academic achievement.

GUSD uses a universal SEL assessment; the *Devereaux Student Strengths Assessment-mini* (DESSA-mini) is a questionnaire completed by your child's classroom teacher to identify which social and emotional skills your child has already learned and what skills might still need to be developed. As always, no one assessment is a complete picture of performance in isolation. Below is a description of the DESSA-mini scores and what next steps there will be for your child based on the results.

**DESSA-mini Scores Rubric**

Social-Emotional Total Score	Descriptor	Definition
60 and above	Strength (S)	The term strength indicates that your child has a well-developed set of social-emotional skills.
41-59	Typical (T)	The term typical indicates that your child is showing expected social-emotional skills. About 2/3 of children receive a typical rating.
40 and below	Need for Instruction (N)	The term "need for instruction" was thoughtfully chosen to convey that a child needs support and instruction. That is, it reflects that the student has not YET acquired some social-emotional learning skills according to this one instrument. A plan will be developed to support your child's specific areas of need for instruction with your input.

Child's Last Name	Child's First Name	Rating Period	Social-Emotional Total	Descriptor



# Partnerships with Community Agencies

- ▶ Youthwell
  - Partnership to provide access to a mental health network across our county, resources to provide our families with, and support groups for students, families, and staff.
- ▶ Family Service Agency (FSA)
  - Piloting an memorandum of understanding (MOU) where FSA provides GUSD with a 30-hour per week counselor to support student counseling and mental health at one school site. Paid for by grants.
- ▶ Antioch University, Santa Barbara
  - 1 Intern Clinical Psychologist
- ▶ University of California, Santa Barbara
  - 3 School Psychologist Practicum Students

# SCHOOL SAFETY

# Circles of Communication

- ▶ District Office Team and 911
  - SBCEO Safety Liaison
- ▶ Immediately impacted staff
- ▶ School-wide staff
  - may also include GUSD-wide staff
- ▶ Families
  - ParentSquare Post and/or Text Alert

# County-Wide School Safety Coalition

# SB 187 Comprehensive School Safety Plans

School Year: 2022-23

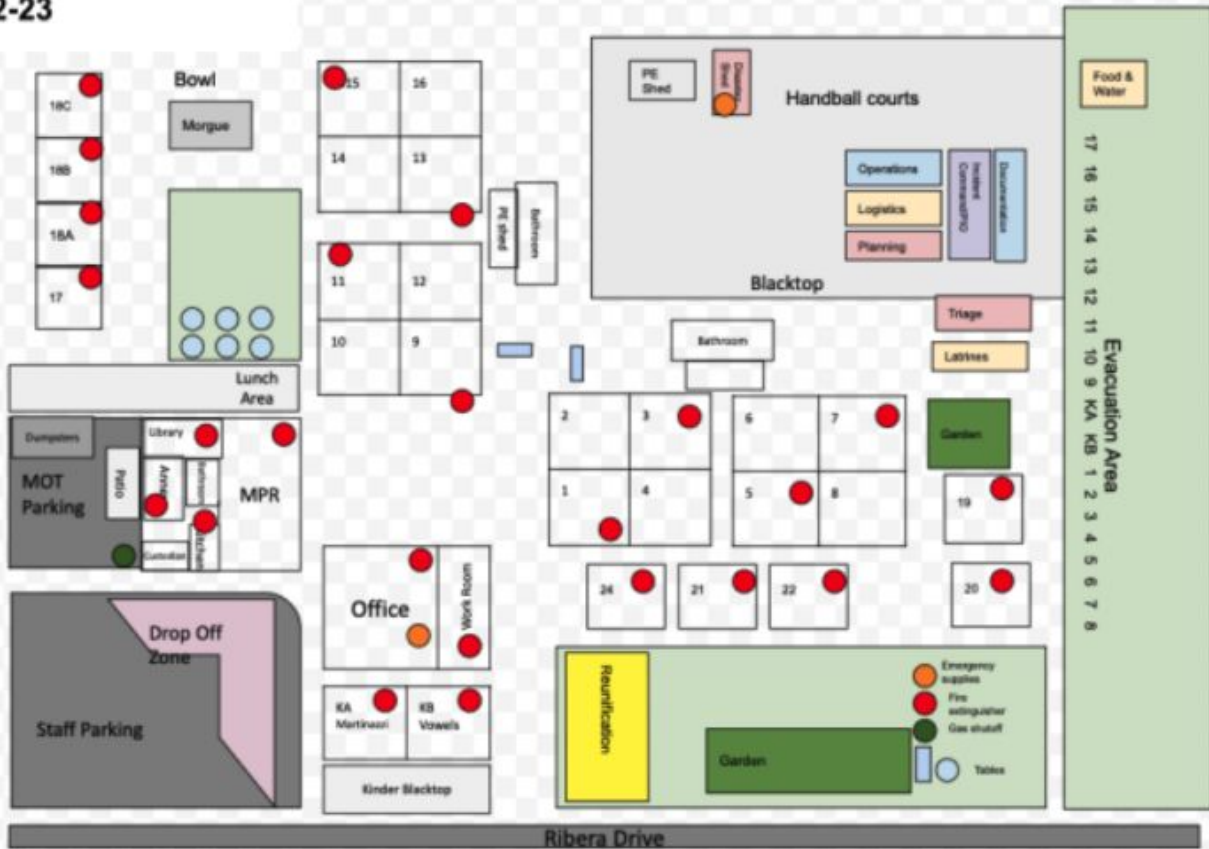


## SB187 Comprehensive School Safety Plan

School Name	County-District-School (CDS) Code	School Site Council (SSC)	Local Board Adoption Date
Hollister Elementary School	42691956045462	12/12/2022	

- ▶ Every school has one.
- ▶ Outlines safety goals and all safety procedures including child abuse reporting, what to do in emergency situations, and emergency contacts.
- ▶ Maps for first responders.

# Foothill Site Map 2022-23



## Component 2: The Physical Environment - "Places"

Create and maintain a safe physical environment that communicates respect for learning and individuals.

### Element:

A safe School Environment

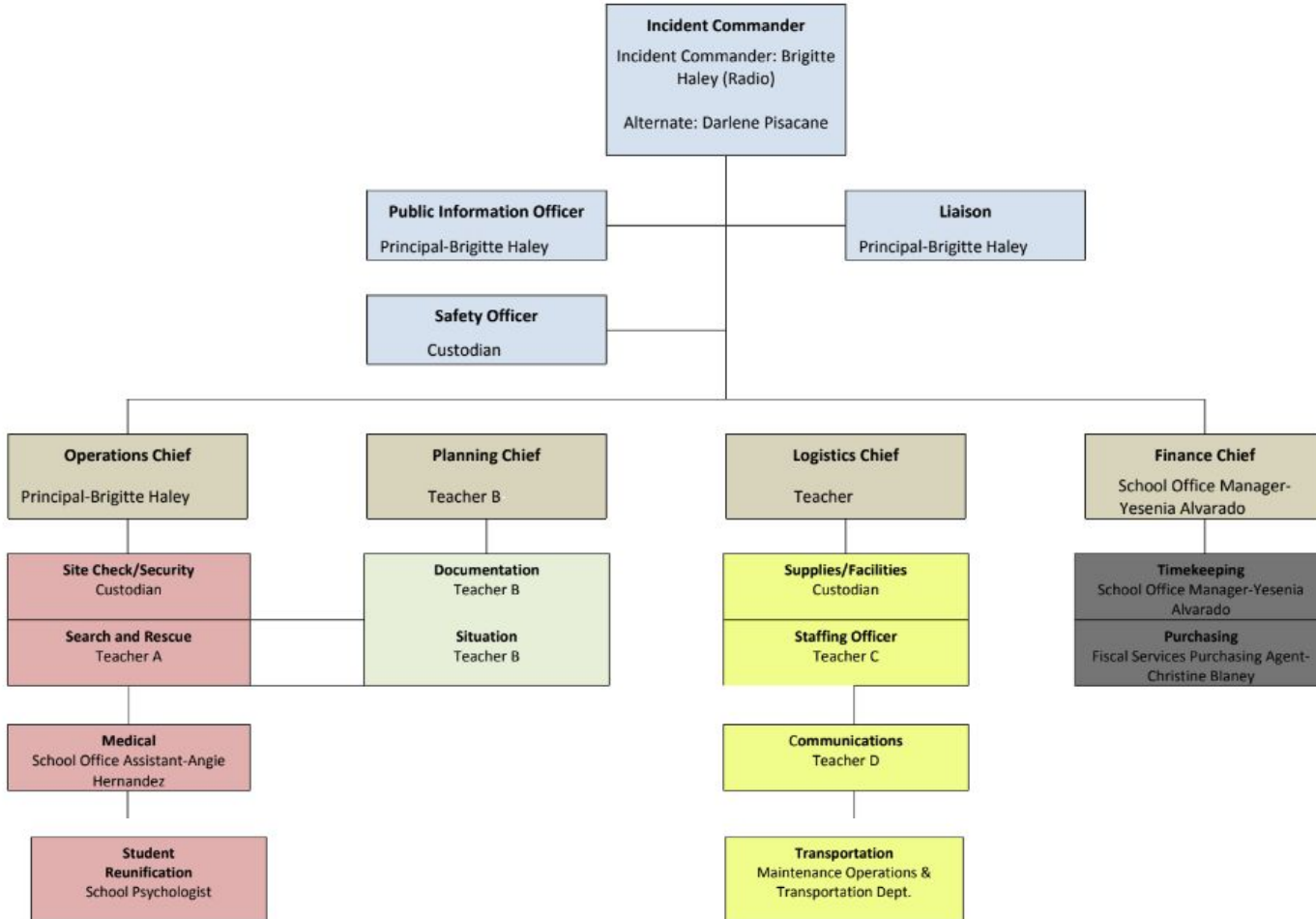
### Opportunity for Improvement:

Ensure Facility is in safe working order

Staff and students will report feeling safe at school as identified by survey results.

Objectives	Action Steps	Resources	Lead Person	Evaluation
The school site will have procedures to ensure a safe campus	Signs appropriately placed to support safety and compliance for students, staff, and families. Williams Act will be implemented Safety plan review with staff.		Maintenance/custodian	Yearly walk through
same as above	The school campus will be clean and orderly.		Custodians, teachers	Daily walk through

La Patera Elementary School Incident Command System





# Informing Families About our Practices

## GUSD Standard Response Protocol (SRP) for Incidents Impacting Student and Staff Safety / Protocolo de Respuesta Estándar (SRP) de GUSD para Incidentes que Impactan la Seguridad de Estudiantes y Personal

Dear GUSD Families,




As we start the new school year, I would like to share with you how we, as a district, respond to incidents that occur on or near our school campuses that may impact student and staff safety. We take the safety of our students and staff very seriously, and all threats or potential threats are treated with the utmost urgency.

During any active incident, we communicate with the following agencies and people in the order noted below:

1. 911 (when appropriate; most often for **Secure** and **Lockdown**)
2. District Office Incident Response Team
3. School-Wide Staff
  1. May at times include District-Wide Staff or multiple school-site staff
4. Families of students at impacted school site/s through ParentSquare Alerts and Posts
  1. May at times include District-Wide Families or multiple school-site families

We collaborate with all of our local law enforcement agencies and first responders during any active incident. When there is an incident that is occurring on or near a school campus that may impact or is impacting student and staff safety, we immediately initiate our Standard Response Protocol (SRP) system. All GUSD staff have been trained on the SRP system, and all school sites practice what to do during an active SRP incident with monthly drills.

SRP is an action-based response system that provides a concise common vocabulary in times of crisis, hazards, and threats. All incidents fall into one of five categories with specific action steps to be followed.

Category	Action Steps
 <p><b>HOLD</b> ¡ESPEREN!</p>	<b>HOLD:</b> An all-call on our public address system goes out saying, "Hold in your Room or Area. Clear the Halls." The directive is repeated twice. All students and staff clear the halls and stay within a classroom or building. Doors are closed and locked, but it is business as usual in the classroom. This is most often used in the event of a medical emergency that requires our first responders to be able to easily access our campus. Once the incident is over, an all-call on our public address system goes out saying, "All Clear. Hold is Over." Students and staff go back to their normal activities.
 <p><b>SECURE</b> ¡PROTEJAN!</p>	<b>SECURE:</b> An all-call on our public address system goes out saying, "Secure! Get inside. Lock outside doors." The directive is repeated twice. All students and staff return to the inside of the buildings, doors are closed and locked, and attendance is taken to account for all students. Our students continue on with "business as usual" within whatever classroom they are in, so learning still continues while staff increase their situational awareness. Once the incident is over and the campus is determined safe, an all-call on our public address system goes out saying, "All Clear. Secure is Over." Students and staff go back to their normal activities.
 <p><b>LOCKDOWN</b> ¡CIERRE DE EMERGENCIA!</p>	<b>LOCKDOWN:</b> An all-call on our public address system goes out saying, "Lockdown! Locks, Lights, Out of Sight!" The directive is repeated twice. All doors are locked, lights are turned off, and all students and staff are to be out of sight (in hiding). Attendance is taken to account for all students and staff. No one is allowed to enter or exit the school, with the exception of law enforcement. Once the incident is over, law enforcement or a specific school official will enter every locked building to announce to each classroom that the lockdown is over. Once the incident is over and the campus is determined safe, the students and staff are dismissed back to their normal activities.



**EVACUATE**  
¡EVACUEN!

**EVACUATE:** An all-call on our public address system goes out saying, "Evacuate to (location)." The directive is repeated twice. For example, in the event of a fire or after an earthquake, the public address might say, "Evacuate to the big field" or "Evacuate to the side parking lot." Once the incident is over and the campus is determined safe, the students and staff are dismissed back to their normal activities.



**SHELTER**  
¡BUSCAR RESGUARDO!

**SHELTER:** An all-call on our public address system goes out saying, "Shelter! For a \_\_\_\_ (hazard) \_\_\_\_ (safety strategy)" and the directive is repeated twice. For example, if there were an earthquake, the public address would say, "Shelter for earthquake! Drop, cover, and hold!" Once the incident is over and the campus is determined safe, the students and staff are dismissed back to their normal activities.

Here is our family handout ([English](#), [Spanish](#)) regarding our SRP response protocols for different incidents.

Please do not hesitate to reach out to your school site principal with any questions you may have.

Sincerely,  
Amanda Martínez  
Assistant Superintendent of Pupil Services

# ParentSquare Posts Practice Drills



## Drill - November 9th / Simulacro - 9 de noviembre

Mirta Lorena Chavez • 3 days ago • Monday, Nov 6 at 1:55 PM • El Camino Elementary School



### Lockdown

Dear El Camino Families,

The students and staff of our school practice different emergency drills each year. On Thursday, November 10th, we will practice a Lockdown Drill. The purpose of the drill is to be prepared and provide students with a sense of security in knowing what to do in emergencies.

For this type of drill, we will secure the school building and safely shelter all students and staff inside the building. The drill takes about 10 – 15 minutes. After the drill we will resume our regular activities.

These safety practice drills are done to help maintain our schools as a safe place to learn and work.



## FYI - Lockdown Drill at Ellwood Today

Edward Schoenwetter • a month ago • Wednesday, Sep 27 at 1:45 PM • Ellwood School

Ellwood Parents,

I want to let you know that today we conducted a lockdown drill at Ellwood. A lockdown would be used when we need to keep children and staff safe inside our classrooms. This could be due to a dangerous situation at school or in the neighborhood. It could even be due to a wild animal on or nearby campus. All GUSD schools do monthly safety drills to make sure we are prepared. Please let me or your teacher know if you have any questions.

Ned Schoenwetter

# Standard Response Protocol (SRP)



# Every Action Has Set Directives

- ▶ an action based response system that provides a concise common vocabulary in times of crisis, hazards, and threats.
- ▶ simple because every potential incident falls into one of five categories with specific action steps to be followed.

## IN AN EMERGENCY TAKE ACTION



### **HOLD! In your room or area. Clear the halls.**

#### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

#### **ADULTS**

Close and lock door  
Account for students and adults  
Do business as usual



### **SECURE!**

#### **Get inside. Lock outside doors.**

#### **STUDENTS**

Return to inside of building  
Do business as usual

#### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



### **LOCKDOWN! Locks, lights, out of sight.**

#### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

#### **ADULTS**

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



### **EVACUATE! (A location may be specified)**

#### **STUDENTS**

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

#### **ADULTS**

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



### **SHELTER! Hazard and safety strategy.**

#### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **ADULTS**

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

#### **Hazard**

Tornado  
Hazmat  
Earthquake  
Tsunami

#### **Safety Strategy**

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

# Why is SRP?



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



**THANK YOU!**

# CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ▶ Presentation template by [SlidesCarnival](#)
- ▶ Photographs by [Unsplash](#)
- ▶ Paper backgrounds by [SubtlePatterns](#)