

**Burbank Unified School District  
Instructional Services Department**

**REPORT TO THE BOARD**

TO: Members of the Board of Education

FROM: Johanna Chase, Director, Wellness

PREPARED BY: Johanna Chase, Director, Wellness

SUBMITTED BY: Teri Smith, Administrative Secretary

DATE: June 21, 2018

SUBJECT: Report on District's Mental Health and Wellness Plan

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**Background:**

In April, 2016, the Burbank Unified School District (BUSD) Board of Education approved a comprehensive multi-year Mental Health and Wellness Plan. At its core, the objective of the plan has been to apply the Whole School, Whole Community, Whole Child approach by engaging community and District partners and aligning supports for overall student mental health and emotional well-being. To this end, Staff facilitates a Mental Health committee, which meets on a monthly basis to address the implementation of the Plan's goals and activities.

**District-Wide Goals (2017/2018)**

7.1: Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.

**Discussion/Issues:**

In April of 2018, the Board of Education requested a detailed report on the District's efforts to address overall student mental emotional well-being. The accompanying presentation outlines the work done this year ( 2017-2018) by the Mental Health Committee and district staff toward addressing social emotional learning, suicide prevention/intervention, mental health services outreach, parent engagement, and access to resources. The report also includes information about the District's Mental Health and Wellness Survey, which was administered to high school students and District staff during the spring, 2018 semester.

**Fiscal Impact:**

None.

**Recommendation:**

Johanna Chase, Director, Wellness, will report on the District's Mental Health and Wellness Plan, as presented.

# 2017-2018 Mental Health and Wellness Plan Update



Report to the Board of Education  
*June 21, 2018*



Wellness Programs & Services

# 5 Goals of the Mental Health & Wellness Plan:

1. Reduce the Barriers to Mental Health Services for Students, Staff, & Families.
2. Maintain the District Wellness Programs/Services Office & Analyze Trend Data.
3. Support the Implementation of TK-12 Social-Emotional Learning Curricula.
4. Support a Culture of Caring Schools Throughout the District.
5. Provide Ongoing Parent/Staff Education on Mental Health and Wellness.

# **Goal One:**

## **Reduce the Barriers to Mental Health Services for Students, Staff, & Families**

### **OUTCOMES**

- Continued Operation of Wellness Centers at JBHS and Burbank HS;
- Collaborated with School Psychologists, Counselors, Nurses, Administrators, Parents, and ASB students at JBHS and BHS;
- Engaged Burbank Ministerial Association/Faith-based partners.

## **Goal Two:**

**Maintain the District Level Wellness Programs/Services Office & Analyze Trend Data**

### **OUTCOMES**

- Expanded Efforts to Include Health Services, Safety, and Emergency Planning;
- Administered District Mental Health and School Climate Surveys;
- Facilitated Monthly Committee Meetings.

# District Mental Health Survey

**Comparison between**

**2016-2017 and 2017-2018**

**Survey Responses**



# **ALMOST ALWAYS OR OFTEN STRESSED OR ANXIOUS**

**2016-2017**

**2017-2018**

**STUDENTS**



**43%**

**52%**

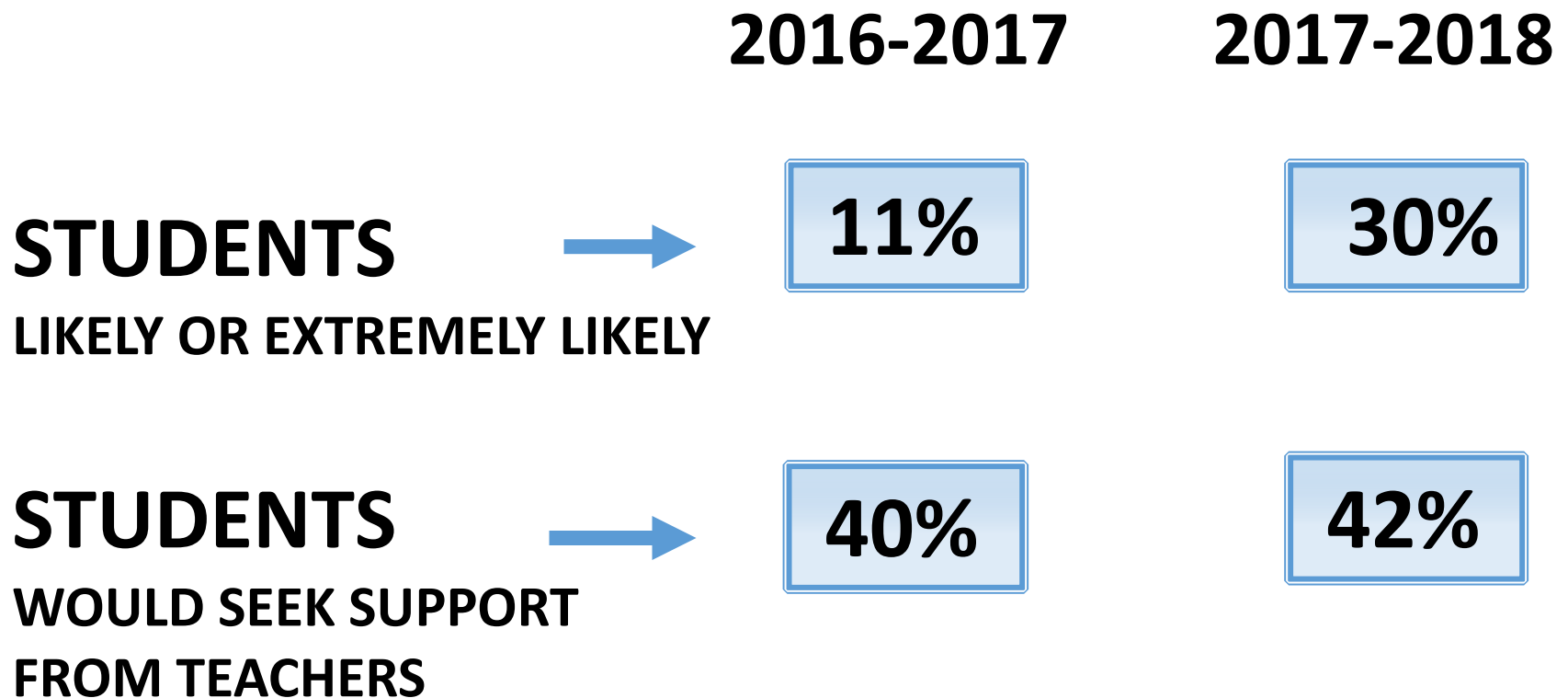
**STAFF**



**33%**

**36%**

# LIKELIHOOD OF SEEKING ON CAMPUS MENTAL HEALTH SUPPORT





# BARRIERS TO ACCESSING MENTAL HEALTH SUPPORT

2016-2017

2017-2018

**STUDENTS**



UNWILLING TO RECEIVE HELP

12%

19%

**STUDENTS**



STIGMA ASSOCIATED  
WITH HELP

8%

11%

## Goal Three:

### Support the Implementation of TK-12 Social-Emotional Learning Curricula

#### OUTCOMES

- Supported students with Second Step implementation at all elementary schools (*still exploring options for secondary schools*).

## **Goal Four:**

### **Support A Culture of Caring Schools Throughout the District**

#### **OUTCOMES**

- Supported training of PBIS at all secondary schools;
- Introduced PBIS to elementary schools.

# **Goal Five:**

## **Provide Ongoing Parent/Staff Education on Mental Health and Wellness**

### **OUTCOMES**

- Convened the first annual Wellness Symposium;
- Trained 1,668 district staff on suicide awareness;
- Provided resources and information on the district web page and District “app.”

# Anticipated Outcomes for 2018-2019

- Strengthen Awareness of and Access to Wellness (Care) Centers & Track Student Access Data;
- Refine MH&W Plan to Reflect Measurable Objectives;
- Explore Social / Emotional Learning Curricula Beyond Elementary Schools;
- Identify Research-based Restorative Justice Programs;
- Offer monthly Staff/Parent Education.

# MENTAL HEALTH AND WELLNESS SURVEY ANALYSIS

Prepared for Burbank Unified School District

April 2018



In the following report, Hanover Research presents the topline results of the 2017-2018 Mental Health and Wellness Survey administered to staff members and students at Burbank Unified School District.

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# EXECUTIVE SUMMARY AND KEY FINDINGS

## INTRODUCTION

In this report, Hanover Research (Hanover) presents findings from Burbank Unified School District (BUSD)'s **2017-2018 Mental Health and Wellness Survey**. The survey assesses student and staff needs for mental health support and the extent to which the existing mental health services benefit students and staff members. The analysis reflects responses from 626 staff members and 3,308 high school students associated with BUSD. These sample sizes represent a 5.7 percent increase for staff members, and 149 percent increase for students year-over-year.

Within this report, the **Key Findings** section highlights key trends from the survey results, while the **Supporting Figures** section presents charts and figures displaying aggregate results, and in meaningful cases, comparisons between staff and student responses. An accompanying data supplement presents 1) topline results for all close-ended questions in the survey, 2) results segmented by role, and 3) verbatim open-ended responses.

## METHODOLOGY



- The survey was fielded online using the SurveyGizmo software platform from December 2017 through January 2018.
- After data collection, Hanover identified and removed low-quality responses. A total of 3,934 stakeholders (3,308 students, and 626 staff) participated in the survey (both complete and partial responses).
- In these slides, Hanover presents aggregate results for all survey items as well as substantive differences by stakeholder.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- Please note that sample sizes vary throughout this report because 1) some respondents only partially completed the survey and 2) Hanover excludes "Don't know" and "N/A" responses from the analysis.

## RECOMMENDATIONS

- **Hanover suggests conducting a services assessment to review the efficacy of Burbank's mental health and wellness initiatives.** Though students indicate that both they and their close friends would benefit from anxiety and stress counseling, three-quarters of students report never having used any mental health and wellness services available to them. Furthermore, both staff and students report little to no progress on a number of district mental health and wellness initiatives, such as reducing barriers and promoting a culture of positive mental health and wellness.





- **Burbank USD should consider taking additional steps to communicate the benefits of utilizing the mental health and wellness services available to stakeholders within the district.** Respondents who have used various services report favorable views of them, yet over 70 percent of respondents report that there has been no progress with regard to on-going education that fosters an understanding of mental health and social-emotional well-being. These findings suggest that stakeholders may not be well-informed about mental health and wellness supports. 
- **Hanover recommends offering professional development opportunities to help faculty and staff develop the skills to support students' mental health and wellness.** While students report that they are more likely to rely on a teacher than a school counselor or psychologist when seeking social-emotional support, staff members report moderate to low levels of confidence in their ability to support a variety of student mental health and social-emotional challenges. 

## KEY FINDINGS

- **Survey results indicate that students generally feel that both themselves and close friends would benefit from a variety of counseling or support services.** Anxiety and stress counseling was rated by students as being at least somewhat beneficial for themselves (66%) and their close friends (76%). Students also report that some counseling services would be more beneficial for their close friends than themselves. For example, 51 percent of students think substance abuse counseling would be at least somewhat beneficial for their close friends, while just 28 percent feel similarly with regard to themselves. (Figure 2.1; Figure 2.2)
- **About half of all respondents report that they are at least often stressed or anxious, while one-third of all respondents report that they are sometimes stressed or anxious.** Thirty-six percent of staff report being at least often stressed or anxious, while 53 percent of students report these levels of anxiety. Additionally, 9 percent of staff report being almost always stressed or anxious, while 21 percent of students report these levels of anxiety. (Figure 2.4)
- **Students indicate that school and career related concerns are the most prevalent sources of stress and anxiety for them, while more personal issues contribute less to their stress and anxiety.** For example, 69 percent of students rated homework as at least a moderate source of anxiety, while just 13 percent reported similar anxiety levels with regard to aspects of their personal identity (e.g., gender identity, racial/ethnic identity). (Figure 2.5)
- **Similarly, staff members report teaching and job responsibilities as primary sources of anxiety and stress, while relationships with others as less prevalent sources of anxiety and stress.** Staff generally report student support responsibilities as

moderate sources of anxiety and stress, and relationships with colleagues, administrators, and parents as low sources of stress and anxiety. (Figure 2.6)

- **Survey results suggest that students have low levels of use and confidence in the mental health and wellness services available to them.** Two-thirds of students indicate that they are unlikely to seek mental or social-emotional support from school staff. Another 75 percent of students indicate that they have never used any of the school-provided mental health and wellness services available to them. (Figure 2.7; Figure 2.8; Figure 2.12)
- **Overall, approximately one-third of staff and students who are aware of, or have participated in various school-provided services or programs, view them as at least very effective, though students found a few of these services significantly more effective compared to staff.** Forty-eight percent of students rate the Family Service Agency of Burbank as either very effective or extremely effective, while 23 percent of staff feel this way. Additionally, 39 percent of students rate the Wellness Center at Burbank High School as either very effective or extremely effective, while 20 percent of staff feel this way. (Figure 2.13; Figure 2.14).
- **Survey results show that unwillingness to receive help is the most prevalent factor that makes it difficult for students to access mental health or social-emotional support services.** Additionally, a lack of knowledge about who to ask for help and communication were also found to be significant factors, while teachers report that stigma is a significant factor that makes it difficult for students to access mental health or social-emotional support services. (Figure 2.15)
- **Staff members report moderate to low levels of confidence in their ability to support and recognize a variety students' mental health and wellness challenges.** Staff also report low levels of satisfaction with regard to the resources available to them for supporting students' mental health and wellness; over 50 percent of staff report just being somewhat satisfied with these resources. (Figure 1.1; Figure 2.16; Figure 2.17).

Figure 1.1

How confident are you in your ability to:	% very + extremely confident
Recognize instances of social and emotional well-being concerns for students	42%
Recognize instances of mental health concerns for students	39%
Report/refer students to receive social and emotional well-being support	39%
Report/refer students to receive mental health support	37%
Implement a Positive Behavioral Intervention and Support (PBIS) model	34%
Implement an Alternative to Suspension model	24%
Implement a Restorative Justice model	16%

- **Survey results indicate that respondents generally feel that a moderate to small amount of progress has been made with regard to a variety of mental health and wellness indicators over the past 6 months.** When considering areas for improvement, providing ongoing education, reducing barriers, and establishing a district-wide culture of positive mental health and wellness were found to have had small to no progress over the past 6 months. (Figure 1.2; Figure 2.18; Figure 2.19)

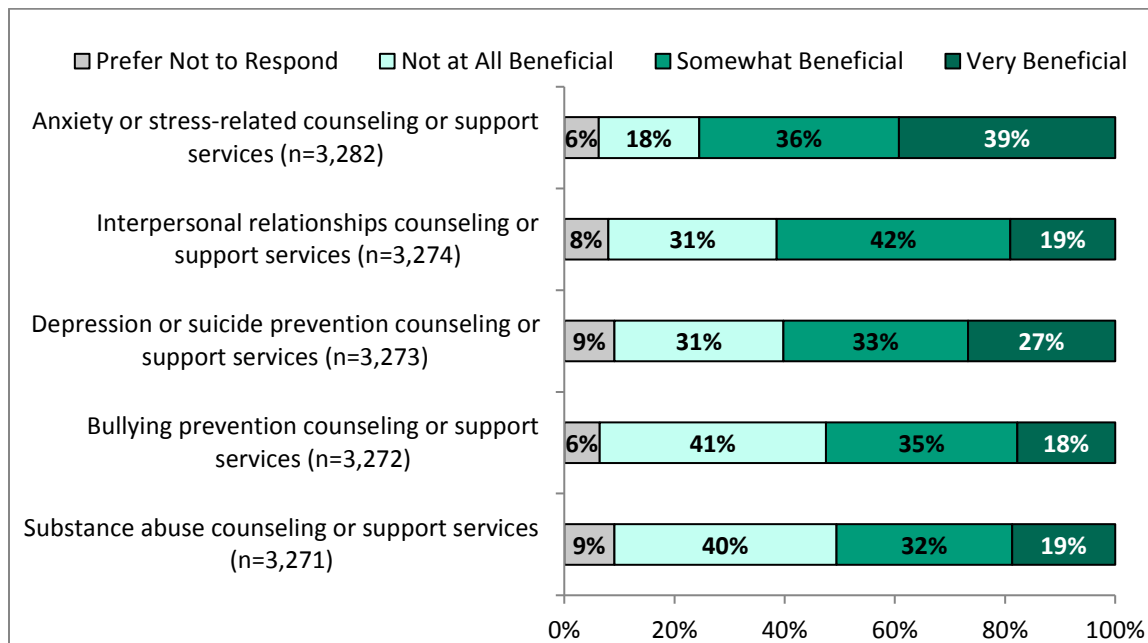
**Figure 1.2**

Over the past 6 months, to what extent has the district made progress on the following goals:	% small amount + no progress
Provide ongoing education to staff that fosters common language and new understanding of mental health, social and emotional well-being, and student wellness	74%
Provide ongoing education to parents that fosters common language and new understanding of mental health, social and emotional well-being, and student wellness	70%
Reduce the barriers to mental health services for staff	69%
Reduce the barriers to mental health services for families	68%
Establish and maintain a District-wide culture based on positive social and emotional interactions	62%
Establish and maintain a District-wide culture that has consistent behavioral expectations for all	61%
Reduce the barriers to mental health services for students	59%
Provide ongoing education to students that fosters common language and new understanding of mental health, social and emotional well-being, and student wellness	59%

## SUPPORTING FIGURES

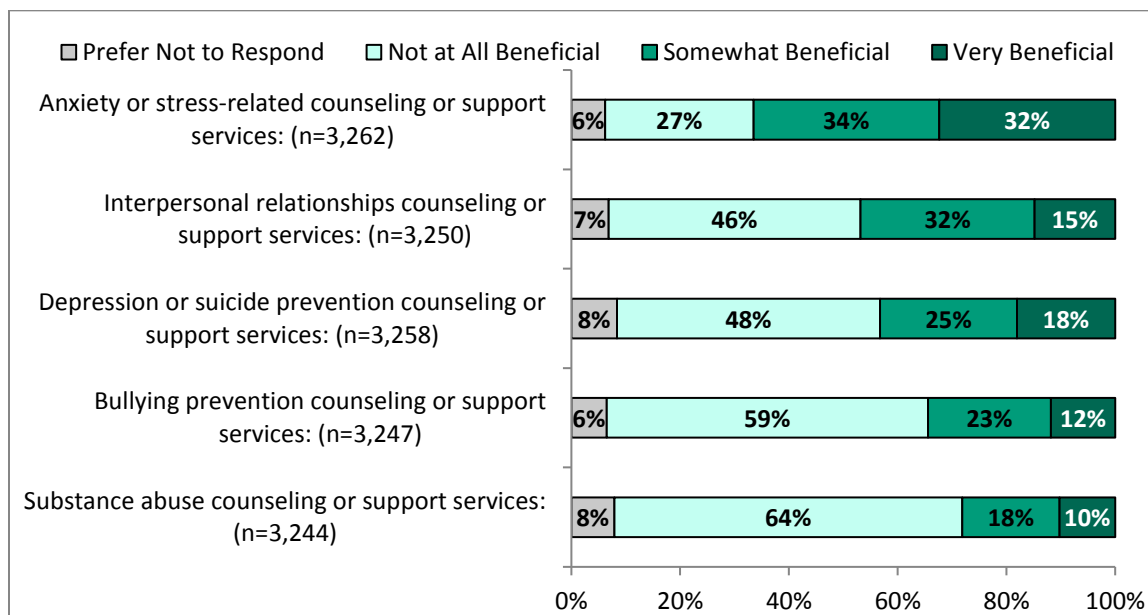
### NEED FOR MENTAL HEALTH SERVICES

**Figure 2.1: To what extent would some of your close friends benefit from the following counseling or support services?**



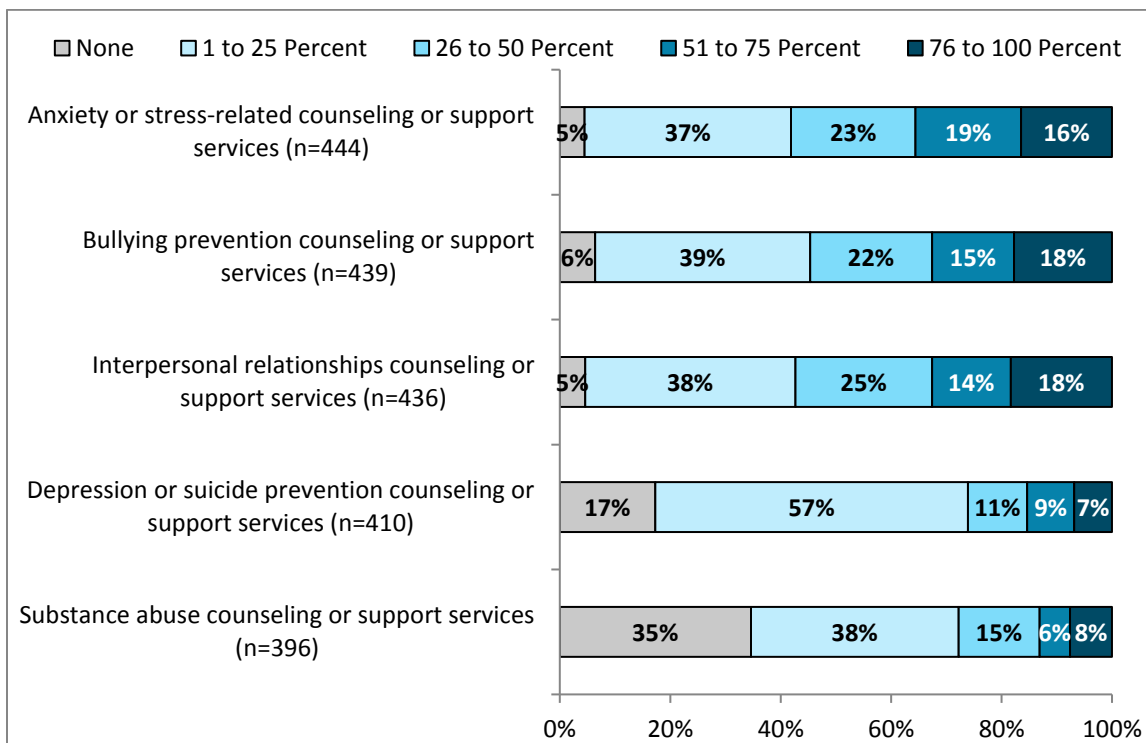
Note: Student respondents only.

**Figure 2.2: To what extent would you benefit from any of the following counseling or support services?**



Note: Student respondents only.

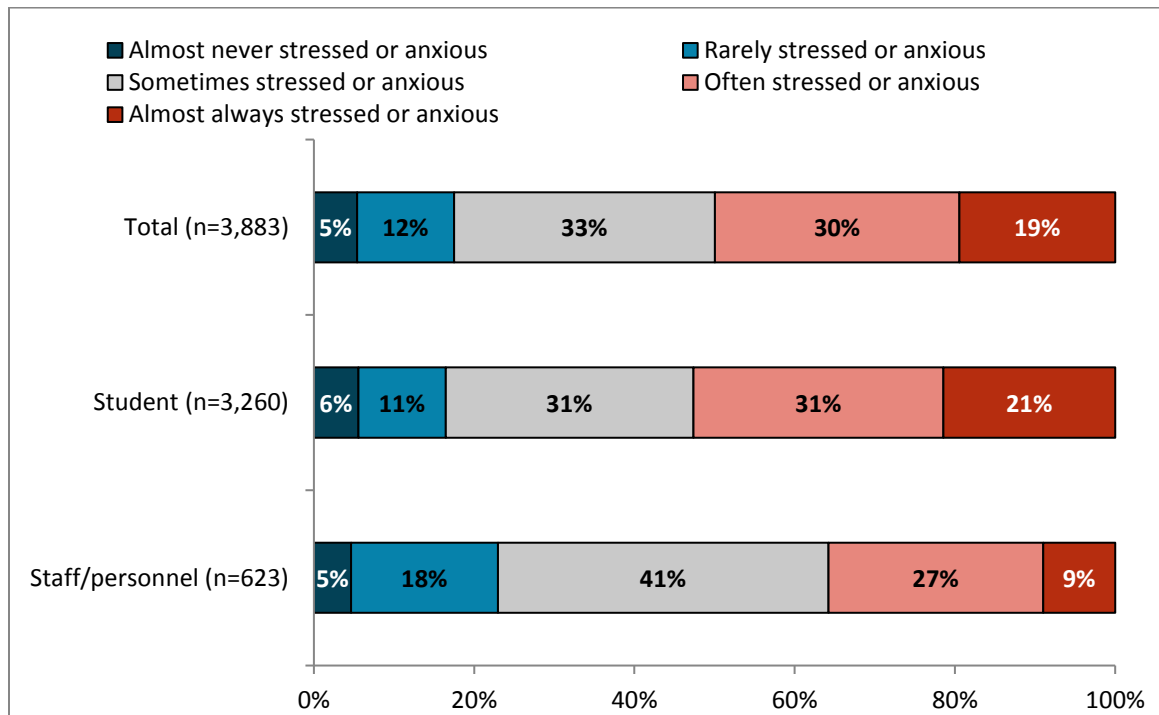
**Figure 2.3: What proportion of the students with whom you regularly engage would benefit from counseling services in the following areas?**



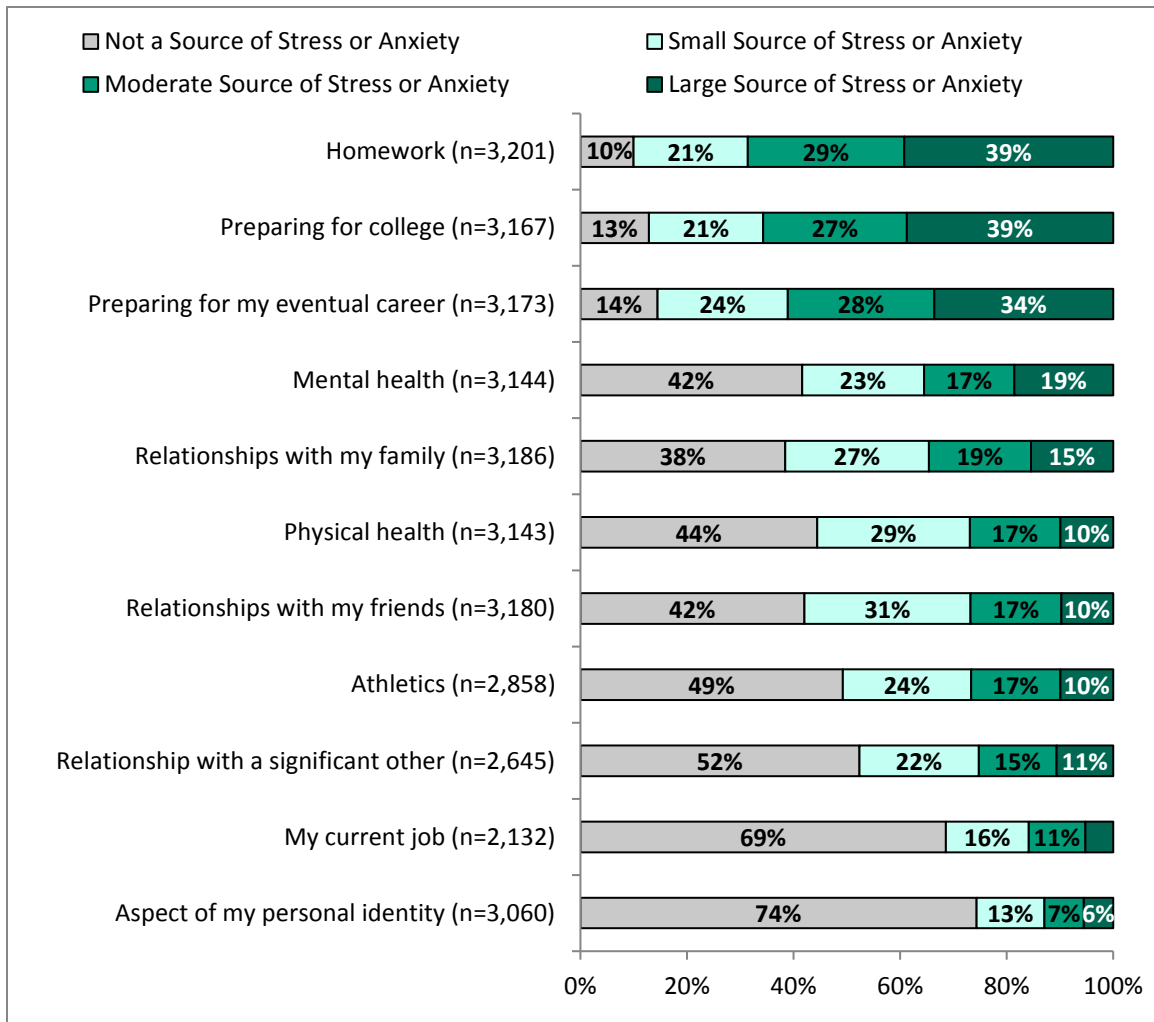
Note: Staff respondents only.

## STRESS AND ANXIETY

**Figure 2.4: In general, how would you rate your typical level of stress or anxiety?**

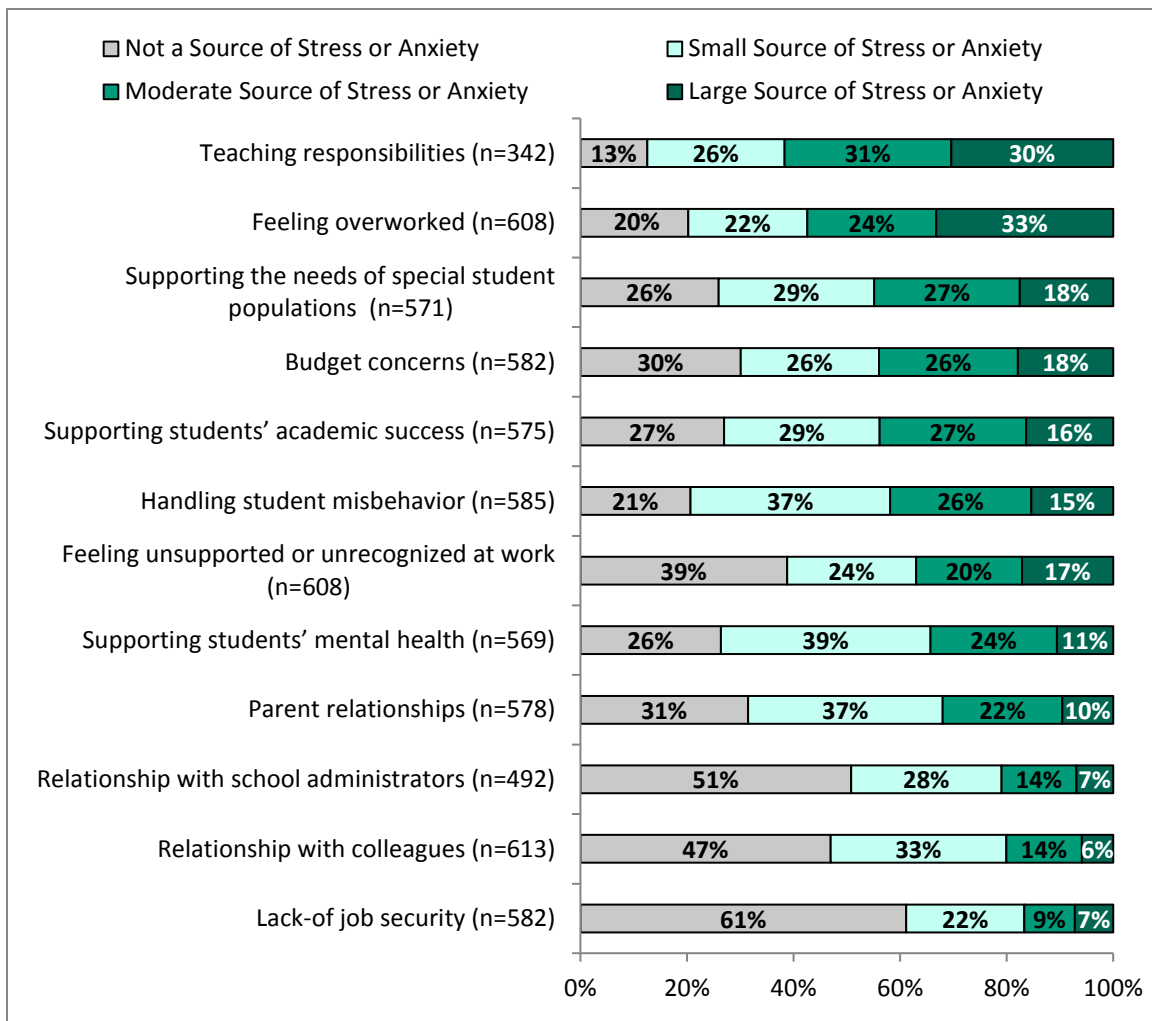


**Figure 2.5: To what extent are the following sources of stress or anxiety?**



Note: Student respondents only.

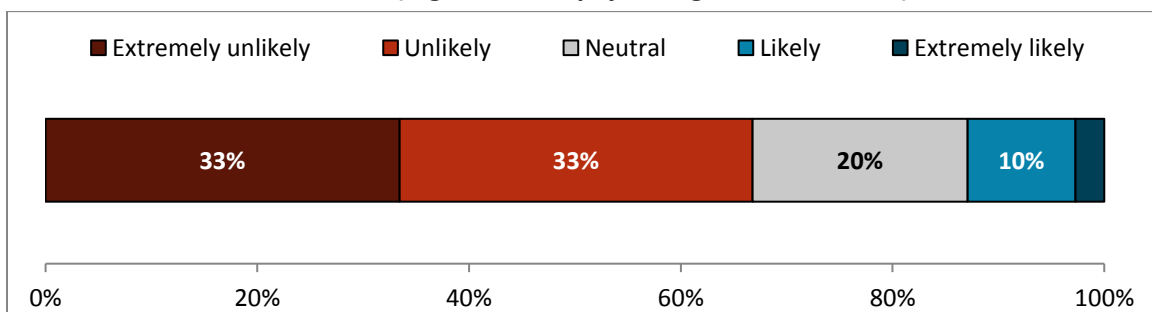
**Figure 2.6: To what extent are the following sources of job-related stress or anxiety?**



Note: Staff respondents only.

## ON-CAMPUS MENTAL HEALTH SUPPORT

**Figure 2.7: How likely would you be to seek mental or social-emotional support from school staff (e.g., a school psychologist or counselor)?**

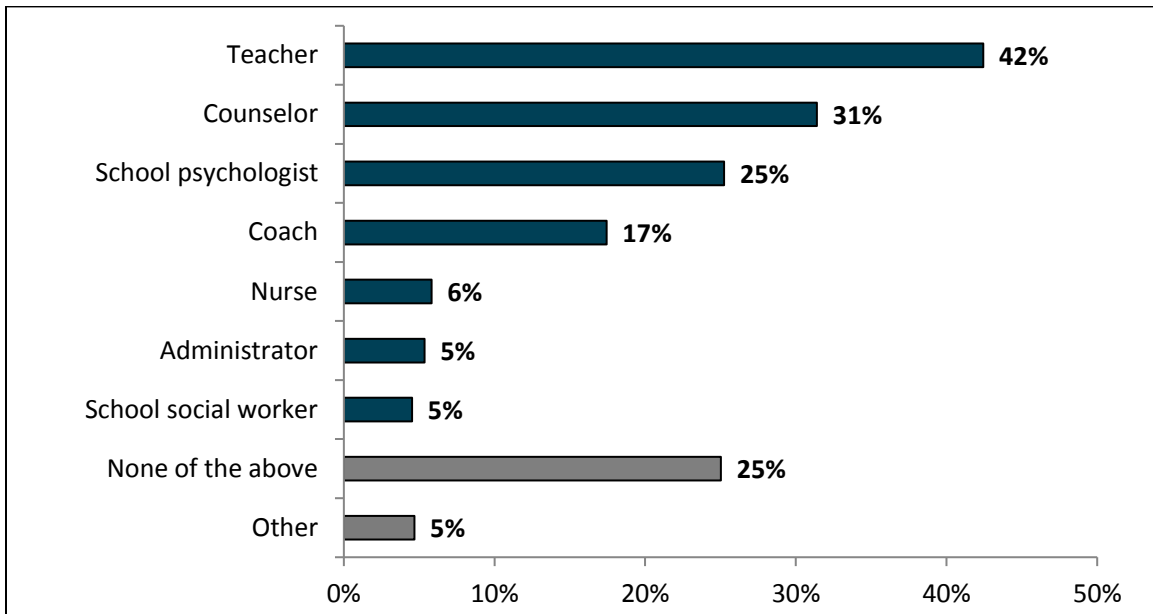


n=3,252

Note: Student respondents only.



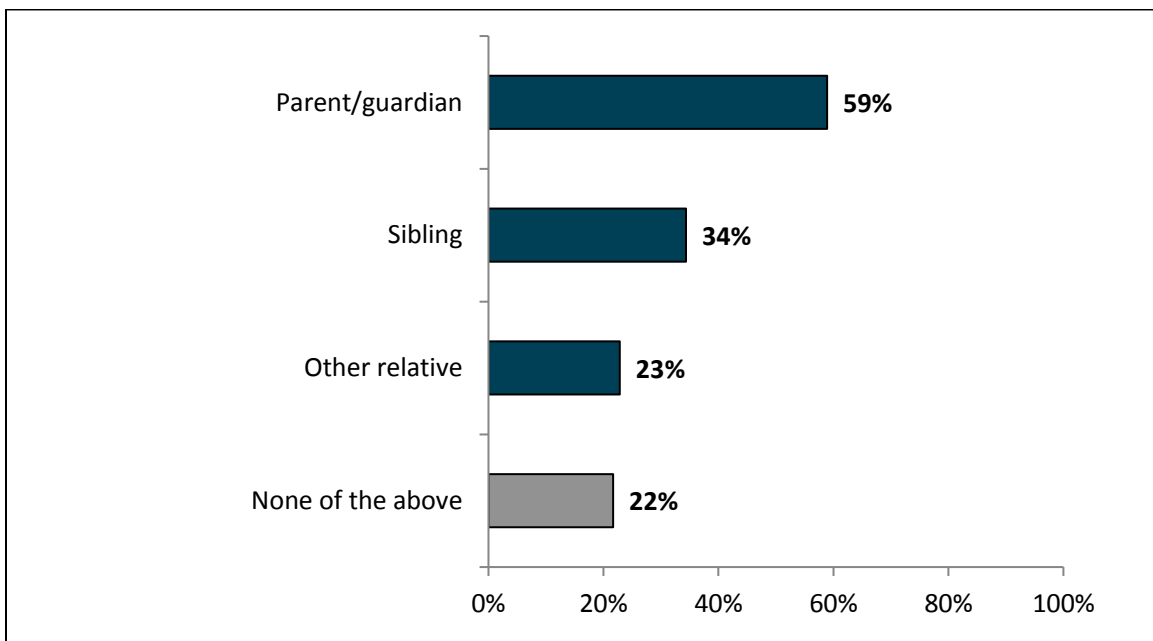
**Figure 2.8: What school staff member, if any, would you seek mental or social-emotional support from? Select all that apply.**



n=3,269

Note: Student respondents only.

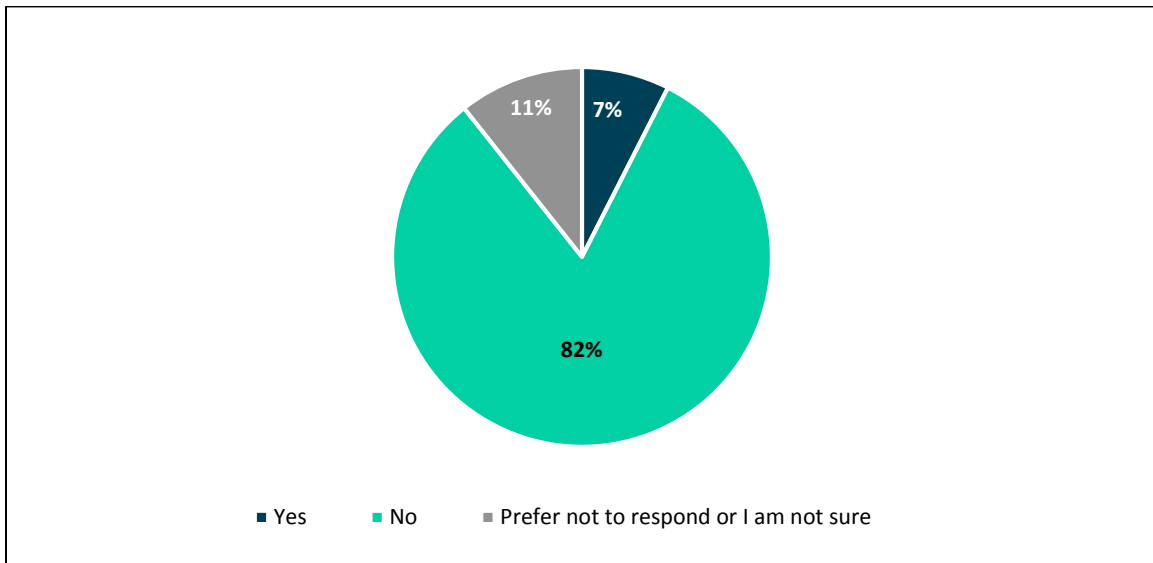
**Figure 2.9: What family member, if any, would you seek mental or social-emotional support from? Select all that apply.**



n=3,269

Note: Student respondents only.

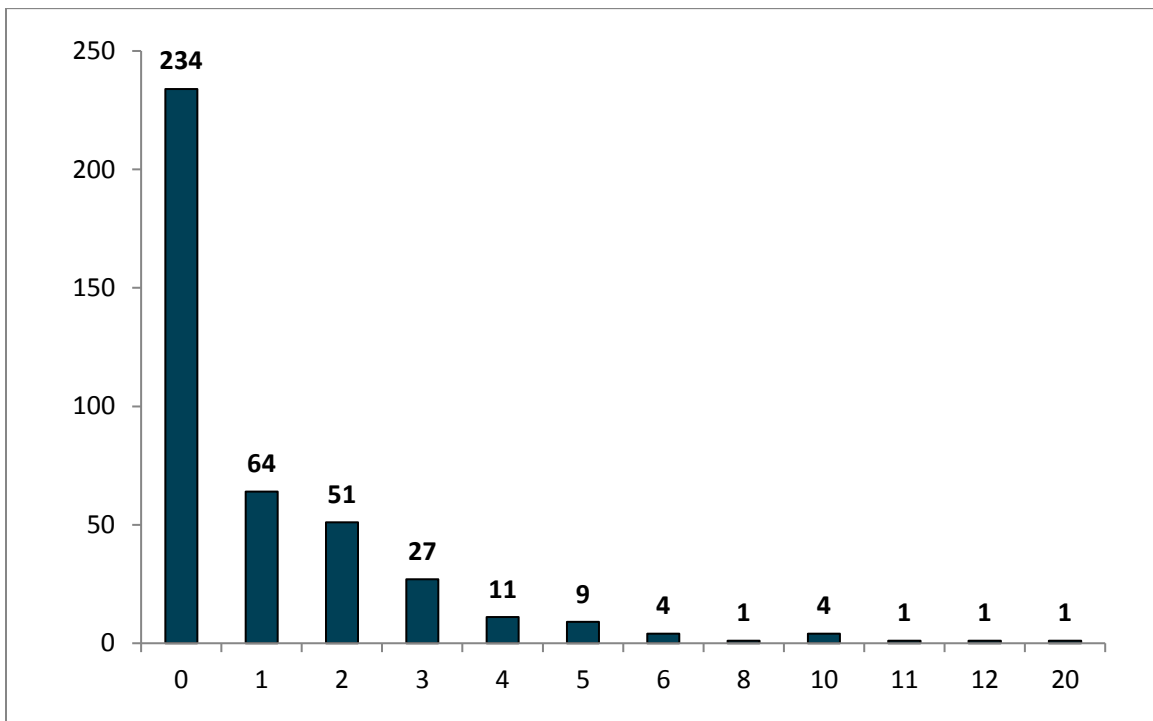
**Figure 2.10: In the past month, has a staff member at your school referred you to any school-provided mental health services or programs?**



n=3,207

Note: Student respondents only.

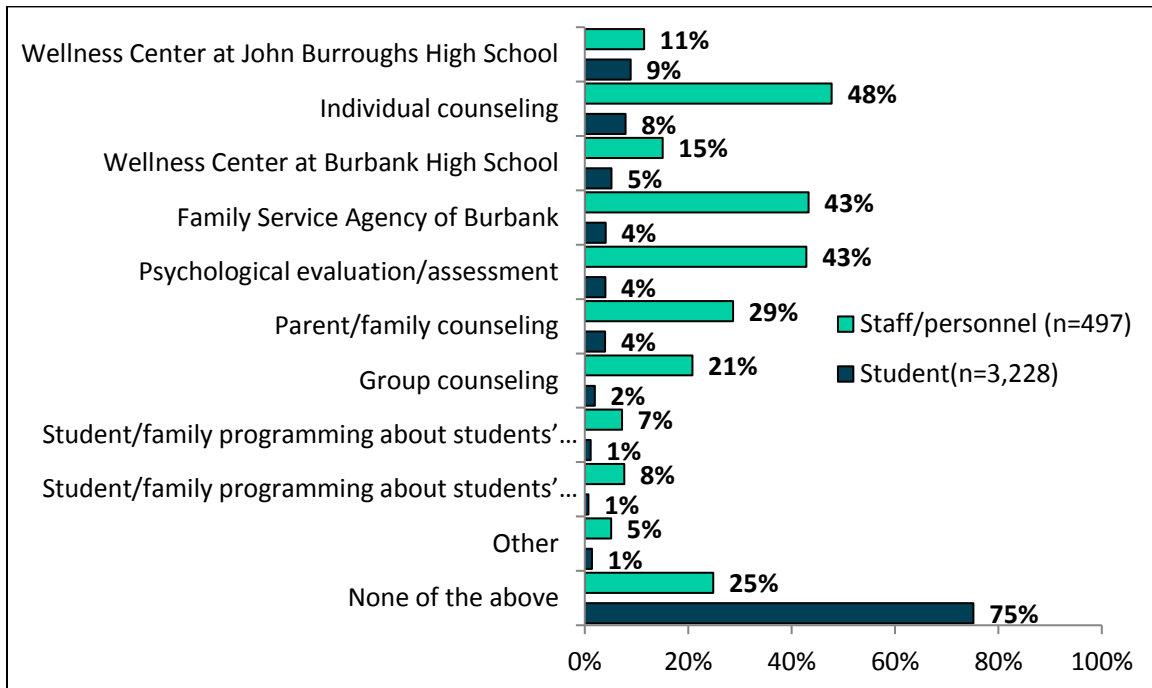
**Figure 2.11: In the past month, how many students have you referred to the school-provided mental health services?**



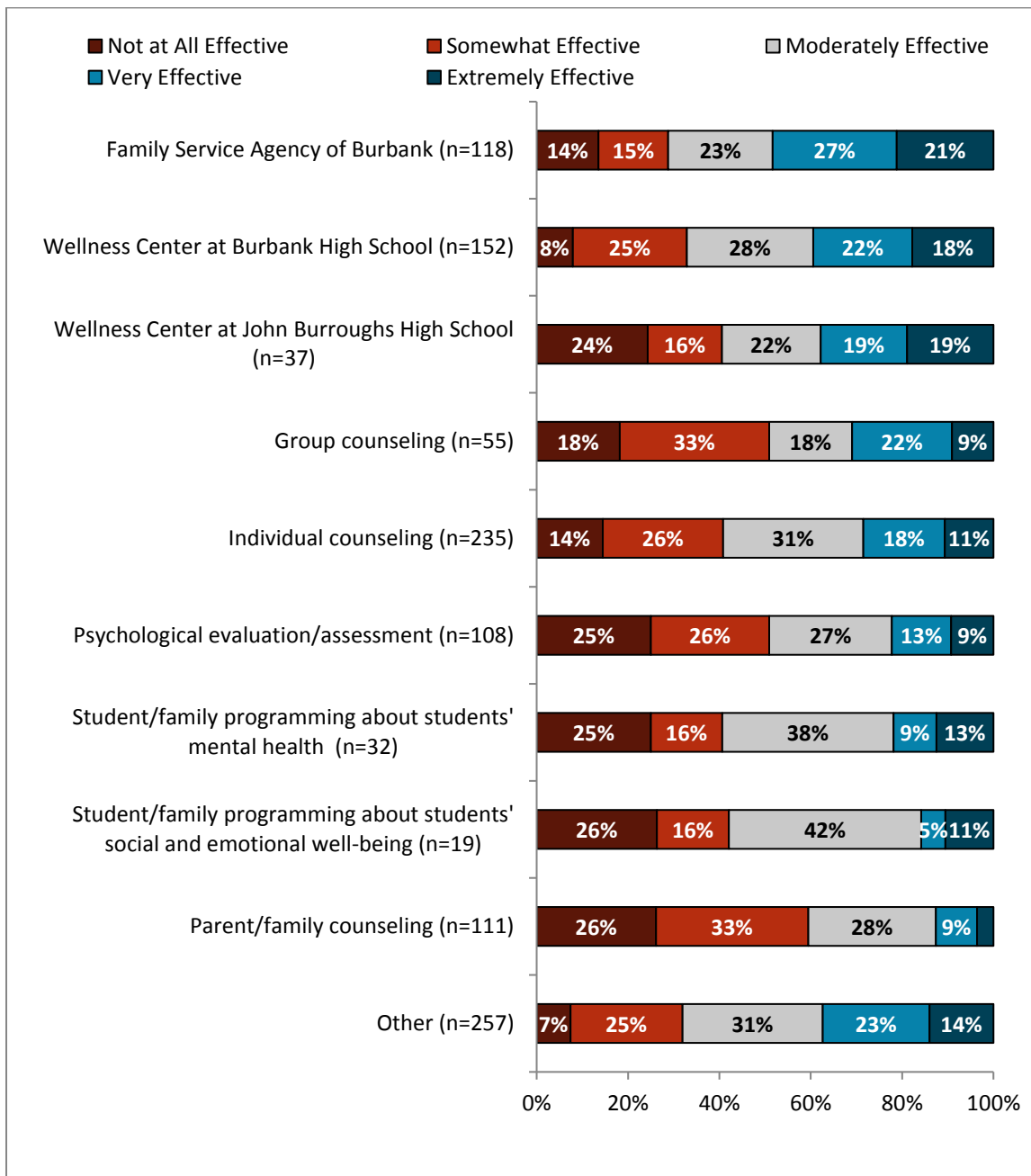
n=408

Note: Staff respondents only.

**Figure 2.12: Are you aware of/Have you used or attended any of the following school-provided services or programs?**

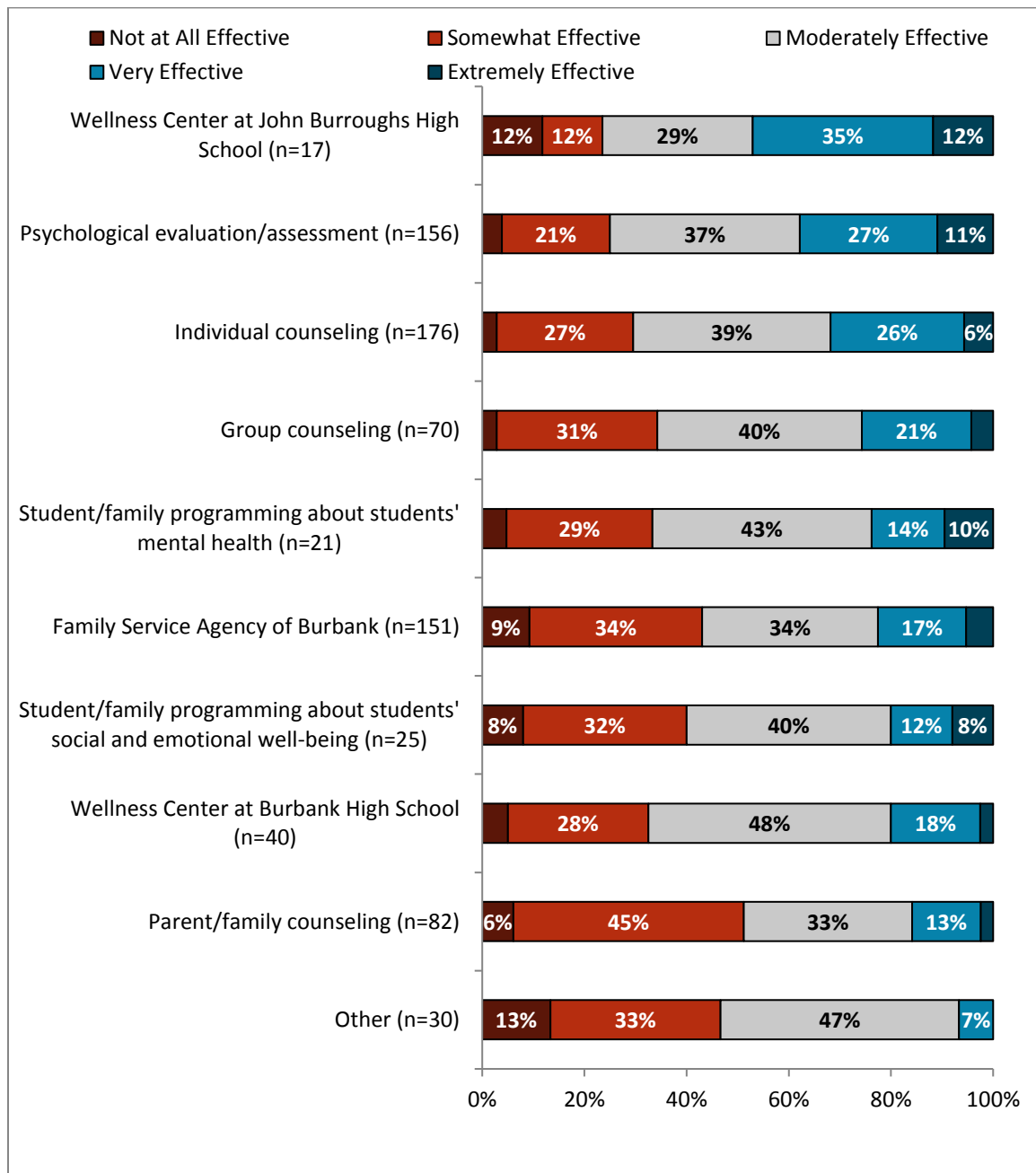


**Figure 2.13: How would you rate the effectiveness of these school-provided services or programs?**



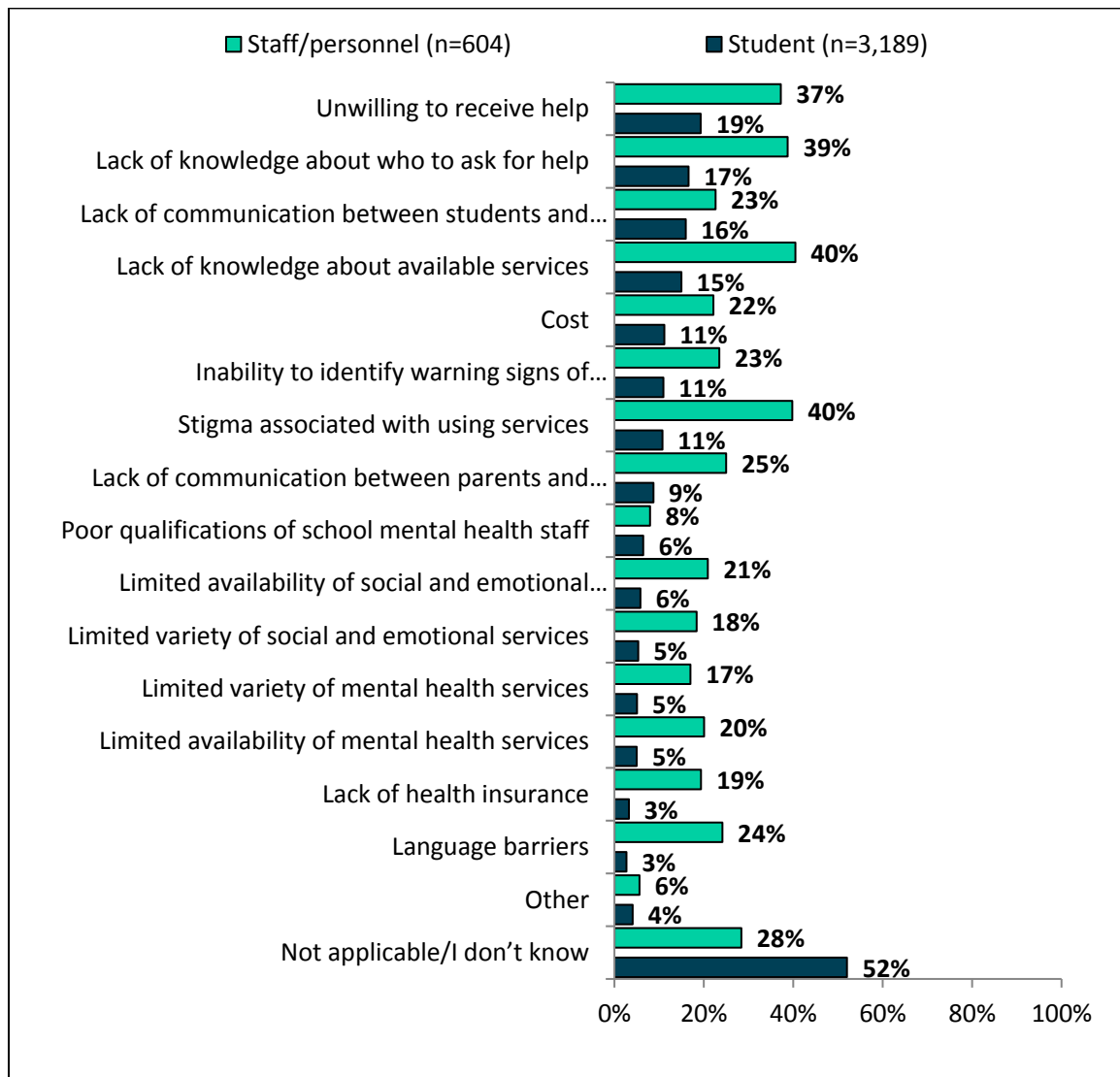
Note: Student respondents only.

**Figure 2.14: How would you rate the effectiveness of these school-provided services or programs?**

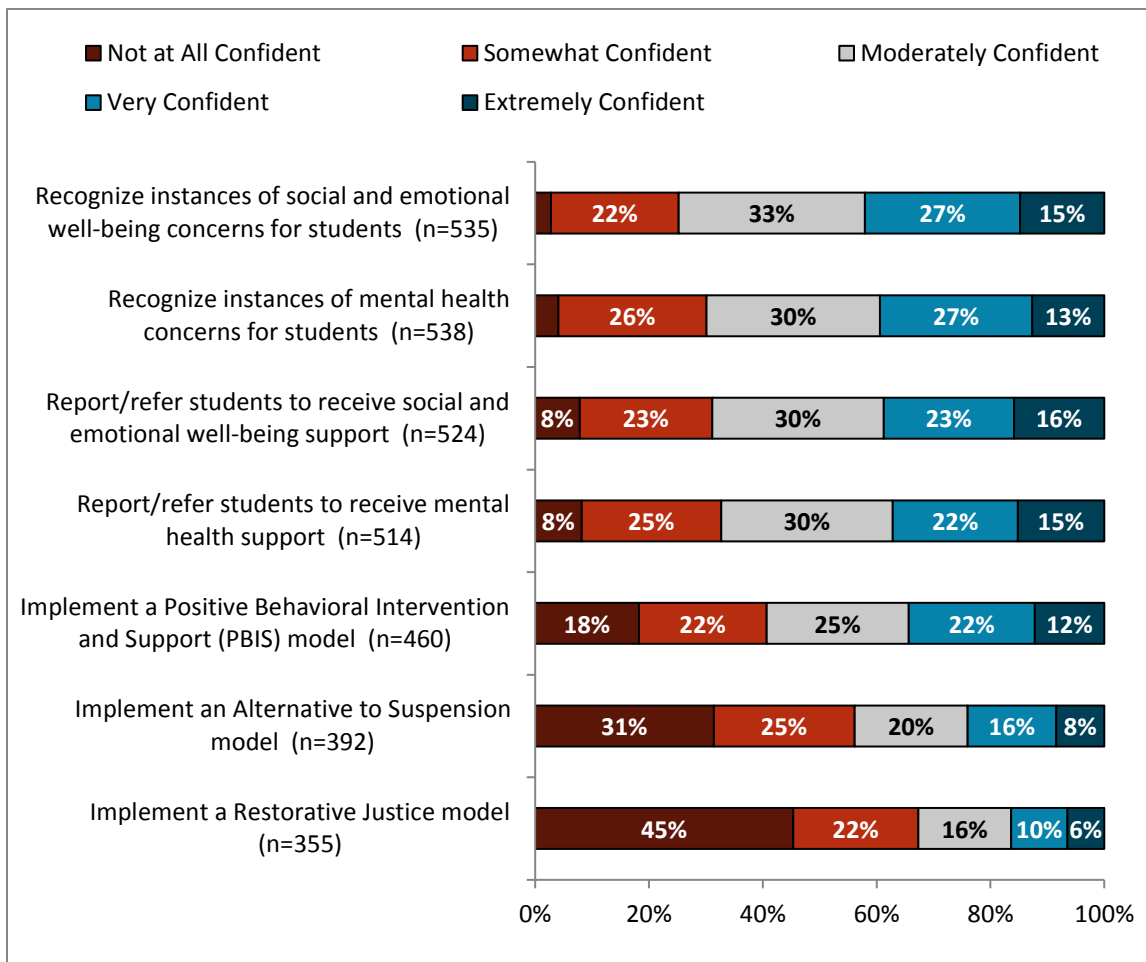


Note: Staff respondents only.

**Figure 2.15: Which of the following factors, if any, make it difficult for you/students to access mental health or social-emotional support services? Please select all that apply.**

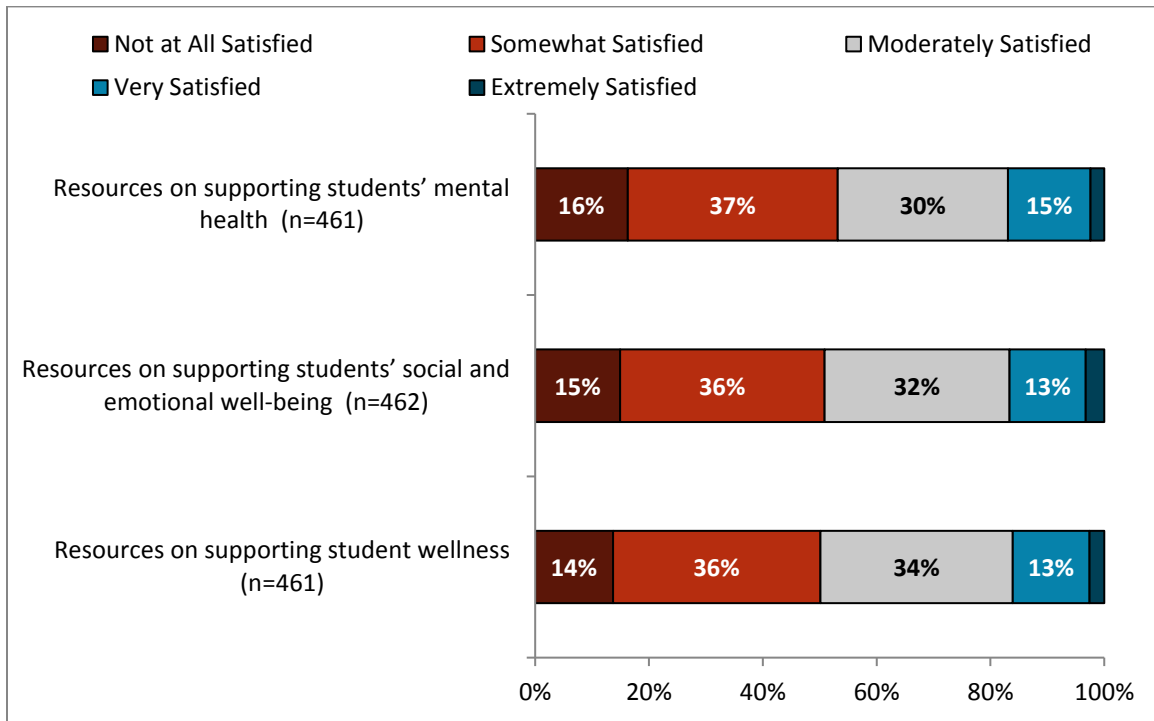


**Figure 2.16: How confident are you in your ability to:**



Note: Staff respondents only.

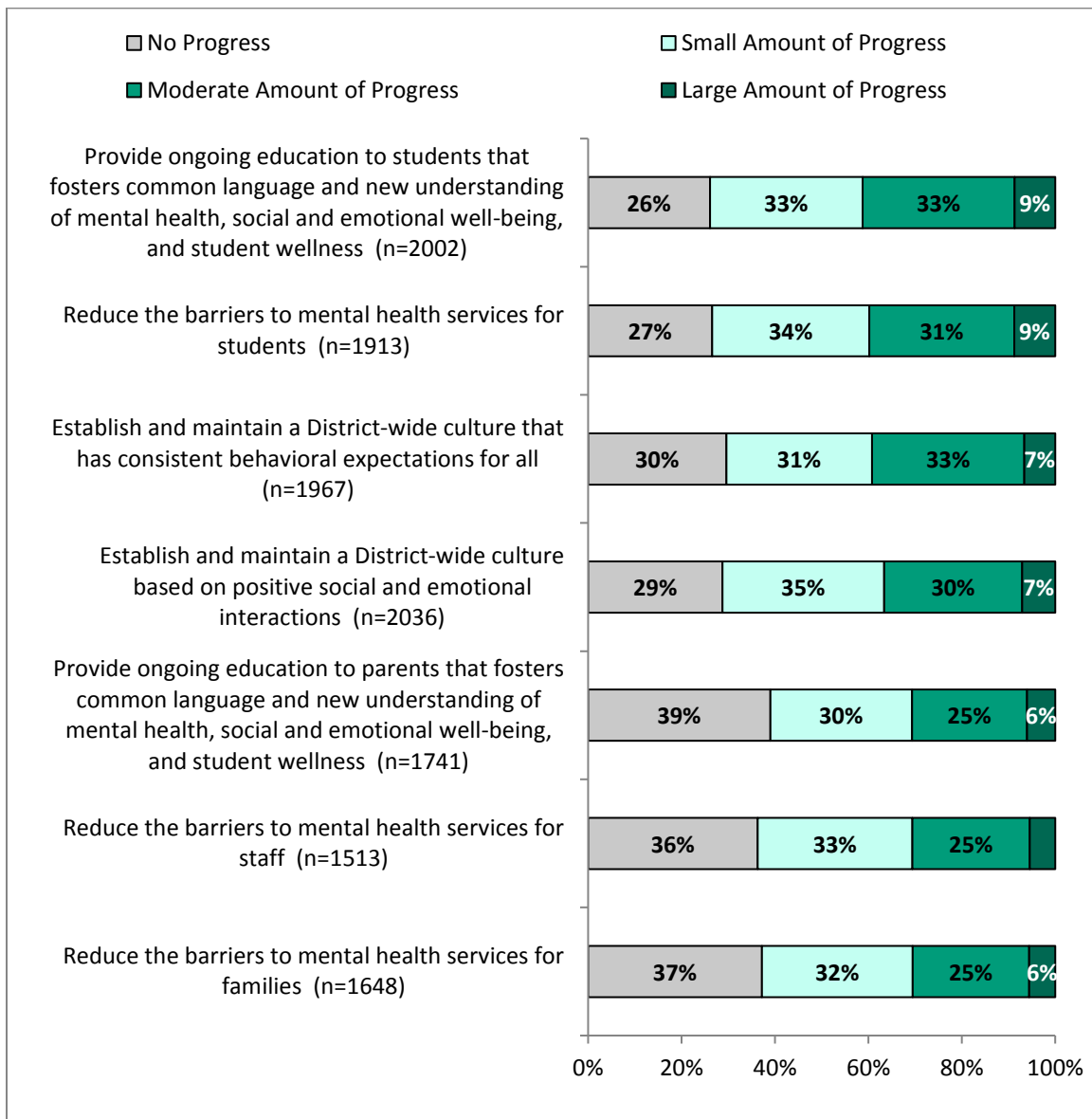
**Figure 2.17: How satisfied are you with the following district-provided resources or materials:**



Note: Staff respondents only.

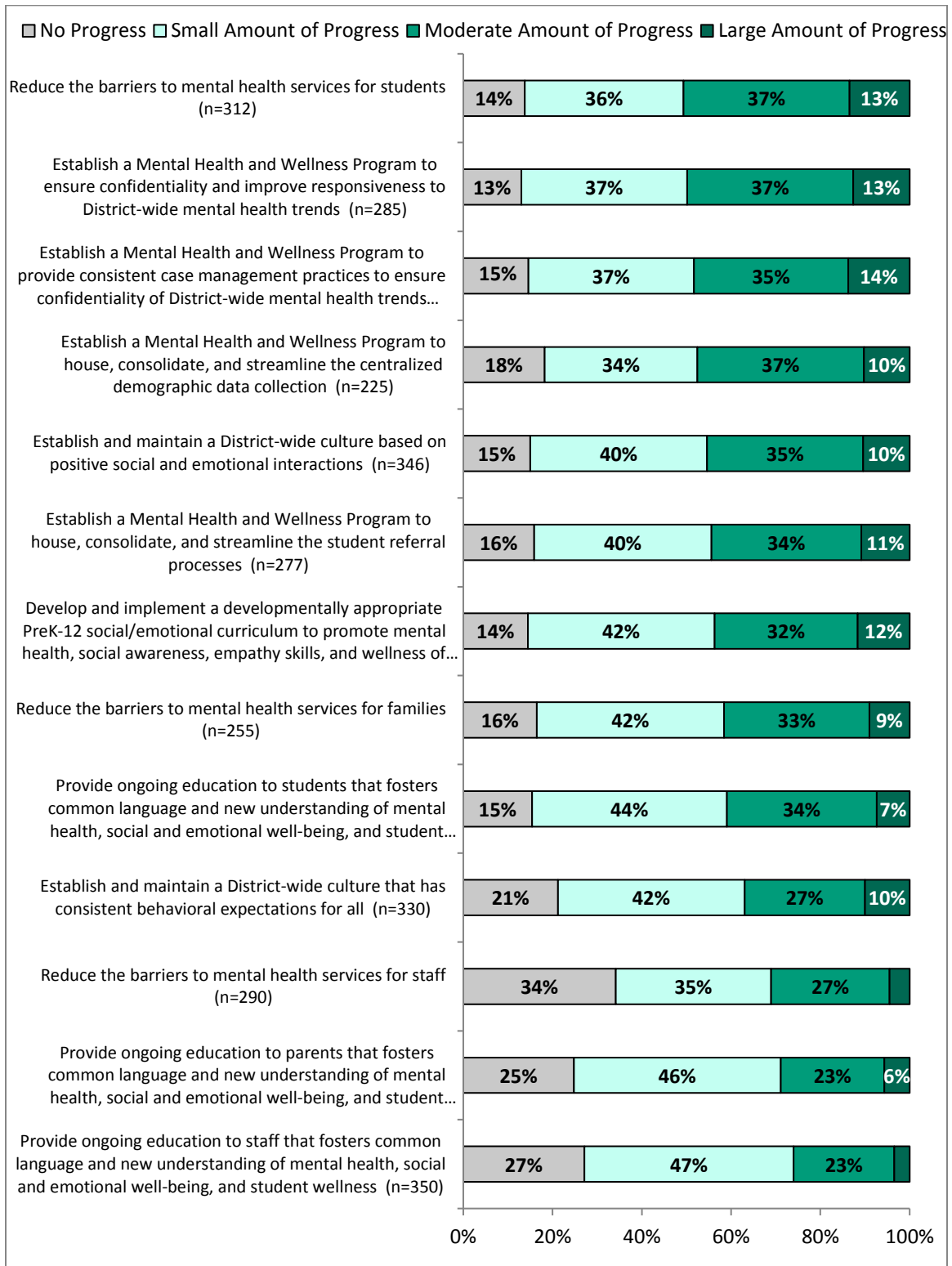


**Figure 2.18: Over the past 6 months, to what extent has the district made progress on the following goals:**



Note: Student respondents only.

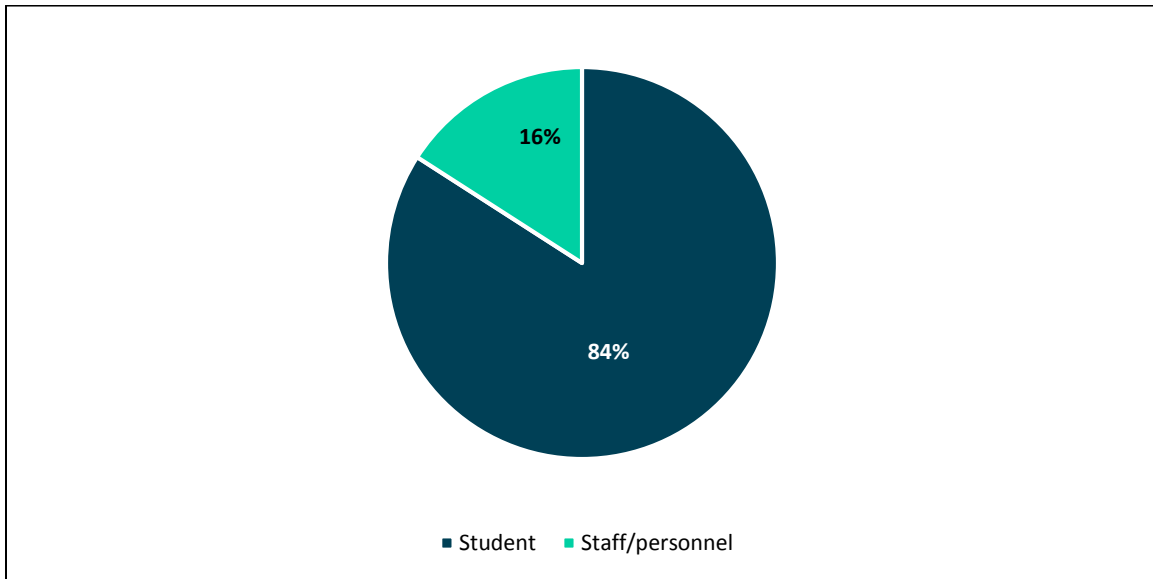
**Figure 2.19: Over the past 6 months, to what extent has the district made progress on the following goals:**



Note: Staff respondents only.

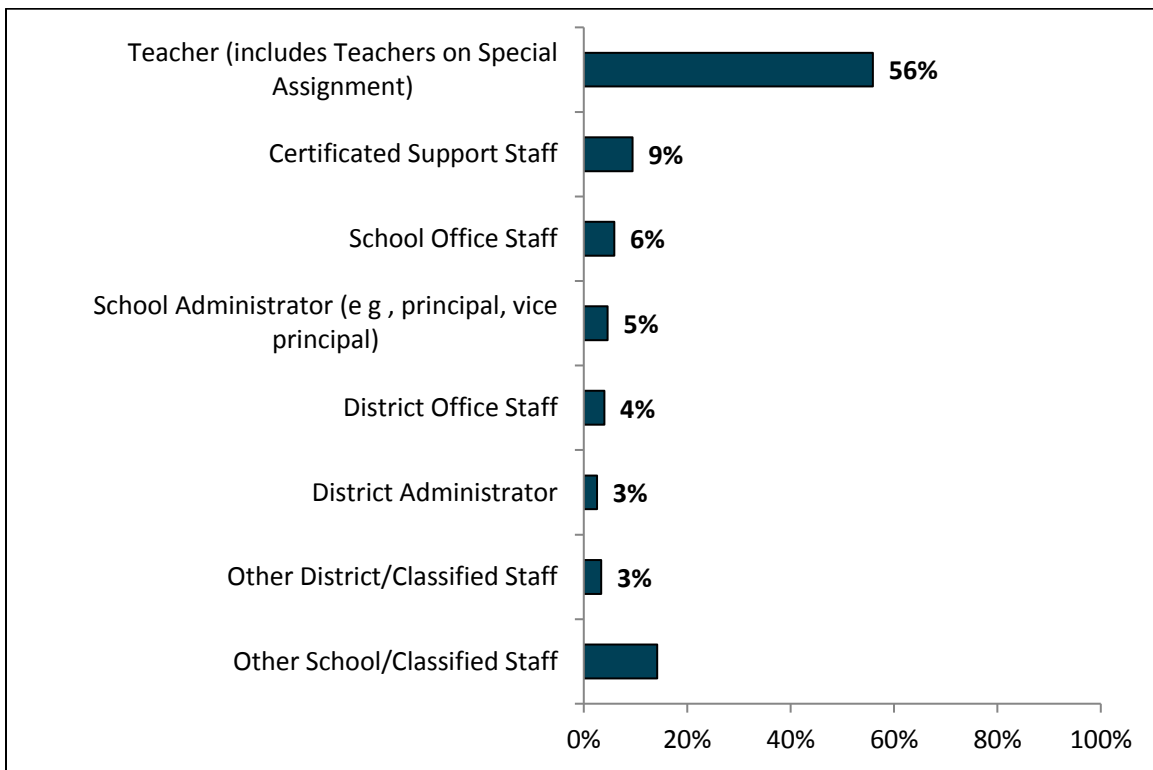
## RESPONDENT CHARACTERISTICS

Figure 2.20: Role



n=3,934

Figure 2.21: Which of the following best describes your role within BUSD?



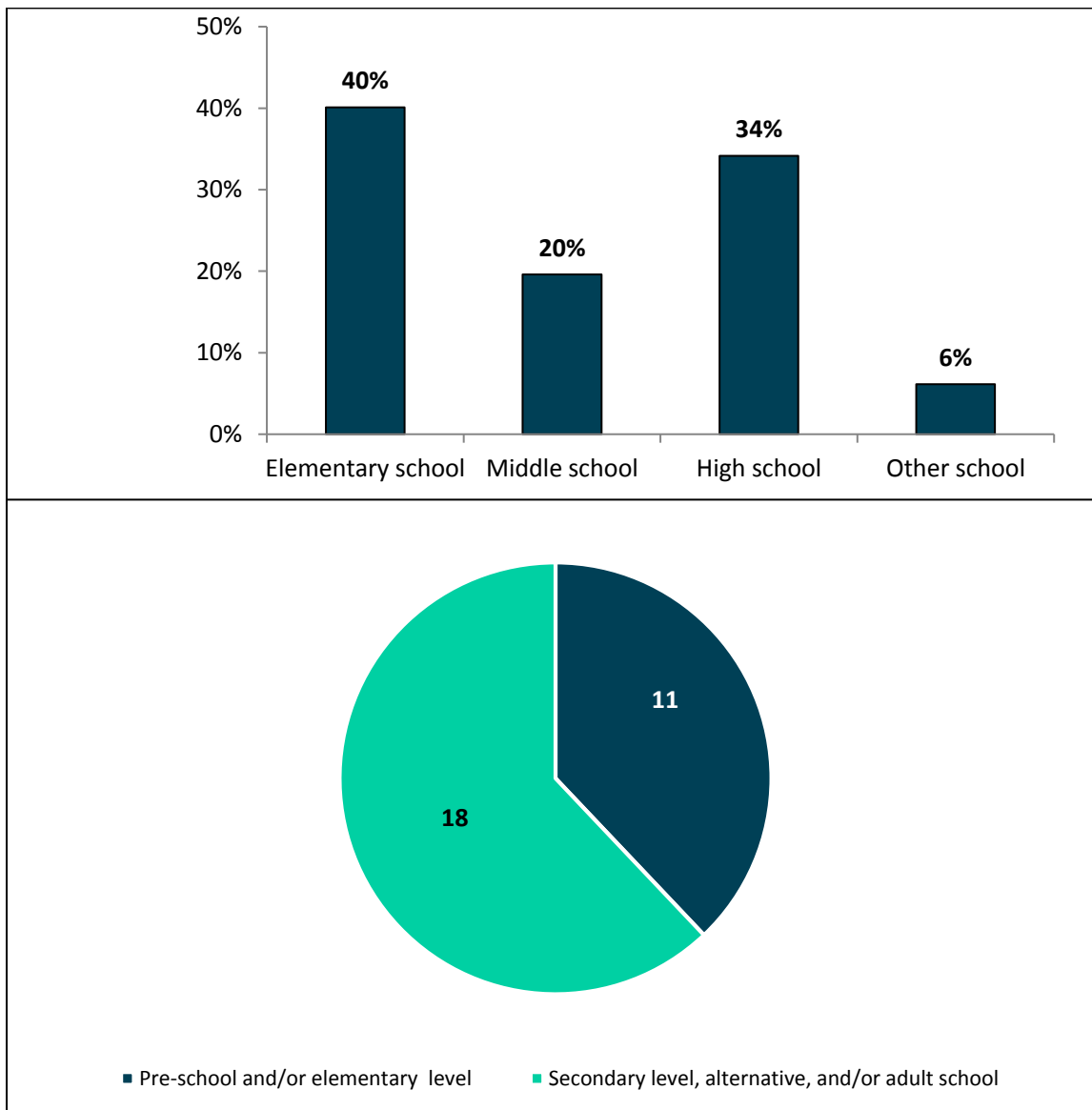
n=626

Note: Staff respondents only.

**Figure 2.22: School Site**

SCHOOL	Staff/personnel	Student
Walt Disney Elementary School	4%	0%
Thomas Edison Elementary School	3%	0%
Ralph Emerson Elementary School	3%	0%
Bret Harte Elementary School	4%	0%
Thomas Jefferson Elementary School	6%	0%
William McKinley Elementary School	2%	0%
Joaquin Miller Elementary School	4%	0%
Providencia Elementary School	3%	0%
Theodore Roosevelt Elementary School	3%	0%
R L Stevenson Elementary School	3%	0%
George Washington Elementary	6%	0%
Luther Burbank Middle School	4%	0%
David Starr Jordan Middle School	5%	0%
John Muir Middle School	10%	0%
Monterey High School Infant Center	0%	0%
Horace Mann Children's Center	1%	0%
Burbank Adult School	2%	0%
Magnolia Park School	1%	0%
FACTS Program on the Campus of the Burbank Adult School	1%	0%
New Vistas	0%	0%
Independent Learning Academy (ILA)	0%	0%
Community Day School	1%	0%
Monterey High School	2%	2%
Burbank High School	19%	39%
John Burroughs High School	14%	59%
<b>SAMPLE SIZE</b>	<b>476</b>	<b>3308</b>

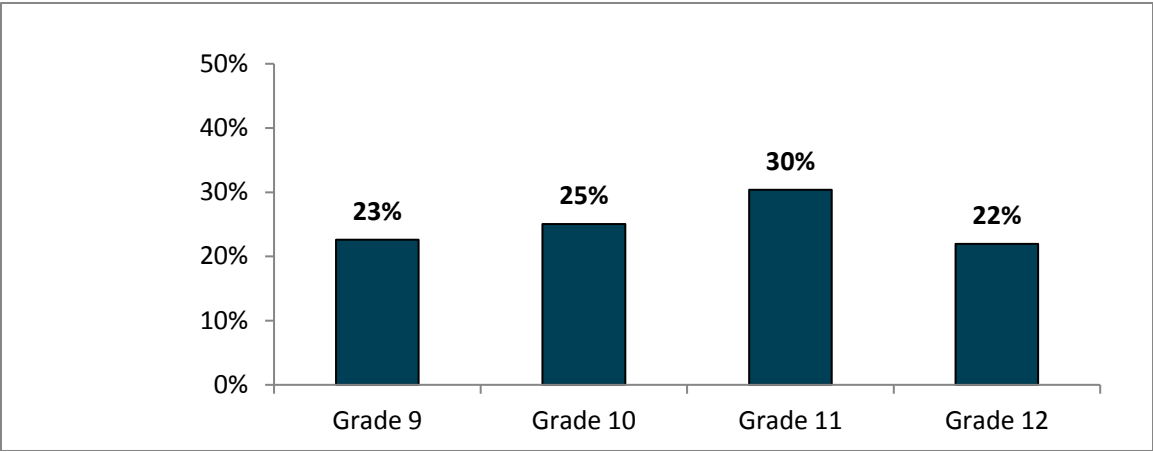
**Figure 2.23: At which school level do you primarily work? If you split your time between multiple schools, please select the school-type where you spend the most time**



n=536

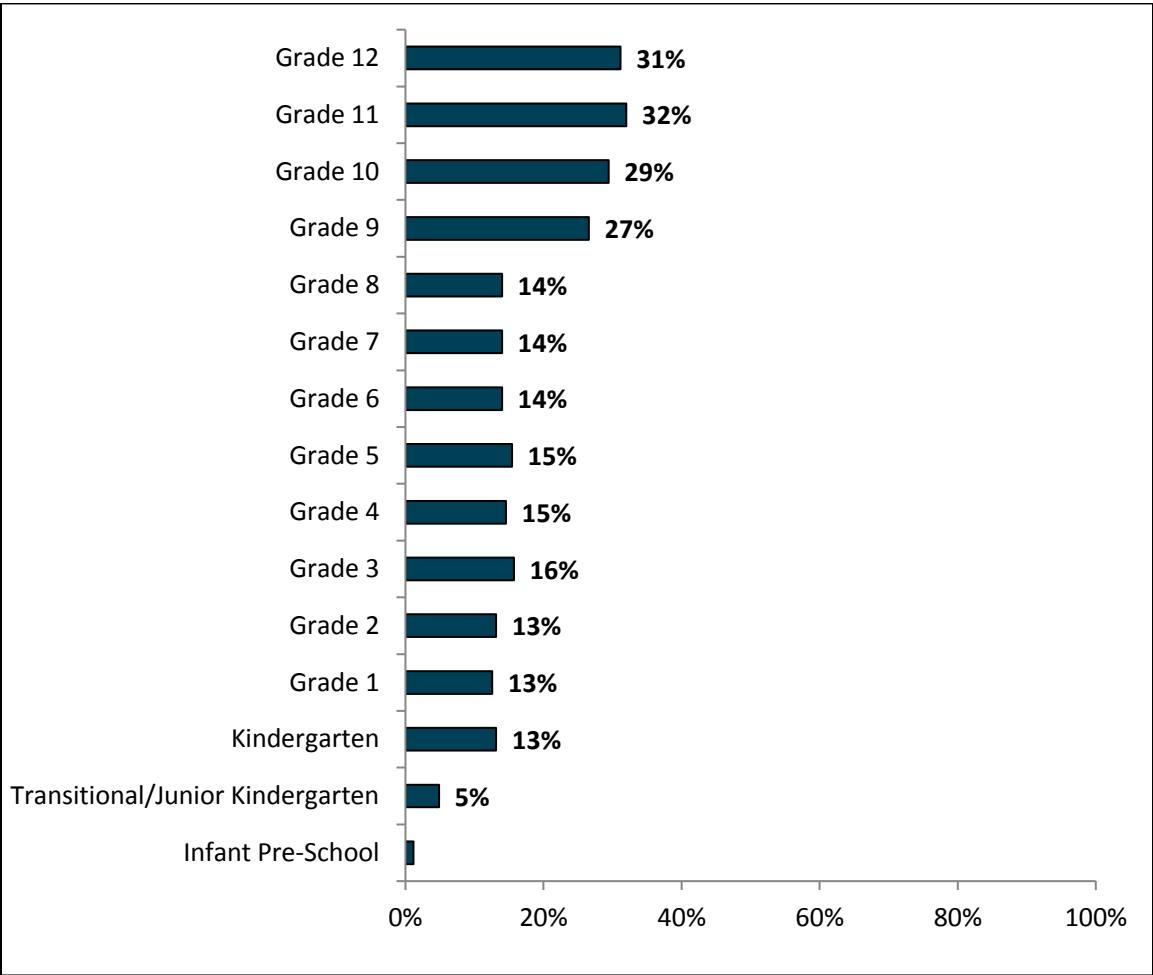
Note: Staff respondents only.

Figure 2.24: What is your current grade level?



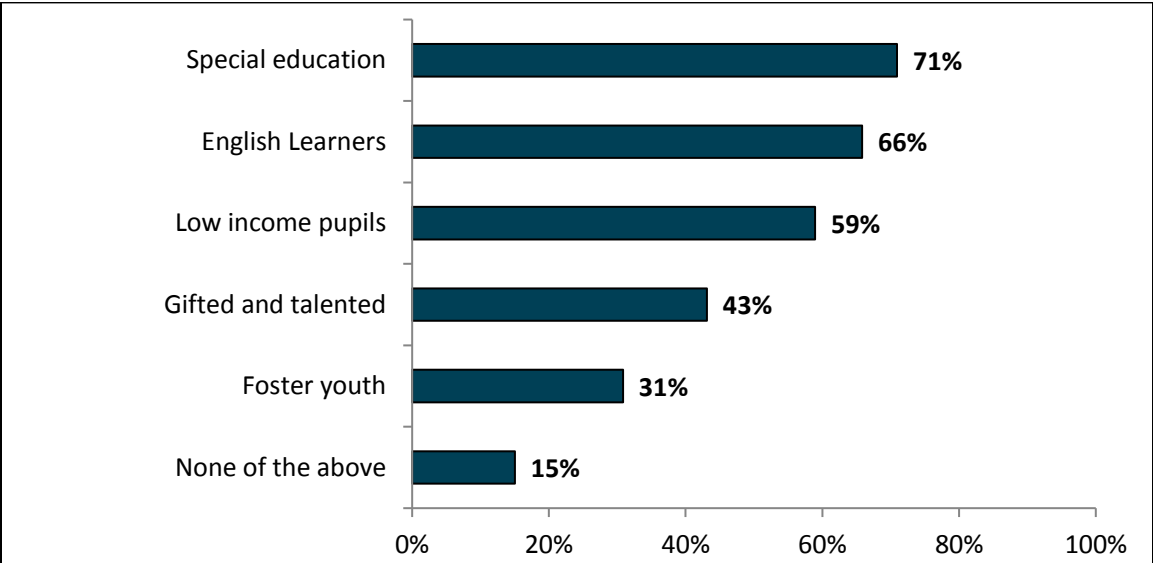
n=3,308  
Note: Student respondents only.

Figure 2.25: What grade level(s) do you primarily teach?



n=350  
Note: Staff respondents only.

**Figure 2.26: Do you teach or work with any of the following student populations? Select all that apply.**



n=626  
Note: Staff respondents only.

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**2017-2018 BURBANK USD MENTAL HEALTH PLAN** 06/13/18

<b>Goal 1: Reduce the barriers to mental health services for students, staff, and families</b>					
<b>Objective 1.1: Continue to sustain Campus Wellness Centers at both comprehensive high schools.</b>					
<b>Goal</b>	<b>District Actions</b>	<b>Measure</b>	<b>Responsibility</b>	<b>Status</b>	
1	1.1.1 Research continued funding structure and budgeting plan for maintaining admin. and counseling services of BHS and JBHS Wellness Centers	Three-year funding plan created; funding source determined by Committee and approved by the Superintendent and Board of Education	Director of Wellness	<i>Dedicated funding and exploring grant funding.</i>	Wellness PgmSrv Staff
1	1.1.2 Continue to support BHS and JBHS Wellness Centers	Regular meetings to be scheduled and held	Asst. Superintendent of Educational Services; BHS Principal and JBHS Principal	<i>Regular meetings, E-mails, phone calls</i>	\$100,000 Contracted services-FSA
<b>Objective 1.2: Include an optional mental health referral and treatment waiver in the annual registration packet for all students (Grades TK-12) maintained with the strictest confidence.</b>					
<b>Goal</b>	<b>District Actions</b>	<b>Measure</b>	<b>Responsibility</b>	<b>Status</b>	
1	1.2.1 Have BUSD waiver form (and accompanying cover letters) approved by Superintendent and Director, Special Education	Reviewed with approval of Asst. Superintendent, Educational Services; Superintendent; Service Provider	Asst. Superintendent of Educational Services; Directors of Special Education and Student Services	<i>In progress.</i>	Special Education Staff
1	1.2.2 Clear District Waiver Form for legal liability and compliance	Vetting through legal counsel, Superintendent and Cabinet	Asst. Superintendent of Educational Services; Directors of Special Education and Student Services	<i>In progress.</i>	Special Education Staff
1	1.2.3 Review and explain Referral and Treatment Waiver form with all principals, site administrators, and counselors	Site administrators and counselors sign-off on awareness of the form and how it works	Asst. Superintendent of Educational Services; Directors of Special Education and Student Services	<i>In progress.</i>	Special Education Staff
1	1.2.4 Upload Referral and Treatment Waiver form to online platform (parent portal), and add to printed packet	Printed form has been included in packet; online form is included in web-based registration materials	Asst. Superintendent of Educational Services; Directors of Special Education and Student Services	<i>In progress.</i>	Special Education Staff

**2017-2018 BURBANK USD MENTAL HEALTH PLAN** 06/13/18

1	1.2.5 Inform Parents of their rights as a part of the Referral and Treatment Waiver form and notification	Parent right statement referring to the referral and treatment form	Asst. Superintendent of Educational Services; Directors of Special Education and Student Services	<i>In progress.</i>	Special Education Staff
1	1.2.6 Create Introduction Document for parents. This document will accompany the Referral and Treatment Waiver and the Parent Rights Statement. It will provide a brief explanation of mental health services available through the District and how the Treatment Waiver will be used	Create a document and share with principals, directors, and superintendent	Asst. Superintendent of Educational Services; Directors of Special Education and Student Services	<i>In progress.</i>	Special Education Staff
<b>Objective 1.3: Sustain partnerships with local ethnic and cultural organizations to develop culturally sensitive communication strategies, resources, materials and information events/sessions regarding the use and availability of District and community mental health resources and services.</b>					
Goal	District Actions	Measure	Responsibility	Status	
1	1.3.1 Continuously update Master List of local contacts	Master List completed and maintained	Director of Wellness	<i>Wellness Programs and Services Webpage updated monthly; Google Drive updated monthly; Wellness Programs and Services in house records;</i>	Wellness PgmSrv Staff
1	1.3.2 Share the Master List with leaders of local ethnic and cultural organizations so that they know what mental health services are available and where to refer students, staff, and families. Plan may include mailing, email, meetings with individuals, and meetings with groups. It may also include a request for their input regarding their valued referrals resources	Distribution Plan developed and shared with superintendent	Director of Wellness	<i>Wellness Programs and Services Webpage updated monthly; Google Drive updated monthly; Wellness Programs and Services in house records;</i>	Wellness PgmSrv Staff

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1	1.3.3 Set up meetings with local community leaders in public and private sectors. Keep running calendar of meetings	Provide full-year calendar and plan meetings for Director of Wellness	Director of Wellness	Meetings include but are not limited to: December, 2017 Rep. Adam Schiff staff, Burbank YMCA, Burbank Kiwanis Noon Group, Burbank Coordinating Council, Burbank Council PTA: Jan. 2018 Sen. Portantino's staff, site staff PTA meetings; Feb. 2018 Chamber of Commerce, UCLA Health, Burbank Ministerial Association March 2018; Other LEAs, local law enforcement, local fire department Providence-	\$500 travel reimbursement
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1	1.3.4 Annually plan and schedule Director of Wellness to address organizations at activities and events throughout the school year	Full-year calendar and plan meetings for Director of Wellness and local organizations maintained.	Director of Wellness	<i>December 2017- Met with DELAC, Met with all school principals, Delivered "Word of the Day" @ Luther Middle School; Oct 2017- Dec 2017-Met with district-wide PTSA; March 2017- participated in "Read In" at two elementary schools; presented at women's / girl's group; and address school psychologists, school counselors, school</i>	Wellness PgmSrv Staff
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**Objective 1.4: Maintain and sustain a network of faith leaders who are willing to offer spiritual counsel and care for students and families who would prefer or require social/emotional support from a spiritual leader instead of a mental health therapist or clinical intern.**

Goal	District Actions	Measure	Responsibility	Status	
1	1.4.1 Update and maintain Master List of faith-based leader contacts. Reach out to other Faith-based leaders to become a part of the network.	Master list completion and published in appendix of Three Year Plan (annual update expected)	Director of Wellness	<i>One-to-one meetings with faith leaders Feb. 2018; Burbank Ministerial Association March 2018;</i>	Wellness PgmSrv Staff
1	1.4.2 Continue to share the Master List with faith-based organization (FBO) leaders to inform the access and availability of mental health services to students, staff, and families. Collaborative sharing may include in person meetings, Email, or other as appropriate to engage FBO input on the access and availability of resources.	Distribution Plan developed and shared with superintendent	Director of Wellness	<i>Open invitation from faith-based leaders to post on Wellness Programs and Services web page. Faith-based leaders presenting on Pastoral Care Services at May 2018 Wellness</i>	Wellness PgmSrv Staff

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1	1.4.3 Calendar meetings between Director of Wellness and faith-based leaders	Provide full-year calendar and plan of meetings for Director of Wellness and faith-based leaders	Director of Wellness	<i>One-to-one meetings with faith leaders Feb. 2018; Burbank Ministerial Association March 2018;</i>	Wellness PgmSrv Staff
1	1.4.4 Update a plan to make available faith-based resources to those students and families who may want them	Plan developed and published in Mental Health Three Year Plan	Director of Wellness	<i>Open invitation from faith-based leaders to post on Wellness Programs and Services web page. Faith-based leaders presenting on Pastoral Care Services at May 2018 Wellness</i>	Wellness PgmSrv Staff
1	1.4.5 Plan and schedule for Director of Wellness to address faith-based organizations at activities and events throughout the school year	Provide full-year calendar and plan of meetings for the Director of Wellness and organizations	Director of Wellness	<i>One-to-one meetings with faith leaders Feb. 2018; Burbank Ministerial Association March 2018; presenters at May 2018 Wellness</i>	Wellness PgmSrv Staff
<b>Goal 2: Maintain the District Wellness Services office to house, consolidate, and streamline the student referral process, centralize demographic data collection, and support best practices of case management to ensure confidentiality and improve responsiveness to District-wide mental health trends.</b>					
<b>Objective 2.1: Continue to operate the District Wellness Programs and Services Office and broaden the scope of services to be provided.</b>					
Goal	District Actions	Measure	Responsibility	Status	

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2	2.1.1 Determine ongoing funding structure and budgeting plan to establish and maintain administrative for District Wellness Programs and Services office.	Three-year funding plan created; funding source determined by Committee and approved by the Superintendent and Board of Education	Director of Wellness	November 2017-met with Superintendent to identify possible grants. December, 2017- expanded job description to include district emergency preparedness and safety; April - May 2018 apply for grants.	\$200,000 Salaries w/ Benefits Director of Wellness & Admin. Secretary
<b>Action Step</b>		<b>Performance Indicator</b>	<b>Responsibility</b>	<b>Measure</b>	
2	2.2.1 Develop a way to use Aeries to maintain the automated data collection system	AERIES districtwide digital data system	Director of Wellness	December 2017-met with BUSDAeries staff; January 2017-April 2018 ongoing collaborations to refine data use of AERIES.	Wellness PgmSrv Staff
<b>Objective 2.3: Annually collect non-clinical quantifiable data (i.e., Mental Health Evaluation Team [MHET] contacts, student psychiatric hospitalizations, 5150/5585.5 referrals, and illegal substance abuse related incidents) to measure and detect District trends related to suicide as required by the District's suicide prevention policy.</b>					
<b>Goal</b>	<b>District Actions</b>	<b>Measure</b>	<b>Responsibility</b>	<b>Status</b>	
2	2.3.1 Determine method of data collection that shows student drug use, and suicide trends by demographics and at-risk populations.	AERIES and other district reporting measures as well as state and federal trend data	Director of Wellness	April, 2018 data compiled	Wellness PgmSrv Staff
2	2.3.2 Develop plan for annual review of wellness, mental health, drug use, and suicide trends and statistics	Annual Board Report of youth trends and statistics	Director of Wellness	May, 2018	Wellness PgmSrv Staff
2	2.3.3 Provide annual review and analysis of District Suicide Prevention Policy	Annual Board Policy Review and Board acceptance	Director of Wellness	April - May 2018	Wellness PgmSrv
<b>Objective 2.4: Implement an annual mental health survey and (optional) self-referral form for all students grades 8-12.</b>					
<b>Goal</b>	<b>District Actions</b>	<b>Measure</b>	<b>Responsibility</b>	<b>Status</b>	

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2	2.4.1 Organize the process for distribution of the wellness survey to students grades 8-12	Plan in place with timelines and distribution set-up	Asst. Superintendent of Educational Services;	<i>December, 2017- May 2018</i>	\$20,000 Vendor Services- Hanover
2	2.4.2 Share information about wellness survey instrument for staff and parents/ families via e- blast, District web-site and high school principal-to- families communication (either by auto- dialer or via e- mail)	District collaborations and roll-out	Asst. Superintendent of Educational Services;	<i>December, 2017- May 2018</i>	
2	2.4.3 Plan for confidential collection of wellness survey data	Collection plan approved by Mental Health and Wellness Coordinator and shared with principals, teachers, support staff, Superintendent, Directors, and Board of Education	Asst. Superintendent of Educational Services;	<i>December, 2017- May 2018</i>	
2	2.4.4 Administer Wellness Survey to all students grades 8-12	Administration of general survey	Asst. Superintendent of Educational Services;	<i>December, 2017- May 2018</i>	
2	2.4.5 Include optional (last) page for students to self-refer if they wish to report problems or issues	Last page self- referral form created	Asst. Superintendent of Educational Services;	<i>December, 2017- May 2018</i>	
2	2.4.6 Scan the wellness survey to collect the data	Surveys scanned	Asst. Superintendent of Educational Services;	<i>May, 2018</i>	
2	2.4.7 Using appropriate software, tally the wellness survey results	Tallied results	Asst. Superintendent of Educational Services;	<i>May, 2018</i>	
2	2.4.8 Analyze the wellness survey results with Instructional Services team and high school principals	Meeting to analyze survey results	Asst. Superintendent of Educational Services;	<i>May, 2018</i>	
2	2.4.9 Share the wellness survey results with high school staff	Meeting to share results with high school staff	Asst. Superintendent of Educational Services;	<i>May, 2018</i>	
2	2.4.10 Using the wellness survey results, plan next steps to address identified needs	Plan in response to survey results	Asst. Superintendent of Educational Services;	<i>July, 2018</i>	
2	2.4.11 Prepare a Board report of the wellness survey results and next steps	Board report	Asst. Superintendent of Educational Services;	<i>July, 2018</i>	

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2	2.4.12 Explore potential expansion of wellness survey to become a district- wide instrument in following year	Issue addressed with principals and plan to keep single grade or expand approved by Mental Health and Wellness Coordinator and shared with principals, District management,	Asst. Superintendent of Educational Services;	December, 2017	
<b>Objective 2.5: Establish clear outcome measures to determine effectiveness of all mental health/wellness programs.</b>					
Goal	District Actions	Measure	Responsibility	Status	
2	2.5.1 Research outcome measures from other school districts to measure the effectiveness of all mental wellness programs	Sample outcome measures from other school districts, YRBSS, CHKS, other youth trend data	Asst. Superintendent of Educational Services;	August, 2017	Wellness PgmSrv Staff
2	2.5.2 Draft outcome measures to measure the effectiveness of all mental health/wellness programs	Draft outcome measure document	Asst. Superintendent of Educational Services;	August, 2017	Wellness PgmSrv Staff
2	2.5.3 Share outcome measures with members of the Mental Health Committee	Meeting to share draft outcome document	Asst. Superintendent of Educational Services;	September, 2017	Wellness PgmSrv
2	2.5.4 Finalize the outcome measures	Final outcome document	Asst. Superintendent of Educational Services;	September, 2017	Wellness PgmSrv
2	2.5.5 Share the outcome measures with Cabinet, principals and the Superintendent and Board of Education	Meeting to share outcome measures	Asst. Superintendent of Educational Services;	October, 2017	Wellness PgmSrv Staff
2	2.5.6 Save non-clinical quantifiable data that will be used to measure outcomes	Culled anecdotal and statistical data	Director of Wellness	ongoing	Wellness PgmSrv
2	2.5.7 Organize anecdotal and statistical data that responds to the outcome measures	Organized anecdotal and statistical data responding to outcome measures	Director of Wellness	ongoing	Wellness PgmSrv Staff
2	2.5.8 Establish structure for site- based staff members to evaluate the referral process	Staff survey instrument created, disseminated, and responses analyzed	Director of Wellness	December , 2017	Wellness PgmSrv Staff
2	2.5.9. Prepare a draft report in response to the outcome measures	Draft report	Director of Wellness	April, 2018	Wellness PgmSrv
2	2.5.10 Share the final report with Superintendent, Cabinet, principals and Board of Education	Board report on outcome measures	Director of Wellness	May, 2018	Wellness PgmSrv Staff



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<b>Objective 2.6: Annually survey staff to determine the overall state of staff wellness</b>					
<b>Goal</b>	<b>District Actions</b>	<b>Measure</b>	<b>Responsibility</b>	<b>Status</b>	
2	2.6.1 Develop a plan to create the protocols for a Healthy Staff Survey to gauge the overall wellness of District employees	Create a timeline for the development of the survey plan	<i>Asst. Superintendent of Educational Services</i>	<i>August, 2017</i>	\$20,000 Vendor Services- Hanover
2	2.6.2 Create or obtain the Healthy Staff Survey	Survey created or obtained	Director of Wellness	<i>December, 2017</i>	
2	2.6.3 Administer the Healthy Staff Survey to all District employees	Staff survey administered	Director of Wellness	<i>December, 2017</i>	
2	2.6.4 Scan the survey to collect the data	Scanned surveys	Director of Wellness	<i>April, 2018</i>	
2	2.6.5 Analyze the Healthy Staff Survey results with Principals, Directors, Board, BTA, and CSEA leadership	Meetings to analyze survey results	Director of Wellness	<i>May, 2018</i>	Wellness PgmSrv Staff
2	2.6.6 Using the Healthy Staff Survey results, plan next steps to address identified needs	Plan in response to survey results	Director of Wellness	<i>May, 2018</i>	Wellness PgmSrv Staff
2	2.6.7 Prepare and submit a Board report of the effectiveness survey results and next steps	Board report	Director of Wellness	<i>May, 2018</i>	Wellness PgmSrv Staff
<b>Objective 2.7: Maintain an advisory group with the purpose of advising and monitoring the effectiveness of the mental health and wellness initiative and services.</b>					
<b>Goal</b>	<b>District Actions</b>	<b>Measure</b>	<b>Responsibility</b>	<b>Status</b>	
2	2.7.1 Maintain the Mental Health Committee. Replace members as needed; (made up of at least 2 service providers, 2 students, 2 administrators, 2 parents, 2 teachers, 2 faith-based leaders, and Director of Wellness)	Mental Health Committee members identified and invitations to participate extended to prospective membership	Director of Wellness	<i>December 2017 and ongoing</i>	Wellness PgmSrv Staff
2	2.7.2 Schedule meetings for the Mental Health Committee to meet Monthly	Meetings placed on BUSD Master calendar and on District web-page.	Director of Wellness	<i>Monthly</i>	Wellness PgmSrv
2	2.7.3 Create agendas for Mental Health Committee meetings	Agendas to be published on District web page	Director of Wellness	<i>Monthly</i>	Wellness PgmSrv

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2	2.7.4 Take minutes of Mental Health Committee meetings	Meetings minutes taken by Wellness Administrative Secretary	Administrative Secretary, Wellness Services	<i>Monthly</i>	Wellness PgmSrv Staff
2	2.7.5 Post Mental Health Committee meeting minutes of each meeting	Minutes posted on District web-page and E-mailed to members	Administrative Secretary, Wellness Services	<i>Monthly</i>	Wellness PgmSrv Staff

***Goal 3: Develop and implement a developmentally appropriate PreK-12 social/emotional curriculum to promote mental health, social awareness, empathy skills, and wellness of students at all levels .***

**Objective 3.1: Assure adopted programs used by grade span levels (Grades TK-5, 6-8, and 9-12) are uniform across the district.**

Goal	District Actions	Measure	Responsibility	Status	
3	3.1.1 Identify needs and topics to be taught to students in grades TK-12 (e.g., responding to social/emotional issues, patience and understanding, respect, acceptance, resiliency, and safe adolescence.	List of needs and topics for curricula agreed upon by team	Director of Wellness; Asst. Superintendent of Educational Services	<i>Met with staff and stakeholders November 2017 - April 2018</i>	Wellness PgmSrv Staff
3	3.1.2 Gather internet resources by topic	List of research-based curricula, strategies, programs	Director of Wellness; Asst. Superintendent of Educational Services	<i>December, 2017</i>	Wellness PgmSrv Staff
3	3.1.3 Create a line item to purchase curriculum materials for students grades 6-8		Director of Wellness; Asst. Superintendent of Educational Services	<i>Tabled to 2018-2019</i>	Wellness PgmSrv Staff
3	3.1.4 Identify curriculum materials that address the needs of students in grades TK-12		Director of Wellness; Asst. Superintendent of Educational Services	<i>Tabled to 2018-2019</i>	Wellness PgmSrv Staff
3	3.1.5 Complete a purchase order for curricula for students in grades TK-12		Director of Wellness; Asst. Superintendent of Educational Services	<i>Tabled to 2018-2019</i>	Wellness PgmSrv Staff
3	3.1.6 Receive and distribute curricula to appropriate teachers grades TK-12		Director of Wellness; Asst. Superintendent of Educational Services	<i>Tabled to 2018-2019</i>	\$5,000 Second Step
3	3.1.7 Train staff. on the curricula available for classroom instruction for grades TK-12		Director of Wellness; Asst. Superintendent of Educational Services	<i>Tabled to 2018-2019</i>	Elementary School

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3	3.1.8 Monitor implementation of curricula for grades TK-12			<i>Tabled to 2018-2019</i>	Wellness PgmSrv
3	3.1.19 Evaluate the implementation of curricula for grades TK-12			<i>Tabled to 2018-2019</i>	Wellness PgmSrv
<b>Objective 3.2: As programs are developed and implemented, ensure that the mental health needs of all students especially targeted subgroups are addressed. These include but may not be limited to students in the following categories: Gifted students, English Language Learners, Special Education students, Homeless students, Foster youth, LGBTQIA students and students with reported low SES.</b>					
3	3.2.1 Ensure that all subgroups have access to mental health programs and services	Monitoring of student mental health services; Quarterly feedback with the Mental Health committee	Director of Wellness; Mental Health Committee	<i>October 2017 and ongoing</i>	Wellness PgmSrv Staff
<b>Goal 4: Maintain a District-wide culture based on positive social and emotional interactions; with consistent behavioral expectations for all.</b>					
<b>Objective 4.1: Adopt a Positive Behavioral Intervention and Support (PBIS) model for the elementary and secondary levels based on behavioral expectations for the entire school community.</b>					
Goal	District Actions	Measure	Responsibility	Status	
4	4.1.1 Research funding mechanism and budget for future training and coaching all staff, as well as parents and family members	Funding source established; training plan outlined and approved by Superintendent and Board of Education	Director of Wellness	November 2017 and ongoing	Wellness PgmSrv Staff
4	4.1.2 Implement District-wide professional development plan on how to implement PBIS structure in schools including an explanation of PBIS to principals and staff beginning with high schools in 2016/2017, all middle schools in 2017/2018, and all elementary schools in 2018/2019.	Training model presented to the Superintendent and Board of Education	Asst. Superintendent of Educational Services	<i>August, 2017</i>	Wellness PgmSrv Staff
4	4.1.3 Review metrics from LACOE model for PBIS	Metrics chosen and agreed upon by school site administrators and Superintendent	Director of Wellness	<i>Ongoing</i>	\$10,000 LACOE Contracted Services

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4	4.1.4 Provide PBIS education and awareness training sessions for middle school (2017-2018) and elementary (2018-2019 ) administrators, counselors, and intervention specialists	Schedule / calendar training sessions	Director of Wellness	<i>Ongoing</i>	\$70,000 LACOE Contracted Services
4	4.1.5 Plan for District-wide middle school full program implementation during 2018/2019 school year (Year 2)	Implementation plan protocol with timeline shared with principals	Director of Wellness	<i>Ongoing</i>	Wellness PgmSrv Staff
4	4.1.6 Develop plan for elementary District-wide implementation for 2019/2020 school year	Begin training site personnel in fall of 2017	Director of Wellness	<i>Ongoing</i>	Wellness PgmSrv Staff

**Objective 4.2: Adopt a Restorative Justice model and Alternative to Suspension model in the secondary levels that incorporates parents, staff, and community participation/education.**

Goal	District Actions	Measure	Responsibility	Status	
4	4.2.1 Review, edit, and adopt Board Policy and Admin regulations 5144 for clear philosophy and procedures on how the District will handle student discipline issues in accordance with Restorative Justice	Policy Review and Adoption	Director of Wellness	<i>January-May 2018 policy review. May, 2018 Wellness Symposium</i>	Wellness PgmSrv Staff
4	4.2.2 Develop cohesive plan to train staff during the 2018-2019 school year on Restorative Justice	PD workshops scheduled for 2016-2017 school year Work group formed and scheduled	Director of Wellness	<i>Tabled to 2018-2019</i>	\$5,000
4	4.2.3 Determine staff roles that fit within the Restorative Justice model	Site leaders identified	Director of Wellness	<i>Tabled to 2018-2019</i>	Wellness PgmSrv
4	4.2.4 Develop outcome metrics/reporting tools for accountability and justification of program for Restorative Justice	Aeries report created/baseline data collected	Director of Wellness	<i>Tabled to 2018-2019</i>	Wellness PgmSrv Staff
4	4.2.5 Plan for full program implementation during the 2019/2020 school year	Written plan including professional development, parent/staff input, budget	Director of Wellness	<i>Tabled to 2018-2019</i>	Wellness PgmSrv

**Goal 5: Provide ongoing education to staff, parents, guardians, and family members. This education will foster common language and new understanding of mental health, social and emotional well-being, and student wellness.**

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**Objective 5.1: Create a District-wide training Symposium for Mental Health Programs, Services, and Resources; which offers relevant and parallel training for staff and education for parents. The goal is to build common understanding, knowledge and skills**

Goal	District Actions	Measure	Responsibility	Status	
5	5.1.1 Create a parent/guardian survey to identify needs and topics for future training	Parent Survey developed, published, distributed, and collected	Director of Wellness	<i>December, 2017 and results of FY 16-17 survey analyzed</i>	Wellness PgmSrv Staff
5	5.1.2. Create a teacher/classified staff survey to identify the needs and topics for future training	Teacher/Classified Staff Survey created published, distributed, and collected	Director of Wellness	<i>December, 2017 and results of FY 16-17 survey analyzed</i>	Wellness PgmSrv Staff
5	5.1.3 After results (from both surveys) have been reviewed by the Director of Wellness and Mental Health Committee. Convene a planning committee to identify topics and presenters for the first Wellness Symposium for Mental Health	Planning Committee Convened; Meeting schedule calendared	Director of Wellness and Mental Health Committee	<i>December, 2017 to April, 2018</i>	Wellness PgmSrv Staff
5	5.1.4 Based on surveys and other needs assessment, identify topics to be presented at Wellness Symposium for Mental Health (e.g., community resources, resiliency, adolescence, depression, bullying, drug prevention, Second Step, community resources, etc.)	Topics reviewed and approved in Spring 2018	Director of Wellness	<i>December, 2017 to April, 2018</i>	Wellness PgmSrv Staff
5	5.1.5 Create a budget line to support the Wellness Symposium	Budget developed and presented to Superintendent	Director of Wellness	<i>December, 2018</i>	Wellness PgmSrv
5	5.1.6 Calendar Wellness Symposium and location	Calendar and locate site	Director of Wellness	<i>December, 2018</i>	Wellness PgmSrv
5	5.1.7 Identify presenters and obtain the Superintendent and Board of Education approval, if needed	Wellness Symposium outline completion	Director of Wellness	<i>February, 2018</i>	Wellness PgmSrv Staff
5	5.1.8 Advertise the Wellness Symposium	Advertising plan for Wellness Symposium	Director of Wellness;	<i>February, 2018</i>	\$500 grant from CAL MHSA

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5	5.1.9 Schedule and hold Wellness Symposium	Wellness Symposium scheduled and held	Director of Wellness	May, 2018	\$4,500 grant from CAL MHSA
5	5.1.10 Determine success of Symposium based on attendance and feedback from program	Meeting scheduled and held to discuss success of Wellness Symposium	Director of Wellness;	June, 2018	Wellness PgmSrv Staff
5	5.1.11 Consider second Wellness Symposium for 2019	Decision on second Wellness Symposium (Made at same meeting for 5.1.10	Director of Wellness; Mental Health Committee	September, 2018	Wellness PgmSrv Staff
5	5.1.12 Hold second Wellness Symposium	Second Wellness Symposium	Director of Wellness; Mental Health Committee	March, 2019	Wellness PgmSrv Staff

**Objective 5.2: Implement District suicide prevention policy annual professional development requirement.**

Goal	District Actions	Measure	Responsibility	Status	
5	5.2.1 Review Board Policy 5141.52 Suicide Prevention and Administrative Regulation and Exhibit for any needed edits	BP/AR/E 5141.52 reviewed and recommendations presented to Board Policy Review Team	Director of Wellness	November, 2017	Wellness PgmSrv Staff
5	5.2.2 If needed, edit Board Policy Suicide Prevention and Administrative Regulation and Exhibit as needed	BP/AR/E 5141.52 edits completion	Director of Wellness	November, 2017	Wellness PgmSrv Staff
5	5.2.3 Take recommended edits to Policy Review Committee	Policy Review Committee actions	Director of Wellness	November, 2017	Wellness PgmSrv
5	5.2.4 Obtain Board approval of any revisions BP/AR/E 5141.52	Board of Education adoption	Director of Wellness	November, 2017	Wellness PgmSrv
5	5.2.5 Provide update to principals on BP/AR/E 5141.52	Principal agenda reflecting BP/AR/E 5141.52 update and discussion	Director of Wellness	March, 2018	Wellness PgmSrv
5	5.2.6 Inform District and site administrative teams (principals and assistant principals) of in depth suicide prevention and response to crisis training dates and events	Schedule of in-depth suicide prevention and response to crisis training	Director of Wellness	March-May 2018	Wellness PgmSrv Staff
5	5.2.7 Require informational training to staff on the signs of suicide, the steps needed to refer students who may need assistance, and the referral process for students who may need follow-up assistance	Information presented at site staff meetings	Director of Wellness	March, 2018	\$1,000 travel reimbursement

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5	5.2.8 Plan a follow-up training for staff members (who did not attend the initial training or are new to the District) that need in-depth training on suicide prevention and response to crisis	Plan for in-depth suicide prevention and response to crisis training	Director of Wellness	May, 2018	Target Solutions online training no cost
5	5.2.9 Schedule the training on in- depth suicide prevention and response to crisis	Schedule of in-depth suicide prevention and response to crisis	Director of Wellness	March, 2018	Wellness PgmSrv
<b>Objective 5.3: Develop District resources and materials including but not limited to information resources from books and websites, as well as community based resources, service providers, and organization.</b>					
Goal	District Actions	Measure	Responsibility	Status	
5	5.3.1 Identify resources that are needed for print or electronic availability to students, parents, families and staff	Resource list created	Director of Wellness	February, 2018	Wellness PgmSrv Staff
5	5.3.2 Seek information/ resources from professional organizations, conferences, higher education websites, etc.	Resources and materials created	Director of Wellness	February, 2018	Wellness PgmSrv Staff
5	5.3.3 Seek input from other Districts to share resources and materials	Resources and materials from other districts	Director of Wellness	February, 2018	Wellness PgmSrv
5	5.3.4 Post resources on District website and applicable social media	Resources posted on district website	Director of Wellness	February, 2018	Wellness PgmSrv