
Placer County Office of Education Collaborative MHSA Programs 7/21/22

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20/21 Mental Health Data Snapshot

- Healthy Kids Survey ([link](#))
 - Social Emotional Distress
 - Chronic Sadness/Hopeless
 - Considered Suicide

	Grade 7	Grade 9	Grade 11	Non Traditional School
	%	%	%	
	26	32	36	35
	31	40	45	49
	14	18	17	27

- Family Outreach Referrals
 - Referrals
 - Mental Health Related

2020-21 PCOE Family Outreach Form Data	2021-22 PCOE Family Outreach Form Data:
72	132
32 (44%)	62 (47%)

SCHOOL CLIMATE & SAFETY

Triaging for Trauma During COVID-19



By [Sarah D. Sparks](#) — September 02, 2020 ⌚ 8 min read

[summer of 2020] more than 3 in 4 school social workers in a national survey reported that a majority of students at their schools needed serious mental health supports in the wake of the pandemic and school closures.

Amidst The Crisis Funding for California Schools 2021

- “California ranked 41st in commitment to education funding; 3.1% of the state’s gross state product went to local and state education funding, compared with 3.5% in Texas, 4.2% in New York and 5.4% in Vermont, highest in the nation.”
- Recent increases in CA State Funding are one time funding and require high levels of unduplicated student counts. “Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria”
- Nearly five billion dollars for Community Schools will go to schools that are 80% unduplicated at risk, English Learners, Foster and Homeless Youth

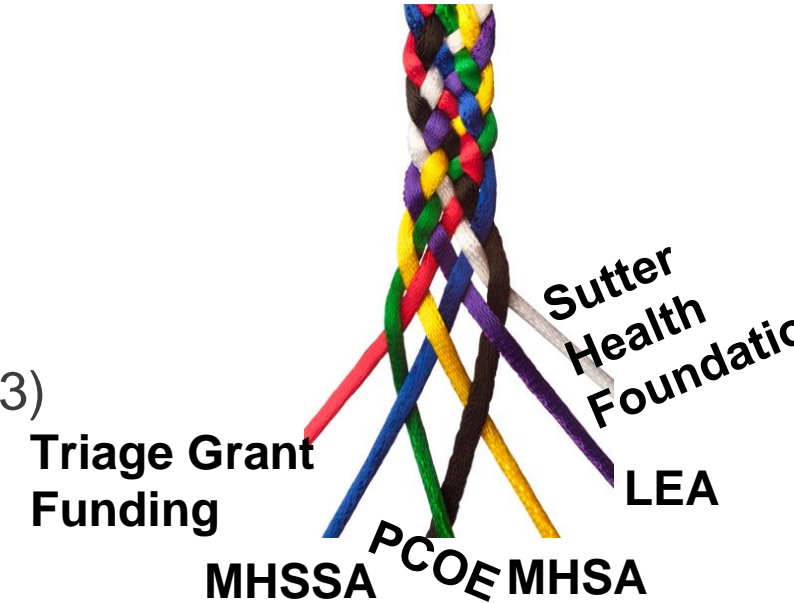


PCOE Current MHSA Initiatives

- **Transition Partnership Plus (TPP)**
- **Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW)**
- **Coordination and Training Suicide Prevention**
- **School Integrated Mental Health (Wellness Centers)**
- **Positive Behavior Intervention Supports**
- **Mental Health Community Integration in Schools**

PCOE Current Mental Health Initiatives

- **School Integrated Mental Health (Wellness Centers)**
 - Roseville High School District (3) & Roseville City School District (3)
 - Auburn Union School District (4)
 - Colfax Elementary School District (1)
 - Rocklin USD (1) Victory HS
 - Coming Soon Western Placer USD



2019/20 Placer Wellness Center (Mental Health Data Snapshot)

Placer School Wellness Centers

Roseville Wellness Sites

(August 2019):

Roseville High School
 West Park High School
 Woodcreek High School
 Buljan Middle School
 Sargeant Elementary School
 Spanger Elementary School

Auburn Wellness Sites

(August 2020):

Alta Vista Charter School
 Auburn Elementary School
 Rock Creek Elementary School
 Skyridge Elementary School

*Colfax Elementary Spring 2022

*Western Placer Fall 2022

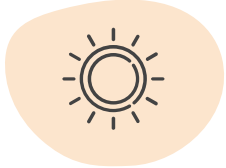
Total Services Since 19/20 School Year	
Total Services (tiers I-III): 41,424	Approximately 80% of all services provided are Tier I, i.e., SEL lessons, school-wide resilience activities, school staff education
Crisis response services: 560	Crisis response services increased significantly in January of 2021 (after students returned to school)
Individual Clients: 1,037	14% of students receive tier III mental health services through our program. (community providers have long waitlists and students cannot be served through their insurance providers or other agencies. In general, we serve a lot of students who have Kaiser and Sutter. We frequently provide mental health counseling to this population)

School Site Implementation

Wellness Centers/ Campus are safe places on campuses for students, families and staff to get support to increase the success and well being of students. The centers are designed to reduce stigma and increase access to mental health services. They are not silos to send students who are struggling in class. This is the hub of the Wellness Campus



Guiding Principles of the Wellness Program



Wellness

Promote Universal Wellness for staff, students and families



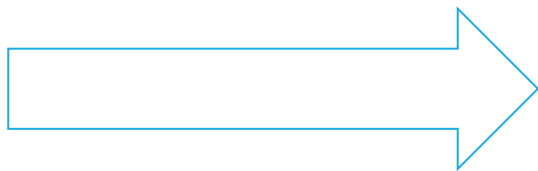
Respect

Respect the wisdom of students and families. Respect that schools are the expert in academics and education



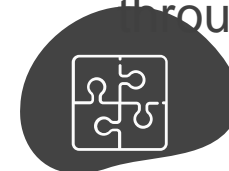
Shared Decisions

Decisions about the program are made with a variety of stakeholders. Student/family input is included. Decisions are made through data



Relationships

Protect positive relationships and foster connections. Know that relationships are the driving force of wellness



Equity

Advocate for equity and inclusion for all

School Site Staff (County & Education)

Wellness Coordinator PCOE and Program Manager CSOC

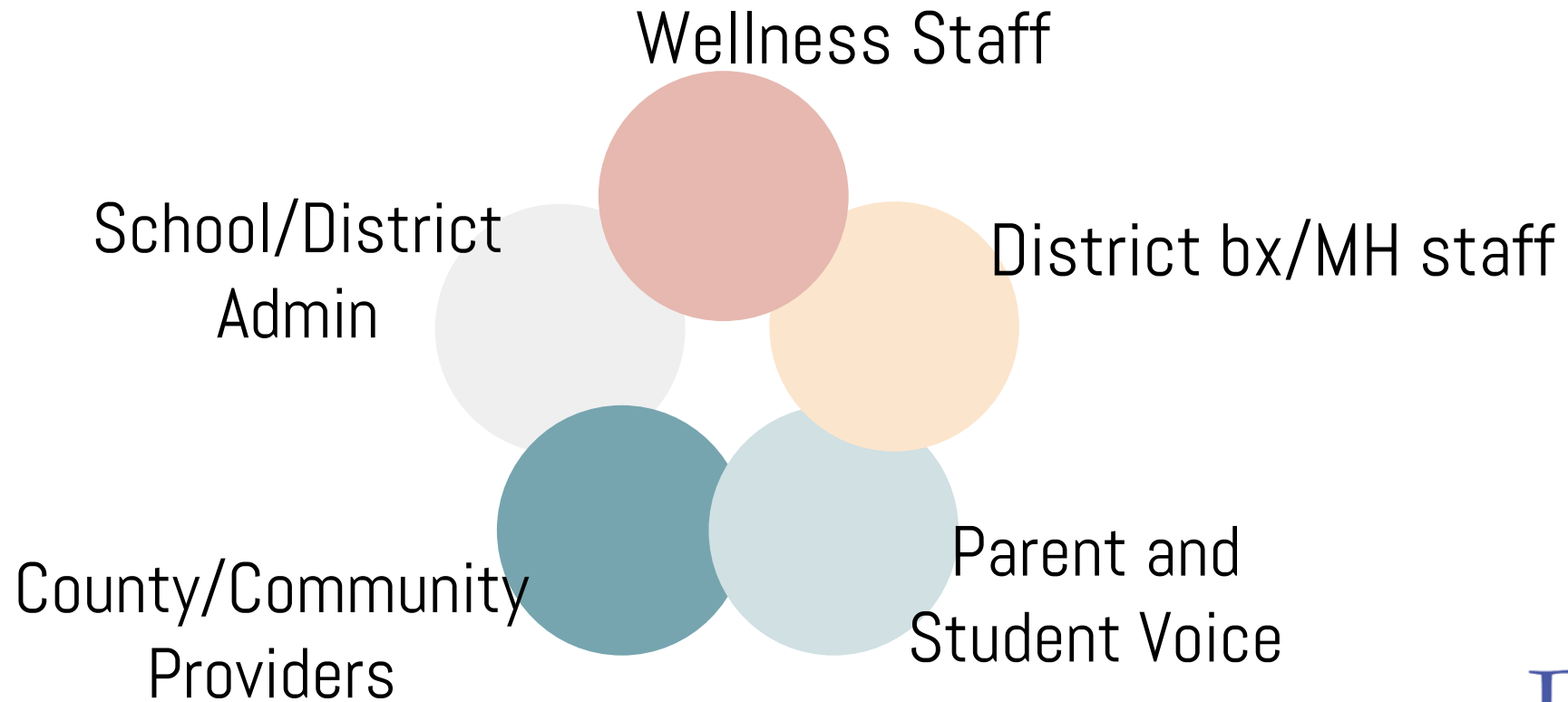
Mental Health Specialist

Generally have at least 3 years experience providing therapy/counseling
Collaboratively develops school systems that supports wellness
Attend all PBIS/site leadership meetings
Meet regularly with other school behavior/MH staff
Meet regularly with school principal and program supervisor

Family & Youth Liaison

Have experience with a community system--this helps build rapport with families
Provides support with attendance, parent outreach
Collaborate Attend all PBIS/site leadership meetings
Develop school systems that are inclusive to families and marginalized groups
Meet regularly with school principal and program supervisor

All Together



A Day In The Life

- On a daily basis the Wellness team could...
 - Provide crisis services
 - Host lunchtime clubs/activities
 - Perform classroom lessons on topics related to mental wellness
 - Participate in school wide meetings
 - Do individual and group counseling
 - Provide parent classes/support groups
 - Be in the community helping families acquire resources
 - Facilitate trainings in other school districts

PCOE Current Mental Health Initiatives

■ Transition Partnership Plus (TPP) ([Link](#))

- Provide Department of Rehabilitation Services to youth 16-21 to support job readiness, skills building and employment (3 to 1 Match)
 - July 2019-June 2022: 444 students served
 - 100+ hours paid work experience

■ Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW)

- Unique application of the wraparound process designed for transition-aged youth who are at the greatest risk of adverse consequences and impacts of mental illness impacting their future.
 - 2021/22 Total of 11
 - 2 graduated from high school
 - 7 continue in program, to be supported into 22/23 year
 - 45% minority students
 - 10 students with 0 suspensions during the time they were in program
 - 1 student had in-house suspensions (2)

**MHSA &
Department of
Rehabilitation**

**MHSA
LEA Cost
Recovery**

PCOE Current Mental Health Initiatives

■ Coordination and Training Suicide Prevention

■ County Wide Mental Health Suicide Prevention Training:

- Kognito, ASIST, Safe Talk Mental Health First Aid and Youth Mental Health First Aid
- Kognito Trauma Informed Educator

■ 2021/22

- Kognito 300 Educators Trained with 182 New Users
- ASIST: 2 Trainings 19 Attendees
- safeTALK: 3 Trainings 21 Attendees
- MHFA 4 Adult / 2 YMFA with 44 Attendees

**Sutter Health
Foundation & MHSA**

PCOE Current Mental Health Initiatives

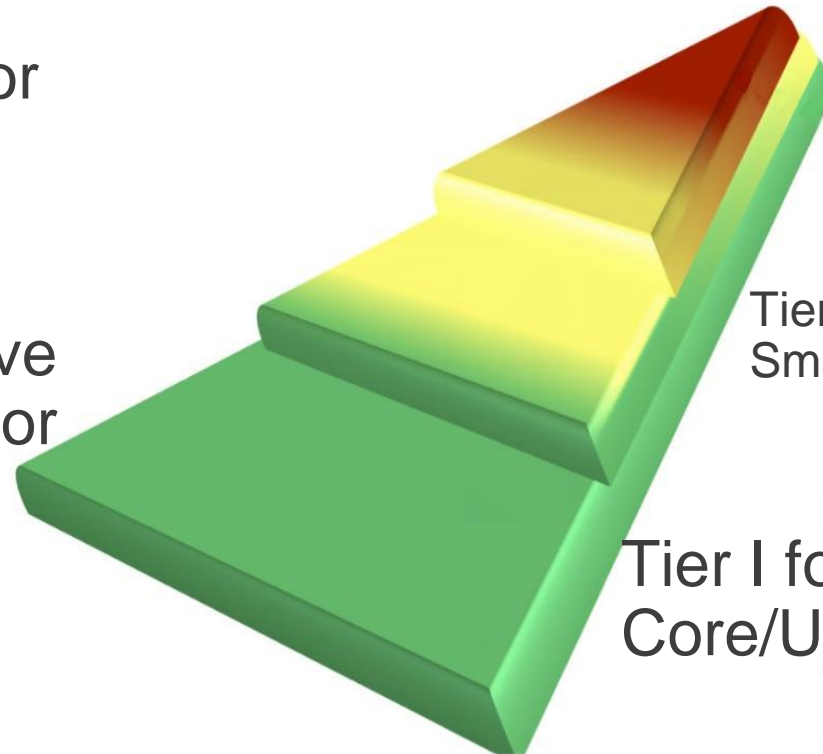
MHSA

- **Mental Health Community Integration in Schools**
 - **Kids First:** 4 Dinosaur Schools/31 students, 2 Incredible Year/18 parents, 2 “Active Parenting Now” groups completed
 - **Granite Wellness:** served 9 schools and provided “Student Assistance Program” groups
 - **Lighthouse:** 6 “Road to Wellness” groups completed/48 students served

PCOE Current Mental Health Initiatives

- **Positive Behavior Intervention and Supports**
 - 41 days, 33 schools, 282 Placer School staff

A systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.



Tier 3 for few: Intensive and Individualized

Tier 2 for Some: for Targeted or Small Groups of Students

Tier I for All Students
Core/Universal

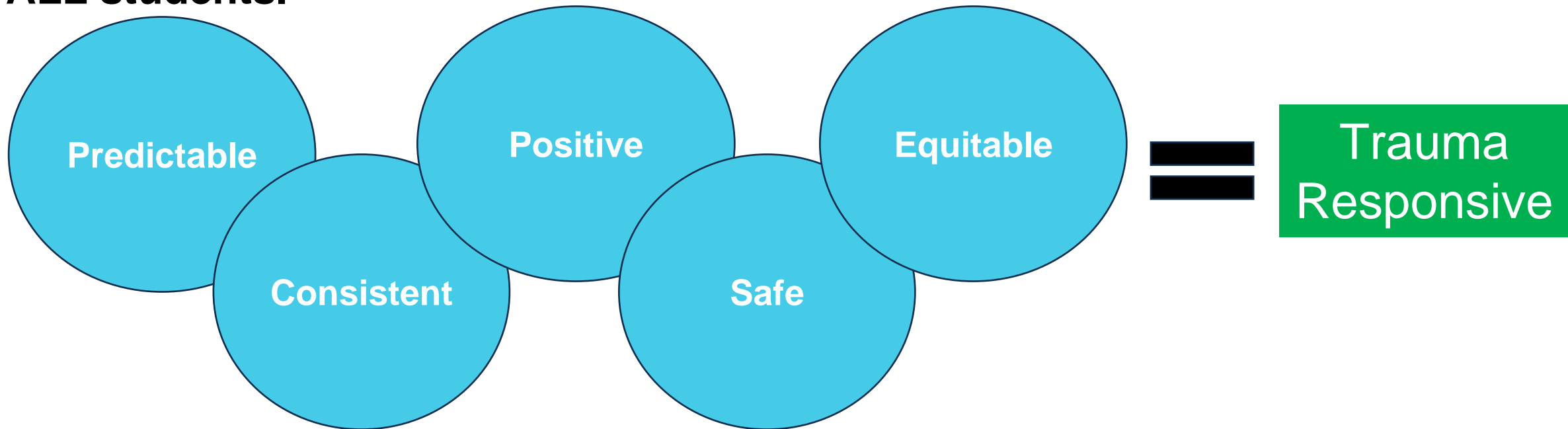
**MHSA
Kaiser
LEA**

What is Positive Behavior Interventions & Supports?

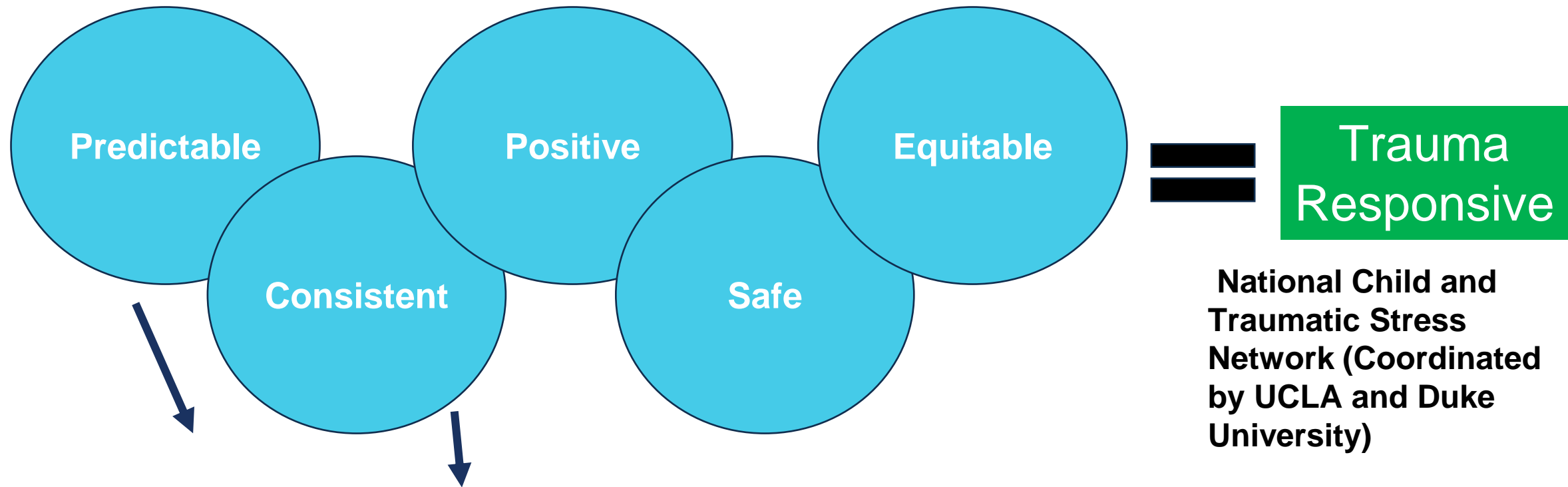
- PBIS is:
 - A systems approach for establishing the **social culture** and behavioral supports needed for a school to be an effective learning environment for all students.
- Evidence-based features of PBIS
 - Prevention
 - Define and teach positive social expectations
 - Acknowledge positive behavior
 - Arrange consistent consequences for problem behavior
 - On-going collection and use of data for decision-making
 - Continuum of intensive, individual intervention supports.
 - Implementation of the systems that support effective practices

Purpose of PBIS

...to make schools more **effective** and **equitable** learning environments for **ALL** students.

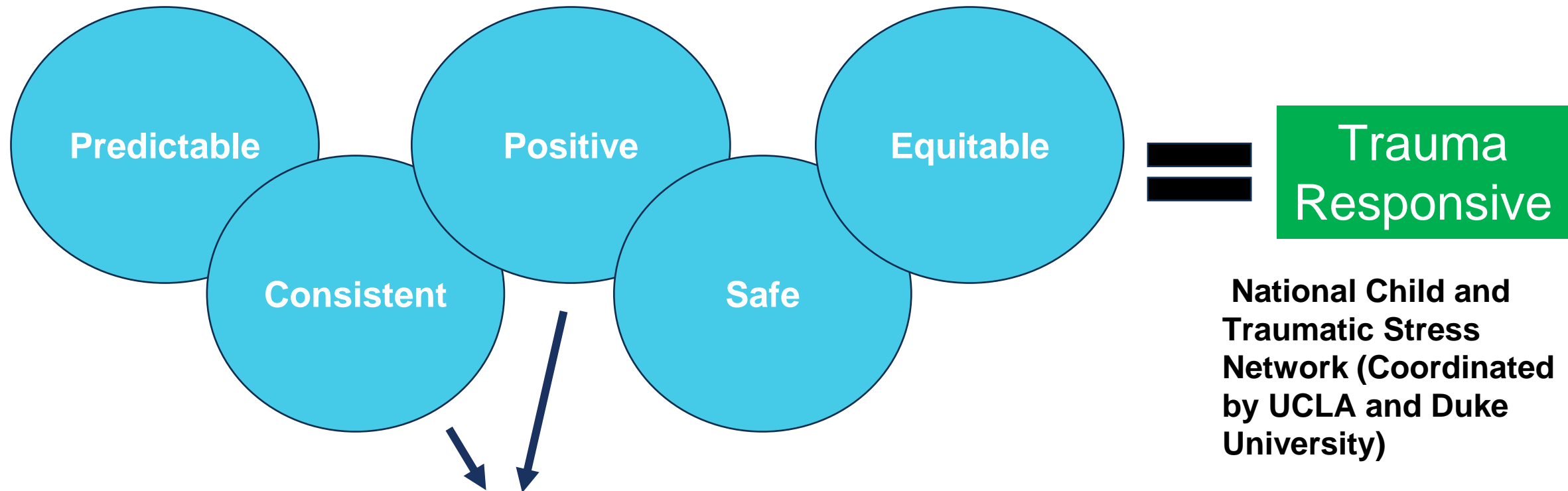


Purpose of PBIS



Maintain usual routines. A return to “normalcy” will communicate the message that the child is safe and life will go on.

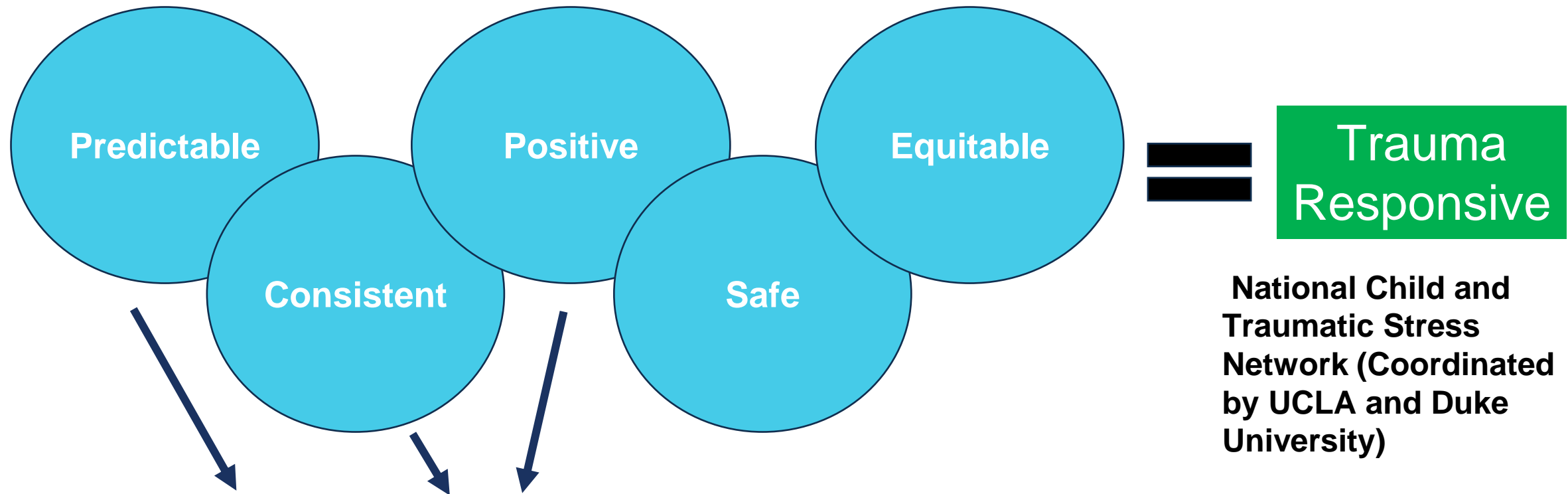
Purpose of PBIS



Set clear, firm limits for inappropriate behavior and develop logical—rather than punitive—consequences.

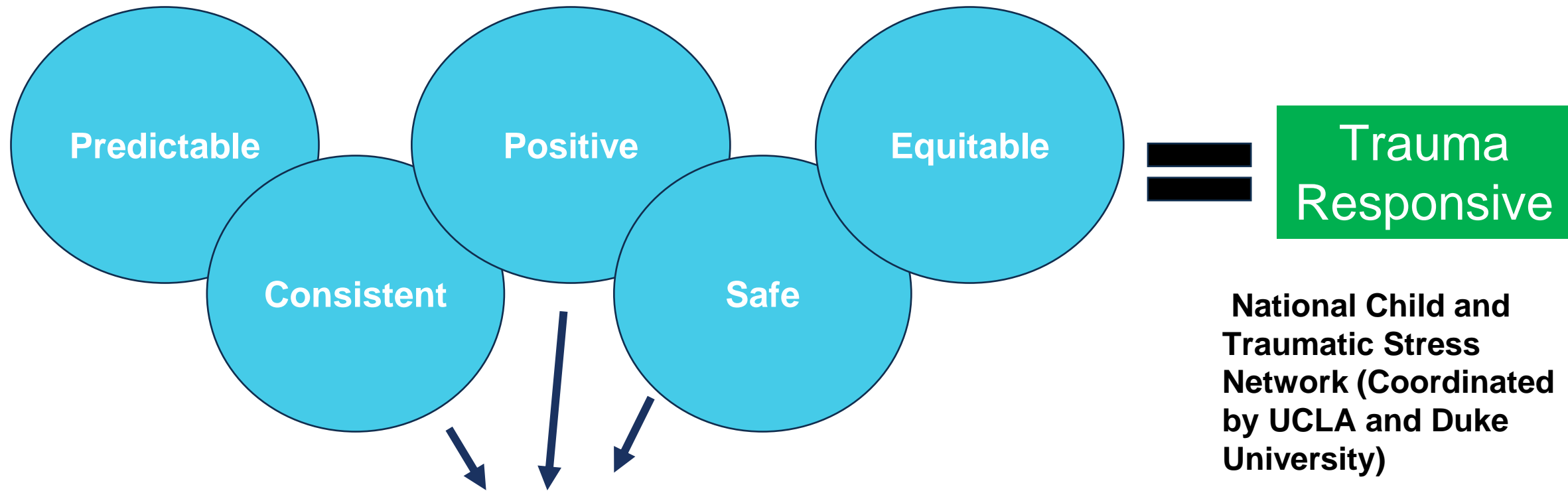
**National Child and
Traumatic Stress
Network (Coordinated
by UCLA and Duke
University)**

Purpose of PBIS



Warn children if you will be doing something out of the ordinary

Purpose of PBIS

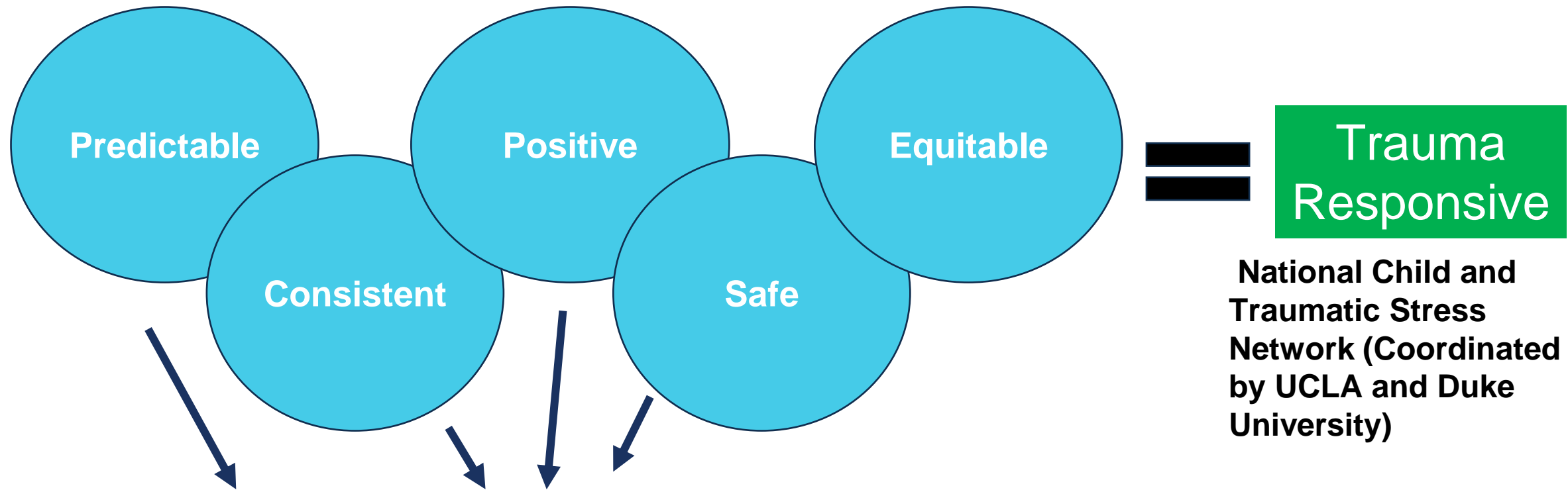


The school supports all children to feel safe physically, socially, emotionally, and academically

www.nctsn.org

National Child and Traumatic Stress Network (Coordinated by UCLA and Duke University)

Purpose of PBIS



The school addresses students needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being



Questions and Reflections

