

Contacts & Supports

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Wellness Center Program Description

The Wellness Center is an on-campus facility where students can attend to their mental health and self-care needs. Student autonomy and privacy are fully protected and respected as they choose to utilize the space in an appropriate way that they feel can meet their needs, whether it be using their 15-minute break to sit quietly, use a fidget toy, do a craft, or talk to the social worker/counselor, etc. The center will welcome and inform students of the different ways to use the center upon arrival and will contact teachers when students are coming or going from the center for safety and attendance purposes. The student's situation, reasons, or activities worked on for support in our wellness center program will not be shared with teachers or parents unless necessary or with the student's permission. When students arrive, they sign in for attendance and are met by staff to determine the students' needs and better serve them. This information is only accessible to mental health staff.

The center is open from 8:30-3:00 for students who need mental health and/or personal support. The space should be quiet, and no triggering/activating language is allowed. If a student just wants to do schoolwork but does not have a present mental health need, they should utilize other spaces on campus first, like the library or a classroom. When students need to share something triggering/activating, they should speak privately with a center confidant (social worker, school counselor, etc.) in their office, not to impact others utilizing the wellness center space.

Confidentiality and Informed Consent

Students need to understand that while their activities in the Wellness Center are intended to be confidential and protected by confidentiality, there are formal and informal limits to that confidentiality.

Formal Limits: If a student shares that they have been/are being hurt by someone else or themselves or that someone else has been hurt or is being hurt, confidentiality will be broken. This confidential information should be shared with the Social Worker, who will take the situation from there.

Informal Limits: Other people utilize the Wellness Center, so other students may see or hear things students do in the Wellness Center (not including behind the closed door of a Social Worker's office), and one of the Wellness Center walls is a partition so that others on the other side of the wall might overhear a student. Students should be reminded of this, especially if it is apparent that what they are doing or saying might be something they would not want others to know.

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From the SRVUSD Support Consent Form (for regular one-on-one, potentially group services): Counseling is a relationship built on confidentiality and trust. Adequate information is the foundation of trust, and all involved must have information about the limits and processes of counseling. The following information describes the counseling process with a San Ramon Unified School District Social Worker.

- **How does a student receive counseling at school?** Students may be referred for individual or group counseling by their parents or guardians, school faculty, school staff, a concerned friend, or themselves. Once a referral is made, a social worker will meet with the student referred.
- **Who provides the counseling at school?** Counseling is provided by district-employed social workers who have, at minimum, a Master's degree in social work and a Pupil Personnel Services Credential in school social work.
- **Is counseling required?** It is your choice to give consent for your child to receive counseling. However, the Mental Health Services for At-Risk Youth Act (SB 543) allows children 12 and older to consent to their mental health care if a mental health professional deems them mature enough to participate in treatment intelligently. We will always make every effort to involve the parent(s)/ guardian(s) in the support of their students unless the mental health professional, in their professional opinion, deems parental participation inappropriate, and students 12 and over may or may not be required to have a parent/ guardian signature - their use of services is confidential.
- **What happens in counseling?** Counseling will focus on the well-being of the whole student in a group or individual setting. During sessions, the social worker and student/ group will work together to understand the present problem, address current and future consequences, and develop goals for change and a plan of action.
- **How is information kept or shared?** Trust is the basis for effective counseling. The ethical guidelines of the National Association of Social Workers emphasize the importance of confidentiality between social workers and students while recognizing and respecting the rights of parents/ guardians. As a parent/guardian, trust in the social worker's training and ability is necessary. Your child must know and trust that the information shared with the social worker will stay with the social worker unless they are permitted to share information or the social worker suspects the child is in danger of being hurt by others, hurting themselves, or hurting others (limits of confidentiality).
- **Confidentiality:** Trust and confidentiality work together. Counseling records do not become a part of the student's permanent record except as required by the school safety policy. A record may indicate that the social worker saw a student; however, the topics discussed are not included unless needed for the school board's safety policy. The Family Education Rights and Privacy Act (FERPA) requirements are enforced; information will not be released to anyone outside our district organization without your written permission unless such disclosure is made due to an emergency to protect the health and safety of the student or others. The social worker may speak with the classroom teacher(s) about how they can support the student in the classroom; however, specific information will not be shared unless it is determined that those other school officials have a legitimate educational interest in the information.
- **Possible Outcomes:** Through counseling, your student may be taught strategies to help them make more effective and healthier decisions, increase the ability to set and reach goals, build better relationships with others, and be more successful in school. We must realize that change takes time; their struggles did not develop overnight, nor will they disappear overnight. Counseling will be most successful when students, social workers, teachers, and family members work together.
- **Cost:** There is no cost for any counseling support services your student receives from a San Ramon Valley Unified School District social worker.

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Rules and Expectations

Class Period Usage:

- Students must arrive with a pass within 5 minutes from leaving class. Exception: *Students in visible distress may be seen without a pass, as determined reasonable by the intake assistant and/or staff.*
- Students must sign in with the Intake Assistant when they arrive.
- Reset breaks are available during class periods after the first 10 minutes of class during open hours.
- Students must put their belongings away as there is NO phone use in the center except if expressly permitted for special events/activities.
- Students must return to class within 5 minutes of being signed out of the center.
- Students who break the rules twice will be restricted from use for the quarter, and students who repeatedly misuse the center will not be allowed to use the center for reset breaks, only for personal support with a confidant in an emergency.
- The space is not for homework, an alternative to rally, or meeting up with friends during class.
- The space is to remain low-volume, without socialization other than center support persons.
- Students are not to “meet up” in the center during class periods for any reason except for counseling.

Long-Term Center Usage

Students who use the space frequently during class periods will be reviewed by the intake assistant, who will notify the Wellness Coordinator and/or their school counselor and case manager/school psychologist/other support providers (if applicable) to make a plan for the student and address their mental health needs. Students should not arrive frequently during the same class period and should not miss excessive class time.

Center Etiquette:

The wellness center is available during most school hours for students who need mental health and/or personal support. The space should be quiet, and no triggering/activating language is allowed. When students need to share something triggering/activating, they should speak privately with a center confidant (social worker, school counselor, etc.) in their office not to impact others utilizing the calm space.

Emotional State Ratings

When signing in, students are to indicate their level of distress (1-10) on our sign-in sheet.

- ★ Students in low distress will be offered a 15-minute “reset” break, given a timer, and directed to choose a calming tool for their time in the center. (Art, Calming activities, journaling, etc.)
- ★ Students in moderate distress will be allowed to choose whether to try to calm down with a tool (or talk to someone) on arrival. If they still need support after 15 minutes, they will be transitioned to a confidant or set up for an appointment to return when staff is available.
- ★ Students in high distress will be paired with the first available confidant unless they are already working with an available confidant. (Counselor/Therapist/Social Worker).

Attendance

Students must check in with their classroom teacher before coming to the center, especially if they are late or just getting to school. If a student has not checked into class after it has begun, they will still be marked as tardy.

- If a student utilizes the center and says they are returning to class but does not return, it will be marked as a cut.
- If a student tells a staff member that they are going to the wellness center and they never show up, it will be marked as a cut.
- Students who misuse the center will not be allowed to come for reset breaks for a specific period, either a quarter or a semester, depending on the time of year.

Community Resources: [Master Doc of Resources](#)

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Intake Assistant

[From the District Job Description:](#) The job of the Wellness Intake Assistant is to provide support to the educational process with specific responsibilities for supporting the Wellness Center by meeting and greeting students; providing organizational support for wellness-related services, school events, and partnerships; scheduling student appointments; assisting with documentation and data collection; and working closely and under the direction of the District Social Worker and Wellness Team to ensure coordination is effective and efficient at all times.

Learn some skills: [See the on-demand training link doc.](#)

Center Coordinator / Social Worker

[From the District Job Description:](#) Under the direction and supervision of the Director of Student Services, the Wellness Center Coordinator is a social worker responsible for overseeing the day-to-day operations of the Wellness Center at the assigned school site, including program implementation, coordinating direct services, and general mental health and community-related support for campus as needed. The social worker also ensures compliance with laws, codes, and regulations related to student support and wellness services and performs related work to ensure that all programs align with providing effective and efficient support services for students and families. With permission from the site, the coordinator facilitates ongoing communication with students, staff, parents, guardians, and caregivers to ensure that support services and programs are integrated into the school setting. This is a clinical position, usually carrying an LCSW or in the process of completing the LCSW.

SRVUSD Suicide Risk Assessment Checklist

- ☐ Complete Assessment Tool for Student Suicide Risk - available in IC (keep in the personal working file)
- ☐ Determine Risk Level (low, moderate, high)
- ☐ Fill out the Personal Safety Plan form with the student (the student keeps one copy; the other copy is uploaded or entered into IC Counseling Tab under Documents)
- ☐ Contact the parent and/or SRO depending on risk level.
- ☐ Complete the Parent Contact Acknowledgement Form (upload or enter into IC Counseling Tab under Documents)
- ☐ Give parents lists of Community and Mental Health Resources
- ☐ Fill out the Student Suicide Risk Documentation Form (complete in IC Counseling Tab under Documents)
- ☐ Enter Risk Assessment information into IC under the Counseling Risk Assessment Tab
- ☐ If the student is hospitalized or has missed a significant amount of school for mental health reasons, schedule a re-entry meeting when they are ready to return
- ☐ Complete the Mental Health Re-Entry Form (complete in IC Counseling Tab under Documents and/or psychologist attaches to SEIS if the student has an IEP.)
- ☐ If a safety plan was not previously created or needs updating, fill out the Personal Safety Plan form with the student (the student keeps one copy, and another copy is uploaded or entered into IC Counseling Tab under Documents)

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Emergency Information and Protocols

Wellness Center 5150/Suicide Risk Assessment Protocol

If a student in the Zen Den is presenting a risk of harm to themselves or others (outside of a typical Suicide Risk Assessment), contact the Social Worker, Site Resource Officer/Danville Dispatch, and Assistant Principals. Contact the Support Counselor if the Social Worker is unavailable.

1. The Social Worker or counselor informs the Intake Assistant that a suicide risk assessment is happening.
 - a. Nothing is needed from the Intake Assistant at this time (risk is low or unknown).
2. The social worker may call in a second person (counselor or social worker) to assist with the risk assessment and inform the Intake Assistant of its high risk.
3. If the student is identified as high-risk:
 - a. The social worker or counselor puts the student's name on a Post-it inside the purple folder.
 - b. The Intake Assistant informs the School Secretary (Silvia) that a suicide risk assessment is happening by delivering the purple folder and asks them to call SRO/Dispatch.
 - c. The social worker prints out the SRA and student IC summary page for the SRO. The Intake Assistant takes these forms from the printer and readies them for SRO when they arrive. **These papers are confidential and cannot be left unattended.**
 - d. The Intake Assistant clears out the center. Anyone using the center for non-urgent reasons must be sent back to class, and students in distress are redirected to a counselor for any students who need direct support.
 - e. The Intake Assistant closes the Zen Den, puts the hazard ribbons up in the admin hallway, and locks the front door, putting up the "closed" sign outside.
4. When the SRO determines that hospitalization is necessary, the SRO will call emergency services and inform dispatch.
5. Once the student leaves (via ambulance), the Social Worker will contact the parents.
 - a. The Social Worker informs parents of SRA and where the child is headed
 - b. The Social Worker follows up via email and sends the parent(s) the Parent Acknowledgement Form and the Local Resources handout
 - c. Discuss plans for the re-entry meeting
6. The Social Worker will inform the appropriate Admin (grade level and principal).
7. The Social Worker will make sure everything is complete in IC (and inform any other applicable parties)
 - a. Complete SRA and Safety Plan in IC
 - b. Complete Parent Acknowledgement in IC
 - c. Inform the site SRO if they were not on-site during 5150
8. The Alpha Counselor/Student Support Counselor (and/or Social Worker) will plan a re-entry meeting.

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Lockdown Procedure

Upon lockdown initiation, the staff locks all doors leading to the center. The staff will take any students in the center into their offices, lock their doors, cover windows, and turn off the lights. If any intern is on-site, the intake assistant will notify them of a lockdown and ensure they go into lockdown with the staff.

Center staff will ensure that student and faculty **cell phone ringers and sounds are off** and advise all individuals to be as **quiet as possible**. Staff will document students in their presence and the time lockdown begins and ends. The Intake Assistant will report if the Wellness Center Coordinator is absent. The Wellness Center Coordinator and all staff in lockdown will await further instructions from the administration via email. If evacuation is required, students will exit through the double doors and exit the campus through the gate to the right.

Earthquake Procedure

In an earthquake, students will be instructed by the Wellness Center Coordinator and/or Intake Assistant to get under a table or desk and protect their heads and necks. At present, fourteen individuals can be sheltered under a table or desk. Anyone unable to get under a table or desk will be instructed to duck and cover.

When the earthquake ends, the Wellness Center Coordinator will document the students present, where they were during the emergency, and the time. The Intake Assistant will report if the Wellness Center Coordinator is absent.

Fire Procedure

In the event of a fire and/or when the fire alarm goes off, both/the Wellness Center Coordinator and/or Intake Assistant will lock the exterior doors to the center and escort all students out of the center and to the designated fire route. They will await further instructions. When given the “all clear,” they will escort the students back to the center and document the present students.

Exceptional Circumstances: Unique Circumstances and What to Do

When a student is coming or going from the center and does not make it to their destination, we will request that the student be located by campus monitor/admin staff.

Students misusing the space will not be allowed to come for reset breaks/brunch/lunch, and must be escorted to and from by a campus monitor for ‘need support’ situations.