

Youth-Driven Change: High School Peer Leaders Speak on their Experiences



CALIFORNIA
SCHOOL-BASED
HEALTH ALLIANCE

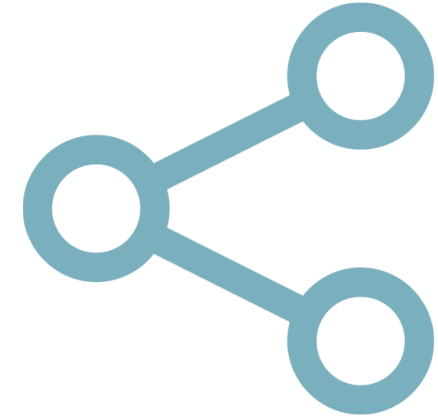
Putting Health Care Where Kids Are



**For higher quality audio,
dial the number from
your webinar invitation
link**



**The webinar is
being recorded**



**Supporting
materials will be
shared**

Putting Health Care in Schools

The California School-Based Health Alliance is the statewide non-profit organization dedicated to **improving the health & academic success** of children & youth by **advancing health services in schools**.

Learn more:

schoolhealthcenters.org



2024 California School-Based Health Alliance Conference

Building Transformational School Health for California's Future



April 29-30, 2024
Santa Clara Convention Center



Become a member & get exclusive benefits!

- Conference registration discount
- Tools & resources
- Technical assistance

Sign up today:

bit.ly/CSHAMembership





**Student Presenters
Pomona High School**



**Student Presenters
Clovis Unified School District**



**Student Presenters
Antioch High School**



Yetzi Garcia-Martinez
Youth Board Member
California School-Based
Health Alliance



First Presenters: Pomona High School!

Use Your Heart

Steps to Create a Peer Counseling Program

Pomona High School

Pomona High School Peer Counselors



Recruitment/ Applications

- ❖ We create a presentation about our program with important information
- ❖ For any students interested in joining our program, we give them an application
- ❖ The application has several questions, so PCs can get to know the student
- ❖ We look for students who are applying to make a difference

- ❖ Once the recruitment process is over we now start the interviews
- ❖ Applicants are interviewed by a panel of 4-5 PCs
- ❖ We ask for their best understanding of confidentiality
- ❖ The interview questions help us get taste of their personality to see if they are a good fit

Interviews

[Interview Questions Paper Link](#)

How to Accept New PCs



- ★ After the interview process is over, Peer Counselors review all information and come to a decision
- ★ Current Peer Counselors decide ‘Accept’, ‘Decline’, or ‘Probation’
- ★ We look for people we “need” and people who “need us”

Training

Confidentiality

Code of Ethics

NAME: _____

Pomona Unified School District
Pomona Peer Resources—PHS
“Code of Ethics”

As a student enrolled in Peer Resources and as a trained Peer Helper, I agree to follow the rules and policies established to govern the Peer Resources Program. I understand the following and accept them as my personal Code of Ethics.

1. I will respect the dignity and individuality of the person I am helping and of my fellow peer helpers. (Initial _____)
2. I will respect the confidentiality of the helping relationship in the training (or recertification) sessions. Breaking confidentiality will result in dismissal from the program. (Initial _____)
3. I understand I have a “Duty to Inform” my adult advisor about situations regarding potential or suspected suicide attempts, wrist cutting, abuse (physical, emotional, drug); or threatened violence or homicide. (Initial _____)
4. I will be supervised by an adult and agree to follow the guidance offered as part of that supervision. (Initial _____)
5. I will not use my position as a peer helper for my own gain or profit. I will not abuse my Peer Resources pass privileges. (Initial _____)
6. I will refer to my Peer Advisor those situations for which I am not adequately trained or too emotionally connected with to be an effective resource or help. (Initial _____)
7. I agree to talk with my Peer Advisor, if and when, I am unsure of these rules or have a personal problem which is interfering with my concentration in school and as a Peer Helper. (Initial _____)
8. I agree to follow this Code of Ethics to the best of my ability. (Initial _____)
9. I understand I may be dismissed from the Peer Resources Program for violation of this Code of Ethics. (Initial _____)

In the spirit of mutual trust, respect, and in good faith, we agree to honor and be bound by this Code of Ethics.

Student: _____ Date: _____

Parent: _____ Date: _____

Peer Advisor: _____ Date: _____

Mandated Reporting

Who are mandated reporters in California 2023?

California defines this law under the Child Abuse and Neglect Reporting Act (CANRA).

Peer Counselors are under the supervision of the advisor.

Everyone who has knowledge of abuse should report; however designated professionals are required by law to report.

Failure to report is a misdemeanor crime.

- ◆ **Physical Injury**
- ◆ **Emotional abuse**
- ◆ **Sexual abuse (assault or exploitation)**
 - ◆ **Neglect**

Emotional Vocabulary

Different Ways To Say BAD		Different Ways To Say SAD		Different Ways To Say GOOD		Different Ways To Say LIKE		Different Ways To Say NICE		Different Ways To Say HAPPY	
abominable	mean	agonizing	low	amazing	magnificent	admire	look up to	admirable	enjoyable	amused	in high spirits
appalling	nasty	bitter	melancholy	astonishing	majestic	adore	marvel	agreeable	favorable	blissful	jolly
awful	naughty	blue	miserable	awesome	marvelous	appealing	praise	amicable	friendly	cheerful	jovial
cruel	nauseating	cheerless	morbid	brilliant	outstanding	appreciate	prefer	approachable	gracious	chipper	joyful
dire	outrageous	defeated	mournful	delightful	pleasant	approve	prize	appropriate	helpful	content	lively
disagreeable	revolting	dejected	out of sorts	excellent	special	be partial to	rate highly	becoming	inviting	delighted	merry
disgusting	rotten	depressed	regretful	exceptional	splendid	cherish	regard	charming	likeable	eager	on cloud nine
dreadful	shocking	desolate	somber	extraordinary	stupendous	desire	relish	civil	lovely	ecstatic	optimistic
evil	sickening	despairing	sorrowful	fabulous	super	dig	respect	commendable	peachy	elated	over the moon
filthy	terrible	down in the dumps	sunk	fantastic	superb	elect	revere	congenial	pleasing	enthusiastic	overjoyed
ghastly	unpleasant	downcast	tearful	glorious	superior	enjoy	savor	considerate	pleasurable	euphoric	pleased
hideous	unspeakable	forlorn	tragic	grand	terrific	fancy	select	cordial	polite	excited	positive
horrendous	vicious	gloomy	unfortunate	impressive	tremendous	favor	stuck on	courteous	satisfying	exuberant	proud
horrible	wicked	glum	upset	incredible	unbelievable	fond	treasure	cute	thoughtful	festive	thrilled
lousy	wretched	heartbroken	woeful	lovely	wonderful	hold dear	value	delightful	well-mannered	gleeful	upbeat

Rest In Peace !

Certification Checklist

Questioning Skills

[Questioning Skills](#)
[Paper Link](#)

Paraphrasing

Peer Counseling Certification Checklist

DATE: _____ EVALUATOR: _____
Peer Helper: _____ Client: _____

INTRODUCTION:

Welcome (friendly, kind) ☐ Y ☐ N
Stated Confidentiality ☐ Y ☐ N
Break when: 1. _____ 2. _____ 3. _____
(Introduce to advisor ☐ Y ☐ N) (Not trained ☐ Y ☐ N)
Time Allotted: _____ minutes (will find more time ☐ Y ☐ N)
Verbal Agreement to start session ☐ Y ☐ N Get client signature ☐ Y ☐ N

LISTENING TO CLIENT:

☐ Referral Issue: _____
☐ Main Issue: _____

Listening Skills (Check each time skill is used)

Paraphrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Why	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Validation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Statement of Feelings (Client) 1. _____ 2. _____ 3. _____
Reflection of Feelings (PC) 1. _____ 2. _____ 3. _____

QUESTIONING:

Open-Ended Questions ☐ Y ☐ N Example: _____
Clarifying Questions ☐ Y ☐ N Example: _____
Close-Ended Questions ☐ Y ☐ N Example: _____

OPTIONS/SOLUTIONS/ACTION PLAN:

☐ Brainstorm Options from Client: _____
Solutions Created by Client: ☐ Y ☐ N ☐ Realistic & Active (timely) ☐ What If?
Immediate Action Plan ☐ Y ☐ N _____

CONCLUSION:

Ask Client to Clarify Action Plan—PC to paraphrase	<input type="checkbox"/> Y <input type="checkbox"/> N	COMMENTS: _____ _____ _____ _____ _____
Set Specific Follow-Up Session Date	<input type="checkbox"/> Y <input type="checkbox"/> N	
Repeat Confidentiality	<input type="checkbox"/> Y <input type="checkbox"/> N	
What to Tell Others "The situation has been taken care of"	<input type="checkbox"/> Y <input type="checkbox"/> N	
Explain Room 8 ~ Safe Zone	<input type="checkbox"/> Y <input type="checkbox"/> N	
Thank Client for sharing (Validation)	<input type="checkbox"/> Y <input type="checkbox"/> N	
I will now take you back to class (or stay)	<input type="checkbox"/> Y <input type="checkbox"/> N	

GENERAL INFORMATION:

PC has control over session	<input type="checkbox"/> Y <input type="checkbox"/> N
PC made eye contact	<input type="checkbox"/> Y <input type="checkbox"/> N
PC avoided judgments/accusations	<input type="checkbox"/> Y <input type="checkbox"/> N
PC non-verbals: _____	

VALIDATE VALIDATE VALIDATE...

Validating helps clients feel more comfortable sharing their thoughts

Builds a basic relationship between the counselor and the client

Encourages clients to think for themselves

Reassures client and helps them understand their emotional response is valid and it is okay to feel how they feel

Then they can feel more comfortable with themselves and their thoughts

Freshmen Intake Form

Name: _____ ID #: _____

Schedule (Include Teacher and Room #)

P1: _____ P2: _____ P3: _____

P4: _____ P5: _____ P6: _____ P7: _____

Session #1 Date: _____ Advisor Initials: _____

Session 1 Case Notes:

Client Signature: _____ ☐ Zangle visits input

PC Signature: _____

Date Assigned:

PC Assigned:

PC Assigned:

Group

☐ Zangle set up

Advisor Comments:

Date Student's Absent

Z ☐ Advisor Initials

TR:

Advisor Initials

Date Student's Absent

Z ☐ Advisor Initials

Date:

Z ☐

Date Student's Absent

Z ☐ Advisor Initials

TR:

Advisor Initials

Date Student's Absent

Z ☐ Advisor Initials

Date:

Z ☐

Revised: 1/18/2023

Brainstorming- Action Plan

Brainstorming

Ask the client what they want to see happen, what they are willing to do to make it happen, what are their expectations, and what are their needs to make the situation better.

- I want to see _____ happen.
- I am willing to do _____.
- My expectations are _____.
- I need _____ to make this situation better/right.

Options from Client

1. _____

Option 1 will solve/help the situation by _____

Realistic? (How): _____

Active & Timely? (Write out Timeline): _____

What if? (Find Plan B or C): _____

Immediate Action Plan (All steps toward a solution): _____

2. _____

Option 2 will solve/help the situation by _____

Realistic? (How): _____

Active & Timely? (Write out Timeline): _____

What if? (Find Plan B or C): _____

Immediate Action Plan (All steps toward a solution): _____

3. _____

Option 3 will solve/help the situation by _____

Realistic? (How): _____

Active & Timely? (Write out Timeline): _____

What if? (Find Plan B or C): _____

Immediate Action Plan (All steps toward a solution): _____

Intake Forms

Restorative Circles/Mediations

Questions for wrongdoers include:

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- What do you think you need to do to make things right?

Questions for those affected by wrongdoing include:

- What did you think when you realized what had
- happened?
- What effect has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

PC Evaluations

Peer Counselor Evaluation

Your Name: _____ Grade: _____ Date: _____

Peer Counselor's Name: _____

How many times have you been seen by your peer counselor (PC)? Circle: 1 2 3 More: # _____

Were you seen by a PC because you:

- ☐ Received a discipline referral from a teacher
- ☐ Received a discipline referral from an administrator
- ☐ Asked for a Peer Counselor specifically
- ☐ An adult was kind enough to ask for a PC for you
- ☐ I am a freshman
- ☐ Other~ Please Explain: _____

◆How much time did your PC spend with you? Circle: 5 min 10 min 15 min More _____

◆Did the PC spend enough time with you? Yes No

◆Did the PC maintain strong eye contact? Yes No

◆Did the PC stay focused on you and your issue? Yes No

◆Did the PC talk to others in the hall during your session? Yes No

◆Do you believe the session was confidential? (The PC has not discussed the session with anyone but you.)
Yes No Please explain: _____

◆Did you ask the PC for additional information? Yes No
If yes, did the PC return with the info or help you? _____

◆Did you feel as if the PC actually helped you with your situation? Explain: _____

◆If you refused to see the PC sent to you, please explain why: _____

◆On a scale from 1 -10 (1 being the worst and 10 being the best), please rate your PC:
Worst 1 2 3 4 5 6 7 8 9 10 Best

WHY: _____

◆Would you be interested in seeing a PC again if you were having troubles at school or home?
If yes, why? _____

If no, why? _____

◆Are you interested in learning more about becoming a Peer Counselor for next year?
Yes No

Your Signature: _____

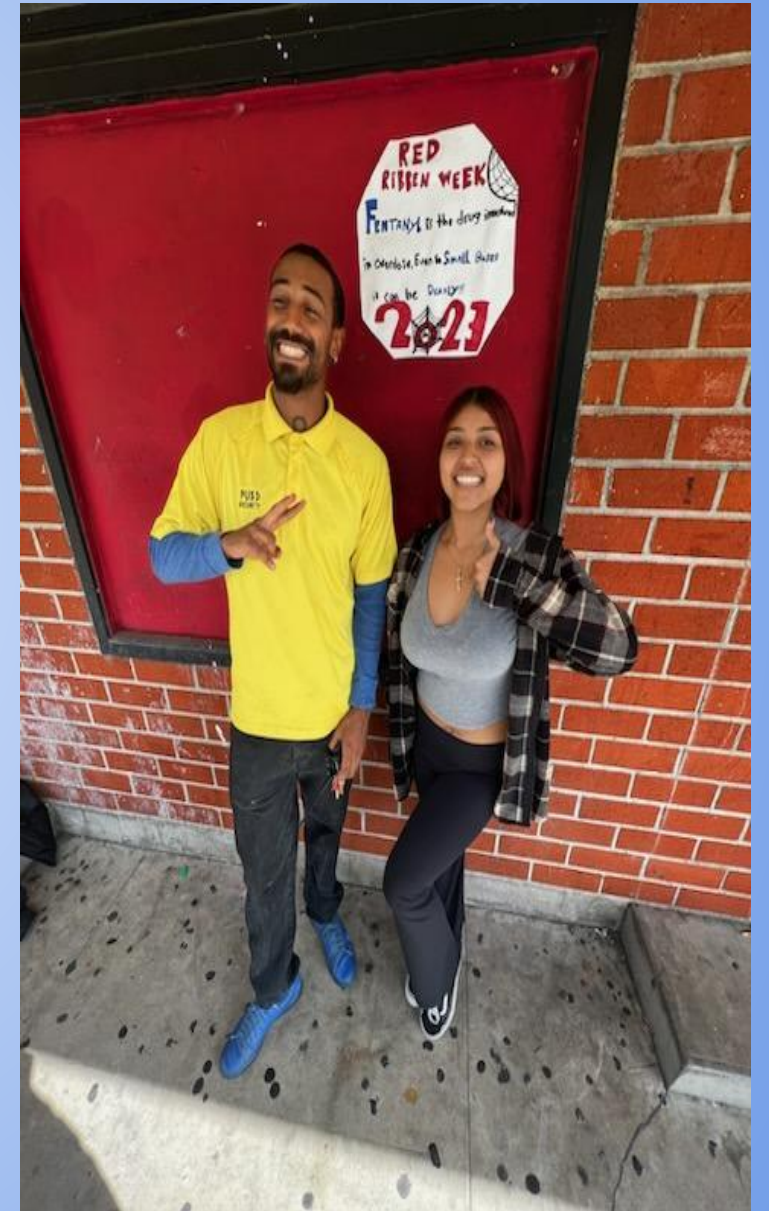


Freshmen Support



Educational Presentations & Other Events

- Red Ribbon Week
- PBIS assemblies
- TUPE Pop-Up Tents
- Take Down Tobacco
- Mental Health Awareness
- Suicide Prevention
- 8th Grade Extravaganza
- Back To School Night & Grade Distribution
- Teacher Appreciation Week



Managerial Practices

Tasks and Duties

Tasks and Duties—Peer Counseling PZ

Attendance— ~~Jayleen~~ **Bravo**

Attendance Back-up— **Christian Perez**

Wellness Center Check-In— **Mario Perez & Jerriuss Brown**

Community Service Checks— **Karina Gonzalez**

Grade Checks— **Karina Gonzalez**

PC Binder— **Danielle Espinoza**

Assigning clients — **Larissa Ponce**

T-Shirt Tuesday— **Mariela Gonzalez**

Back-up— **Josue Arechar-Oregon**

Time Keeper— ~~Ana~~ **Flores-Trujillo**

Documents Manager— **Moises Lua**

Documents Manager — **Alondra Lopez**

Data Entry Clerk— **Nathan Chuta**

Peer Birthdays— **Isaiah Alaniz**

Freshman Birthday Cards— **Nathan Chuta**

Back-up— **Isaiah Alaniz**

Freshmen Coordinator(s) — **Alondra Lopez & Danielle Espinoza & Felipe Vasquez**

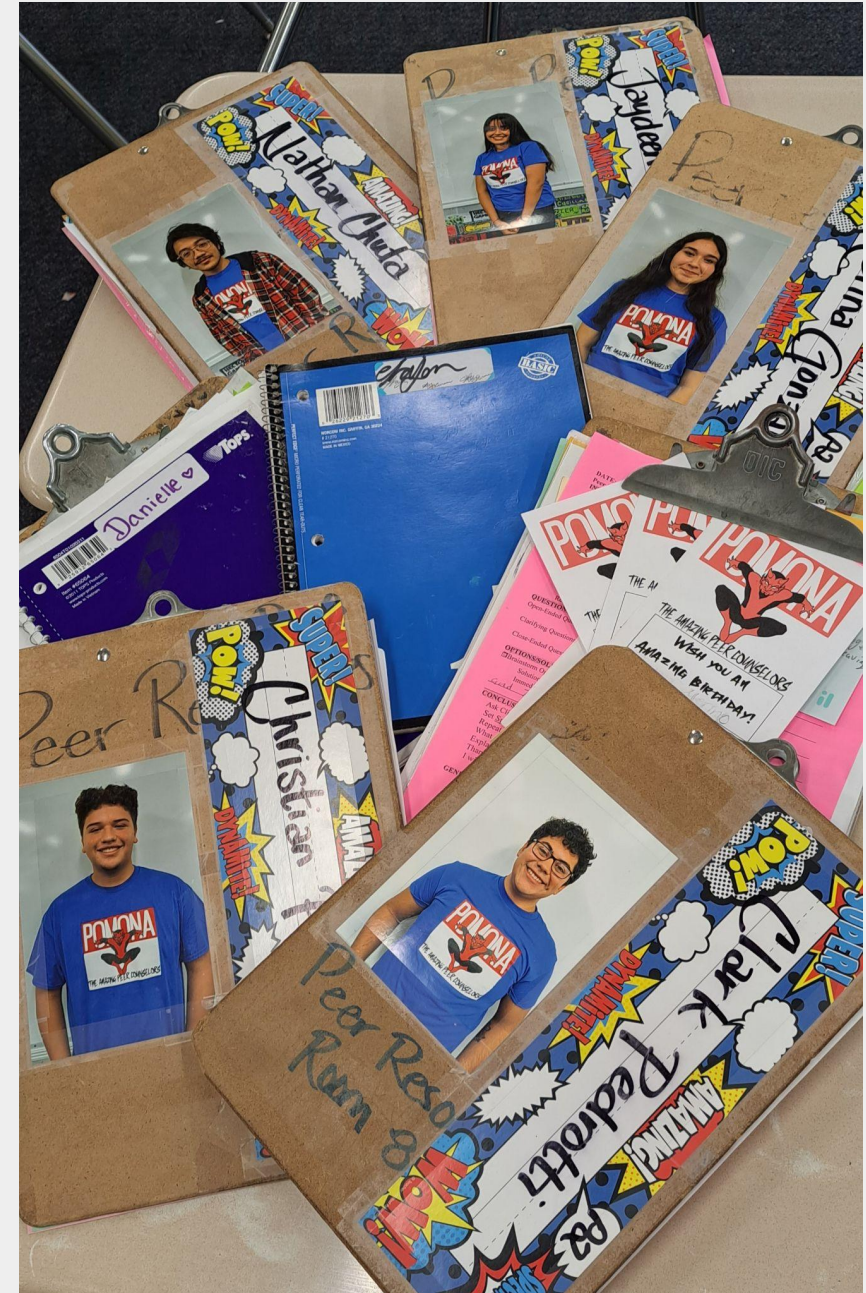
TRPE Coordinator(s) — **Trajon Lawton & Krystha ~~Osuna~~ & Lulu Wilson**

Outdoor Bulletin Board Coordinators— **Jocelyn Marquez & Bella Moreno**

Client sign-in

- ❖ Walk-ins are students who need assistance
- ❖ *Any PC can help the student sign-in on the sheet*
- ❖ The sign-in sheet helps us keep track of who is coming in and out
- ❖ *As the student is signing in, we ask what kind of services they need; time alone or if they would like to talk to a peer counselor*
- ❖ The walk-ins can be in any grade

Clipboards





TUPE

Tobacco Use and Prevention Education

**TUPE is a grant-funded
program.**

**We set up interactive
informational tents
throughout the year where
people can ask questions,
play games, and learn about
tobacco's harmful effects.**

Legacy Bricks





PC Mascots

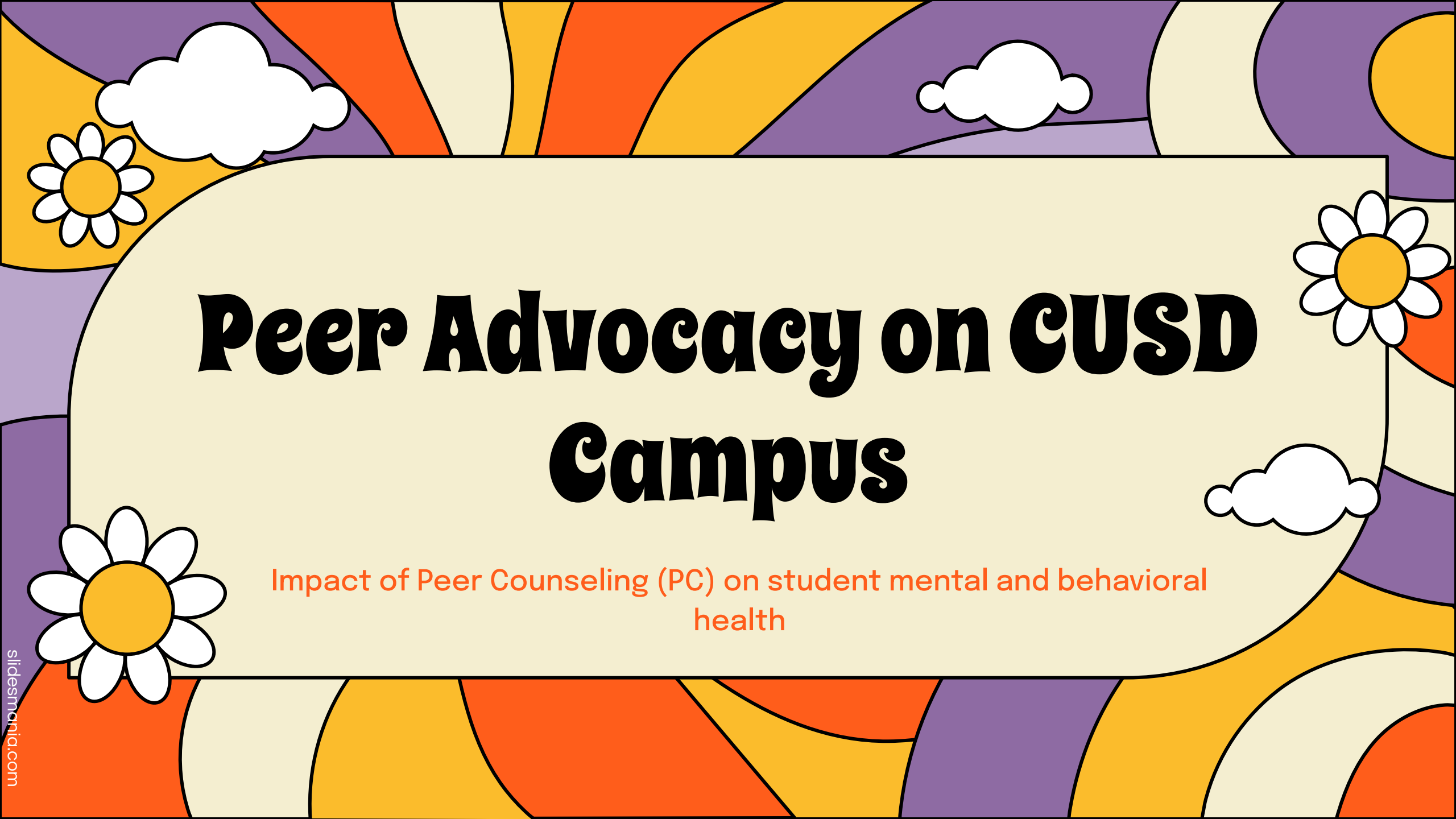
Duncan and Zola!!

Questions? Comments? Concerns?





Second Presenters: Clovis Unified School District!



Peer Advocacy on CUSD Campus

Impact of Peer Counseling (PC) on student mental and behavioral
health



**Lucas
Chamberlain**

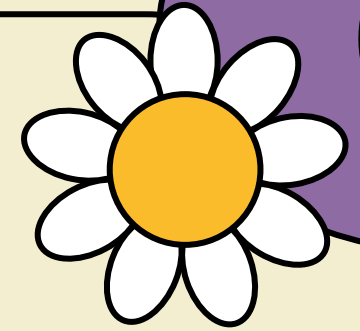
**Juan
Garcia**

**Sydney
Harrison**

**Baylee
McPherson**

**Larissa
Gastel**

Why PE is Effective



Peer Acceptance

Positive peer support can help adolescents' health and well-being

Peer Relationships

Positive relationships with peers can boost behavioral engagement with school

One Good Friend

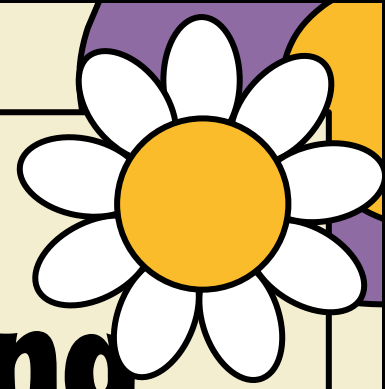
All a student needs is one person to listen and truly get to know them in order to make a difference

Peers and Loneliness

When students have someone around them they can communicate with it reduces the sense of being alone in whatever they may be going through

Prosocial Peers

When students surround themselves with outgoing peers it can boost their likelihood to set prosocial goals and become more prosocial



Some facts about Peer Counseling

60%

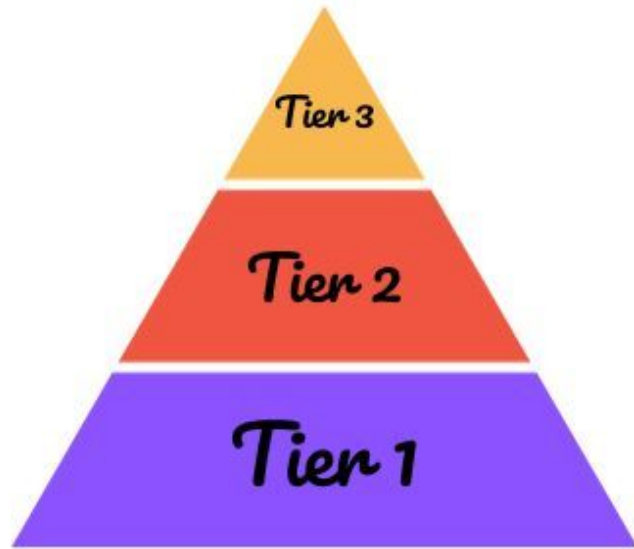
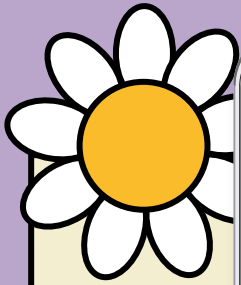
Of students feel peer support was helpful

82%

Of students understand that peer counselors is able to serve students of various backgrounds

80%

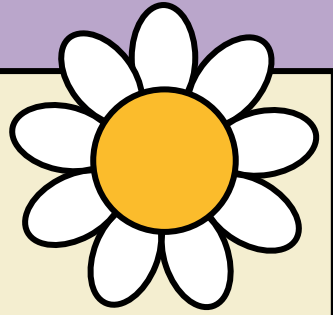
Of peer counselors say they have received a fair amount of training



Levels of Support for Students

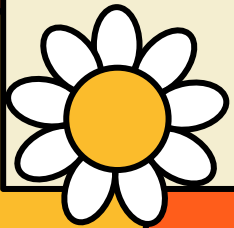
- Certain resources are limited and have requirements to access
- Tier one is available to all students
- Tier two is available to select students
- Tier three is for heavy intervention

Tiered Supports, What's the Difference?

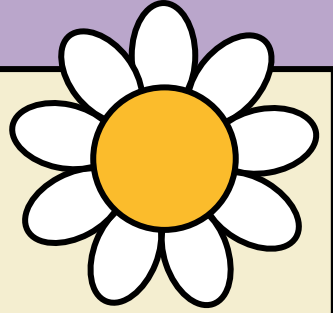


Tier 1 (PC)

- Any student can be referred or self-refer to meet with a PC
- All students have access to referral forms through QR codes
- Peer Counselors are trained to offer solution-oriented talks with students in need

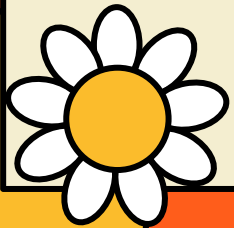


Tiered Supports, What's the Difference?

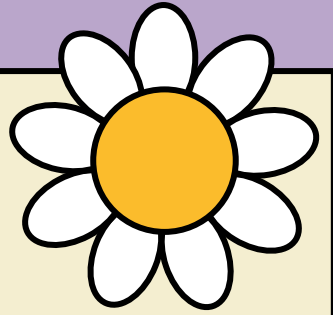


Tier 1 (CSI)

- Clovis Support and Intervention (CSI) offers support groups for variety of topics
- Students can join a support group or they can be referred by anyone on campus
- Attendance at a CSI group can be mandated in Youth Court if it is deemed to be beneficial

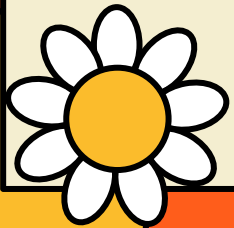


Tiered Supports, What's the Difference?

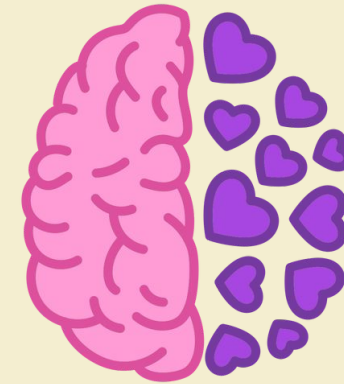
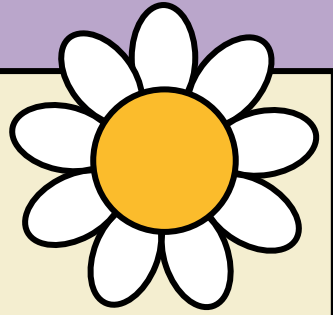


Tier 2 (PC Class)

- Peer Counseling as a class is only available to students who meet the following requirements:
- The student must have a minimum 2.5 GPA
- The student must be recommended to the class by a teacher or administrator
- The student must submit an application before registering for the class

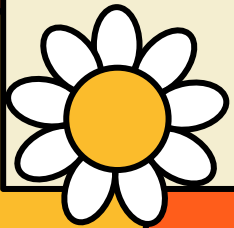


Tiered Supports, What's the Difference?



Tier 3

- School mental health support providers
- Tier three is for students that need professional support for any reason
- Peer Counselors have the ability to refer students to the school psychologist through their advisor



Peer Counseling Curriculum

Social Emotional Education

- Empathy vs. sympathy
- Understanding judgement/Noticing
- Not “shoulding”

Communication Skills

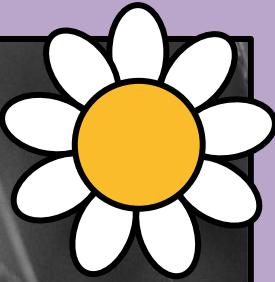
- Active listening
- “I Messages”
- Counseling process

Crisis Support and Intervention

- Identify and take students to campus safe spaces
- Limits of reporting



Mock Session Example



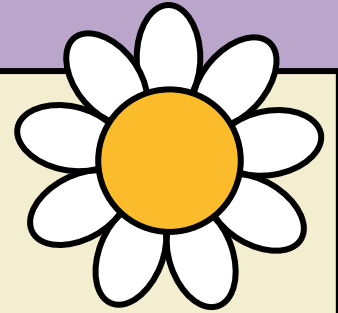
Annual Peer Counseling Summit

- Since 2021, CUSD has held an annual PC Summit where Peer Counselors grades 7-12 from all junior high and high schools meet
- The Summit covers topics relevant to peer support
- Allows for Peer Counselors at different school sites to collaborate and train


ABC 30 Summit Coverage



How Do We Reach Students?



- Presentations in all classes early in the school year
- Informing all students on PC support and confidentiality policy
- Each teacher has two posters around the classroom
- Posters also in high-traffic areas (hallways, library, offices, etc.)



Request to meet with a trained Peer Counselor *TODAY*.


We are a group of certified student counselors providing **one-on-one, CONFIDENTIAL** walk-in support to fellow Clovis High students.

As peer counselors, we provide a supportive atmosphere where students can openly talk about their feelings. We want to help you to develop your own solutions to problems and uncertainties.


Here are ways you can locate the Peer Counseling Referral form:

- Under the Co-Curricular tab on the Clovis High Website
- On any CHS PC Social Media Accounts
- Scanning the "Scan for help" QR Code below

If you have any questions, please see Mrs. Salinas in Room N-07.



SCAN FOR WEBSITE:



SCAN FOR HELP:

Involvement on Campus

- Affirmation and awareness posters made by Peer Counselors
- Lunchtime activities to boost student body involvement
- Lunchtime events typically have games, handouts, and candy
- Usually to promote awareness of a mental health organisation
- vent box and affirmation wall



Questions





Thank you!



Third Presenters: Antioch High School!

Antioch High School Peer Advocates



Building Stronger Campus Communities Through
Youth-to-Youth Work in Restorative Practices and
Interventions



Meleah- Advanced Peers 2



Dominic- Advanced Peers 2



E'nycio- Advanced Peers 2



Kyra- Advanced Peers 2



Brendan- Advanced Peers 3



Citlalli- Advanced Peers 2

History Of the Antioch High School Peer Program

- Started With 10 Students and a Dream
- Growth of the Program



What Is the Antioch High School Peer Program?

- Beginning Peers- Learning the Skills
 - Two Sections with Approximately 30 Students
 - Daily Class
- Advanced Peers- Putting the Skills Into Action
 - Two Sections with Approximately 30 Students
 - Daily Class

****Both Are A-G Approved Electives**



What Do the Peer Advocates DO?

- One-On-One Meetings/Peer Mentoring
- Conflict Mediation
- PIE (Peer Intervention Education) Pilot with the CCCOE/ Curriculum Creation
- Campus Community Building Activities Such as SWH
- Create and Teach Lessons About Relevant Topics to Other Classes on Campus
- Help DVHS Build Their Peer Program
- Showcase Our Program to Other Educators to Help Build Peer Programs in Districts Across The State



How is the program Accessed?

- QR Code, Flyers, Business Cards, Instagram, Drop-Ins
- Online Form
- Referrals from Staff on Campus
- Middle School Referrals (Mentoring)
- Student Referral
- Self-Referral/Stop Students With Badges On
- CARE (Children Accessing Resources in Education) Team Intervention
- Part of The Discipline Matrix (CM and PIE)



Need to Talk?
Want to Resolve A Conflict?

Peer Advocates give AHS students a safe space to talk in a one-on-one setting with another student.

It is 100% confidential and a student-run program.

Peers provides helpful resources or a listening ear when you need it the most!



Scan to submit a request to meet with a Peer or come by Room 307



Follow us @ahspeersadvocates

The Rationale

"No better preventionist training exists than peer collaboration and cooperative learning programs that engage youth in mutual problem solving, decision making, and conflict resolution in a climate of mutual helping and respect"

-Bonnie Benard



Why IS Peer To Peer Work SO Effective?

- The Peer Program is a constant presence on campus. It is available as both a scheduled and on-call service.
- Peers are AHS students of all grade levels, and they are familiar faces on campus. They can be easily identified by their shirts and badges.
- The program is consistent and trustworthy. Students and staff are aware of the program and know how to access it. Staff support students being pulled from their classes to address social emotional issues.
- It lightens the load of the staff on campus.
- Students trust their peers and tend to be more honest and willing to work with them.



What Are One-On-One Meetings and Mentoring?

Mentoring Is:

- Creating curriculum/questions and activities for 9th grade students.
- Mentoring is similar to one-on-one meetings, but the focus is on helping incoming 9th grade students transition to high school.
- The activities and meetings are based around getting to know the students better, helping them feel comfortable, setting goals, answering any questions they have about the school, and checking in on them weekly.
- This lasts for at least the first quarter of the year.

One-On-One Meetings Are:

- Where we meet with students of all ages who just need a listening ear or some extra support. There is no "curriculum". Meetings can be a one-time thing, a weekly thing, or as needed.



What Is A Conflict Mediation?

- Two Peers and Two Students Only
- Done in Main Office Conference Room
- Very Structured to Identify Needs and make sure students feel heard
- Meet with students separately first to see perspectives
- Ends with a contract created and signed by the students involved



What Is PIE (Peer Intervention Education)?

- PIE is a pilot program with the CCCOE-
- The PIE Curriculum was created together with CCCOE/TUPE and the Advanced Peer Advocates two years ago
- All Peers are trained once a year by the CCCOE and certified in being able to do PIE meetings
- Advanced Peers help during the training
- PIE meetings require parent notification and approval
- PIE is often instead of suspension and part of our discipline matrix

PIE Purpose

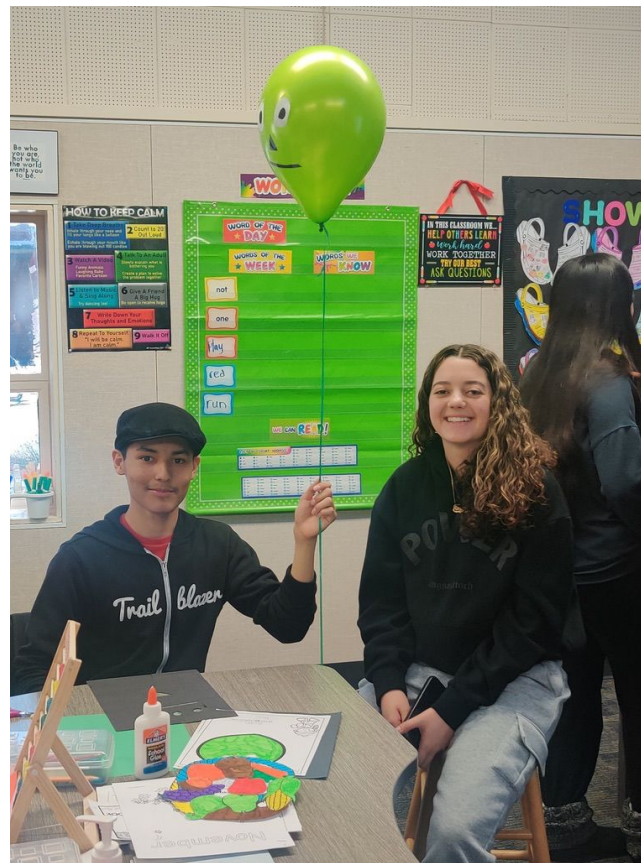
- This program is designed for peer-to-peer support

PIE Participant

- will explore why you use
- will explore alternatives to use.
- will set goals related to your use
- will decide if and what you want to change

PIE Advocate

- is **NOT** here to make you change
- is here to help you explore why you use
- is here to explore alternatives to use
- is here to help you set goals related to your use
- is here to help you explore any changes you choose to make



SWH and Community Building

Students Served

- Peers have met with students for one-on-one meetings, mentoring, or mediation over 230 times since the beginning of the school year.
- We have served over 700 students this year. This includes conflict mediations, PIE meetings, one-on-one meetings, classroom community building circles, lessons, and activities led by Peers, as well as the Peers themselves.

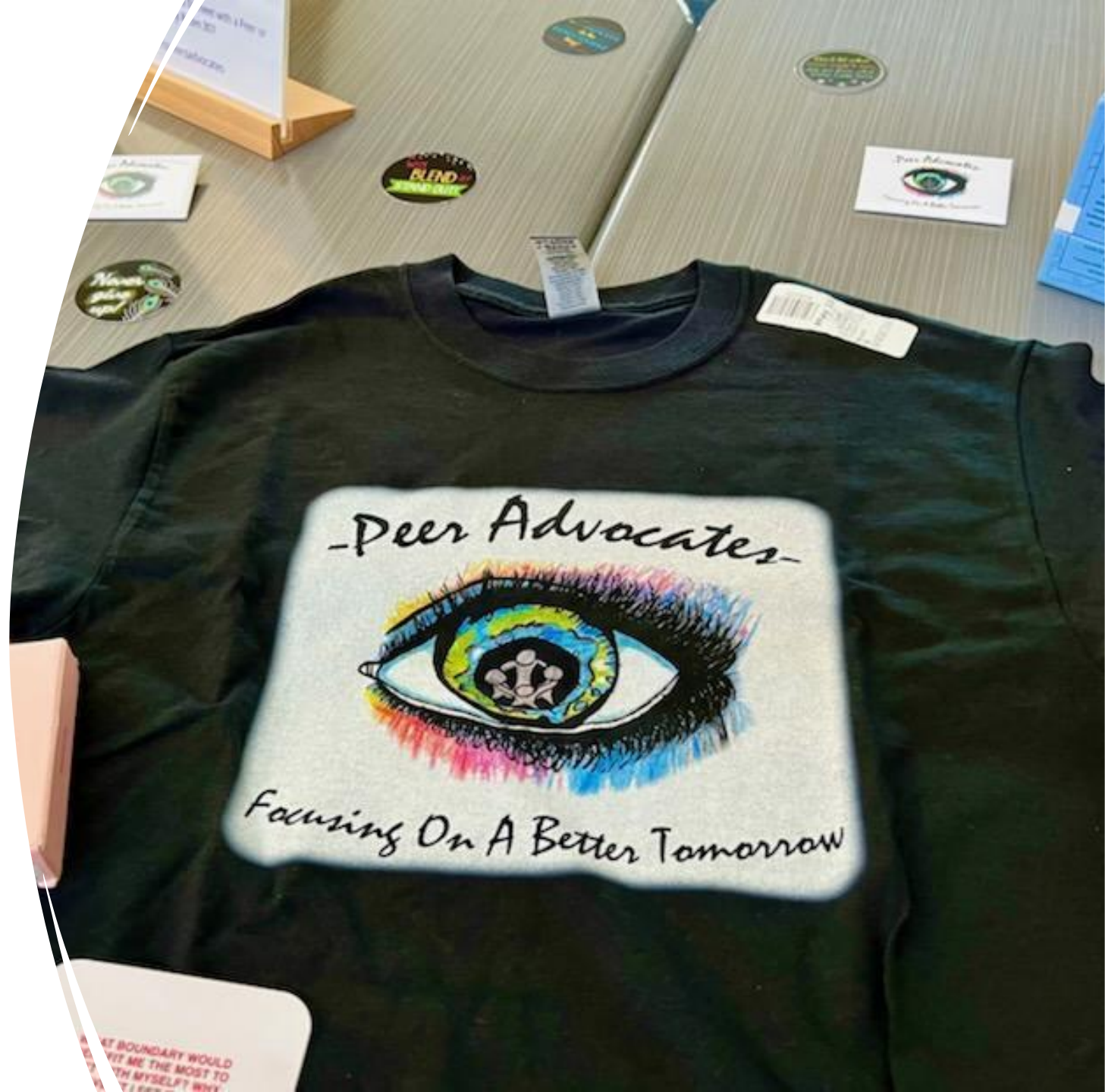


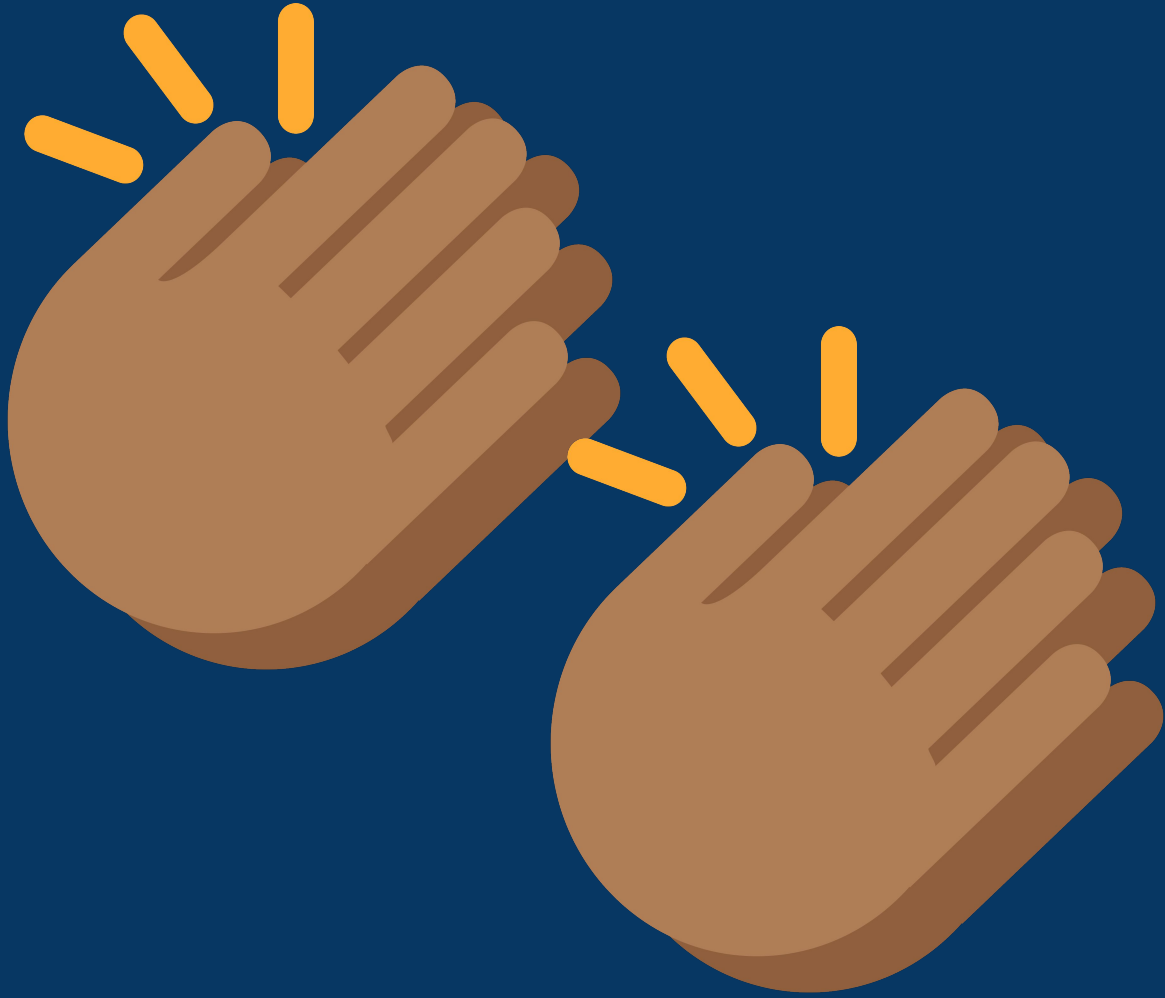
Questions For The Peers...

- One thing you are proud that you have done while being a Peer?
- One thing you have learned from being a Peer?
- How has your work helped our campus community?
- What are some things that could be improved to make our program stronger?



Questions?





THANK
YOU

STAY CONNECTED



schoolhealthcenters.org



info@schoolhealthcenters.org



[sbh4ca](https://twitter.com/sbh4ca)



[sbh4ca](https://www.instagram.com/sbh4ca)

ADULT ALLIES

Derrick Davis - Clovis

DerrickDavis@clovisusd.k12.ca.us

Sheila Balk - Pomona

Sheila.Balk@pomona.k12.ca.us

Shira Sweitzer, MAL - Antioch

ShiraSweitzer@antiochschools.net



UPCOMING CSHA WEBINAR

LGBTQ+ 101: Allyship & Inclusion

Thursday, February 15, 11:30 am – 1:00 pm Pacific: Join presenters from Equality California to explore how to provide inclusive, equitable, and affirming care to LGBTQ+ students. REGISTER [HERE](#)

PEER-TO-PEER PROGRAM GRANT OPPORTUNITY

Peer-to-Peer Youth Mental Health High School Demonstration

Grant opportunity to support eight high schools (grades 9-12) in urban, suburban, and rural areas of the state for a student peer-to-peer program. MORE INFO [HERE](#)

STAY CONNECTED



schoolhealthcenters.org



info@schoolhealthcenters.org



[sbh4ca](https://twitter.com/sbh4ca)



[sbh4ca](https://www.instagram.com/sbh4ca)

Gracias

謝謝

Thank you

Cảm ơn

Salamat

Yetzi Garcia-Martinez

Youth Board member

yetzigmartinez@ucsc.edu

Irma Rosa Viera

Youth Engagement Coordinator

irosaviera@schoolhealthcenters.org

Amy Blackshaw, MSW

Behavioral Health Project Director

ablackshaw@schoolhealthcenters.org