A child's hand is pointing to a colorful paper collage on a table. The collage is made of torn pieces of paper in various colors (red, orange, yellow, green, blue) arranged in a circular pattern. In the background, another child is working on a similar project, and a glue stick is visible on the table.

SUMMIT SCHOOL DISTRICT

Mental Health & Wellness Guide

SUMMIT
SCHOOL DISTRICT

Overview



SSD is committed to supporting the physical, mental, social-emotional & behavioral health of staff and students.

PURPOSE

SSD Strategic Plan includes Academic and Personal Success for all students. Personal Success is defined through a social-emotional lens focusing on designing environments, building healthy relationships and developing social-emotional skills to support school and life success.

GUIDE

The Mental Health & Wellness Guide provides an overview of and deep dive into Summit School District's mental health and wellness practices. The guide is based on the School Mental Health Toolkit for Colorado, developed through a collaboration between Mental Health Colorado and the Western Interstate Commission for Higher Education Mental Health Program (WICHE). The School Mental Health Toolkit for Colorado identifies a Top 10 list of school-based mental health best practices that positively impact student performance. The SSD Mental Health and Wellness Guide provides information on SSD's practices in these important areas.

Roadmap

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SUMMIT COUNTY MENTAL HEALTH SUPPORT

Summit School District is a proud partner with community mental health and wellness organizations.

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SSD DATA & SUPPORTS

Summit School District utilizes data-informed decision making to improve social-emotional supports and services for all students.

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TOP 10 APPROACHES

Summit School District strives toward supporting the whole child with a continuum of support services.

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FUNDING RESOURCES

When trying to initiate or enhance prevention, wellness, and mental health services and programming in schools, funding is an important consideration.

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CONTINUOUS IMPROVEMENT

Find out what staff are striving toward and working on to develop a comprehensive continuum of supports.

Summit County Mental Health & Wellness Support

Summit School District is a proud partner with community mental health and wellness organizations.

PARTNERSHIPS

- Building Hope
- Colorado Crisis Services
- Safe2Tell
- SCCC
- Suicide Prevention Lifeline
- Mind Springs

A STEP-BY-STEP GUIDE TO NAVIGATING MENTAL HEALTH & WELLNESS:

Someone in immediate need of help (bleeding, has ingested something toxic, has a weapon, threatening others or other crisis situation).

- **Call 911**

Hear or see anything concerning or threatening, report it anonymously.

- **Call Safe2Tell at 1-877-542-7233**

Thoughts of suicide or self harm, however is currently safe.

- **Call National Suicide Prevention LifeLine at 1-800-273-8255**
- **Call Colorado Crisis Services at 1-844-493-8255**
- **Text "TALK" to 38255**

If you are under 18 and need mental health or therapy supports.

- **Email SSDSupport@summitk12.org**
- **Contact your [school counselor](#)**
- **Call School-Based Health Center at 970-368-1134**

If you or your child is looking for connection, training, or community.

- **See the Building Hope [calendar of events](#)**

If you or someone you know needs mental health support.

- **Visit Building Hope's website for [local mental health providers](#)**

If you need financial support, scholarships are available.

- **Summit School District has scholarships available through Building Hope to help staff, scholars and families access therapy.**

Don't know where to start to get access to mental health support?

- **Contact a Mental Health Navigator at Building Hope 970-485-6271**

SSD Data & Supports

Summit School District utilizes data-informed decision making to improve social-emotional supports and services for all students. Surveys provide critical data and SSD stakeholder insights and behaviors that inform decision-making and future planning.

SSD Survey Participation

HEALTHY KIDS COLORADO SURVEY

The Healthy Kids Colorado Survey is administered every other year to Colorado's scholars in 6th – 12th grades and is an anonymous and voluntary opportunity for youth to respond to health-related attitudes and behaviors, such as connectedness, unintentional injuries and violence, mental health, school safety, substance use, physical activity and other areas.

SMART SOURCE

Smart Source is an inventory for assessing school health policies and practices in Colorado. The purpose of Smart Source is to streamline multiple tools that have previously existed in the state in order to reduce the burden on schools, improve the quality of school-level health policy and practice data, and increase the number of schools assessing their health policies and practices. Smart Source is supported by the Colorado Department of Public Health and Environment (CDPHE) and is administered by the Colorado School of Public Health (CSPH).

SUMMIT COUNTY YOUTH & FAMILY SERVICES SUBSTANCE SURVEY

Every 5 years, SSD supports Summit County Youth & Family Services in collecting family and trusted adult feedback in a survey regarding substance use (e.g. perception of harm, use, etc.). This survey reflects the Healthy Kids Colorado Survey (HKCS) for youth and allows us, as a community, to provide appropriate and effective prevention and public health strategies.

ADDITIONAL DATA

Summit schools collect data in a number of additional ways including the: SSD Panorama Summary Data, xSEL Labs Summary Data, School-Wide Information System (SWIS) to monitor student progress in the development of social-emotional skills.



School Mental Health Roles

A school mental health professional, also called a Special Service Provider, has a Special Service License from the Colorado Department of Education and typically specializes in prevention, wellness & mental health and can serve as an important source of information. There are several roles in a school that are included in the category of School Mental Health Providers. Each of these staff member supports student well being for academic success, however they each have specific roles. Check out the differences:

COUNSELOR

A counselor often wears many different hats. They often serve as the first point of contact for a student with academic and mental health needs and connect them to services. A counselor provides guidance for students:

- who need academic counseling.
- who need support with home life, job, difficult situation, etc.
- who need social and emotional support to help them to be more successful in school.

A counselor may have information about programs and approaches that help with a variety of mental health needs.

SOCIAL WORKER

School social workers provide mental health, suicide prevention, substance prevention and cessation services in schools through coordination among school-based mental health providers and outside agencies.

Schools often are one of the first places where mental health issues are recognized and addressed, so school-based social workers help students to get connected to the right resources. School social workers also may support with district and school programming.

SCHOOL PSYCHOLOGIST

A school psychologist may provide direct services to students like testing and counseling, and consult with teachers, families, and other school staff. Their support is most often provided to students on Individualized Education Plans (IEPs). They often work with special education teams and with other providers in the community when a child needs additional services. School psychologists typically receive training in innovative and evidence-based approaches to prevention, wellness, and mental health, and can serve as an important source of information.

BOARD CERTIFIED BEHAVIOR ANALYSTS (BCBA)

A BCBA is certified in applied behavior analysis and trained to provide and supervise behavior analysis by using scientific and systematic processes, responsible for designing specific behavioral interventions based upon applied behavioral analysis for those who need significant behavioral support. BCBAs implement behavior interventions, data collection, analysis, intervention design, direct consultation with teachers and special service providers, direct intervention, environment modification, specialized assessments, and collaboration with families.

Top 10 Approaches

Summit School District strives toward supporting the whole child with a continuum of support services. The School Mental Health Toolkit for Colorado identifies the Top 10 list of school-based mental health practices that positively impact student performance. SSD mental health supports take into consideration these best practices. See the following pages for approaches & programs SSD uses to address our student's mental health needs.

School-Based Mental Health Practices

1. MAKE MENTAL HEALTH AND SUBSTANCE USE PREVENTION PART OF AN OVERALL WELLNESS STRATEGY.

Substance use prevention and treatment programs are more successful when integrated in overall wellness and health plans. School-based substance use prevention programs build social, emotional, cognitive, and substance refusal skills and provide accurate information on rates and amounts of peer substance use.

Examples at SSD include *Teen Intervene, Signs of Suicide, QPR, Health & Wellness Teams, Elementary Substance-Abuse Prevention Curriculum.*

2. SCREEN FOR AND IDENTIFY ISSUES TO REFER STUDENTS TO NEEDED SERVICES.

While all students benefit from mental wellness and social emotional learning, some students need additional mental health support and social-emotional skill building. Screening for and early identification of potential problems are crucial first steps in promoting mental health and determining the differentiated supports needed.

Examples at SSD include *Preschool Ages & Stages SE Screening, Elementary xSEL Labs Universal Screener, Secondary Panorama Assessment, & School Wide Information System (SWIS).*

3. INCORPORATE SOCIAL EMOTIONAL LEARNING (SEL) IN SCHOOLS.

SEL is the process through which children acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, help gain resilience and make responsible decisions. Research has proven that social emotional skills are essential to success in school, work, and life.

We Belong: SSD Social Emotional Development Framework: SSD believes that students must feel belonging, connection, and empowerment in a community in order to successfully grow socially, emotionally, and academically. This foundation enables powerful and deep learning for all students. SSD will achieve this vision by designing environments, developing relationships, and teaching skills that support students social emotional and academic growth.

Examples at SSD include *Preschool Incredible Years & Creative Curriculum, Elementary Second Step Curriculum, Secondary Advisory Programs, Sources of Strength at Summit High School, and the Discovery Curriculum at Snowy Peaks.*

4. ESTABLISH AND USE SCHOOL-BASED HEALTH CENTERS (SBHCS) FOR MENTAL HEALTH AND SUBSTANCE USE SERVICES IN ADDITION TO PHYSICAL HEALTH CARE.

SD partners with the Summit Community Care Clinic to offer School-Based Health Centers and clinics located at schools that offer both physical and mental health services. SBHCs offer comprehensive screening that include mental health questions and are an effective way to improve students' access to care with particularly when social, economic, and geographic barriers to care exist.

[Click to view differences between SSD vs SBHC services.](#)

Programs: [SBHC behavioral Health](#): *Therapists are trained in evidence-based treatment modalities including specialized training available at SVE, DVE, SMS/SP, SHS. Therapists also provided services to other schools on an as needed basis.*

5. CREATE PARTNERSHIPS WITH MENTAL HEALTH PROFESSIONALS.

Close relationships between schools and community mental health and substance use professionals are key to promoting mental health in schools. Summit schools provide mental health services internally as well as maintain essential partnerships with community providers.

SSD facilitates the Summit @ Summit, a monthly collaboration between school mental health teams and community partners engaged in actions to support youth mental health and well-being.

Examples: [Building Hope](#), [The HYPE](#), [Communities that Care \(CTC\)](#), [Unite Us](#).

6. EMPHASIZE STAFF WELLNESS.

A trusting relationship and a positive classroom atmosphere are important prerequisites for successful mental health and wellness. While self-care is important, teachers need support that goes beyond self-care and boundary setting. Schools can help teachers understand the issues and support teachers to be reflective in their needs.

Examples at SSD:

- [Resilience in Schools & Educators \(RISE\)](#): RISE is a whole-school elementary social-emotional learning program that builds trauma-responsive school climates and promotes resilience in staff and students.
- Mentor Program for new teachers at SSD
- Health & Wellness Teams

7. REDUCE STIGMA.

Mental health stigma refers to societal disapproval or shame on those who are experiencing mental health issues seeking mental health support. The stigma surrounding mental health issues is one of the primary reasons that individuals and families do not seek services. By addressing the misconceptions and fears about mental health and educating students and teachers, schools can reduce stigma.

SSD cultivates partnerships and open communication with community organizations to support mental health. Partners provide ongoing programming and events both in school and wraparound supports.

Examples at SSD:

- Building Hope
- The Hype
- Summit Community Care Clinic: School Based Health Centers
- SSD examples include the [Hope Squad](#) at Snowy Peaks and [Sources of Strength](#) at Summit High School
- SSD Board of Education adopts awareness months with Annual Proclamations for Suicide Awareness Month in September, Bullying Prevention & Conflict Resolution in October, and Mental Health Awareness Month in May.

8. USE POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS).

Positive Behavioral Intervention and Supports (PBIS) is a prevention-based framework designed to build social emotional learning into the everyday school curriculum. The core of PBIS is schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The purpose of schoolwide PBIS is to establish a climate in which appropriate behavior is the norm. Teaching-oriented, positive, and preventive strategies are emphasized for all students in this framework.

Examples at SSD:

Positive Behavioral Interventions and Supports (PBIS): PBIS is a prevention-based framework utilized in all SSD schools for organizing evidence-based behavioral supports into an integrated continuum that enhances academic and social outcomes for all students.

School-wide Information System (SWIS) is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making.

9. INCORPORATE TRAUMA-INFORMED PRINCIPLES.

Trauma-informed education includes examining the influence and impact on students in our schools of factors such as racism, poverty, peer victimization, community violence, and bullying. Traumatic experiences can diminish concentration, memory, and other abilities students need to succeed in school, and it can lead to poor coping skills or substance use. Once schools understand the educational impacts of trauma and implement trauma-informed principles, they can become safe, supportive environments where students make positive connections with adults and peers, manage their trauma symptoms so they can behave appropriately, and feel confident to learn.

Examples at SSD:

Resilience in Schools & Educators (RISE): RISE is a whole-school elementary social-emotional learning program that builds trauma-responsive school climates and promotes resilience in staff and students.

Cognitive Behavioral Intervention for Trauma in Schools (CBITS): CBITS is a school-based intervention program in our secondary schools designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.

Restorative Justice: Restorative justice empowers students to resolve conflicts on their own and in small groups by embedding restorative practices by counselors.

Trauma in Early Childhood: Comprehensive Trauma-Informed Early Childhood training encourages a coordination of services and creates a safe and supportive early learning environment.

10. PRIORITIZE SUICIDE PREVENTION.

Youth who are contemplating suicide frequently give warning signs of their distress. Parents, teachers, and friends are in a key position to pick up on these signs and get help. When a school community is committed to making suicide prevention a priority -- and are empowered to take the correct actions -- youth can get critical assistance before they engage in behavior with irreversible consequences.

Examples at SSD include Question, Persuade, Refer (QPR), Signs of Suicide (SOS), Sources of Strength, Hope Squad, and SSD Suicide Assessment Protocol.



Funding Resources

Multiple sources fund different programs, initiatives, and supports. Not every type of mental health program requires funding, but when trying to initiate or enhance prevention, wellness, and mental health services and programming in schools, funding is an important consideration.

CDE SCHOOL HEALTH PROFESSIONAL GRANT

Increase mental health staff and provide evidence based resources.

SUMMIT TOBACCO PREVENTION INITIATIVE

Decrease substance usage and creation of cessation programming.

4A TAX DOLLARS

Enhance school counseling and mental health programs for students.

Continuous Improvement

SSD has a number of effective programming and supports available. In order to support a culture of continuous improvement and be adaptive to current climate and environments, SSD will continue to deepen existing programs, build capacity amongst staff members, and establish system wide processes, protocols and strategies to provide comprehensive support services.

IMPLEMENT STRATEGIC PLAN WE BELONG

Implement a multi-year plan to build capacity in the areas of environments, relationships, and skills across the school district.

CAPTURE SOCIAL AND EMOTIONAL SKILLS

Provide universal screening at all levels to benchmark student progress in the development of social and emotional skills.

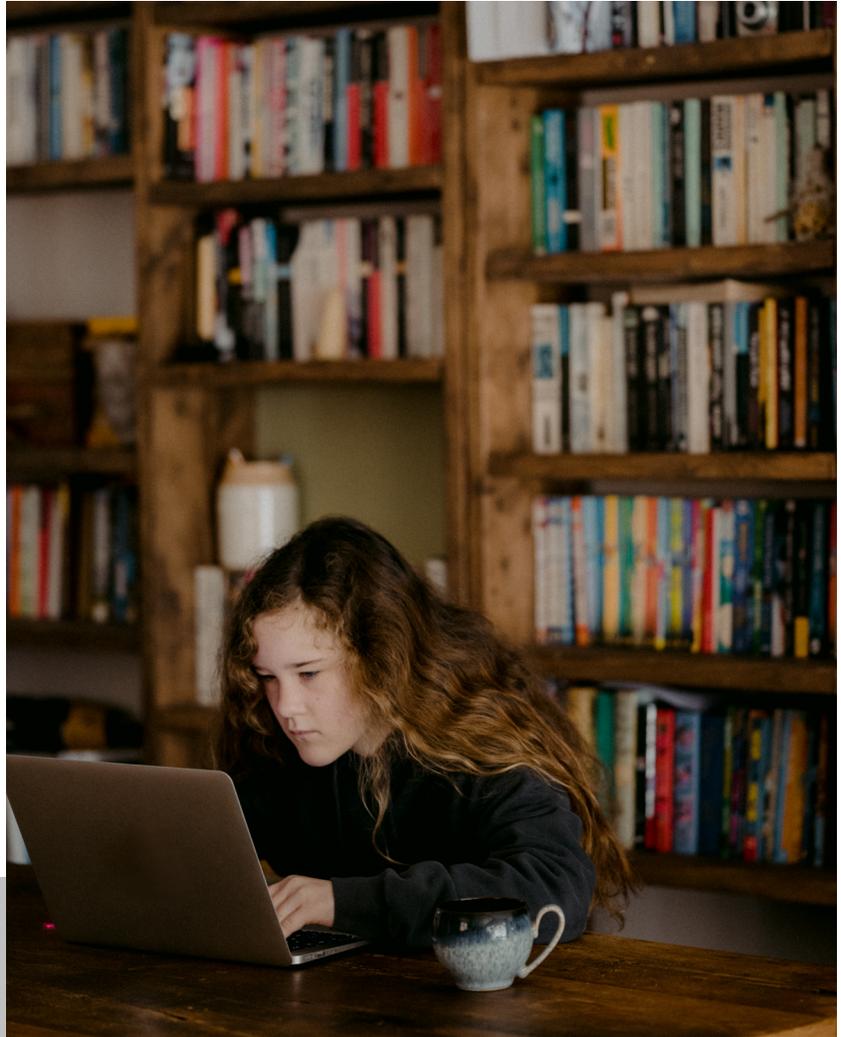
STRENGTHEN SUICIDE PREVENTION

Embed universal programming to support resilience, hope, and strength in a community of belonging for all students.

ENHANCE FAMILY AND COMMUNITY PARTNERSHIPS

Increase and improve opportunities for collaboration and partnership with all stakeholders around youth mental health.

Contact Us



SUMMIT

SCHOOL DISTRICT

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