

S-14: Administrative Procedures

Student Mental Health and Well-Being



REFERENCES

[Board Policy S-14](#)

PROCEDURES FOR IMPLEMENTATION

I. Means and Practices to Promote Student Mental Health and Wellness

- A. Provide Safe, Welcoming, Supportive, and Inclusive Schools
Every school should institutionalize school-wide systems and supports that address student wellness, student achievement, social-emotional skills, positive school climate, and attendance through the early identification of students in need of additional support, the implementation of universal prevention programs, targeted intervention, and positive opportunities for success—all aimed at making the school safe, welcoming, supportive, and inclusive.
- B. Teach and Reinforce Social-Emotional and Life Skills
 1. School staff should promote the well-being of students and the development of their sense of self by teaching them the necessary skills required to be successful in life.
 2. Schools should:
 - a. teach age-appropriate social-emotional skills and conflict resolution skills through the district-adopted, research-validated skill building curriculum;
 - b. offer both specific and targeted, intensive interventions that may include strategies, programs, and services such as:
 - i. Positive Behavior Intervention and Supports (PBIS), which implements school and classroom-wide systems for all students, staff, and stakeholders;
 - ii. programs and services which focus on mindset, grit, and self-efficacy;
 - iii. programs and services which teach self-awareness, self-management, relationship skills, responsible decision making, and social awareness;
 - iv. programs and services which focus on building a restorative school community; and
 - v. programs and services that focus on mindfulness;
 - c. incorporate trauma-informed practices, which ensure that school employees can identify and appropriately respond to students who may have been exposed to traumatic or stressful events in their lifetime; and
 - d. incorporate restorative justice practices that help students process, learn, and grow from challenging encounters.
- C. Build Social Competence and School Connectedness
 1. Schools should increase bonds between students and their families and the school by concentrating on the following:
 - a. creating opportunities for every student to build significant relationships with adults on campus through positive communication and mentoring;
 - b. creating positive and inclusive relationships with parents and families;
 - c. promoting staff understanding of our diverse populations through professional staff development sessions that identify the diverse values and norms of the students and parents of the school; and
 - i. The educational equity and student support department can assist schools in selecting and organizing professional development on these topics.
 - d. encouraging and nurturing parents' involvement and participation in their student's education through collaboration, volunteerism, membership on school councils, and other parent engagement opportunities (e.g., Second Cup Coffee, etc.).
 - ii. The family and school collaboration department has a number of resources to help parents understand their critical role in the development of their student's sense of value within the home, school, and community. Their website can be accessed [here](#) or at: <https://www.slcschools.org/departments/educational-equity-and-student-support/family-and-school-collaboration/>

- D. Provide Students with Opportunities for Meaningful Participation
 - 1. School staff should encourage students to contribute to the school and community through teamwork.
 - a. Students should be given meaningful opportunities to build relationships between students, and between students and teachers.
 - 2. Schools should:
 - a. provide opportunities for students to participate in leadership, clubs, sports, other school activities, volunteerism, service learning; and
 - b. recognize, promote, and reward contributions of all students to the school and community.
- E. Help Students Develop a Sense of Purpose and Future
 - 1. To help students develop a sense of purpose and future, schools should:
 - a. emphasize mentoring, unconditional caring, connectedness, and behavioral and academic supports;
 - b. use community-based resources to supplement student support services;
 - c. implement intervention programs to provide early detection and intervention for students in primary and middle schools as a method for preventing moderate-to-serious emotional and behavioral problems;
 - d. provide professional staff development to educators and support services providers about the preventive and therapeutic benefits of developmental assets and resiliency-based programs; and
 - e. promote service learning through flexible scheduling options, opportunities offered in the curriculum, and community partnerships.
 - 2. Every school shall have a data-informed, formal, written, proactive Attendance and Dropout Prevention Plan. (See, I-2: Administrative Procedures, Graduation Requirements, Section V, Dropout Prevention and Recovery Services.)
- F. Utilize School-wide Positive Behavior Intervention and Supports
 - 1. In order to create a positive learning environment, parents, students, and school staff must have a common understanding of the learning and behavioral expectations for students. Schools should promote positive behavior and discipline through:
 - a. utilizing research based PBIS programs such as school wide interventions, classroom-based interventions, staff professional development, and workshops for parents/families and student population;
 - b. providing staff development to ensure that every staff member has a strong understanding of school-wide PBIS plan and policies; and
 - c. educating teachers and administrators about the impact of social-emotional challenges on academic performance and behavior.
- G. Early Identification and Interventions
 - 1. Schools should promote early identification and interventions by:
 - a. incorporating trauma-informed practices school-wide;
 - b. utilizing a school's student services counsel (SSC) to identify students needing support and deliver services. The SSC should also develop intervention strategies, provide individual case management, and coordinate the implementation of school and community resources. The SSC should monitor and evaluate the effectiveness of the interventions and support services provided to the student; and
 - c. helping staff become more aware of behaviors and health conditions that may require mental health or medical interventions and/or support.

II. Reporting Student Mental Health Concerns

- A. Any staff member who has a concern about a student's mental health or well-being should report his/her concern to a building administrator.
- B. The building administrator will determine whether the student's needs can be addressed internally by the SSC and/or school counselor.
 - 1. The building administrator or school counselor will communicate with the student's parent as appropriate and as required by state law.
 - 2. The building administrator should contact the student services department and/or the special education department for assistance with particular students.

III. Training

- A. School administrators are responsible for ensuring that their school staff have been trained each year on these procedures, and the administrative procedures related to board policies G-19, G-20, and G-21.
- B. Principals should provide information to their staff about the role of the SSC, and the services available from the educational equity and student support department.