



Mental Health Policy

Mental health is defined as a person's emotional, psychological, and social well-being which can affect how a person thinks, feels, and acts including how a person handles stress, relates to others, and makes healthy choices (R277-625).

Mental health is more than the absence of illness; it is an integral component of health and well-being. Promontory School understands the role mental health plays in the school context because it is central to our students' social, emotional, and academic success. When students' mental health is supported, they are better able to learn, make decisions, build relationships, cope with life's challenges, and thrive.

Mental health exists on a continuum and is determined by a complex interplay of individual, social and structural stresses, and vulnerabilities. Promoting mental wellness and reducing mental illness for all students is a priority that can be achieved by implementing school-based mental health policies and practices. These efforts are categorized by prevention, education, identification, intervention, and recovery.

Prevention

Prevention efforts at Promontory School involve a variety of proactive strategies with the goal of increasing student well-being and reducing future mental health challenges in our school community. The goal of our prevention efforts is to decrease risk factors and increase key protective factors in students, such as resilience, feelings of safety and connectedness to school, appropriate social connections with both adults and peers, social emotional competence, and a knowledge of development. These protective factors mitigate the effects of risks

to students, build students' strengths, and promote healthy development of students.

In an effort to understand students', parents', school personnel's, and other stakeholders' feelings of safety and connectedness, Promontory School administers a School Climate Survey every other year in accordance with Utah Administrative Rule R277-623. The results of the school climate survey help inform the Promontory School Administration and School Board about how to improve the school environment.

Promontory School's universal, Tier 1 prevention efforts include the following policies found on the school's web page:

- Absenteeism, truancy, and dropout prevention as found in Promontory Attendance Policy
- Bullying prevention
- Child abuse and human trafficking prevention
- Gang prevention
- Substance use prevention
- Suicide prevention

Education

Promontory School commits to teaching the mental and emotional health standards as part of the Health Education Core Standards in grades K-8. Promontory School utilizes vetted resources provided by the USBE. The school actively pursues social and emotional learning as education for students in need or at risk. Funding is sought out to employ and contract with mental health professionals.

Identification

Mental Health Screening

Routine mental health screenings are a key part of understanding youth mental health. Mental health screenings in schools, with active, written consent from parents, allow staff to identify potential mental health conditions early and connect students with appropriate help.

Promontory School may provide mental health screenings for students within the school setting for the purpose of identifying if a student is experiencing, or is at risk of experiencing, issues related to the student's mental health. Mental health screenings are NOT a diagnostic tool or process but rather, a system or process used by a student's teacher to observe behavior for the purpose of targeted learning interventions.

According to Utah Administrative Rule R277-625, mental health screenings may only screen for depression, anxiety, and suicidal ideation. At this time, no other mental health conditions may be screened. While behavioral screenings are not equivalent to mental health screenings, a screener that includes questions regarding depression, anxiety, or suicidal ideation does fall under the mental health screening program and must adhere to the same policies. USBE approved mental health screening tools are utilized by school professionals (53F-2-522 and R277-625).

Intervention

Promontory School utilizes a tiered system of support to structure and deliver mental health interventions to students. Universal, school-wide programs which include mental health literacy and efforts to reduce stigma surrounding mental health issues are provided within Promontory School. Additionally, Promontory School provides targeted and individualized interventions to students who have been identified as needing additional support through identification and assessment efforts. Targeted and individualized mental health interventions include individual and/or group counseling and/or therapy provided by Promontory School professionals working within the scope of practice of their licensure. Intervention may also be provided through contracted services from community mental health professionals, such as the Bear River Mental Health Department.

Promontory School only provides these services to students upon written parental consent in accordance with state code 53E-9-203. Parental consent is not required when Promontory School staff believes a student is at-risk of attempting suicide, physical self-harm, or harming others. Promontory School

staff may intervene to ask the student questions about the student's suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purposes of referring the student to appropriate prevention services. The student's parents are to be immediately informed as referenced in Promontory School Medical Recommendation Policy.

Recovery

Return to Learn

Students may need to leave school temporarily to access more intensive mental health support. Promontory School supports students returning to school by partnering with community providers, parents, the student, and legal counsel if necessary to develop a transition plan.

Student Return to Learn Safety Plan

Student Name:	Grade:
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What warning signs can you spot? (Places, emotions, thoughts, behaviors, physical signs)
What ways of coping have you used in the past that could help you now?
Who will you reach out to for help and support? <i>Counselor or Trusted School Adult:</i> <i>Friend:</i> <i>Family Member:</i> <i>Health Professional:</i> <i>SafeUT App:</i> <i>Other:</i> What is the best way for these people to support you?

<p>Where is a safe place for you to go at school?</p> <p>Who do you need to check in with before you go there?</p>
<p>What would you say to a friend who was feeling this way?</p>
<p>Additional Information:</p>

Useful Supports	Online Supports
<p>SafeUT App: Find in App Store or Google Play</p> <ul style="list-style-type: none"> • <i>Free access to professionals 24/7 for intervention or emotional support</i> <p>Safe Fam: 1-(833) 723-3326</p> <ul style="list-style-type: none"> • <i>For anyone, with any problem, at any time</i> <p>National Suicide Lifeline: 1 (800) 273-8255</p> <ul style="list-style-type: none"> • <i>Available 24/7</i> <p>Bear River Mental Health Crisis: (435) 752-0750</p> <ul style="list-style-type: none"> • <i>Locally available 24/7</i> 	<p>National Alliance on Mental Illness</p> <p>https://www.nami.org/</p> <ul style="list-style-type: none"> • <i>Crisis Assistance, Education, and Information</i> <p>Suicide Prevention Lifeline</p> <p>https://suicidepreventionlifeline.org/</p> <ul style="list-style-type: none"> • 988 • <i>Crisis Assistance, Education, and Information</i> <p>The Trevor Project / LGBTQ</p> <p>https://www.thetrevorproject.org</p> <ul style="list-style-type: none"> • <i>24/7 Crisis Line 1-866-488-7386</i>

Student Signature:	Date:
Parent Signature	
School Representative Signature	

A copy of this plan was given to the school and parents: **YES** **NO**

Student was given the option to take a picture of this Safety Plan.

ADA Compliant December 2022

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