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**Mental Health Toolkit**



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Mental Health Resource

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# Toolkit Overview

This CSI Mental Health Toolkit was designed to be a “jump-start” for mental health services for charter schools who are looking to become vibrant, socially-emotionally aware academic communities. Often, charter schools operate with underfunded budgets and well-meaning staff performing multiple roles with limited resources. This Mental Health Toolkit will be a “quick-start guide” to starting and maintaining high level mental health services that will lead to academic and personal success for all students. We know that attending to mental health needs for students lead to the best outcomes for all students and attending to mental health in specific areas like bullying, special education, threat and suicide assessment and referral systems, is the law.

*CSI seeks to ensure its resources are as accessible as possible. If you experience any difficulty in accessing a resource, please reach out to* [*Communications\_CSI@csi.state.co.us*](mailto:Communications_CSI@csi.state.co.us)

**Common Abbreviations**

504-Referring to Section 504 of the Americans with Disabilities Act that allowed discrimination against people with disabilities in the public sector, including education

ASCA-American School Counseling Association

CASEL-The Collaborative for Academic, Social, and Emotional Learning

CDE-Colorado Department of Education

CSI-Charter School Institute

DORA-Colorado’s Department of Regulatory Agencies

HB-House Bill

IEP-Individual Educational Plan

MTSS-Multi Tiered Systems of Support

McKenny-Vento-Name of Act that provides rights & resources to students without stable housing

NASP-National Association of School Psychologists

PBIS-Positive Behavior Intervention System

PD-Professional Development

RtI-Response to Intervention

SB-State Bill

SEL-Social Emotional Learning

SSWAA-School Social Work Association of America

UIP-Unified Improvement Process

# Mental Health Program Plan

Beginning August 1, 2023, schools will be required to submit a [Mental Health Program Plan](https://resources.csi.state.co.us/wp-content/uploads/2023/10/School-Mental-Health-Plan.final_.updated.3.13.23.docx) with their organizational submissions and update it periodically for changes to their mental health services. Every new school will be required to submit a mental health program plan in their Year 0 process. The Mental Health Program is meant to be a repository where schools can clearly delineate their legal and best practices, as well as detailed support needed to meet these expectations. During the 2022-2023 school year, regular training was provided to help schools complete each area of their plan.

**Mental Health Program Plan Trainings**

[Referrals & Recordkeeping Guidance](https://resources.csi.state.co.us/wp-content/uploads/2023/10/Recordkeeping-Referrals.docx) [[Slides](https://resources.csi.state.co.us/wp-content/uploads/2023/07/MHPP-Training-Referrals-Recordkeeping-23-24.pptx)] [[Webinar](https://us02web.zoom.us/rec/share/WillRR2WrWy-TSbHbvKmA2yZz8rS3cMUAh8FBMrceGUmZ3F6BMaTC-4rr23wdHDL.cbS-XMpkK4WhHqRD?startTime=1678203196000)]

Social Emotional Learning [[Slides](https://resources.csi.state.co.us/wp-content/uploads/2023/07/MPP-Training-Social-Emotional-Learning-23-24.pptx)] [[Webinar](https://us02web.zoom.us/rec/play/G5VALLe5O0viKK5hJVQqQn9ZoBQ6_YtH2Z6ApE4lyU6yeyv7tmEJTV23AGVnxLvUw79IowVCcv2rbh6R.yAONd4vr2TSdPEAk?canPlayFromShare=true&from=share_recording_detail&startTime=1677079981000&componentName=rec-play&originRequestUrl=https%3A%2F%2Fus02web.zoom.us%2Frec%2Fshare%2FTYICkYOdAZfh-5ia1bCjTv7COAP3NsNg_lFwG2R_3m6zpoO18hwvU83STWJaPlpi.guBvRFG2dqUDW_zi%3FstartTime%3D1677079981000)]

School Safety & Emergency Preparedness [[Slides](https://resources.csi.state.co.us/wp-content/uploads/2023/07/MHPP-Training-ER-Preparedness-School-Safety-23-24.pptx)] [[Webinar](https://us02web.zoom.us/rec/share/MD_YTYbN4eQ171aKJKbKYaXIVPFLFum7At09Rdy6E4cPW1bvaU6M3pSSD8wQgJd5.wPOSQDdw6eFZlpQF?startTime=1673537631000)]

Screenings & School Climate [[Slides](https://resources.csi.state.co.us/wp-content/uploads/2023/07/MHPP-Training-Screenings-and-School-Climate-23-24.pptx)] [[Webinar](https://us02web.zoom.us/rec/play/vIFtGSt7QFhVv8MrTklCwXJLAMvrSSP7k4mlbXjE-jYE8GPaTgAnrZWX_DtPYZURjsyuBEYxj3Clmkon.3jCObFj9wNqCJivO?canPlayFromShare=true&from=share_recording_detail&startTime=1670513632000&componentName=rec-play&originRequestUrl=https%3A%2F%2Fus02web.zoom.us%2Frec%2Fshare%2F43SoweVqWRZg3v2wpcvUx3LFRjhTo0uQaBof-hnGAfJ55XqwFStibXDRdn70rYEW.v7rsrDHPTX314Pfg%3FstartTime%3D1670513632000)]

Crisis Response [[Slides](https://resources.csi.state.co.us/wp-content/uploads/2023/07/MHPP-Crisis-Response-23-24.pptx)] [[Webinar](https://us02web.zoom.us/rec/play/Kse2gA4cCpii49TNUj70rZBmbscYptfLM90zT7V05LocpaTdwsSsSdN58b8Fw0-r-xzOTLbLb_GMqfMf.xFQIpSWG3nc6--Zg?canPlayFromShare=true&from=share_recording_detail&startTime=1668094427000&componentName=rec-play&originRequestUrl=https%3A%2F%2Fus02web.zoom.us%2Frec%2Fshare%2Fb0eDYT-rw0kc362WLDwfpPAkBNGa0nvkDWwDVxrIRukoKXlGjE_0qAPmG-Zv0Umw.DOahY4e_twessIvG%3FstartTime%3D1668094427000)]

Communication & Training [[Slides](https://resources.csi.state.co.us/wp-content/uploads/2023/07/MHPP-Training-Communication-Training-23-24.pptx)] [[Webinar](https://us02web.zoom.us/rec/play/R-6JdzKL-l2jW-Uzo0fpQI73eBfzGI0hv2HK5ji1LDapBIPTR5gSWPJrEdXXqzFYsqSzf-FnwTIFmlrP.XFbNsfzIbUy82TWG?canPlayFromShare=true&from=share_recording_detail&startTime=1665671493000&componentName=rec-play&originRequestUrl=https%3A%2F%2Fus02web.zoom.us%2Frec%2Fshare%2FLuKGR272pU6gjRFtHvmrcLeq-IEW3OtQis1GJYPcdwrZrA4ksznq_XW2X-ziT-Wu.bjupVg3ZBQRDEL3p%3FstartTime%3D1665671493000)]

Human Resources [[Slides](https://resources.csi.state.co.us/wp-content/uploads/2023/07/MHPP-Training-Human-Resources-23-24.pptx)] [[Webinar](https://us02web.zoom.us/rec/share/4LBulTRfMLXWc9CED6dJtYTfFwOYFO0_HojnU7zK90ALLJpR6REq1UYVwDtGEuGS.UtTyMsQNiHYpluMI?startTime=1662648482000)]

# School Mental Health Professionals Employment Resources

One of the first questions to ask is what kind of mental health professional we need in our academic community. CDE has three licensable positions that can help meet the mental health needs in your community, and their own specific knowledge may vary greatly based on their education and training.

It might seem confusing, and we recommend looking at this document: [Roles of Mental Health Staff](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Roles-of-Mental-Health-Staff.pdf), which outlines the overlapping roles of key mental health staff in order to help you decide what kind of mental health staff you are hiring for.

Please note that having a licensed mental health professional to provide mental health minutes on IEPs, conduct social emotional and/or cognitive assessment & conduct suicide assessment is required by law. Newly passed [SB23-004](https://leg.colorado.gov/sites/default/files/documents/2023A/bills/2023a_004_01.pdf) allows schools to hire licensed mental health professionals regardless of their ability to obtain a CDE credential. However, licensed mental health professionals that do not apply for a CDE credential or are not eligible for a CDE credential **must** be supervised by a CDE credentialed special service provider with expertise in their subject area. Staff members who are not licensed may not carry out mental health or SPED tasks.

## Testing for Mental Health Services

School Mental Health Clinicians should be appropriately trained in social, emotional, and behavioral testing before being involved in an evaluation process. If there is training needed for a staff member to increase or develop their testing skills so they can be a more robust member of the evaluation team, please contact us to explore individual training options with respect to social-emotional assessment.

**Interview Questions**

Here are some job postings we have put together for you, as well as interview questions to help guide your way. If you would like us to help sit in on an important interview, or if you’d like to consult us about helping define your needs, we are here to help!

[School Psychologist](https://resources.csi.state.co.us/wp-content/uploads/2023/07/Interview-Questions-School-Psychologist.docx)

[School Counselor](https://resources.csi.state.co.us/wp-content/uploads/2023/07/Interview-Questions-School-Counselor.docx)

[School Social Worker](https://resources.csi.state.co.us/wp-content/uploads/2023/07/Interview-Questions-Social-Worker.docx)

## School Psychologist

NASP recommended staffing is 1:500-750, depending on need, severity, and duties.

As of 2022, there is a state of emergency for the availability of school psychologists in every state except for New Mexico & New Hampshire that have a different staffing model than other states. This is driving up salaries for school psychologists, and the availability of school psychologists is very low. For some schools, using a contract for services may be the only way to meet the needs of your school for the time being.

2020 Median salary=$80k; low 25th percentile $61k, high 75th percentile $105k

The term “school psychologist” encompasses both doctoral level and masters level school psychologists and the range of salary may be related to their level of expertise.

## School Counselor

ASCA recommended staff is 1:250, depending on need, severity, and duties.

Other professions such as ‘counselors’, ‘professional counselors’, or ‘therapists’ cannot practice in schools unless they have met the criteria to be a school counselor **and** have a special service provider license from the CDE. A DORA license is NOT enough for a counselor to practice in schools.

2020 Median salary=$58k; low 25th percentile $45k, high 75th percentile $76k

## School Social Worker

SSWAA recommended staff is 1:250, depending on need, severity, and duties.

Other kinds of social worker positions like ‘social worker’, ‘clinical social worker’, ‘family social worker’ or ‘case worker’ cannot practice in schools unless they have met the criteria to be a school social worker **and** have a special service provider license from the CDE. A DORA license is NOT enough for a social worker to practice in schools.

2020 Median salary=$58k; low 25th percentile $45k, high 75th percentile $72k

## Interns

As of 2022, CSI has relationships with the University of Denver, AmeriCorps, and the University of Northern Colorado to place interns in our schools across the state. Interns require a CDE licensed mental health provider who can provide supervision. Some schools do not require the supervisor to be on site with the intern, but the supervisor does need to be reachable for the intern and needs to know what the crisis procedures are. Interns cannot complete all duties with supervision but can complete duties they have been trained on with support. Please contact us if you’re interested in having interns on your campus.

**Temporary Educator Eligibility (TEE)**

Here is language about TEE you could include on job listings:

If you have an advanced degree in mental health or a related field, or have a nontraditional license, we encourage you to apply to our position. If you do not have a current CDE SSP license, eligible candidates may receive a one year renewable [Temporary Educator Eligibility (TEE)](https://www.cde.state.co.us/cdeprof/authorization_tee_faq) through the CDE licensing process. Tuition assistance programs are available for candidates with a TEE. We support eligible candidates on a TEE with appropriate supervision while making progress towards obtaining the CDE license.

[ERR Grant](http://www.cde.state.co.us/educatortalent/errprogram)

[CO Center for Rural Ed Stipends](https://www.unco.edu/colorado-center-for-rural-education/stipends/special_services_provider_stipend/)

# Communications

## Student Identification Cards

In 2022, [HB 22-1052](https://leg.colorado.gov/bills/hb22-1052) passed to required crisis information on student identification cards. Schools who have student identification cards must have Colorado Crisis AND Safe2Tell information on the back of every student identification card. Schools that do not have student identification cards, they must display AND advertise Colorado Crisis information​ at least at the beginning of each year.

## Advertising Mental Health Services

Once you have staff hired, how will you advertise mental health services to your: staff, students, families?

Here are some suggestions:

* Did you know that we have supports at school for students to: learn coping skills, manage their stress, calm down in crises, navigate peer conflict and understand their emotions? We have [list positions you are hiring] available [what days are they available] for [recommended all students, but let people know what student populations are included if you have decided to limit access to your mental health clinicians] at [describe where the clinician(s) are located].
* Did you know that students that have access to high quality Social-Emotional Learning demonstrate long-term improvements in prosocial behavior, academic performance, and skills & attitudes?[[1]](#footnote-1)
* Did you know that students that have access to high quality Social-Emotional Learning demonstrate 11 percentile point gains on standardized achievement tests?[[2]](#footnote-2)
* Raising kids can be tough! We have resources available at school so that students can access help if needed. We always want to be great partners with our families to help our students be as successful as they can and understand that some of our students need some privacy when it comes to their health to help figure out how to talk to their parents about tough subjects. Sometimes students may be embarrassed, ashamed, or scared to talk to parents about some issues and we have [list positions you are hiring] available [what days are they available] for [recommended all students, but let people know what student populations are included if you have decided to limit access to your mental health clinicians].

## Social Media Posts Calendar for Advertising Mental Health Services

* There are a ton of ideas in this [social media post calendar](https://resources.csi.state.co.us/wp-content/uploads/2023/07/Key-Dates-Social-Media-Posts-Calendar.docx) that you can use to highlight important days, weeks, or months to areas of mental health awareness.
* Use this calendar, or add to it with your own important dates, or make your own!

## Other Communication Examples

For some breaks are a time to look forward and reflect, and for others, breaks might bring additional stress. Sometimes it can be hard to find help during breaks, so here are some resources in case things are tough:

If you are concerned that your student may be experiencing changes in their mood or experiencing suicidal behaviors or thoughts, please remember to:

* Stay with the student until you are sure they are safe.
* If there is an immediate threat to your student or other students, call 911.

*Local Immediate Crisis Resources:*

* Colorado Crisis Services Line, 1-844-493-TALK (8255): This 24/7 toll-free hotline is available 365 days a year for anyone affected by a mental health, substance use or emotional crisis. All calls are connected to a mental health professional that will provide immediate support and connections to further resources.
* Crisis Text Service: Anyone can text the word TALK to 38255 anytime, from anywhere in Colorado about any type of crisis. This feature is available 24/7. Visit [Colorado Crisis Services](http://www.coloradocrisisservices.org/) for more information.
* Colorado Crisis Walk-In Locations: Walk-in crisis service locations are open 24/7 and offer confidential, in-person crisis support, information and referrals to anyone who needs it. Walk-in locations can be found on the Colorado Crisis Services website at [ColoradoCrisisServices.org](http://www.coloradocrisisservices.org/).
* Crisis Chat Service: On [ColoradoCrisisServices.org](http://www.coloradocrisisservices.org/), individuals can chat with specialists for online emotional support, crisis intervention and suicide assessments. This feature is available from 4 p.m. to midnight, seven days a week.
* Safe2Tell: Call 877-542-7233, text S2T to 274637, download Safe2Tell app, or visit [S2T CO | Make a Call. Make a Difference (safe2tell.org)](https://safe2tell.org/home)
* (National) Suicide/Crisis Lifeline: 800-273-8255

# Education/Training

Schools that support healthy development in their community have a professional development (PD) calendar that mirrors their priorities throughout the year. Some education and training on related mental health issues is required by law (Mandatory Reporting, Suicide Prevention, Bullying Prevention), whereas others are best practice (Psychological First Aid, Mental Health First Aid, Sexual Assault Prevention), and others might be research-based or aimed at specific populations (Trauma-informed, Crisis Prevention Institute (CPI)) or required in specific situations (Threat Assessment Training for a Threat Assessment Team, Suicide Assessment Training for licensed mental health professionals conducting suicide assessment).

## Trainings Required & Best Practices

CSI will hold regular trainings on more advanced topics and provide more specific guidance on topics that may be changing legally or need more nuanced consideration. CSI will always encourage our schools regardless of educational philosophy to ethically follow the best practices in mental health.

We have compiled a list of trainings in all areas of mental health where training is legally required. This list is not exhaustive and does give schools a starting point to ensure they are in legal compliance for training.

[Training Repository](https://resources.csi.state.co.us/wp-content/uploads/2023/06/Training-Repository.docx)

Some examples of previous training and legal considerations guidance were in the areas of:

[Legal Implications and Best Practice Considerations of Threat and Suicide Assessments](https://resources.csi.state.co.us/wp-content/uploads/2023/11/Threat-and-Suicide-Assessment_FINAL_Revised-3.28.22.docx) and [Best Practices & Ethical Obligations of Transgender & Genderqueer Students](https://resources.csi.state.co.us/wp-content/uploads/2023/07/Ethical-Obligations-Transgender-Genderqueer-Students.final-1.docx).

A full listing of our most updated trainings can be found on [CSI’s Mental Health Resources website](https://resources.csi.state.co.us/mental-health-resources/).

## Address Confidentiality Program

Beginning in 2023, each CSI school will need to designate a liaison to be knowledgeable about the Address Confidentiality Program and able to adhere to the requirements of the program.

View the [Address Confidentiality Program CSI School Expectations one-pager](https://resources.csi.state.co.us/wp-content/uploads/2023/07/ACP-school-expectations.docx) and go to [CSI’s Address Confidentiality Program resource page](https://resources.csi.state.co.us/address-confidentiality-program/) for further information.

## Suicide Assessment

There are several tools that can be used for suicide assessment in schools. Decisions about what tool could be the best for your population should be thoughtfully considered in collaboration with your legal team and include the skills and training of the licensed mental health staff that will be administering the tools.

Possible assessment tools that could be chosen in collaboration with your legal team:

[The Columbia](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Columbia-Risk-Assessment-Version.pdf)

[PH-9 with ASQ](https://resources.csi.state.co.us/wp-content/uploads/2022/07/PHQ-A_with_depression_questions_and_ASQ_PDF.pdf)

[ASQ](https://resources.csi.state.co.us/wp-content/uploads/2022/07/ASQ.pdf)

[CAMS](https://cams-care.com/about-cams/)

[Crisis Assessment Tool](https://resources.csi.state.co.us/wp-content/uploads/2023/07/Crisis-Assessment-Tool.docx)

[Suicide Intervention Checklist in Distance Learning](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Conducting-a-Virtual-Suicide-Assessment_Checklist.pdf)

In addition, according to CSI’s [Safe Schools Policy](http://go.boarddocs.com/co/csi/Board.nsf/goto?open&id=96A23M003CDF), schools must provide regular training programs for staff and students in crisis prevention and management; training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems; and training and support for students that aims to relieve the fear, embarrassment, and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems. These prevention, recognition and awareness programs are for all staff whereas suicide assessment training is for trained staff who will be conducting the assessments.

We have created a [Training Repository](https://resources.csi.state.co.us/wp-content/uploads/2023/06/Training-Repository.docx) document for schools to use as a reference for ideas on meeting these required trainings.

## Threat Assessment

There are a few options for tools that can be used for threat assessment in schools. Decisions about what tool could be the best for your population should be thoughtfully considered and include the skills and training of the staff that will be administering the tools.

Possible tools to use could be chosen in collaboration with your legal counsel:

[Colorado School Safety Resource Center](https://cssrc.colorado.gov/threat-assessment-overview)

[Comprehensive School Threat Assessment Guidelines-2021](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Comprehensive-School-Threat-Assessment-Guidelines.2021.pdf)

[Broward County’s Threat Assessment Manual](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Broward-County-Threat_Assessment_Manual_Update_2017.pdf)

[Crisis Assessment Tool](https://resources.csi.state.co.us/wp-content/uploads/2023/07/Crisis-Assessment-Tool.docx)

In addition, according to CSI’s [Safe Schools Policy](http://go.boarddocs.com/co/csi/Board.nsf/goto?open&id=96A23M003CDF), schools must provide regular training programs for staff and students in crisis prevention and management; training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems; and training and support for students that aims to relieve the fear, embarrassment, and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.

We have created a [Training Repository](https://resources.csi.state.co.us/wp-content/uploads/2023/06/Training-Repository.docx) document for schools to use as a reference for ideas on meeting these required trainings.

**Crisis Response and EOP Considerations**

Being prepared for crisis is the best way to respond to crisis. At minimum, a school should outline crisis response procedures in their Emergency Operating Plan (EOP), which would include postvention steps and plans for carrying out crisis response drills. A complete overview on EOPs in general are found in [Legal & Policy’s resource library](https://resources.csi.state.co.us/school-safety/).

We are also available to help your school review their crisis plan and conduct tabletop drills. Contact us to conduct a tabletop drill at your school or via Zoom!

# Referral Process

Schools must have a referral process in place for students who are experiencing social, emotional and/or behavioral symptoms. According to CSI’s [Safe School Policy](http://go.boarddocs.com/co/csi/Board.nsf/goto?open&id=96A23M003CDF), schools must also have in place training procedures for safe, confidential reporting of security and safety concerns at each school building which could include concerns about student behaviors.

Schools must also update their contact information with Safe2Tell yearly and respond to reports in a timely manner.

This referral process could be slips of paper in a confidential box that only the mental health clinicians have access to, [Safe2Tell](https://safe2tell.org/) or an electronic submission form that is only accessible to mental health clinicians, or a staff member with training that can maintain privacy. It is important in the referral process to consider ways of communicating the process to students, families, and staff members, as well as appropriate usage of the referral process. For example, the referral process should NEVER be used for crisis response or imminent concerns and should have clear communication about the referral process during school breaks. The school should also consider making the referral optionally anonymous as well as how often the referral process will be monitored, and by whom.

Examples of referral process questions:

Name of Student (required) Name of referee (optional)

Reason for referral (could make a check box for easier submission, required)

Depression, anxiety, access to food, housing, peer relationships, family struggles, bullying/cyberbullying, disordered eating, access to health care, sexual assault or harassment, drug and/or alcohol use, other fill in the blank

Any other information you’d like to share (optional)

## Age of Consent & Parental Consent

As of May 16, 2019, students 12 years of age or older can consent to therapeutic services on their own without parental consent when [Colorado HB 19-1120](https://resources.csi.state.co.us/wp-content/uploads/2022/07/GT-Alert_Colorado-Lowers-Age-of-Consent-for-Psychotherapy-Services-to-12-Years-Old.pdf) was passed. Students who are 11 years old or younger still need parental consent for therapeutic services (except in crisis situations). Clinicians should engage with students about the importance of parents & guardians in the process and must document whether they contacted a parent, and if not, documenting why the contact would be inappropriate. [‘I Matter’](https://imattercolorado.org/) is a free Colorado-based therapy service that provides up to six sessions for students of any age, and without parental consent for students who are 12 years old.

There are different age limits for specific services such as alcohol and drug use, family planning and sexual assault services. Here is a [quick reference chart for age of consent for services in Colorado](https://resources.csi.state.co.us/wp-content/uploads/2023/11/Colorado_Minor_Consent_Law_Quick_Reference_Chart.pdf) and CDE’s [more extensive tool](https://healthystudentspromisingfutures.org/wp-content/uploads/2020/02/COMinorConsentConfidentialityLaws_AppendixB.pdf) on navigating issues of consent in schools.

A school can certainly use an informed consent form for counseling or therapy for any age student for individual or group therapy as well as provide a place on the consent form whether parents were consulted and if not, noting the reasons why (as directed by your legal counsel).

# Collaboration

School mental health clinicians have several touchpoints throughout the school environment to increase capacity of others and ensure behaviors across the community are mental-health informed. Natural touchpoints for collaboration could be:

* Nursing and health staffing in schools as students present to the health office for mental health experiences;
* Assistant Principals or Deans of Campus Culture who manage discipline or student conduct as all students who exhibit behaviors need support;
* Case managers or enrollment staff who manage McKenny-Vento funds and support students and families without homes often navigate stressful situations and benefit from more than monetary assistance;
* 504 case managers as an expert consultant in areas of mental health, service providers and accommodations;
* MTSS/RtI teams as expert consultant to help conceptualize data from a wellness perspective and design interventions to increase wellness systemically & individually.
* Special education as a special service provider in the areas of mental health, social emotional well-being, psychological services, behavioral interventions and/or as an expert consultant in all of the above areas as appropriate

If you’re still wondering how mental health clinicians can collaborate within your academic community, view the Roles of Mental Health Professionals in MTSS [presentation recording](https://vimeo.com/671311095) and [slides](https://resources.csi.state.co.us/wp-content/uploads/2023/07/Roles-of-Mental-Health-Clinicians-in-MTSS.pptx).

A full listing of our most updated trainings can be found on [CSI’s Mental Health Resources website](https://resources.csi.state.co.us/mental-health-resources/).

# Systemic Wellness

Data has shown that well-positioned wellness teams and plans embedded within schools have an overall impact on student & staff wellbeing, belongingness, and a reduction in mental health challenges. The impact of having a wellness team in schools also means having a team that can pivot to functioning within a school’s MTSS programming and UIP process.

A wellness team should be made up of a robust team of individuals who can represent the breadth of wellness areas as represented on the wellness wheel.



Some suggestions of good touchpoints of wellness team membership are mental health clinicians, SEL instructors, guidance counselors or advisors, physical education and/or health teachers, restorative practice professionals, student group advisors, administrative staff, and school leaders who can ensure activities have place to take place.

Wellness teams can take on a wide variety of wellness activities. These can include social media posts that encourage or inform about general wellness or wellness behaviors; newsletter entries that describe, challenge, or inform wellness knowledge and/or behavior; developing activities that center a wellness behavior; developing challenges that allow participants to set goals around a predetermined wellness activity; encouraging the creative expression of wellness and wellness activities, just to name a few! In general, activities and events should be inclusive, accessible, and appropriate for the developmental age of the students.

We have developed a “[Wellness Toolbox](https://resources.csi.state.co.us/wellness/)” that has been curated and is ready to deliver by your wellness team, including pre-written posts, and monthly themes for your school to focus on. Simply open up the Wellness Menu for directions, and then pick a monthly theme that interests you & deliver the contact on the suggested schedule (or make your own!). Each month even comes with prefilled reflections for your team to reflect on the learnings from the month.

## Staff Wellness

[Supporting Staff with Mental Health Struggles (Tier III)](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Supporting-staff-with-mental-health-struggles-Tier-III.pdf)

Often our work with supporting mental health in our schools expand to staff as well. Providing targeted support for staff can be a new area to navigate for both school administration and staff as they figure out how to provide and retain support for staff who are more impacted. This resource is a great resource about how to navigate this.

A full listing of our most updated trainings can be found on [CSI’s Mental Health Resources website](https://resources.csi.state.co.us/mental-health-resources/).

# Social Emotional Learning

Just like learning any other skill, developing a healthy SEL community requires practice & support.

If you’d like more information about the importance of SEL, and the impact it has on students, staff and schools, please review this incredible resource from CASEL that summarizes a number of meta-analyses in an easily accessible manner that is ready to be shared and redistributed: [Quick Look-Case for SEL](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Quick-Look-Case-for-SEL.pdf).

[SEL Curriculum & Intervention Spreadsheet](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Intervention-List.xlsx)

If you’re interested in a SEL curriculum or intervention programs, please review the above linked spreadsheet that lists a wide variety of program options, cultural considerations, related research, prices and other factors to consider for each program. Contact us if there is a program you are interested in that either isn’t listed, or you want to know more about how appropriate it is for your school population.

[SEL Look-fors/SEL Instructional Coaching](https://resources.csi.state.co.us/wp-content/uploads/2022/07/SE-Instuctional-Look-Fors.docx)

Instructional coaching for social-emotional competencies is crucial to encourage the development, maintenance, and improvement of instructional SEL skills. This ‘Look-Fors’ document allows instructional coaches and instructors to reflect on high leverage activities that will impact student well-being, engagement, and academic achievement. Instructional look-fors should be introduced in the beginning of the school year and allow for interaction between the instructor and the instructional coach.

In 2024, we expanded our SEL resources for both school leaders and school mental health providers to address specific charter-related concerns:

SEL for When You Can’t Say SEL (aimed at School Leaders) and SEL for Every Educational Philosophy (aimed at School Mental Health Providers)

These resources can also be found on our [resource website under “Webinars](https://resources.csi.state.co.us/webinars/). A full listing of our most updated trainings can be found on [CSI’s Mental Health Resources website](https://resources.csi.state.co.us/mental-health-resources/).

## Social Emotional Learning & Multiple Language Learners

Serving students who are navigating multiple languages and learning benefit from specific social emotional competencies and interventions. Best practices in working with these students include learning & pronouncing students' names​, as soon as possible, as well as demonstrating lifelong learning processes as an adult.​

For more information, please contact us, or consult [The Connection Between SEL & MLL presentation](https://resources.csi.state.co.us/wp-content/uploads/2023/07/SEL-MLL-Presentation.pptx) (with resources embedded) that was a part of a larger professional development around supporting our MLL students. A full listing of our most updated trainings can be found on [CSI’s Mental Health Resources website](https://resources.csi.state.co.us/mental-health-resources/).

## Social Emotional Learning & Gifted & Talented

Students who have been designated as gifted and talented often have specialized social-emotional needs. This can be related to asynchronous development and often requires advanced training in both areas or a close team approach to meet the needs of advanced students. Effective Gifted & Talented (GT) services will include a robust relationship with mental health practices, especially since affective goals are required as a part of Advanced Learning Plans (ALP).

Here’s a great blog that talks more in depth about [SEL & GT](https://bcpsgtcac.wordpress.com/2019/08/29/8494/) as well as our most recent collaborative training we provided in February 2024. A full listing of our most updated trainings can be found on [CSI’s Mental Health Resources website](https://resources.csi.state.co.us/mental-health-resources/).

# Universal Screening

Universal screening refers to the data collection process where a school community preemptively collects data on relevant social-emotional, mental health or behavioral health factors to help identify the needs of a subset of students within a tiered system (MTSS, RtI, PBIS) or to identify the needs of the system itself, or to gather information about a particular area of concern (attendance, substance use, access to food, etc.).

Universal screening can drive identification and the development of appropriate levels and types of intervention as well as illuminate systems-level gaps. Universal screening can help school leaders identify areas of the system that need to be reinforced for full-scale interventions to be successful.

Depending on the area & scope of the assessment, a school leader may choose to use a universal screening instrument, a climate survey and/or a needs assessment, and should be cautious of the amount of personnel effective data collection & analysis will require.

The [RAND education Assessment Finder](https://www.rand.org/education-and-labor/projects/assessments.html) is an excellent resource for schools to examine what assessments might work for them, and CSI is available for consultation in selecting an assessment tool that is right for your schools.

Although not currently required by law, recently passed [House Bill 23-1003](https://leg.colorado.gov/bills/hb23-1003), allows schools to participate in a mental health screening program and students over the age of 12 may participate in the mental health screening even if their parents opt out of the screening.

**Implicit Bias**

Examining implicit bias can be an important part of universal screening, as internal bias can lead us to make erroneous decisions about our students, our staff, our community, and ourselves. Implicit bias shapes the lens in which we view problems and solutions and can lead us to favor or fault in ways that alienate groups of people. Internal bias is a result of living in the world and can be navigated and is an often-requested training for professional development.

**Here are some examples of internal bias trainings:**

[Unconscious Bias Training that Works](https://hbr.org/2021/09/unconscious-bias-training-that-works#:~:text=Unconscious%20bias%20training%20has%20played,about%20people's%20talents%20or%20character.)

[Implicit Bias Test](https://implicit.harvard.edu/implicit/takeatest.html)

[Ohio State’s Implicit Bias Module Series](https://kirwaninstitute.osu.edu/implicit-bias-module-series)

# Restorative Practices

The [Colorado Safe School Legislation](https://www.cde.state.co.us/mtss/coloardosafeschoolsact) requires school to consider implementing discipline practice that plan for the appropriate use of prevention, intervention, restorative justice, peer mediation, counseling, or other approaches to address student misconduct, which approaches are designed to minimize student exposure to the criminal and juvenile justice system.

Restorative practices rather than punitive practices have been shown to have significant impact in reducing the rate of school to prison pipeline, assuring academic achievement and graduation for students of color, reducing recidivism, reducing absence rates, and increasing academic achievement. Implementing restorative practices in a school community can have significant impact in student response to discipline, attendance, bullying and the overall wellness of the school community. Successful implementation requires systemic buy-in and can change the entire school culture for the better.

CSI hosted a Restorative Practices Retreat in 2022, and have provided resources in helping schools understand how [restorative practices can be implemented from an MTSS framework](https://resources.csi.state.co.us/wp-content/uploads/2024/04/Tiered-Restorative-Behavioral-Interventions.docx), and how schools can reframe their disciplinary options through a [menu of restorative options of common behavioral concerns](https://resources.csi.state.co.us/wp-content/uploads/2024/04/Notes-on-Restorative-Options-for-Common-Behavioral-COncerns-1.docx). Separate trainings and information can be found on the CSI resource website about restorative practices, and competent mental health services will include restorative practice considerations.

* [National Education Association](https://www.nea.org/advocating-for-change/new-from-nea/restorative-practices-schools-work-they-can-work-better)
  + Article on NEA’s take on Restorative Practices…and how to make them better!
* [West Ed’s Justice & Prevention Research Center](https://www.wested.org/resources/restorative-justice-in-u-s-schools-an-updated-research-review/)
  + West Ed’s research review on restorative practices in United States’ schools
* [NextGen Learning](https://www.nextgenlearning.org/equity-toolkit/school-culture)
  + Restorative Practices in Schools-A Toolkit for Equity
* [Panorama Education](https://www.panoramaed.com/blog/restorative-practices-to-implement)
  + Restorative practices to implement in 2021

We have created a [Training Repository](https://resources.csi.state.co.us/wp-content/uploads/2023/06/Training-Repository.docx) document for schools to use as a reference for ideas on meeting these required trainings. A full listing of our most updated trainings can be found on [CSI’s Mental Health Resources website](https://resources.csi.state.co.us/mental-health-resources/).

# Tools

## Reentry Meeting Template

The reentry process is an extremely important process to help a student transition back into the academic environment after an absence from extended illness, hospitalization, or extenuating circumstances. Reentry processes are best when everyone is at the table and ample contingency plans are discussed, even difficult conversations. View the [Reentry Conference Meeting Template](https://resources.csi.state.co.us/wp-content/uploads/2022/07/Reentry-Conference-Meeting-Template.docx).

## Release of Information

Having a signed release of information for and from other providers the student is receiving care from and the school can be a lifesaving avenue of communication. Setting clear expectations of the limits and benefits of confidentiality in these communications as well as explaining the differences between FERPA & HIPAA is important for informed consent in the release of information process. In addition, clearly communicating to the student & family the school’s record keeping policies for confidential records is also important for informed consent.

[Here is a sample release of information form](https://resources.csi.state.co.us/consent-for-release-of-information-template/) that should be cleared with your legal department before use.

# Resource Guides

Many schools have asked for resources or resource guides to help them provide access to information that will help support their school communities. Here are a few resource guides to help start your school on building your own local resource guide:

## Resources for Families

Here is a [Resource Guide for Families template](https://resources.csi.state.co.us/wp-content/uploads/2023/11/Resources-for-Families.docx) that details resources for families such as food assistance, housing assistance, information about shelters and free things around Denver. The guide is centered around Denver and Douglas County and includes some national numbers that can be used a resource to personalize your geographic area. If you have additional resources, you think could be added to the guide, or if you have additional needs that are not currently reflected in the guide, please let us know!

## Resources by Subject

Here is a [Resource Guide by Subject template](https://resources.csi.state.co.us/wp-content/uploads/2023/11/Resources-by-Subject.docx) that is divided by subject interest area such as ADHD, adoption, anxiety, etc., and provides resources in the areas of books, podcasts, and/or support groups in these areas that are not geographically limited. If you have additional resources, you think could be added to the guide, or if you have additional needs that are not currently reflected in the guide, please let us know!

## Primary Resource List

There are additional resources listed on our CSI Mental Health Resources Online Resource Library. Here is a [Primary Resource List](https://resources.csi.state.co.us/wp-content/uploads/2023/11/Resources-Master-List.docx) that may be more easily searchable and/or reproduced than a website. There is a very large variety of resources in this guide, but if you have additional resources, you think could be added to the guide, or if you have additional needs that are not currently reflected in the guide, please let us know! Many of the resources that are listed are because of school requests for a specific resource, so please ask if you have needs that are not reflected!

We have created a [Training Repository](https://resources.csi.state.co.us/wp-content/uploads/2023/06/Training-Repository.docx) document for schools to use as a reference for ideas on meeting required trainings

A full listing of our most updated trainings can be found on [CSI’s Mental Health Resources website](https://resources.csi.state.co.us/mental-health-resources/).

1. Source: <https://resources.csi.state.co.us/wp-content/uploads/2022/07/Quick-Look-Case-for-SEL.pdf> [↑](#footnote-ref-1)
2. Source: <https://resources.csi.state.co.us/wp-content/uploads/2022/07/Quick-Look-Case-for-SEL.pdf> [↑](#footnote-ref-2)