

Importance of School-Based Mental Health Services in K-12 Schools

Thursday, May 19, 2022

SchoolSafety.gov

SAMHSA
Substance Abuse and Mental Health
Services Administration



Webinar Agenda

- Webinar Objectives
- Speaker Introductions
- Substance Abuse and Mental Health Services Administration (SAMHSA)
 - School-Based Programs Overview
 - Project AWARE
 - Whole Child Approach
 - Multi-Tiered Systems of Support
 - Teaming Structures in Schools
 - Implementation Challenges and Successes
- SchoolSafety.gov
 - Additional Resources
 - Product Offerings
- Q & A



Webinar Objectives

1. Provide an overview of how communities can utilize a **multi-tiered system of support in schools** to address the complex mental health needs among K-12 audiences
2. Promote practices that help foster a **safe and supportive learning environment** for all members of the community



Featured Speakers



Melinda Baldwin, PhD

Director
Prevention, Traumatic Stress, and Special Programs
Substance Abuse and Mental Health Services Administration
Department of Health and Human Services



Stephanie Lowe Ellis, Ed.D

Project AWARE Director
Rockingham County Schools
North Carolina



Ryan Etheridge

Project AWARE Director
Cleveland County Schools
North Carolina

Ryan Streeter

Product & Training Program Manager
School Safety Task Force
Cybersecurity and Infrastructure Security Agency
Department of Homeland Security



Importance of Mental Health Services in K-12 Schools

Melinda JBaldwin, PhD, LCSW

Director, Division of Prevention, Traumatic Stress, and Special Programs, SAMHSA

Stephanie Lowe Ellis, Ed.D., NCSP

Executive Director of Behavioral Health, Crisis Intervention, and Student Safety, Project AWARE Director
Rockingham County Schools, Eden, NC

Ryan Etheridge

Project AWARE Director, Cleveland County Schools, Shelby, NC ion

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SchoolSafety.gov

School Safety Webinar Series



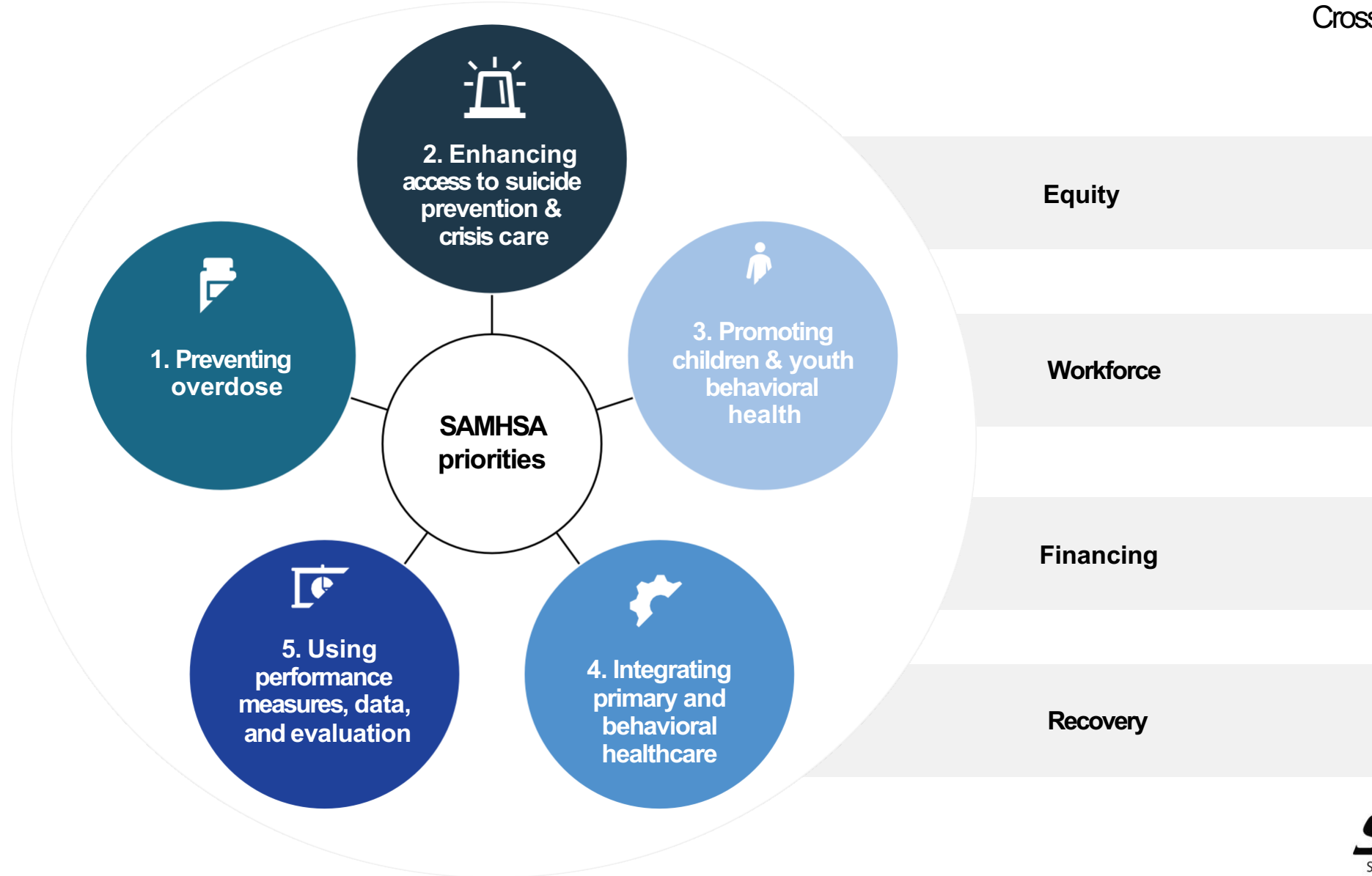
SAMHSA
Substance Abuse and Mental Health
Services Administration

Learning Objectives

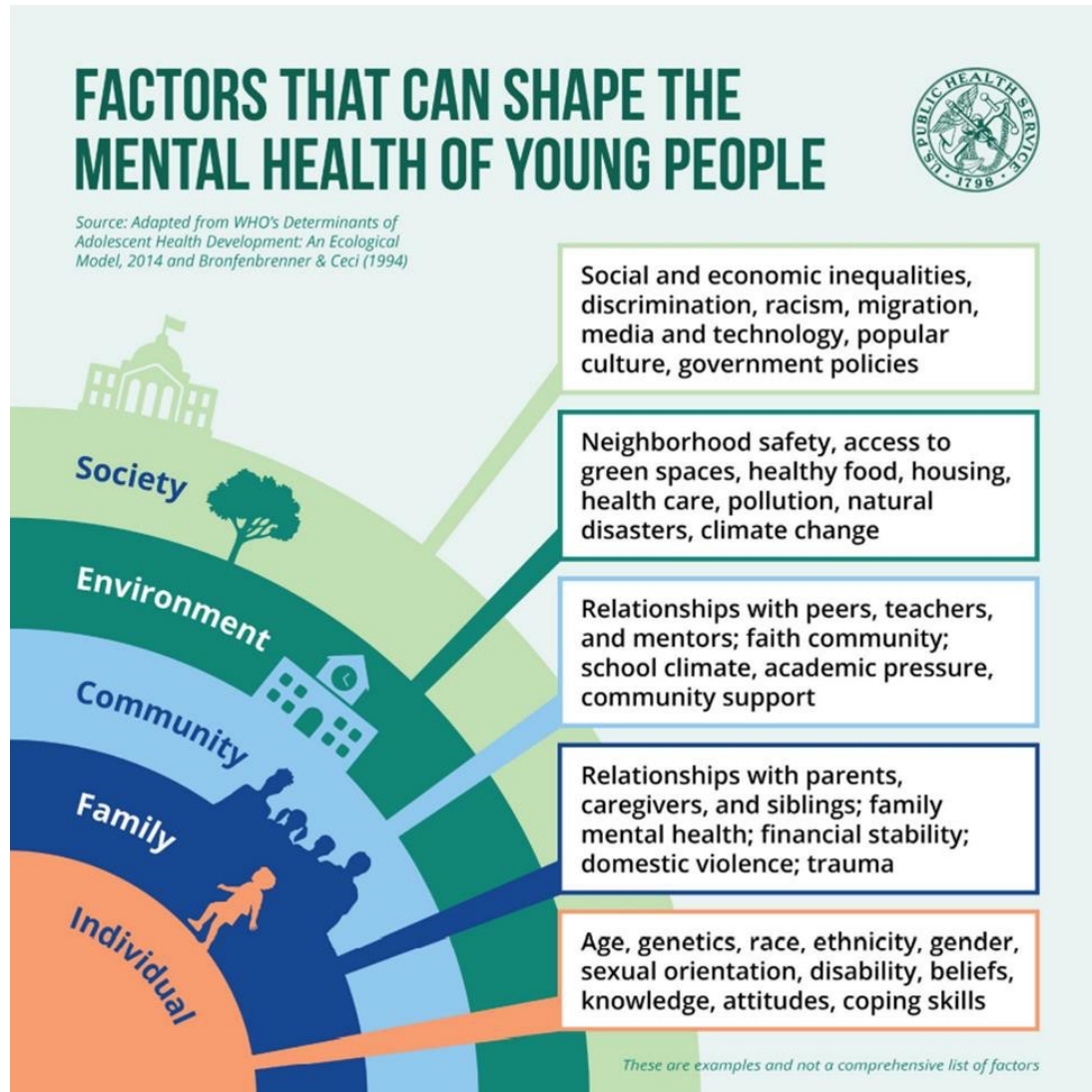
1. Learn about the **importance of the role** that school-based mental health services have in ensuring the well-being of children, youth and families.
2. Understand the importance of a **three-tiered model** in delivering behavioral health services in schools.
3. Understand the importance and need for a **robust referral system and community partners** to ensure children have access to behavioral health services.
4. Identify the **impact** of school-based mental health services **on children, youth and families**.

SAMHSA Priorities and Cross-Cutting Principles

Cross-cutting principles



Youth Mental Health – Did you know?



SAMHSA's Behavioral Health Investment in Communities for Children, Youth, and Families

\$1.5 Billion

Substance Abuse Block Grant

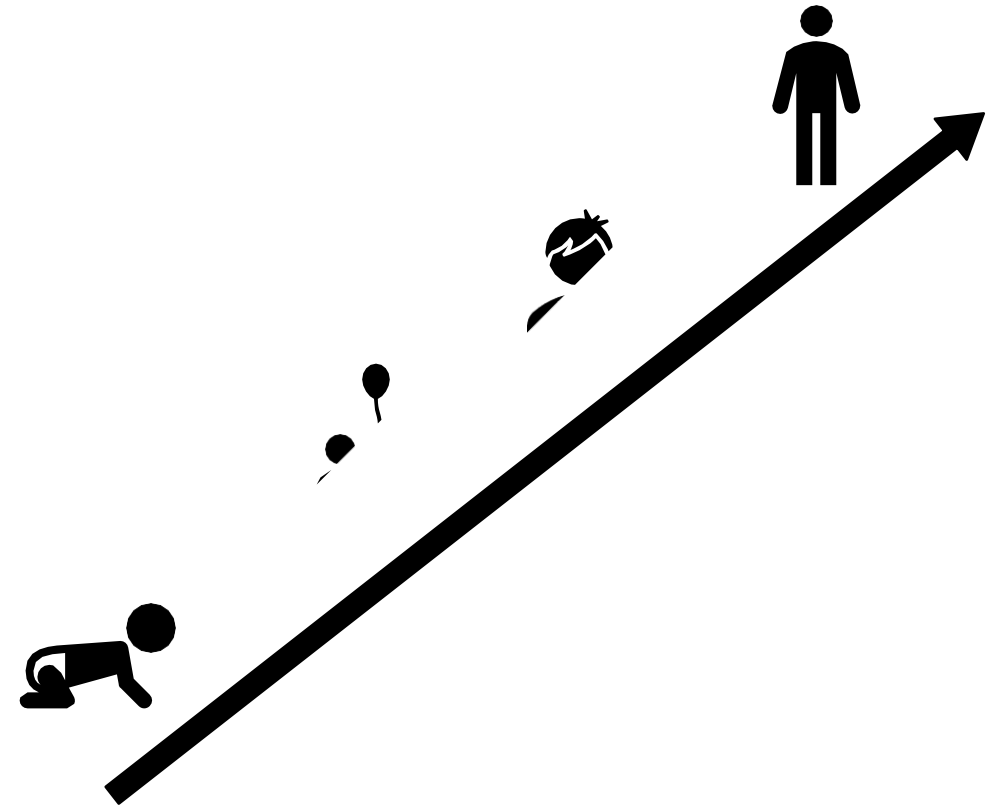
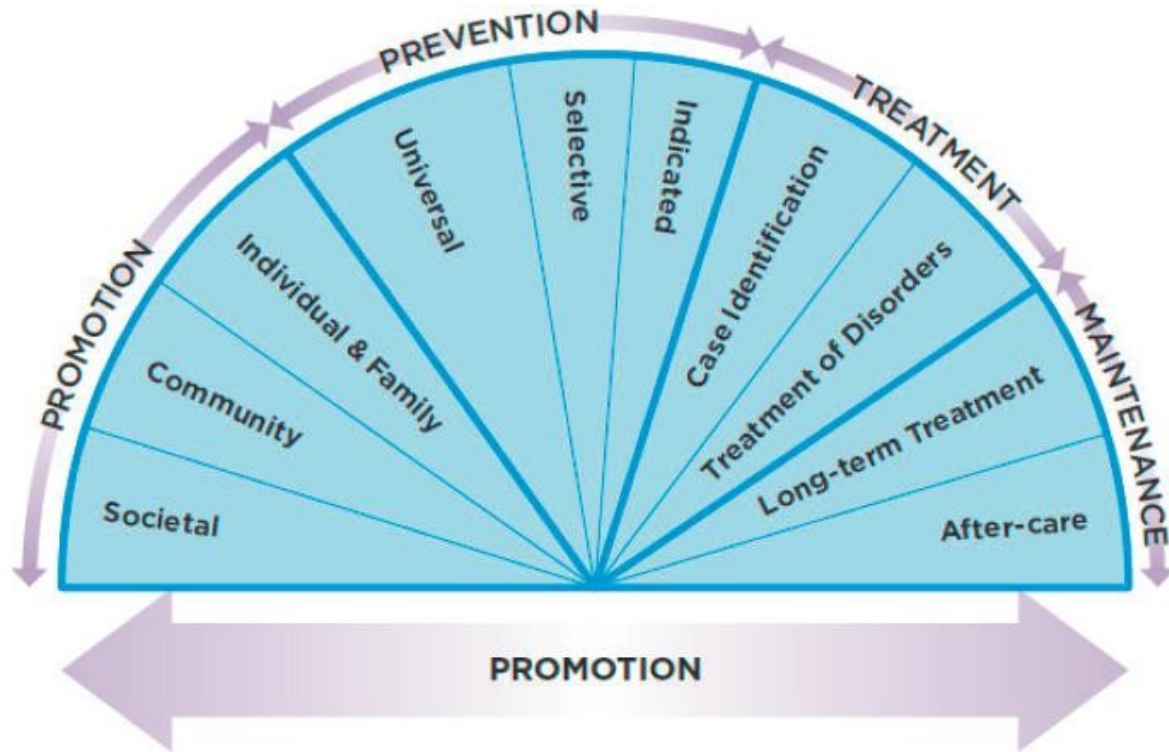
- Prevention (20 percent set-aside)
- Treatment

Mental Health Block Grant

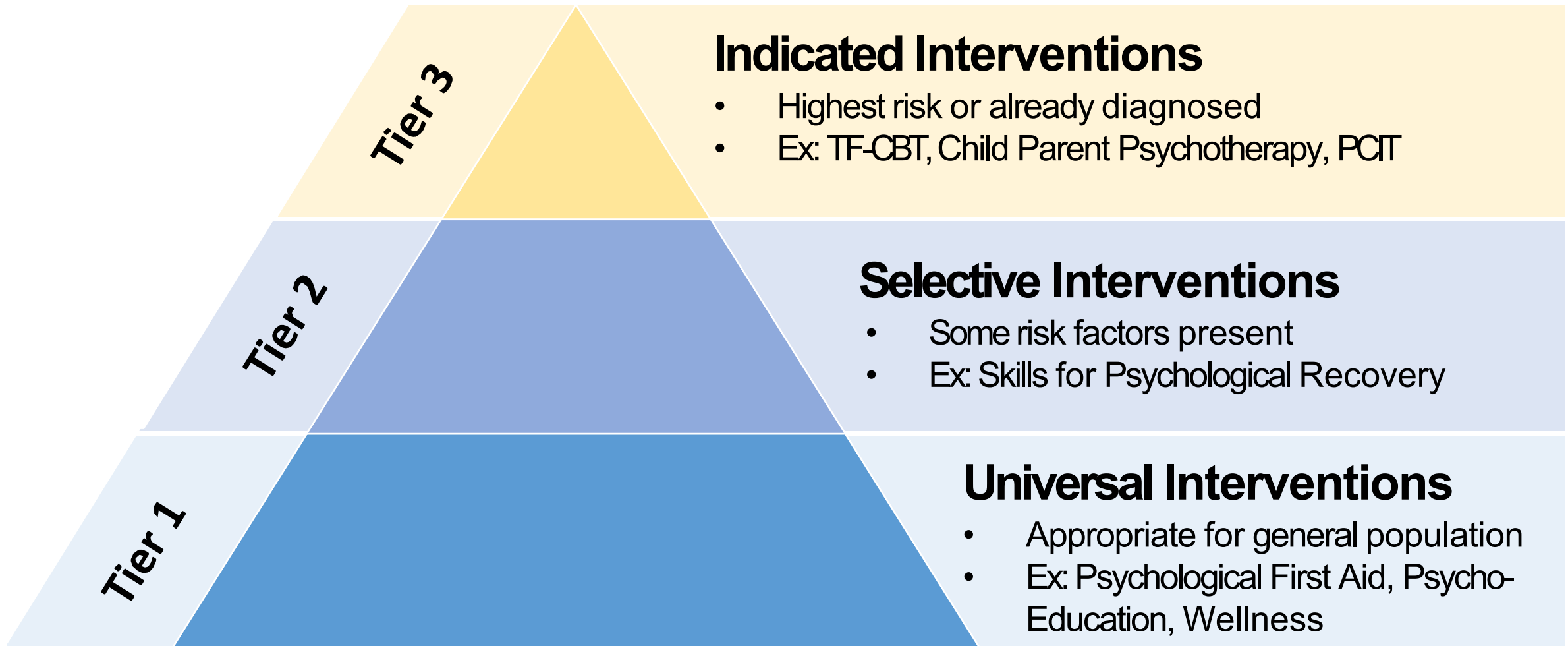
Programs of Regional and National Significance

- Strategic Prevention Framework-Partnerships for Success
- Sober Truth on Preventing Underage Drinking (STOP) Act
- Youth and Family TREE grant
- State Youth Implementation (SYTI) grant
- Screening, Brief Intervention, and Referral To Treatment (SBIRT)
- Pregnant and Postpartum Women Programs (PPW & PPW Pilot)
- Children's Mental Health Initiative (CMHI)
- Project Linking Action for Unmet Needs in Children's Health (LAUNCH)
- National Child Trauma Stress Initiative (NCTSI)
- Children's Mental Health Initiative (CMHI)
- Project Advancing Wellness and Resiliency in Education-State Education Agency (AWARE-SEA)

Division of Prevention, Traumatic Stress, and Special Programs



Tiered Approach to Intervention



What is Project AWARE?

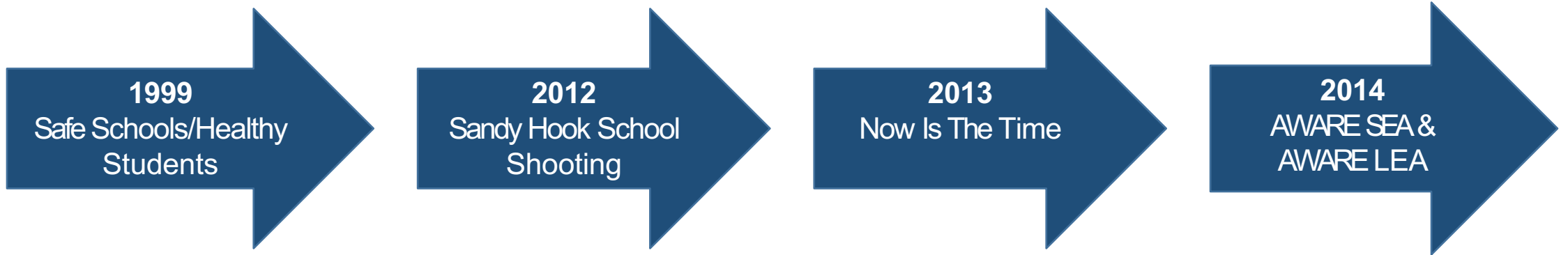
Project AWARE (**Advancing Wellness and Resiliency in Education**) is a program to build or expand the capacity of State Educational Agencies (SEA), in partnership with State Mental Health Agencies (SMHAs) overseeing school-aged youth to advance wellness and resiliency in education by increasing mental health awareness in schools across states, territories, and tribal communities.



Purpose

- **Increase awareness** of mental health challenges that school-aged youth may experience.
- Provide training for **school personnel** and **other adults who interact with school-aged youth** to detect and respond to mental health challenges.
- Connect **school-aged youth**, who may present with behavioral health challenges and their **families** to needed services.

History



2018-2021 Project AWARE SEA

Build or expand the capacity of State Education Agencies (SEA), in partnership with State Mental Health Agencies (SMHA) overseeing school-aged youth to advance wellness and resiliency in education within specific Local Education Agencies (LEA) across states, territories and tribal communities

SAMHSA Project AWARE Timeline



1999 - 2018



**NOW IS
THE TIME**

January 2013

*Project AWARE SEA Cohort 2
24 Grants Awarded
\$1.8 Million per year for 5 years
\$216 Million total*

2019 - 2023

*Project AWARE SEA Cohort 5
15 Grants Awarded
\$1.8 Million per year for 5 years
\$135 Million total*

2021 - 2025

2011 - 2012

*01/08/2011 – Tucson, AZ
07/20/2012 – Aurora, CO
08/05/2012 – Oak Creek, WI
12/14/2012 – Newtown, CT*

2014 - 2018

*Project AWARE SEA Cohort 1
19 Grants Awarded
\$1.7 Million per year for 5 years
\$161.5 Million total*

2020 – 2024

*Project AWARE SEA Cohorts 3/4
6 Grants AWARDED
\$1.8 Million per year for 5 years
\$54 Million total*

2022 - 2026

*Project AWARE SEA Cohort 5
16 Grants Awarded
\$1.8 Million per year for 5 years
\$144 Million total*

AWARE FY 2019-2021

Individual work with children/youth

Screening- those children/youth who were screened by the school and determined to need additional services.

292,068

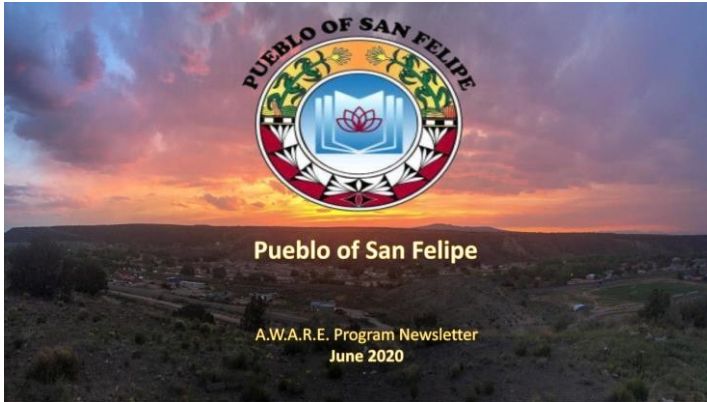
Referral – those children/youth who were referred to either school or community-based treatment services

141,219

Building capacity for school personnel & mental health personnel

576,619 individuals participated in capacity building activities in FY 19-21.

Successes of AWARE



“Project AWARE has been a game changer for Arizona. It has given us a seat at the table for state level work groups and conversations in support of comprehensive school mental health.”

- Ensuring cultural relevance for program activities
- Collaborations
- Rapport/trust/relationship building
- Increase in mental health literacy
- Removing barriers to care/increased access
- Implementation of universal screening
- Ability to pivot during the pandemic
- Workforce training
- Interdisciplinary team approach
- Continuous focus on improving school climate

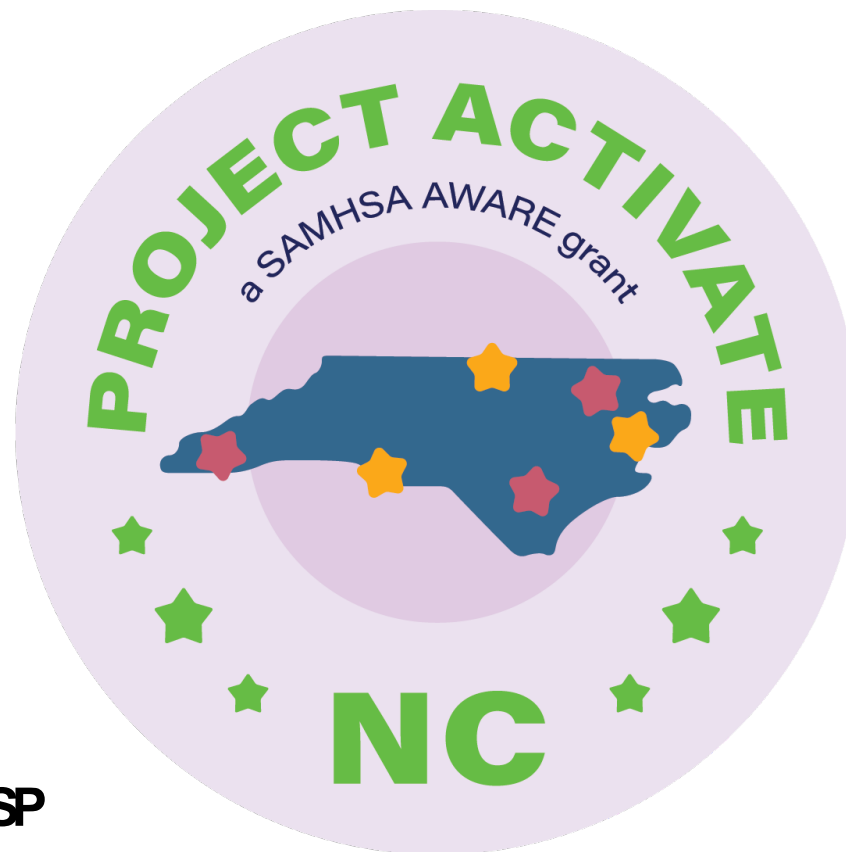


Challenges

- Lack of Mental Health Providers available for hire
- Stigma in accessing mental health services
- Prioritizing mental health at the state level
- Impact of the COVID 19 Pandemic
 - Time limitations for added responsibilities
 - Restricted travel
 - Teacher burnout
 - Hybrid/in person learning mix
 - Technology (digital divide)
 - Overall increased anxiety for staff and students
 - Loss and grief



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Crisis Intervention, and Student Safety
Project AWARE Director
Rockingham County Schools
Eden, NC



Ryan Etheridge
Project AWARE Director
Cleveland County Schools
Shelby, NC

What is Project AWARE?

**Advancing
Wellness
And
Resiliency in
Education**



Project ACTIVATE

(Advancing Coordinated and Timely InterVentions, Awareness, Training, and Education)

Project of the North Carolina State Department of Public Instruction

[Project AWARE State Education Agency Grants](#)

[NC Project AWARE/ACTIVATE](#)

[NC Project AWARE Flyer](#)

[Check out Rockingham's Great Press!](#)

Understanding the Need: Shifting From Reactionary to Prevention

**Silos for Service:
Limited to Special
Education**

**Traditional School Model
made School Based
Therapy Difficult
(Insurance, Transportation,
Lack of Staff)**

**Barriers to Accessing
Services**

**Student Awareness of
Recognizing Need for
Support, Refer, Develop
Empathy and Help
Others (Peer Supports)**

**Increasing Awareness
and Addressing Stigma**

**Teachers need Classroom
Support to Help
Understand Students in
Crisis**

**Increased Numbers of
Students in Crisis**

**Need a Shift from
Reactionary to
Prevention**



Whole Child Approach



**Removing Barriers to Promote
Success for the Whole Child!**





School Based Mental Health Logic Model

If we do this.....

We will see this.....

To achieve

Students

- Universal student voice surveys
- Social Emotional Learning and Positive Behavior Supports



- Improved academic performance
- Increased positive behaviors



Academic and Social Competence

Schools

- Integrated academic and socio-emotional learning
- Professional development on evidence-based interventions



- Improved school climate and student engagement
- Increased skills to address students' needs



Safe and Supportive Learning Environments

District

- Data management and accountability
- Partnerships with families and community agencies



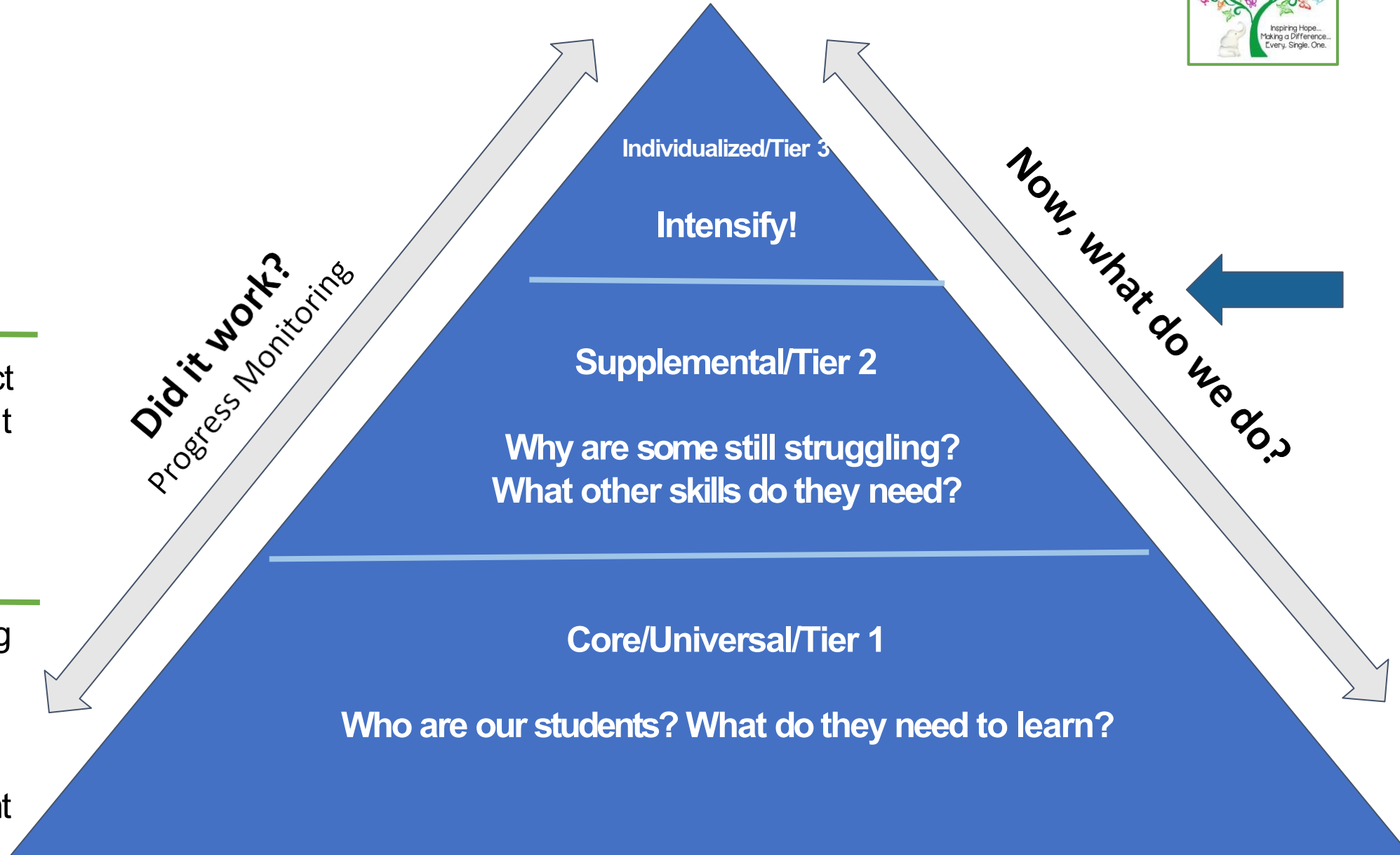
- Increased capacity to provide services
- Improved access to and coordination of services



High-Quality Equitable Mental Health Services



- Goal-Focused daily/weekly contracts
 - Individualized Behavioral Plans based on FBA
-
- Behavioral Contract
 - Check In/Check Out
 - Progress Report from SEL/MH Group
-
- Universal Screening (Student and Teacher Voice)
 - Student Data for School Engagement





RCS Behavioral Health and Social Emotional in a Multi-Tiered System of Supports Framework

RCS Behavioral Health and SEL Continuum of Supports
Preschool, Head Start, K-12

Specialized Services

RCS Mental Health Advisory!

Rockstar Mental Health Partnerships!

Intensive Tier 3

- Individual Counseling
- Case Management
- Crisis Response/BETA Team

Supplemental Tier 2

- Solution-Focused Groups
- Social Skills and Counseling Groups
- Evidence Based Interventions

Universal Tier 1

- Social Emotional Learning and Student Voice
- Professional Development in Mental Health
- Core SEL and Behavioral Health Practices
- Community Resiliency Model and Trauma Informed Practices

Foundational Practices of Mental Health Services

- Students First
- Data Based Decision Making
- Consultation and Collaboration
- Research-Based Practices (PBIS)
- Inclusive Practices
- Partnerships

Intensity and Expertise

Weekly Progress Monitoring
Monthly Screening

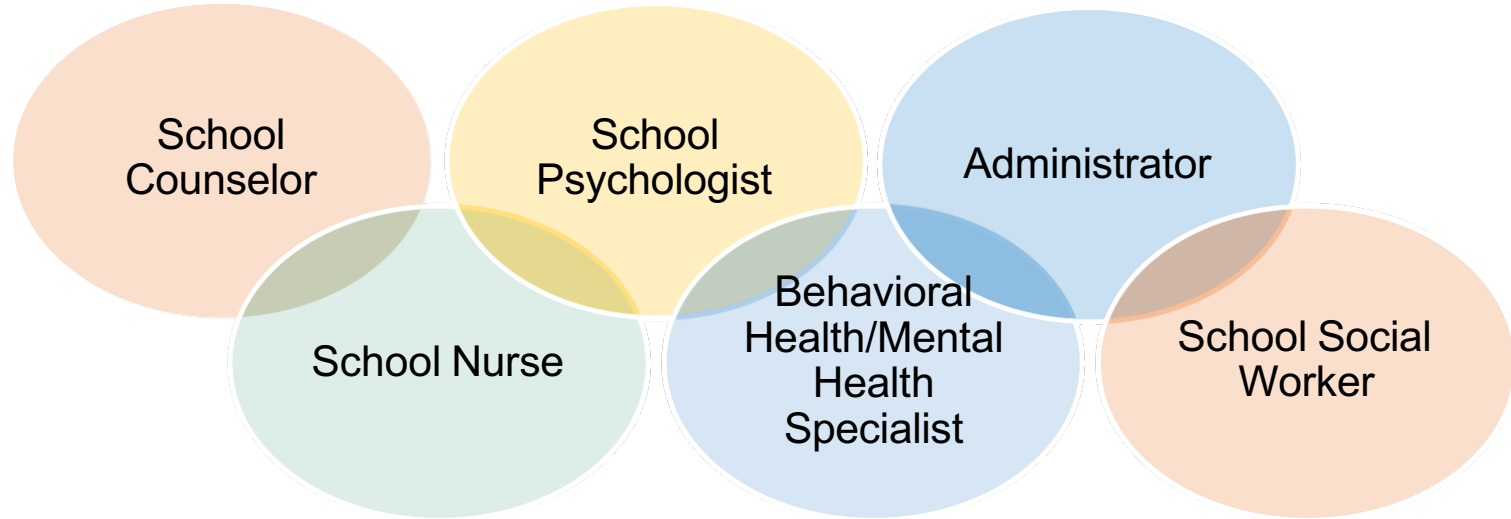




Why do we need a mental health teaming structure in schools?

Utilize a TEAM MODEL to Maximize Our Time and Efforts!

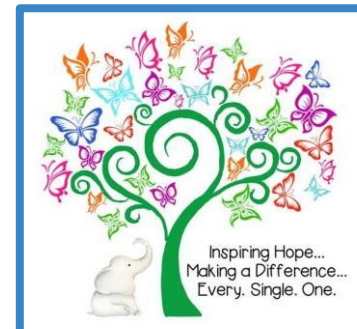
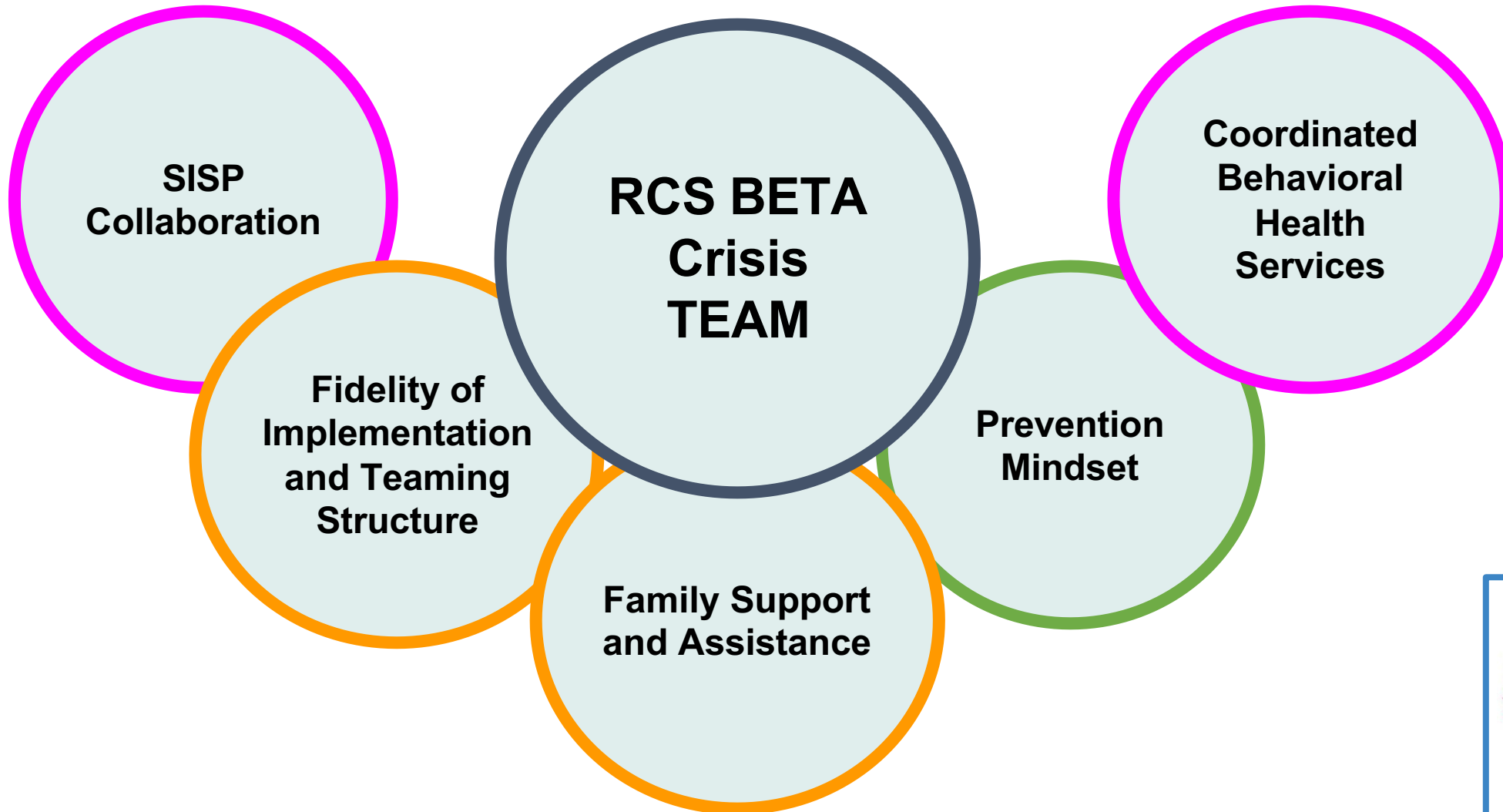
- Social Emotional and Mental Health Needs
- Cross-Disciplinary Model
- Ensuring collaboration and coordination of services
- Behavioral Health PLC's
- Service Definitions
- SEL/Behavioral Health/Crisis & Safety Matrix
- Build Capacity!



Connection with families and support is a key role of this team to support social emotional and well-being!



RCS Behavioral and Emotional Therapeutic Intervention Assistance Team (RCS-BETA)



Where Do District Crisis Response Referrals Originate?

School
Referral

Parent
Referral

Student
Referral

Gaggle Alert

Say Something
App

Suicide Protocol Quick Guide

For Counselors, Social Workers, School Nurses, and Administrators



Aware of a student who may be having suicidal thoughts or plans?
Provide supervision while notifying a school counselor, social worker, school nurse or school psychologist.

The counselor/social worker/school nurse/school psychologist will begin the Suicide Protocol (<https://bit.ly/1>) by asking questions 1 and 2.



If Question 1 is YES and Question 2 is NO, ask questions 7 - 28 and:

If Question 1 and 2 are YES, ask Questions 3-6 and:

Call the Behavior Liaison for your Zone

If no answer in 15 minutes call [redacted]

If the answers to Questions 1 and 2 are NO, your Behavior Liaison does NOT need to be called.



If **IMMEDIATE DANGER** exists, call 911 or the SRO and then contact your Behavior Liaison for support.

Other supports for students who may be in a crisis:

- Call 911
- Partners Crisis Line at [redacted]
- Mobile Crisis at [redacted]
- National Suicide Prevention Lifeline at 800-273-8255 (800-273-TALK)
- National Suicide Prevention Lifeline TEXT "HELP" to 741741



Project ACTIVATE is supported through the NC Department of Public Instruction, Exceptional Children Division.



Risk Assessment Protocol Quick Guide

For Administrators, School Counselors, and SMART Teams

Call your Behavior Liaison for support!

If a student makes or poses a threat to other students or staff



notify administrator, school counselor, or other SMART Team member

If **IMMEDIATE DANGER** exists, call the SRO or 911 *immediately*. Follow school Crisis Plan. **Remember -- SAFETY FIRST.**

When do you initiate the screener?



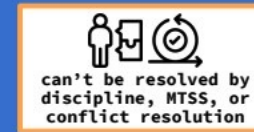
weapon



escalating conflicts



ongoing threat to safety



can't be resolved by discipline, MTSS, or conflict resolution



to collect more info

To conduct the initial screener:

1. Interview the student and other relevant individuals
2. Complete the 2-page School-Based Behavioral Risk-Screening Tool (<https://bit.ly/1>)
3. Meet as a SMART team
 - o At least 3 people: school counselor, administrator, & another member
 - o Discuss results, make a decision regarding the level of risk/threat



Minimal to No Risk/Threat

- Make sure the principal is informed
- Notify parent/guardian
- Consider a *Coping Plan*
- Complete the Crisis Form (<https://bit.ly/1>)
- For support, call your Behavior Liaison!

Check the Best Practices Guide for additional information.

Possible/Pose a Threat or Unsure

- Make sure the principal is informed
- Contact your Behavior Liaison so a *Full Behavioral Threat Assessment* can be conducted
- Complete the Crisis Form (<https://bit.ly/1>)

Project ACTIVATE is supported through the NC Department of Public Instruction, Exceptional Children Division.





PREPaRE model



P	Prevent and prepare for crises
R	Reaffirm physical health & welfare and perceptions of safety & security
E	Evaluate psychological trauma risk
P <u>a</u> R	Provide crisis interventions and Respond to mental health needs
E	Examine the effectiveness of crisis preparedness

Big Implementation Challenges & Successes

- Staffing (Redefining Roles and Securing Funding Structures)
- Ongoing Coaching and Check-Ins with Crisis Response Teams
- Regular training for school-level staff and administrators
- Fidelity Monitoring
- Sense of Urgency (Building Consensus)
- Continuous Reflection
- Community Partnerships



SHAPE: School Health Assessment and Performance Evaluation System (University of Maryland School of Medicine)



SHAPE Domain	August 2017 Domain Performance	June 2021 Performance
Teaming Composite	3.40 (Progressing)	5.10 GROWTH!
Evidence Based Supports	2.50 (Emerging)	SHAPE No Longer Use this Area
Data Driven Decision Making	2.0 (Emerging)	SHAPE No Longer Use this Area
Evidence Based Implementation	1.0 (Emerging)	SHAPE No Longer Use this Area
Needs Assessment & Resource Mapping	1.0 (Emerging)	5.00 GROWTH!
Mental Health Screening	New Areas Revised	5.00 GROWTH!
Mental Health Promotion	New Areas Revised	4.90 GROWTH!
Early Intervention and Treatment Services & Supports (NEW AREA)	New Areas Revised	5.00 GROWTH!
Funding and Sustainability (NEW AREA)	New Areas Revised	4.60 GROWTH!
District Average SCORE	1.98 (EMERGING)	4.95 GROWTH!



RCS Mental Health Outcomes

- Total Home Visits this Year: 1,125
- Total Students receiving Behavioral Health Team Support (Case Management): 1917
- Access to Mental Health Supports: 3098 (Over 3000 Students Supported with this Model!)
 - Individual Counseling: 1,864
 - Group Counseling: 1,234
- District Level Crisis Response team in place to support students in crisis!

Year	Suicide Assessments	Threat Assessments	Total Risk Assessments
2019-2022	309	206	515
2020-2021	216	97	313
2021-2022	162	139	301

Check Out our RCS Google Behavioral Health Site!

RCS BEHAVIORAL HEALTH, CRISIS INTERVENTION, AND STUDENT SAFETY

Meeting the Social-Emotional Learning Needs of Our Students!

**"IN THE RCS BEHAVIORAL HEALTH DEPARTMENT,
WE INSPIRE HOPE AND MAKE A DIFFERENCE.**

Visit this site using this link:

<https://bit.ly/RCSBehavioralHealthSite>

Check Out the Cleveland County Schools Site!

Feeling stressed out and need to reset? Check out our Virtual Reset Room!

[Virtual Reset Room](#)



Project ACTIVATE

May is Mental Health Aware...

[Home](#)

[About Us](#) ▾

[Resources](#) ▾

[Virtual Reset Room](#)

[CASEL](#)

[Contact Us!](#)



PROJECT ACTIVATE

North Carolina

Project ACTIVATE is North Carolina's implementation of the Project AWARE (Advancing Wellness and Resiliency in Education) State Education Agency Grants issued by the [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#), [Center for Mental Health Services \(CMHS\)](#).

[Find out more information about this grant at the SAMHSA website!](#)

Visit Here: <https://bit.ly/ClevelandCountyGoogleSite>

Thank You!

SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

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Chief, Child, Adolescent & Family Branch
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www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727) • 1-800-487-4889 (TDD)

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SCHOOLSAFETY.GO V RESOURCES



Additional Resources – Guidance

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center PSYCHOLOGICAL FIRST AID TIP SHEET

10 Tips for Teaching the Psychological First Aid Model for K-12 Education Agencies

Purpose of the Psychological First Aid Model
 Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, staff, and families in the immediate aftermath of a disaster or emergency event, and can be used by any trained staff member or school administrator. PFA is designed to reduce the initial distress and trauma caused by emergencies, and to help students return to their usual school-based activities after such an event. By using these brief and effective interventions in the form of the five steps of PFA (Listen, Protect, Connect, Model, and Teach), schools can provide a long-lasting, positive influence on trauma-related stress.

Core Elements of the PFA Model
 PFA is a five-step program that provides educators guidelines on how to speak with students and peers who have experienced an emergency event or disaster. Each step is formulated to help teachers reduce distress and facilitate students and peers' return to the classroom. The steps are based on a model of cognitive learning that helps people put their experiences and feelings into words, provides support and encouragement, engages users in practical problem solving, models calm and optimistic behavior, and teaches others about how traumatic stress affects human behavior. To learn more, please check out our [Webinar](#) or [Web page](#) on PFA or our "Helpful Hints" publication that gives more details about each of the five PFA steps mentioned below. We also offer this publication in [Spanish](#).

Listen: School staff should provide peers and students with an opportunity to share their experiences and express feelings of worry, anxiety, fear, or other concerns about their safety. It's important to establish rapport and trust as quickly as possible. Your intent in listening to the person speaking to you about his or her crisis is that you want to convey your interest and your empathy.

Protect: To avoid any possibility of re-traumatization, school staff members should try to re-establish feelings of both physical and emotional safety. This can be done in many ways, including providing a calm routine or offering information about events surrounding the emergency event, such as what is being done in the community and the school to keep everyone safe.

Connect: In this step, we help students and peers re-establish their normal social relationships and stay connected to others in order to experience social support. One of the most common reactions to trauma or fear is emotional and social isolation and the sense of loss of social supports. Restoring and building connections promotes stability, recovery, and predictability in people's lives.

Model: Teachers and other school personnel who are affected by an emergency event may not know exactly how they will navigate the process of recovery, but they can acknowledge the distress and needs of others and demonstrate a positive and optimistic approach. Through their example, they demonstrate that adults can effectively cope with the stress despite the fear or loss they experience.

Teach: School counselors, nurses, psychologists, or social workers can teach faculty students, staff, families, and volunteers about common reactions to the emergency event or disaster, such as the fact that children and youth may have more difficulty with learning after the specific event. They can help

Page 1
 If you have questions or need additional assistance, please contact the REMS TA Center at (855) 781-REMS (7367) or info@remstacenter.org.
[@remstacenter](https://remstacenter.org) <https://remstacenter.org>

10 Tips for Teaching the Psychological First Aid Model
 (Dept. of Education – REMS TA)

Helping Children and Adolescents Cope With Disasters and Other Traumatic Events

What Parents, Rescue Workers, and the Community Can Do

National Institute of Mental Health

Helping Children and Adolescents Cope With Disasters and Other Traumatic Events
 (Dept. of Health and Human Services)

SUPPORTING CHILDREN LIVING WITH GRIEF AND TRAUMA: A MULTIDISCIPLINARY APPROACH

This training is designed for advocates who want to develop knowledge and skills to address the complicated issues that can arise when a child is exposed to a traumatic event resulting from a violent crime and provide appropriate services for children experiencing trauma and grief due to violence.

Using a multidisciplinary team approach, victim service providers, mental health professionals, and law enforcement can improve existing services and create new opportunities to support children living with grief.

BY PARTICIPATING IN THIS 2-DAY TRAINING, YOU WILL:

- Examine how children perceive death, how they process grief and trauma, and how you can recognize the signs in children and support their recovery.
- Identify risk predictors that contribute to trauma in children and discuss how risk factors influence behaviors over time.
- Describe how culture, family, and rituals play a significant role in how children process the death experience.
- Examine the intervention process and responses to children and other survivors following a violent crime.

CEUs are available upon successful completion of the training.

HERE'S HOW TO GET STARTED

APPLY EARLY.
 Request a training at least 90 days prior to the event date.

LET PEOPLE KNOW.
 Conduct outreach to local and regional partners to participate in the training. Enroll up to 40 participants, but there must be a minimum of 30 participants at the training.

FIND A PLACE TO HOLD THE TRAINING.
 Secure a training facility and cover facility costs (including audio-visual equipment).

RELAX.
 OVC TTAC will arrange for the training event to meet your needs on your schedule.

OFFICE FOR VICTIMS OF CRIME TRAINING AND TECHNICAL ASSISTANCE CENTER
 5300 Lee Highway
 Fairfax, VA 22031
 Phone: 1-866-OVC-TTAC (1-866-682-8822)
 TTY: 1-866-682-8880
 Fax: 703-225-2158
 Email: TTAC@ovcttac.org
www.ovcttac.gov

February 2021 **APPLY TODAY**
WWW.OVCTTAC.GOV/TRAININGS

Supporting Children Living with Grief and Trauma
 (Dept. of Justice – OVC TTAC)



Additional Resources – Web Resources

Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events

info@remstacenter.org | <https://rems.ed.gov/> | @remstacenter

[Trauma Informed Care for Schools Before, During, and After Possible Emergency Events](https://rems.ed.gov/)
(Dept. of Education – REMS TA)

MentalHealth.gov
Let's talk about it.

Basics | What To Look For | Talk About Mental Health | How To Get Help

Home » Talk About Mental Health » For Young People Looking for Help

Talk About Mental Health ▾ For Young People Looking for Help

For People With Mental Health Problems

For Young People Looking for Help

For Parents and Caregivers

For Friends and Family Members

For Educators

For Community and Faith Leaders

Conversations in Your Community

For Young People Looking for Help

Mental health problems don't only affect adults. Children, teens and young adults can have mental health problems, too. In fact, three out of four people with mental health problems showed signs before they were 24 years old.

If you're thinking about harming yourself [get help immediately](#). You can call 911 or the [National Suicide Prevention Lifeline](#)® at **1-800-273-TALK (8255)**.

What Does "Mental Health Problem" Mean?

Are you having trouble doing the things you like to do or need to do because of how you feel—like going to school, work, or hanging out with friends?

Are you having a rough day? Have you been feeling down for a while? Everyone goes through tough times, and no matter how long you've had something on your mind, it's important that you talk to someone about it.

Talk to your parent, guardian, or a trusted adult if you experience any of these things:

GET IMMEDIATE HELP 24/7

NATIONAL SUICIDE PREVENTION LIFELINE
1-800-273-TALK (8255) www.suicideline.org

Veterans Crisis Line
1-800-273-8255 **PRESS 1**

[MentalHealth.gov | For Young People](https://www.mentalhealth.gov/)
(Dept. of Health and Human Services)

MentalHealth.gov
Let's talk about it.

Basics | What To Look For | Talk About Mental Health | How To Get Help

Home » Talk About Mental Health » For Educators

Talk About Mental Health ▾ For Educators

For People With Mental Health Problems

For Young People Looking for Help

For Parents and Caregivers

For Friends and Family Members

For Educators

For Community and Faith Leaders

Conversations in Your Community

For Educators

Educators are often the first to notice mental health problems. Here are some ways you can help students and their families.

What Educators Should Know

You should know:

- The [warning signs](#) for mental health problems.
- Whom to turn to, such as the principal, school nurse, school psychiatrist or psychologist, or school social worker, if you have questions or concerns about a student's behavior.
- How to access [crisis support and other mental health services](#).

What Educators Should Look For in Student Behavior

Consult with a school counselor, nurse, or administrator and the student's parents if you observe one or more of the following behaviors:

- Feeling very sad or withdrawn for more than two weeks
- Seriously trying to harm oneself, or making plans to do so

GET IMMEDIATE HELP 24/7

NATIONAL SUICIDE PREVENTION LIFELINE
1-800-273-TALK (8255) www.suicideline.org

Veterans Crisis Line
1-800-273-8255 **PRESS 1**

[MentalHealth.gov | For Educators](https://www.mentalhealth.gov/)
(Dept. of Health and Human Services)

Topic Pages | SchoolSafety.gov

Topic pages contain a definition along with accompanying information regarding the topic, **key strategies to consider**, and **featured resources to support schools and districts**.

Resources tend to be **how-to or action-oriented guides** that inform users on how to implement strategies to address the topics.

[Mental Health | SchoolSafety.gov](#)

- [At Risk Children | SchoolSafety.gov](#)
- [Conduct Issues | SchoolSafety.gov](#)
- [School Based Mental Health Services | SchoolSafety.gov](#)
- [Substance Use | SchoolSafety.gov](#)
- [Suicide Management | SchoolSafety.gov](#)
- [Training, Partnership, and Capacity Building | SchoolSafety.gov](#)

The screenshot displays the SchoolSafety.gov website interface. At the top, there is a navigation bar with 'About', 'Topics', and 'Tools and Resources' links, along with a search bar. The main content area is titled 'Mental Health' and features a sub-header 'Make schools safer by improving access to mental health services.' Below this, there is a paragraph explaining that students often come to school with complex physical and mental health concerns, and access to mental health services helps create a positive school climate. A sidebar on the left lists various topics, with 'Mental Health' selected. On the right, there is a 'Filter Resources' section with checkboxes for 'Action' (Prevent, Protect and Mitigate, Respond and Recover) and 'Subtopic' (At Risk Children, Conduct Issues, School Based Mental Health Services, Substance Use, Suicide Management, Training, Partnership, and Capacity Building). The main content area also features a 'Subtopics' section and a 'All Mental Health Resources' section, which includes a survey titled 'CDC Data on Youth Mental Health Threats During COVID-19' and a webpage titled 'Responding to COVID-19: Anxiety & Return to Work/School'.

Grants Finder Tool | SchoolSafety.gov

SchoolSafety.gov tool that features Federally available school safety-related grant opportunities in one centralized location.

Designed to help schools determine eligibility and applicability of grant programs for their specific needs, challenges, and characteristics.

Option to take quiz, select pre-populated lists, or filter grants by specific criteria such as school safety topic, funding agency, application level of effort and deadline, and intended audience.

The screenshot displays the SchoolSafety.gov Grants Finder tool. At the top, there is a navigation bar with 'About', 'Topics', and 'Tools and Resources'. The main heading is 'Grants Finder', followed by an introductory paragraph and a 'Take the Grants Finder Quiz' section. Below this is a 'Take the Grants Finder Quiz!' modal window with a 'Topic' dropdown and a 'Start Quiz' button. The main content area is divided into 'Filter Grants' and 'Quick Filters' sections. The 'Filter Grants' section includes a 'Topic' dropdown and a list of checkboxes for various school safety topics. The 'Quick Filters' section includes buttons for 'Upcoming Grants', 'Sub Grants', and 'COVID-19 Grants'. Below these filters is a 'Results' section displaying a list of grants, with a 'Sub Grants' tooltip explaining that the list displays grants which schools may only receive through a public entity such as a state, city or local government. On the right side, there is a sidebar with various filters including 'Dollar Amount', 'Level of Effort', 'Grant Type', 'Agency Managers of Public Offices and Students', 'Makers', 'Staff and Principals', 'Resource Officers and Law Enforcement', 'Interventions and Mitigation', 'Level', 'Agency', 'Secondary', 'Deadline', 'Intend to', 'Prevent or Mitigate', 'Intend to Recover', 'Department of Homeland Security', and 'Department of Justice'. At the bottom right, there is a 'Download Results' button and social media icons.

Safety Readiness Tool | SchoolSafety.gov

The **Safety Readiness Tool** assists users in evaluating their respective school's safety posture across **10 foundational elements** of school safety.

After completing the assessment, users are provided a **tailored Action Plan** with task **prioritization**, options for consideration, aligned resources, and grant opportunities specific to their individual school's needs.

Question 1

See a definition of designated staff. ▾

Designated Staff

Do
pre

Question 7

See a definition of staff and faculty training. ▾

Staff and Faculty Training


Are school staff trained on the Emergency Operations Plan (school EOP) and safety and security procedures?

Your School Safety Action Plan ↓

Every school is different and requires a unique approach to preventing school violence.

Use this personalized action plan to learn the initial priorities you should consider as part of your safety planning. Consider taking the assessment again in the future to see how your action plan evolves after implementing options for consideration.

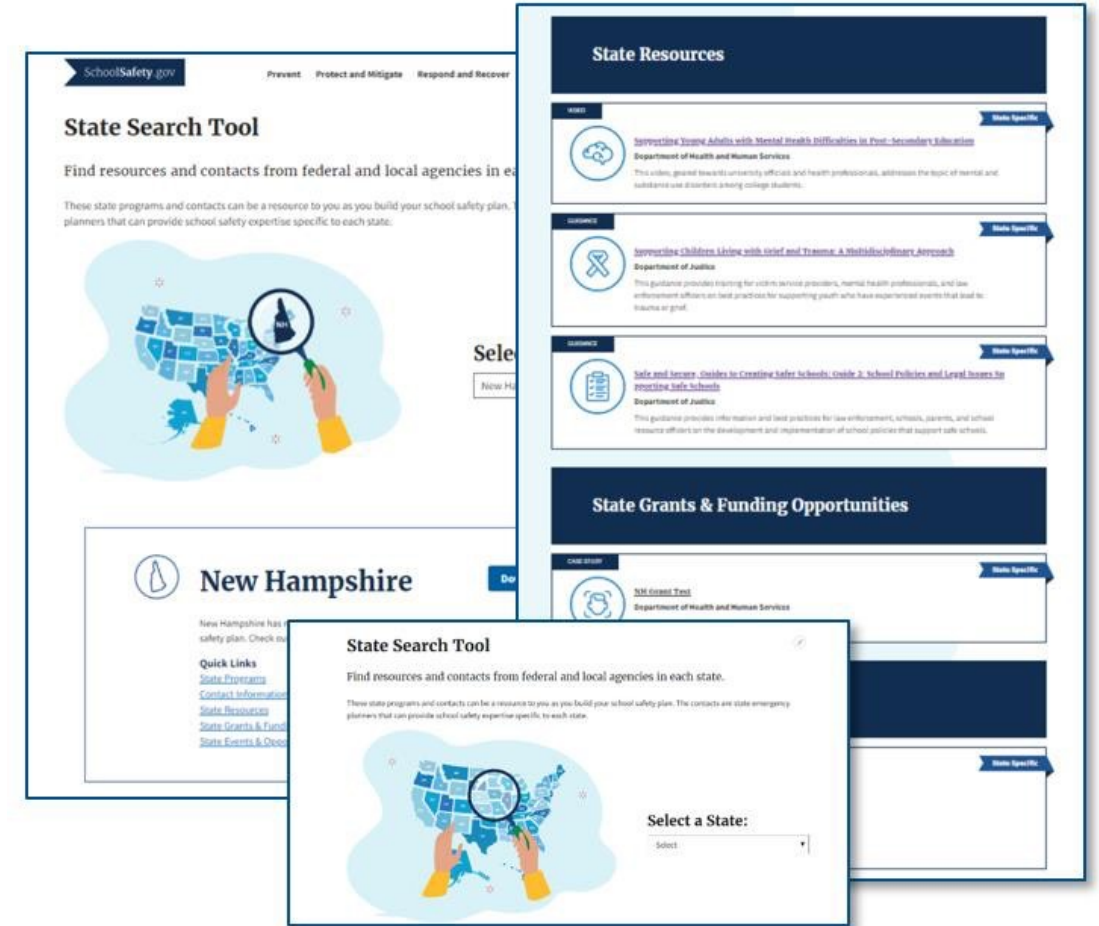
[Download Your Action Plan](#)



State Search Tool | SchoolSafety.gov

SchoolSafety.gov offers a **State Search Tool** to provide the academic community with a streamlined and centralized tool to access **state-specific school safety information**, including programs, resources, contacts, and engagement opportunities.

Through the tool, **state school safety leaders connect** with the Clearinghouse, its partner agencies, and other state security entities to share resources, exchange best practices, and collaborate on school safety-related efforts.



Contact Information and Questions

Follow Us on Twitter for Upcoming Events and School Safety News! 

- [@SchoolSafetyGov](https://twitter.com/SchoolSafetyGov)
- [@samhsagov](https://twitter.com/samhsagov)

Click [here to sign up](#) for regular updates or scan QR code.

Key Resource Links

- <https://www.schoolsafety.gov/mental-health>
- <https://www.samhsa.gov>
- <https://www.samhsa.gov/school-campus-health/project-aware>



Questions, feedback, or ideas?
Please contact SchoolSafety@hq.dhs.gov