

School Mental Health Protocol: Building Your Program

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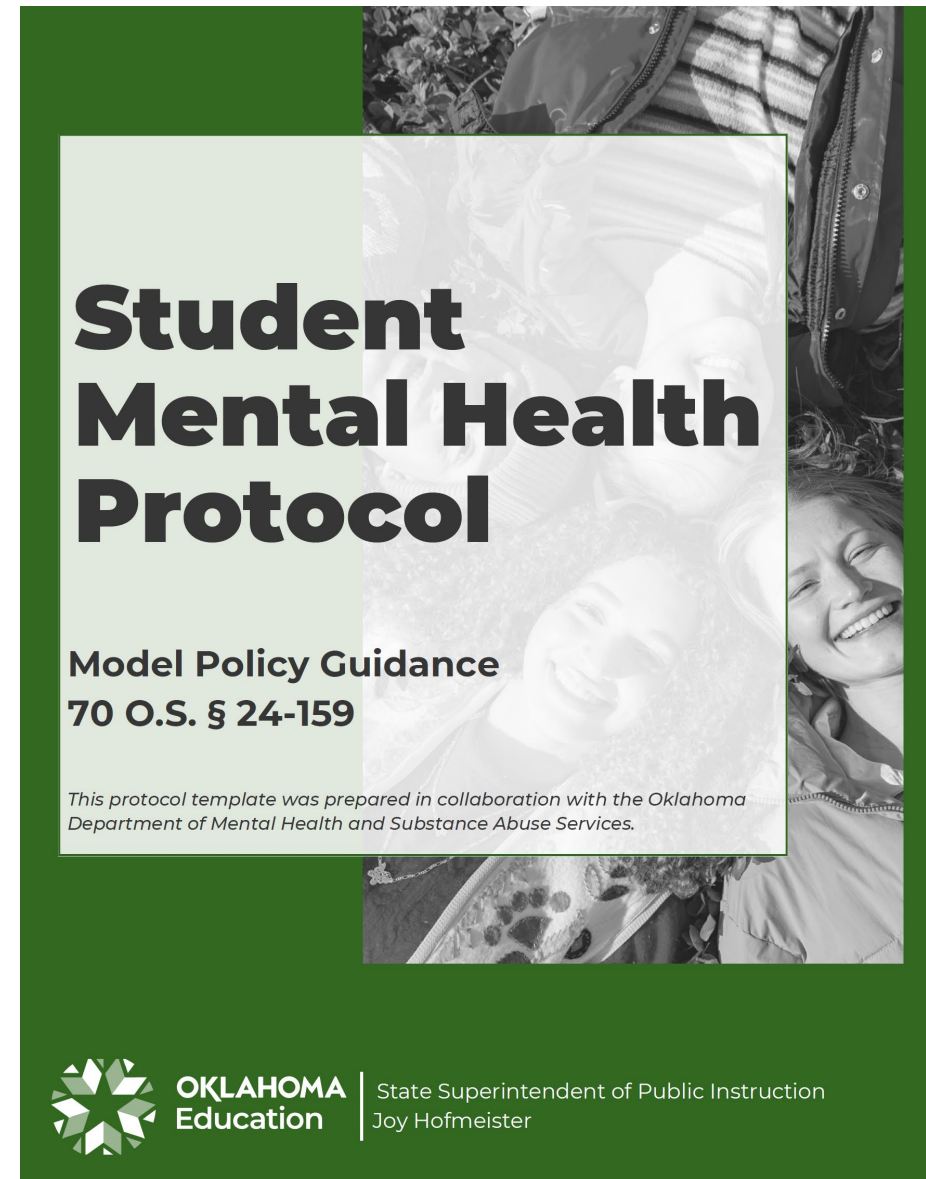


OKLAHOMA
Education



**As of 2022,
HB4106
Requires
Districts to
have a Mental
Health Protocol**


**This Protocol
Must Be
Reviewed and
Submitted
Every Two
Years**



**Student
Mental Health
Protocol**

**Model Policy Guidance
70 O.S. § 24-159**

This protocol template was prepared in collaboration with the Oklahoma Department of Mental Health and Substance Abuse Services.

 **OKLAHOMA
Education** | State Superintendent of Public Instruction
Joy Hofmeister

<https://sde.ok.gov/school-based-mental-health>

What is difference between a policy and a protocol?

A policy is a deliberate system of guidelines intended to guide decisions and achieve rational outcomes. A policy is a statement of intent and is implemented as a procedure or protocol. Policies are generally adopted by a governance body within an organization. These tend to be more flexible and broad than a protocol or procedure.

A protocol is a system of rules that explain the correct conduct and procedures to be followed under the policy. Protocols are designed to ensure consistency and efficiency in specific processes. Protocols can be updated or revised more easily than a policy in response to changing circumstances or new information.

Important Elements of the School Mental Health Protocol

Having a school mental health protocol and not following it can open the district to liability. The protocol should be written in a way that is achievable for the district to follow.

The protocol must be clear and contain all elements of the template provided by SDE. This protocol was required by legislation to help districts build a mental health support network.

HB4106 requires partnership with the local Certified Community Behavioral Health Center (CCBHC).

Schools may choose to also partner with any mental health agency they choose in addition to the CCBHC.

According to Law, What is Required to be in our School Mental Health Protocol?

- District statement that aligns district to support mental health crisis response
- Procedures regarding HIPPA and FERPA compliance
- A mandatory reporting plan for child abuse
- Guardian notification procedures
- Protocol for engagement of communication of policy and annual staff training
- Community resources
- Mental health training topics in addition to plans such as: warning signs, mental health definitions, other mental health legislation and requirements, and information about the OPNA
- Re-Entry and Return to Learn Plan after a crisis
- Mental Health Response Plan

This training is designed to fulfill the requirements of HB4106.

Oklahoma Statutes as Section 24-159 of Title 70, unless there is created a duplication in numbering, reads as follows:

Each public school district shall maintain a protocol for responding to students in mental health crisis with the goal of preventing student suicide, self-harm, and harm to others.

Communication of the mental health protocol procedures and staff training

- Provide a statement for annual staff training and district communication of policy and protocol.
- Provide a list of mental health training topics in addition to plans such as: mental health legislation and requirements, information about the OPNA, policy procedures.
- Provide a list of mental health definitions and warning signs in your protocol to educate staff.

A Statement that aligns the district to support a mental health crisis response.


A statement supports student health and wellness protocols to include mental health supports.

A statement to align access to mental health support by providing community resources for students and guardians related to mental health treatment options and crisis response intervention.

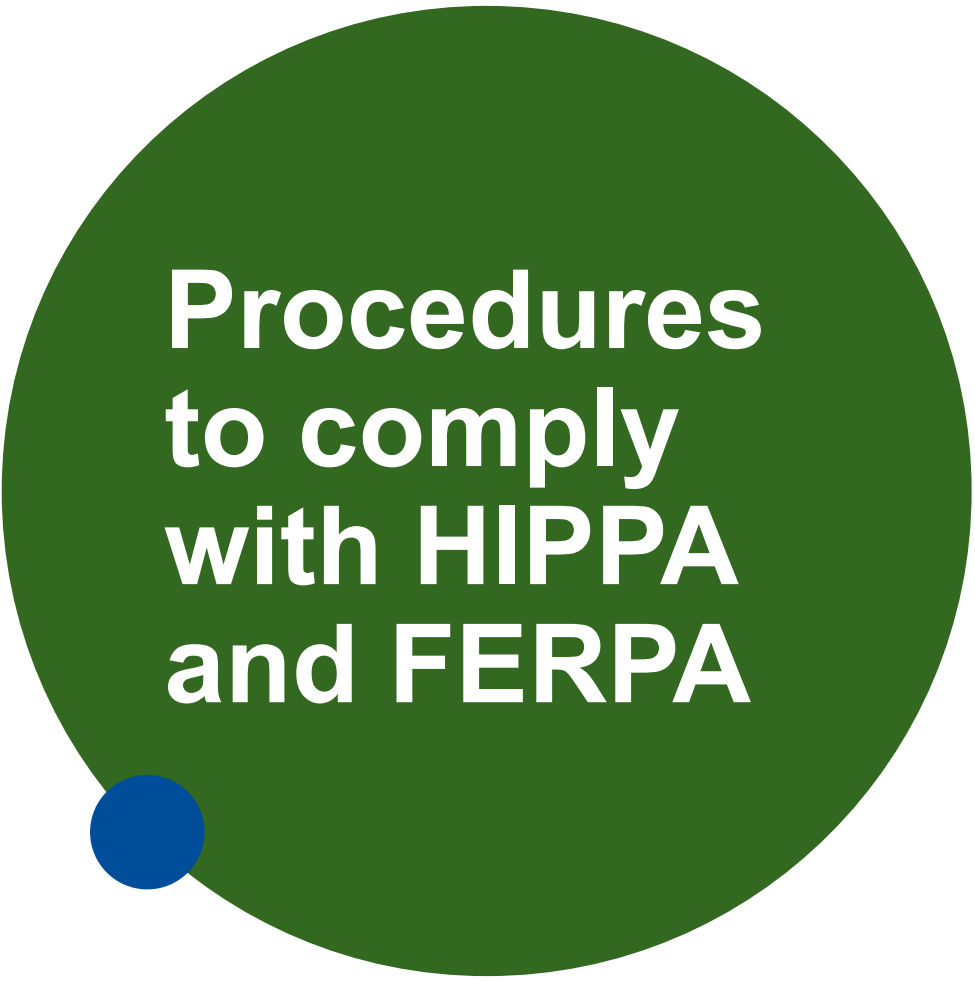
A statement that the district will provide mental health and crisis response training to school personnel.

A statement to make a commitment to consistent collaboration between the district and community mental health partnerships.

A statement to include all buildings with the said district.



Procedures to comply with HIPPA and FERPA




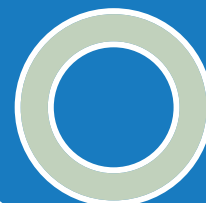
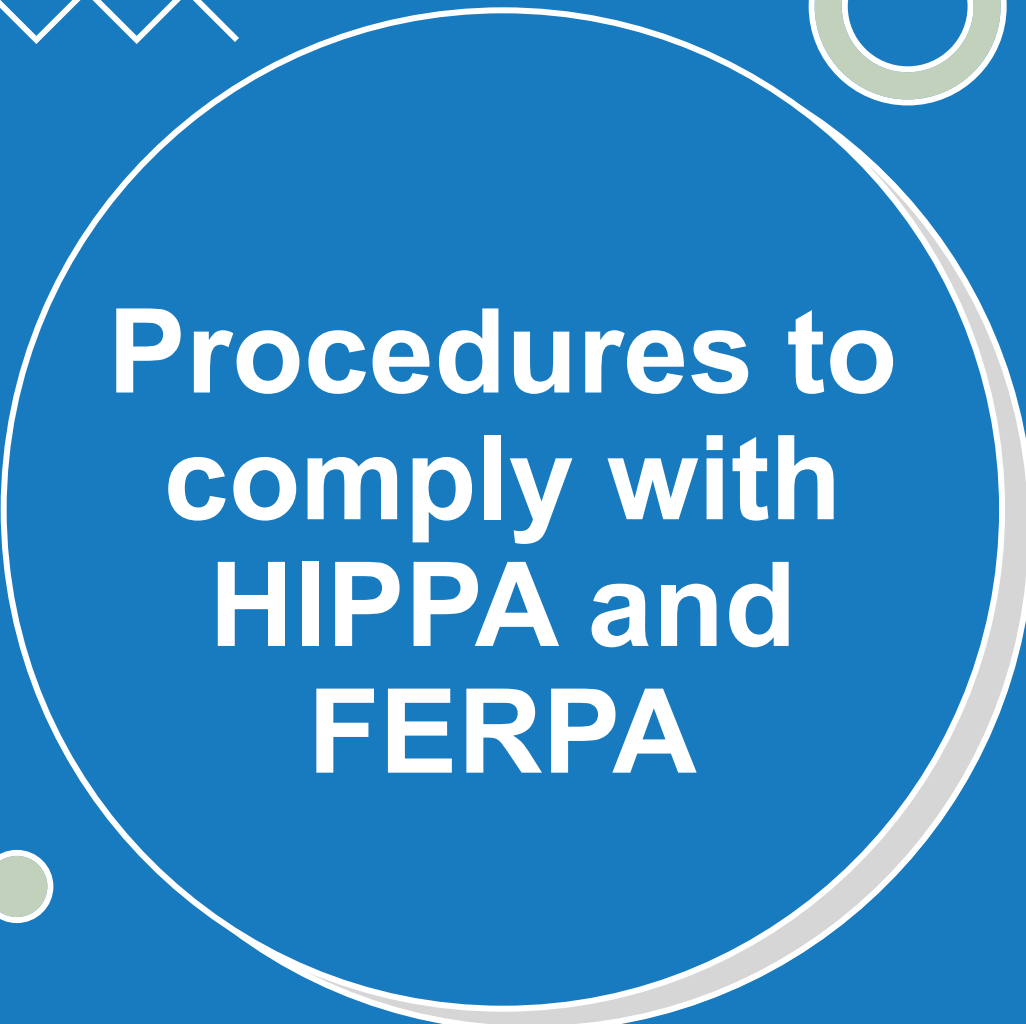

- State the laws regarding HIPPA and FERPA.
- Describe your districts procedures regarding HIPPA and FERPA compliance.
- Describe how training needs are addressed.

Things to Consider:

- Are these procedures your district has the resources to follow?
- Are there ways to streamline confidentiality compliance and continue to ensure the protection of protected health information?
- Are there staff in your district who need specific training in this area?

Procedures to comply with HIPPA and FERPA

- FERPA:
- A Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
- Gives Parents the Right to inspect and review student records
- Gives Parents the Right to request corrections to the records if they believe they are inaccurate or misleading
- Written consent is required to release records except in some cases as outlined in FERPA guidelines



Procedures to comply with HIPPA and FERPA

HIPAA:

A Mental Health Privacy Rule that establishes national standards to protect individuals' medical records and other individually identifiable protected health information.

The rule requires appropriate safeguards to protect the privacy of protected health information and sets limits and conditions on the uses and disclosures that may be made of such information without an individual's authorization.

The rule also gives individuals rights over their protected health information, including rights to examine and obtain a copy of their health records, to direct a covered entity to transmit an electronic copy of their protected health information in an electronic health record to a third party, and to request corrections.





A Mandatory reporting plan for child abuse.

- Provide process for the mandatory of reporting child abuse.
- Provide the numbers to call and instructions on how to report online.
- State when and how to report abuse in the protocol.
- A statement about mandatory reporting and reporting suspicions of abuse.
- Reporting is required to local law enforcement and child protective services.



Mental Health Crisis Response Plan

- Procedures for the district Mental Health Response Plan
- Procedures to provide a confidential space to talk.
- Procedures and training on how to talk to a student in experiencing a mental health crisis.
- A Statement that states to not leave the student alone in a crisis.
- Procedures on referring a student for services or an evaluation.
- Provide guardian notification procedures.
- State the emergency crisis numbers in your plan as well as the name and phone number of the staff at your CCBHC.

Re-Entry and Return to Learn Plans

- Provide a Re-Entry and Return to Learn Plan after a crisis
- Select a Point of Contact for the child and parent and who will update school staff.
- Schedule a meeting with multidisciplinary staff
- State the procedures that should occur in the meeting and the documentation plan.
- State the check in plan and plan to address on going concerns.
- State documentation of progress/ update procedures and reporting to guardians and staff.
- State procedures about curriculum modifications.

Safety and Re-Entry Plans

- Following a suicide attempt or facility stay, it is best practice and part of the mental health protocol to establish re-entry and safety plans for students.
- Important elements to include on a **SAFETY PLAN**:
 - Summary of actions that led to needing a safety plan
 - Warning signs that a crisis may be developing
 - Ways the student can help himself/herself
 - Who the student can talk to if they need help
 - Reduction of access and means
 - Emergency phone contact numbers

**Add QR code
for Safety Plan
when Jackie
gets it updated.**

Safety and Re-Entry Plans

- When students return to school from a facility stay, it is best practice to meet with the student and parent to develop a **RE-ENTRY PLAN**.
- Important elements to include on a Re-Entry Plan:
 - Signed release of information for MHP
 - Completed safety plan with recommended interventions
 - Discuss what is being implemented at home and safety strategies to be implemented at school
 - Review crisis and/or mental health services
 - Discuss academic concerns and/or needed modifications
 - **IMPORTANT:** Discuss student strengths that will help the student maintain a positive path forward.



School Counselor Role:

Prevent — Prepare — Respond

- School Counselors **Prevent** Crisis by:
 - Promoting positive school climate that fosters resilience and well-being as part of Tier 1 interventions
 - Providing information and training on coping strategies and stress management
 - Working with administrators and staff to provide training on early warning signs of crisis reactions. This may include teaching de-escalation techniques, suicide warning signs, and ways to respond to behavioral concerns
 - Advocating for policies and procedures that promote student safety and well-being.

School Counselor Role:

Prevent — Prepare — Respond

- School Counselors **Prepare** for Crisis by:
 - Collaborating with school leaders to review crisis response plans and actively participate in meetings, drills and exercises to review action plans.
 - Participating in training and workshops focused on prevention, intervention, and response to crisis.
 - Conducting ongoing risk assessments to identify potential safety concerns and vulnerabilities within the school community.
 - Building relationships with students and families to establish open lines of communication and a welcoming environment for students/families
 - Identifying/providing support for students that may have increased risk for mental health concerns, trauma, or emotional difficulties.

School Counselor Role:

Prevent — Prepare — Respond

- School Counselors **Respond** to Crisis by:
 - Assessing emotional and psychological needs of students/staff/families.
 - Offering crisis intervention such as psychological first aid and supportive counseling services.
 - Offering grief counseling and bereavement support through empathetic listening, validation of emotions, and practical guidance on the grieving process.
 - Providing psychoeducational groups and advisement to those struggling to recover from trauma related to the crisis event.
 - Coordinating with mental health professionals and external agencies to provide a referral source for those unable to return to pre-crisis levels of functioning.

The School Counselor's Role in Trauma-Informed Practices

- Recognize the signs of trauma in students
- Understand trauma need not predict failure if sufficient focus is given to resilience and strengths
- Avoid practices that may re-traumatize students
- Create connected communities and positive school climates
- Implement effective behavioral practices such as positive interventions and supports
- Promote safe, stable and nurturing relationships.
- Provide community resource information to students and families dealing with trauma
- Educate staff on the effects of trauma on the brain and in learning
- Promote a trauma-sensitive framework for policies, procedures and behaviors for all staff
- Recognize the role technology can play in magnifying traumatic events.

This training is designed to fulfill the requirements of HB4106

The protocol shall be developed, maintained, and implemented in partnership with one or more local mental health treatment providers certified by the Department of Mental Health and Substance Abuse Services.

Schools should utilize the Children's Director or Clinical Director at a Community Behavioral Health Center to develop and maintain the protocol.

Tips for Prior to Annual Approval of a Partner Agency:



Secure a yearly Memorandum of Understanding for each partnering agency.



Require the partnering agency to submit a state and national background check completed for each staff member who wishes to come into district building/buildings. This should be updated annually.



Require the agency to submit updated staff credentials each year to ensure licenses/certifications are up to date.



It's good practice to require the agency and each staff member to sign a release of liability statement each year. LEA's may require a liability form for each agency partner staff member and a separate form from the agency as an entity if they wish.



Require the agency to provide a picture badge for each staff member who wishes to come into district building/buildings.



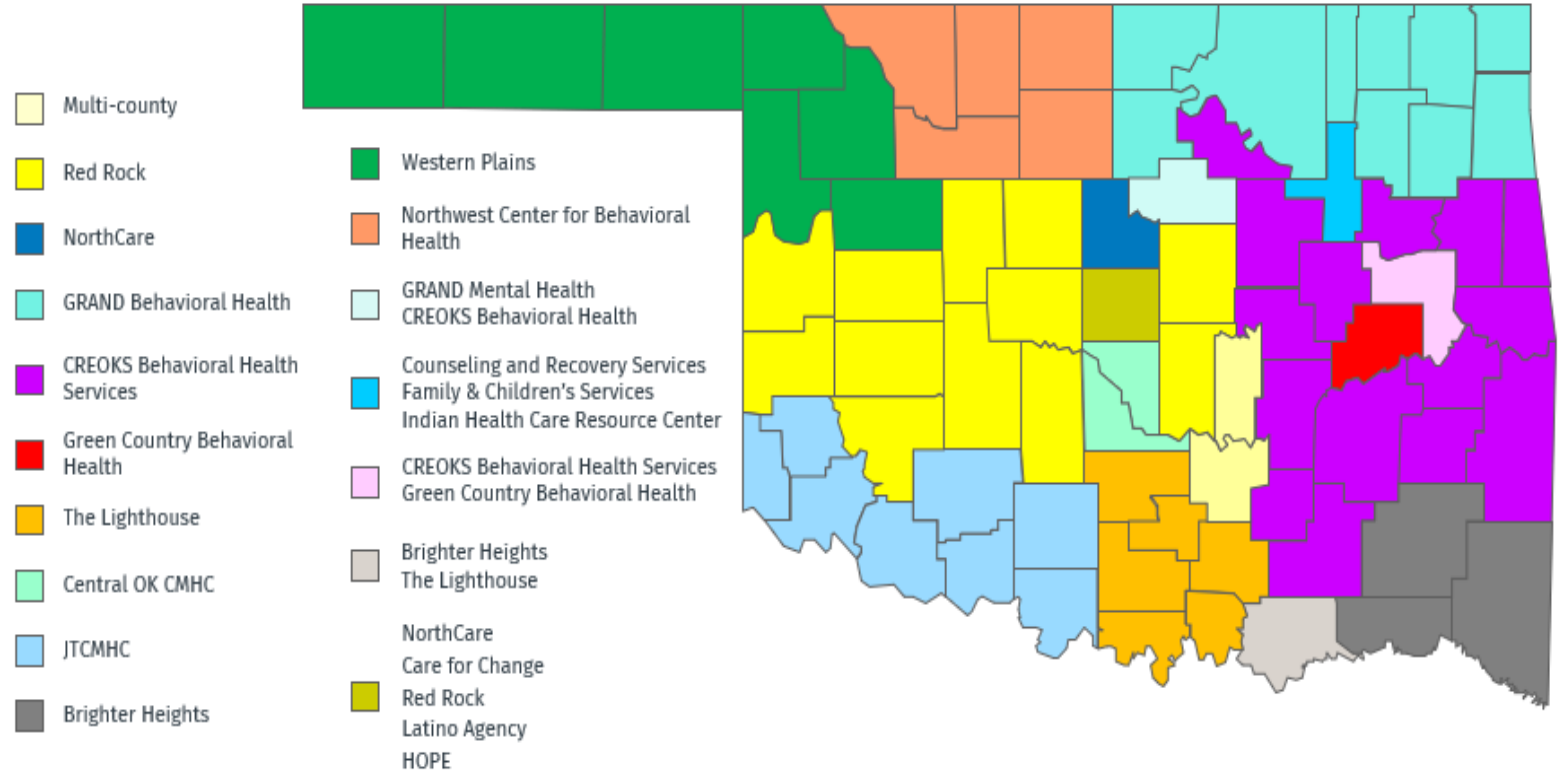
Keep a record of sign in/out sheets for agency partners.

Schools are Required to Partner with their CCBHC

Districts must submit their MOU with their Certified Behavioral Health Clinic's (CCBHC's) in addition to their Mental Health Protocol every two years.

CCBHS provide students with:

- Crisis Intervention
- Systems of Care – Wraparound Providers
- Behavioral Intervention Services and Supports for Schools (BISSS)



What is Behavior Interventions Services and Supports for Schools (BISSS)?

BISSS is a partnership between the Oklahoma State Department of Education (OSDE) and the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) Oklahoma Systems of Care (OKSOC). BISSS services are preformed through the CCBHC.

BISSS is implemented in school settings for children and youth with complex emotional and behavioral needs. BISSS focuses on setting clear expectations for behavior, identifying students at risk for behavioral problems, and providing teachers and schools with the practices and interventions necessary to encourage and promote positive behavior. BISSS provides early identification of behavioral health issues; assessment and referral for treatment; professional learning for school staff in early detection and response to behavioral health issues; and embedded Behavioral Health Coaches in schools.



Behavior Interventions Services and Supports for Schools

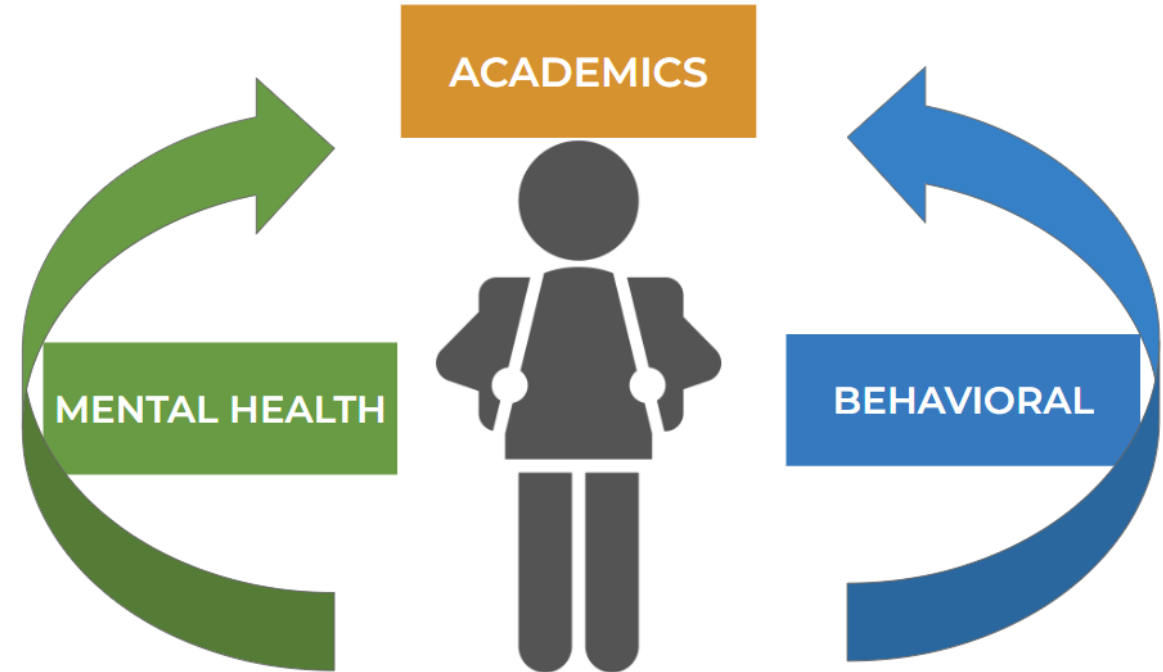
BISSS utilizes a school-wide MTSS structural framework with a 3-tiered intervention for identifying and addressing academic and behavioral issues for students.

The goal of a tiered approach is to create a school culture and behavioral supports that encourage and improve academic, behavioral, and social outcomes for all students. This allows for a continuum of supports to be provided based on the identified risk, character, and severity of students' issues and needs.

To learn more about getting BISSS in your district contact Brittany Couch at brittany.couch@odmhsas.org

BISSS Services takes a whole child approach and incorporates MTSS into the school mental health system.

THE WHOLE CHILD



**Sustainable
Teaming System**

**Evidence-Based
Practices**

**Data-Driven
Decision Making**

**Continuous
Improvement
Cycle**

Individualized: FEW

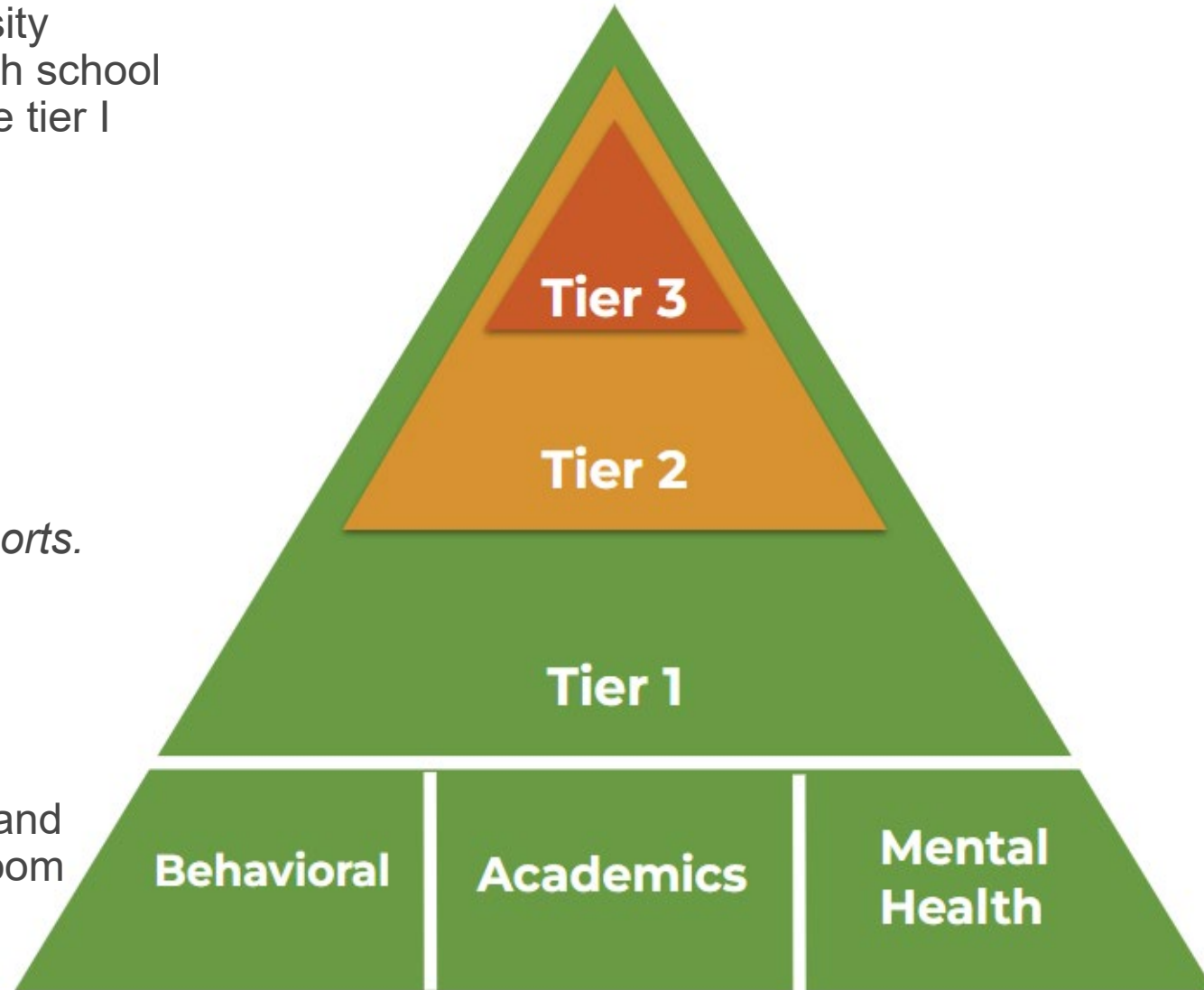
Mental health intervention are based on student's intensity of need. Individual therapy for indicated students through school and community supports services. Students also receive tier I and II supports.
(5% of Students)

Targeted: SOME

Interventions for a few students, small health groups, progress monitoring, community partnership. *Psychoeducational groups and individual psychoeducational services for mental health and substance use issues. Students also receive tier 1 supports.*
(15% of Students)

Universal: ALL

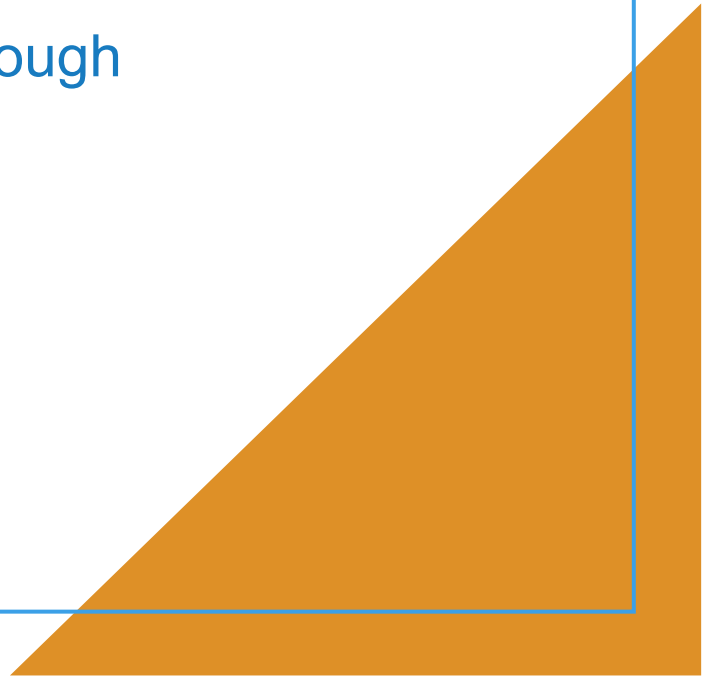
Mental health instruction for all students in all settings, integrated with academics and school wide behavior expectations. School events and mental health literacy and suicide prevention through health education and classroom programming.
(80% of Students)



How BISSS fits into MTSS

At Tier 1 are universal supports. Tier 1 supports all students. The purpose of Tier 1 supports is to maximize learning, prevent behavioral issues, and increase positive student/teacher interactions. At Tier 1 BISSS providers offer Professional Development to teachers and staff and teacher support through classroom observation.

BISSS tier 1 services enhance school mental health tier 1 interventions.



Behavior Interventions Services and Supports for Schools

**BISSS Services
primarily operate
here.**

At Tier 2 are targeted supports. BISSS services may enhance Tier 2 services already being provided. BISSS Tier 2 supports students who are at risk of experiencing poor academic and social outcomes because of behavioral issues.

BISSS supports teachers through early identification of potential issues and assists students and families with referrals and resources to meet their immediate needs and provide small group and individual skills practice services to help the student in the classroom. The purpose of Tier 2 supports is to decrease opportunities for high-risk behavior and to establish prosocial behaviors. Tier 2 services require parental consent.



Behavior Interventions Services and Supports for Schools

- At Tier 3 are intensive supports. Tier 3 supports the highest need students experiencing poor academic and social outcomes because of behavioral issues.
- The purpose of Tier 3 supports is to reduce the frequency and intensity of behavioral issues and to provide alternative behaviors that are appropriate and effective.
- Tier 3 services may include therapy, medication management, care coordination, wraparound, family support, and after school programs.
- Tier 3 services require parental consent.
- **To bridge gaps in BISSS services, schools should utilize internal providers and/or other mental health partnerships in addition to BISSS.**

Functions of Mental Health Teams

A smaller district may have 1 team that functions as both

District

Shape district guidelines and standards of school mental health policy and practice

Train, coach, and support school teams

Liaison between state agencies and schools

Foster school partnerships with community leaders, family members, and students



School

Awareness of site specific mental health needs and resources

Implement district school mental health policies and practices

Inform and participate in training and technical assistance in the district

Align student services using a data-driven process

Foster school partnerships with community leaders, family members, and students

Teaming Quality Indicators

- Multidisciplinary teams-wide array of skill sets and experiences present
- Youth and family partnership
- Community partnerships
- Addresses all tiers
- Look at student behavior, grades, and attendance to determine student need
- Teachers may refer students through a google doc
- Delineated roles/responsibilities
- Effective referral processes to school and community services
- Data-based decisions to determine student interventions



School Mental Health Functions with a School Multi-Disciplinary Team

Build your school MHIT team to meet the requirements of your protocol
BISSS programs expand the MHIT team to form a Multidisciplinary Team

Examples of Staff who make up the School Mental Health Teams

- School Climate
- School Nurse if applicable and other specialists as needed
- School Counselor and/or Mental Health Professional
- BISSS Provider or Agency Partner Provider if applicable
- School Resource Officer if applicable
- School Administrator
- Special Education Teacher

Teaming Best Practice

- Schedule and hold regular meetings
- Track meeting attendance and troubleshoot as needed
- Establish a scheduling process
- Create and use an agenda with meeting minutes
- Focus on making actionable decisions
- Follow up on the status of action items
- Provide clear information for students and families to self-refer
- Promote direct contact with the school-based provider
- Use referral feedback meetings or forms
- Use a current community resource map-a list of resources in your community

School Counselor Role in MDT and Mental Health Protocol Development



Collaborate – work with other professionals, caregivers and community partners to assess student needs, develop intervention strategies and implement support plans.



Contribute Expertise - provide insights and best practices for addressing student needs in the school environment. Participate on School Emergency Response Team.



Assess and Evaluate student mental health and well-being as well as school climate and culture.



Share Knowledge of counseling techniques, crisis intervention strategies and school-based mental health resources to ensure protocols are comprehensive, effective and tailored to the community.

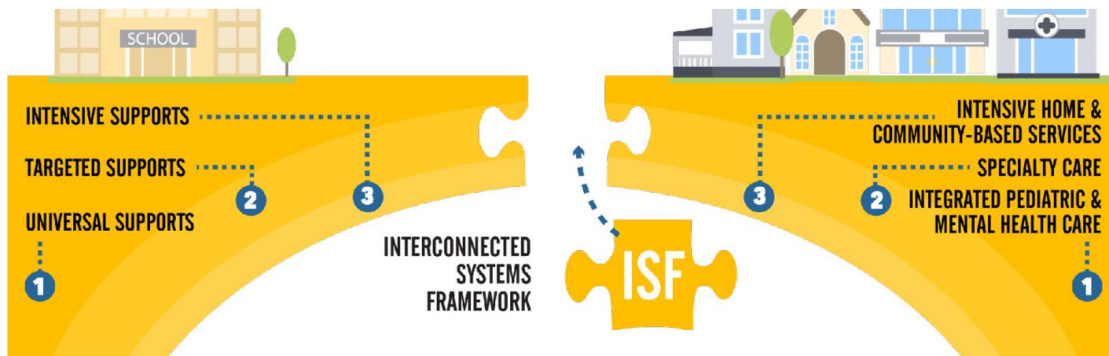


Advocate for the inclusion of mental health services and resources including funding, staff training, and partnerships with external agencies and coordinate with those agency partners.



Educate and Train through staff, parent and community workshops, presentations, and counseling to promote mental health awareness and reduce stigma.

Systems of Care Coalitions



- System of Care Coalitions function as an extended Community Multi-Disciplinary Team.
- Local members from state child/family serving agencies, CCBHC's, and community providers come together to provide resource mapping, crisis stabilization planning for the community, and provide technical assistance on community systems: including helping schools reach out to each other in times of crisis.
- These coalitions are a valuable resource for schools to help multiple local districts and the community with professional development, resource allocation, and crisis stabilization plans for school or community wide crises.
- Districts could benefit from designating a staff member to attend.

**Important
Questions to
Consider When
Building Your
Protocol and
Strengthening
your
Relationship
with your
CCBHC**

Are we able to meet the requirements of the protocol we submitted?

What relationship do we have with our CCBHC? Do we have a contact name and number to call when we have a student in crisis?

Our CCBHC is 45 min away, how can we bridge that gap?
Our CCBHC has not been helpful in the past, what can we do to work better as a team?

Is our district aware of what other resources are available in our community? What other districts could we reach out to if we have a school wide crisis?

How can I find out more information about our community to build an interconnected systems framework? Are there community coalitions that can help us resource map?

We are all stressed and extremely busy, is there anything we can do to ensure we have support?

**Building the Workforce:
Retain School Mental
Health Professionals and
School Nurses
Through the National
Health Services Corps
(NHSC)**

What is NHSC?

A site-based scholarship program that encourages workforce development in the mental health and nursing fields.

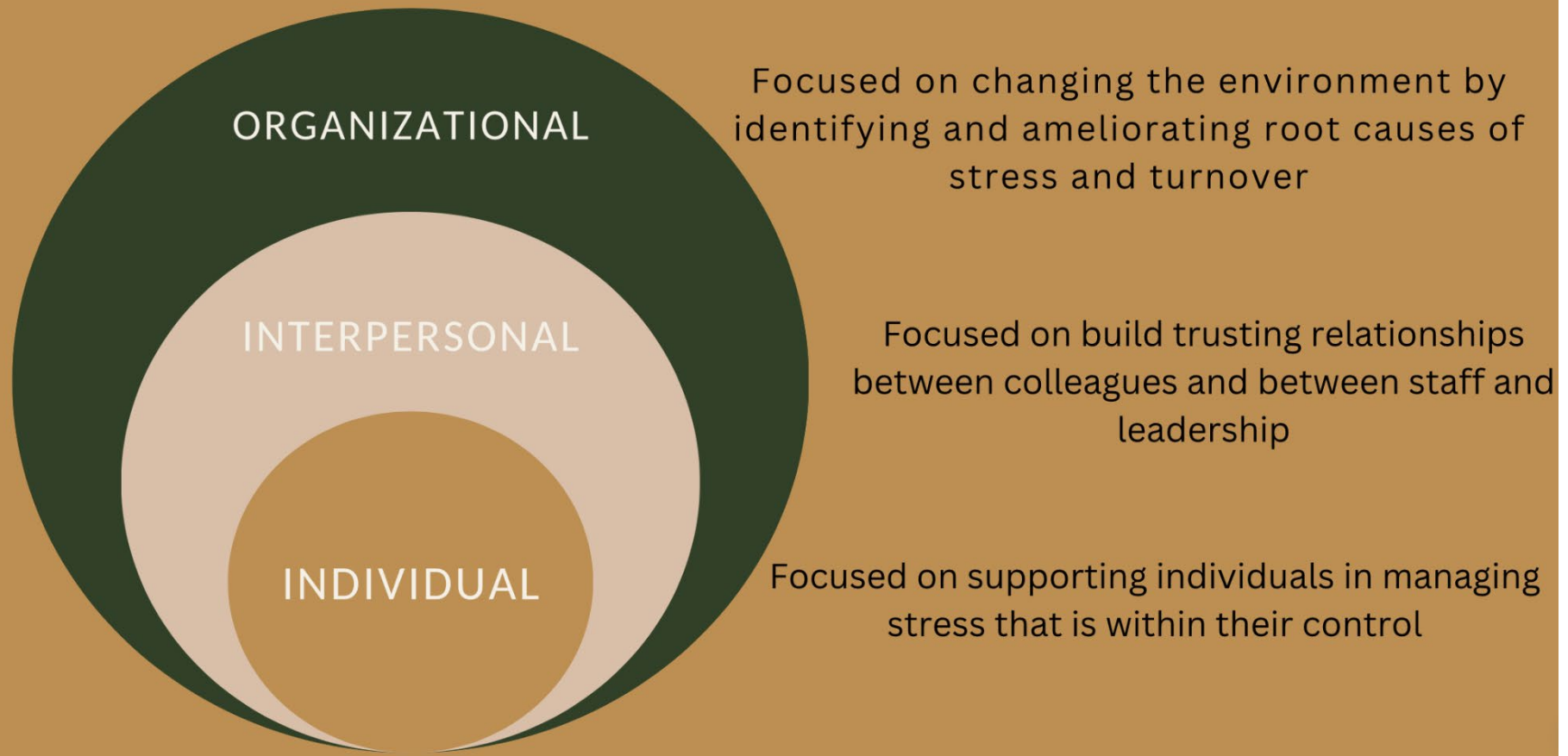
Schools are considered an auto approved site.

This program provides up to \$50,000 in tuition reimbursement for staff in return for 5 a year commitment to the site for up to 2 cycles.

Application requires sites to have a staff wellness plan.

Building out your District and Site NHSC Wellness Plan

Intervention Model





Suggestions to put in your District NHSC Wellness Plan



Leadership driven through PsyCap principles. Developing a comprehensive MTSS for staff wellness using wellness goals to establish data driven decisions. Focus efforts on prevention practices and knowledge. Create a wellness committee. Use pre and post surveys.



Institutionalizing wellness routines and procedures throughout the school day. Implement a district tap-tap out system when teachers are overwhelmed.



Modifying the school calendar and leave policies to better support staff wellness.



Link staff to Employee Assistance Programs or to utilize community mental health partners by putting the numbers in restrooms. This way staff may reach out discretely if needed.



Provide education on community wellness activities.




Provide shorter more impactful professional development opportunities and trainings aligned to supporting student, family, and community wellness.



Designate a wellness space for staff to decompress.

Elements to put in your Site-Specific Wellness Plan




Staff connectedness and an atmosphere of respect protects against burn-out and increases job satisfaction-Research supports this.



Work together to create a relationship map across the building. Build positive supportive relationships with each other in the building. You are your biggest allies, create a buddy system.



Create a wellness committee, with administration and staff, and coach team leads on conflict management and listening.



Use data driven decision making. Regularly evaluate survey data and adjust organizational goals to reflect needs. Data driven decisions show effectiveness. When teachers and staff feel they are being effective, they are being effective.



Individual staff check-in with leadership and increase opportunities for peer observation and feedback.



Create a wellness of the month activity for staff: such as a “Fall Into Wellness” or “Spring into Self Care” Campaign. Make this a fun competition. Some community organizations or Chambers of Commerce might be willing to offer donations to spotlight staff.

Resources for Building Out Your Wellness Plan

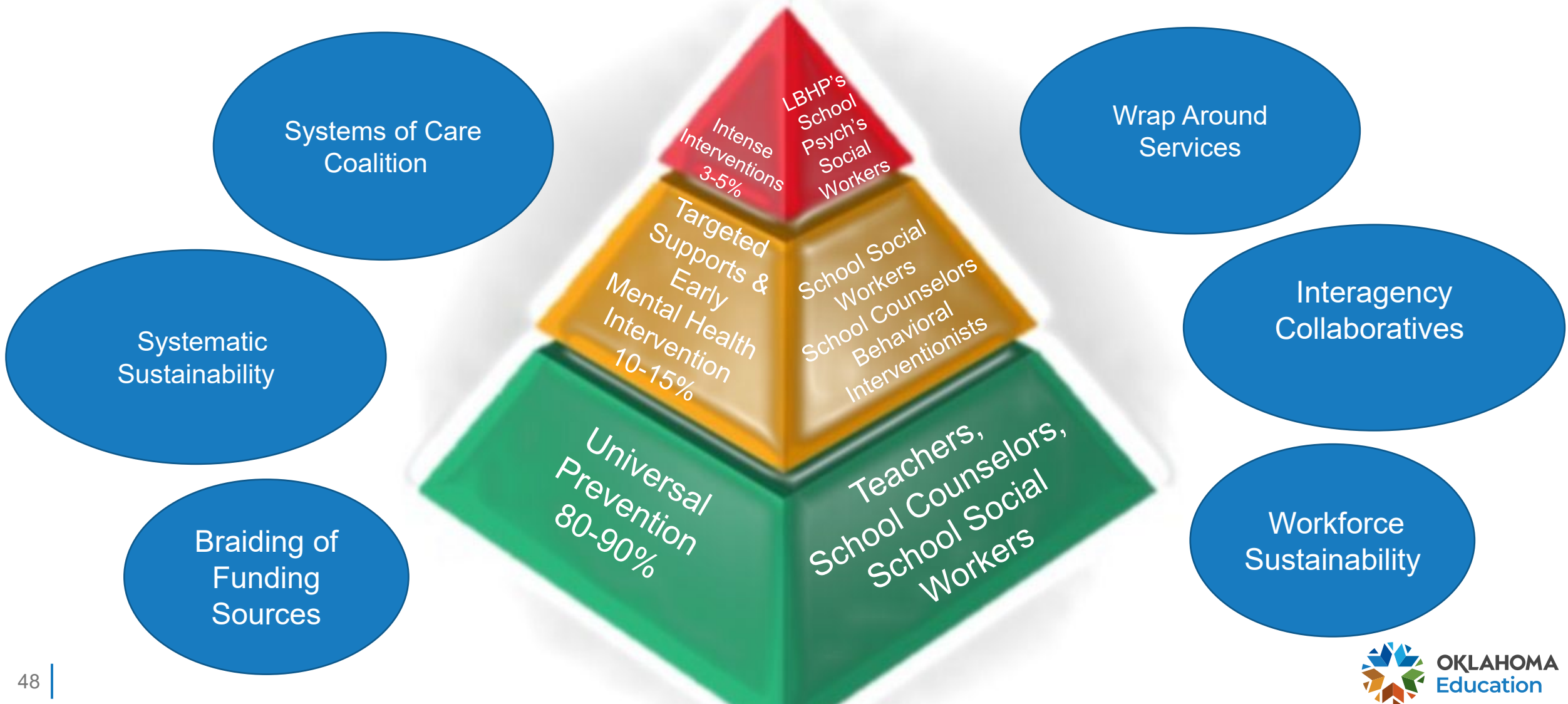
Tap In- Tap Out

School-Based Prevention Services Grant: Multi-Tiered System of Supports-Provides Student Prevention curriculum and programs at no charge to districts

ODMHSAS will partner with selected Oklahoma LEAs to implement evidence-based prevention services for mental, emotional, and behavioral (MEB) health. ODMHSAS seeks applications from LEAs interested in developing a Multi-Tiered System of Support (MTSS) and providing direct school-based prevention services, including planning, coordination, and delivery of evidence-informed strategies to students, families, staff, and educators.

Trainings from OSDE also will be available to assist school administrators and staff in development and implementation of organizational wellness programs and best practices.

Putting it all together



Building out School Based Mental Health

Systems of Care Coalitions

- Serve as a bridge between communities to provide a web of support of resources an area might be lacking
- Provide regional technical assistance to districts
- Building a community crisis response where districts utilize each other and community resources for support
- Provide resource mapping of local resources and referral pathways
- Districts designate a mental health coordinator to attend SOC coalitions and build a community team

Systematic Sustainability and Interagency Collaboratives

- State team members include OJA, OKDHS, OKHCA, ODMHSAS, and OSDE
- The state mental health team provides policy and guidance on youth mental health systems

Building out School Based Mental Health

Workforce Sustainability

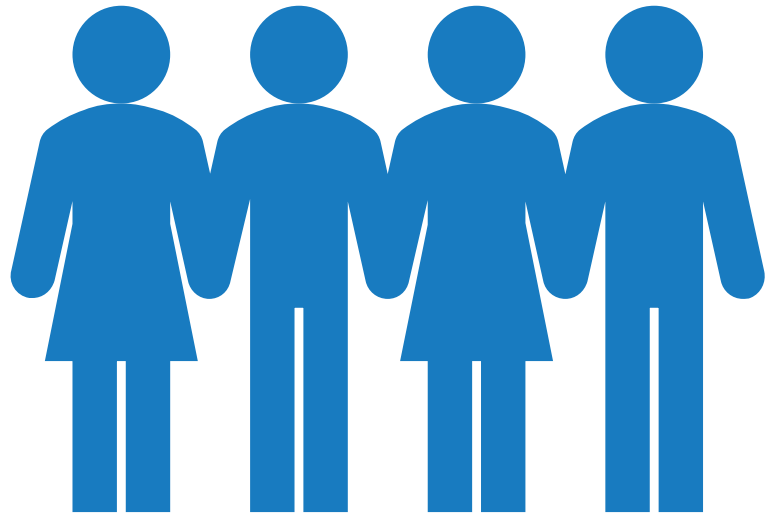
- Apply to become a National Health Service Corps Site

Wrap Around Services

- School sites create a multidisciplinary team to staff student needs and referrals to services
- CCBH's help districts build out the mental health crisis protocol

Braiding of Funding Sources

- Expand Medicaid and utilize CCBHC funds to provide school mental health services in schools



Skill Lab: Building Out the District Crisis Response

Incident Command System



School Safety Plan Checklist

Exercise #1

Scenario: Hit-and-Run Tragedy Involving Middle School Student

Background: A middle school student, while crossing the road outside the school premises, was tragically struck by a hit-and-run driver just as the school day was about to begin. The incident has shaken the entire school community, including students, faculty, staff, and parents. News of the incident (including photos) has spread rapidly through social media and local news channels, causing widespread distress and concern. As a crisis response work group, it is imperative that we come together to address the situation promptly and effectively to provide support and guidance to those affected.

Objectives:

1. Provide immediate support and assistance to the family of the deceased student.
2. Coordinate with school administration to ensure the dissemination of accurate information and provide guidance on communication strategies.
3. Implement crisis intervention measures to support students, faculty, and staff members affected by the tragedy.
4. Collaborate with law enforcement agencies to facilitate the investigation and apprehension of the hit-and-run driver.
5. Develop a long-term plan for addressing the emotional and psychological needs of the school community in the aftermath of the tragedy.

Exercise #2

Scenario: Tornado Strikes Middle School Campus

Background: A powerful tornado has unexpectedly struck the middle school campus during school hours, causing extensive damage to buildings, infrastructure, and surrounding areas. The tornado has resulted in injuries to students, faculty, and staff, as well as significant disruption to normal school operations. The entire school community is in a state of shock and distress, with urgent action required to ensure the safety and well-being of everyone affected.

Objectives:

1. Provide immediate assistance and medical attention to injured individuals on campus.
2. Coordinate emergency response efforts to ensure the safety and evacuation of students, faculty, and staff from affected areas.
3. Assess the extent of damage to school facilities and infrastructure and initiate necessary measures for restoration and recovery.
4. Implement crisis intervention and support services to address the emotional and psychological needs of the school community.
5. Collaborate with local authorities, emergency services, and relevant organizations to facilitate a comprehensive response and recovery effort.

Exercise #3

Scenario: Wildfire Threat Near Elementary School Building

Background: A raging wildfire has broken out near the elementary school building, posing an immediate threat to the safety and well-being of students, faculty, and staff. The wildfire, fueled by strong winds and dry conditions, has rapidly spread towards the school premises, prompting evacuation orders and causing panic and fear among the school community. As a crisis response work group, it is crucial that we act swiftly and decisively to ensure the safe evacuation of everyone on campus and to mitigate the impact of the wildfire on the school community.

Objectives:

1. Ensure the safe evacuation of students, faculty, and staff from the school building to designated assembly points.
2. Coordinate with emergency services and local authorities to assess the wildfire situation and implement necessary measures to protect the school community.
3. Communicate effectively with students, parents, and staff to provide timely updates and instructions regarding the evacuation process and safety protocols.
4. Provide support and assistance to individuals affected by the wildfire, including counseling services, medical attention, and practical aid.
5. Develop a comprehensive plan for addressing the aftermath of the wildfire, including damage assessment, recovery efforts, and continuity of education.

Exercise #4

Scenario: Cyberbullying Incident Involving High School Student

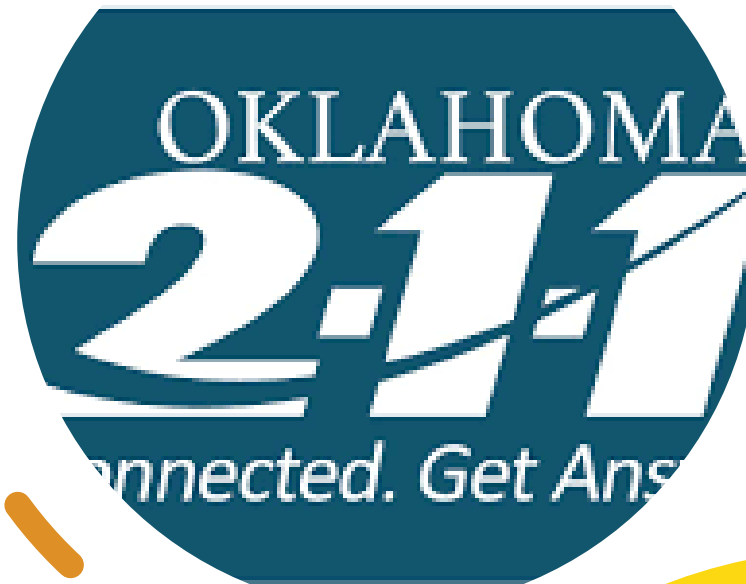
Background: A distressing cyberbullying incident involving a high school student has come to light, causing significant emotional and psychological harm to the victim and triggering widespread concern within the school community. The incident has taken place through various digital platforms, including social media, messaging apps, and online forums, leading to harassment, intimidation, and threats directed at the student. As a crisis response work group, it is imperative that we address this issue promptly and comprehensively to ensure the safety and well-being of all students involved.

Objectives:

1. Provide immediate support and protection to the victim of cyberbullying and their family.
2. Implement measures to address the cyberbullying incident effectively and prevent further harm to the victim and other students.
3. Educate students, parents, and school staff about cyberbullying prevention strategies and digital citizenship.
4. Offer counseling and support services to students affected by the cyberbullying incident and promote a culture of empathy and respect within the school community.
5. Collaborate with relevant authorities and organizations to address legal and disciplinary aspects of the cyberbullying incident.

Resources:

- [Oklahoma State Department of Education Student Support Resources](#)
- [ODMHSAS School Based Prevention and Intervention Services](#)
- [School Based Mental Health Grant Information](#)
- [Tools to Teach: Helpful Tips for Parents](#)
- [Family Guide to Positive Behavior](#)
- [Family and Educator Guide for Hope and Resiliency](#)
- [HIPPA Fact Sheet](#)
- [BISSS Information](#)
- [NHSC Site requirements](#)
- [NHSC Site Agreement](#)
- [How to Apply to Become an NHSC Site](#)
- [List of Community Coalitions](#)
- [Online Systems of Care Referral Sheet](#)
- [Mental Health Agency Data Base](#)
- [ODMHSAS Training Site](#)



Questions?



Feedback Survey

