**Inventory for Policies, Procedures, and Resources for Students with Intensive Mental Health Needs**

*The policies, procedures, resources, and supports outlined below pertain particularly for students commonly referred to as being at Tiers 2 and 3 with respect to mental health and academic needs. However, it also includes all students, regardless of tier and previous history, who engage in acts that make schools unsafe, such as students who possess or use drugs, who physically harm others, who engage in bullying, who are depressed or suicidal, and so forth. It also includes the victims of acts of aggression or bullying, who need services.*

As a school team, consider the following questions and the extent to which the discussed policies, procedures, resources, and supports are in place in your school.

1. Who in the school provides mental health, including threat assessment, interventions, and crisis responses services?
	* Do they have sufficient time to provide needed services?
2. To what extent does close coordination and collaboration of services exist between the school and various outside agencies, including social services, child protective services, mental health agencies, and law enforcement?
3. When, and how, are outside resources obtained?
4. What services exist within the school (e.g., mental health interventions), and which ones are lacking, based on student needs?
5. Do teachers/staff have the knowledge, skills, and awareness to recognize students who need services?
6. Do teachers/staff have adequate time to address students’ needs, and administrative support in doing so?
7. What are the procedures for students to receive needed services?
	* Are services available, such academic and mental health services for students with behavior problems?
	* Are students, parents, teachers, and other staff aware of the procedures?
	* Are services easily requested and delivered in a reasonable period of time?