

NAVIGATING *the Future*

2023 Parent & Family Engagement Conference

*"Keeping Our Students Safe:
New Laws for
Mental Health and School Safety"*



<https://www.esc14.net/page/t4si>



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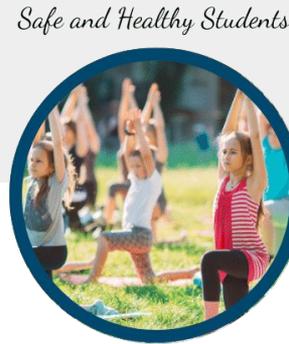
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<https://www.esc14.net/page/t4si>

T4PA



Programs that Supplement, NOT Supplant State Requirements



State Requirements Paid with State + Local \$





State Initiative Capacity Building Grant



Build
training



Provide guidance



Technical
Support



Build resources



Learning
opportunities

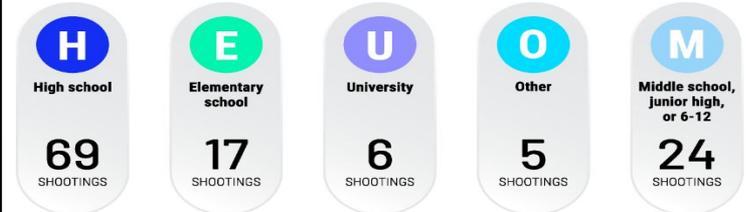
THE DAILY NEWS

Will school shootings in 2023 outpace last year's record high?

There have been more shootings with more victims in the first three months of 2023 than the same period last year.



NUMBER OF SHOOTINGS BY SCHOOL TYPE SINCE COLUMBINE



INJURIES AND FATALITIES IN ACTIVE SHOOTER INCIDENTS SINCE COLUMBINE



SOURCES: K-12 SCHOOL SHOOTING DATABASE, CENTER FOR HOMELAND DEFENSE AND SECURITY AT NAVAL POSTGRADUATE SCHOOL; THE VIOLENCE PROJECT MASS SHOOTER DATABASE



**SSSP Teams
+
Behavioral Threat
Assessment**



**88th Legislative
Updates to SSSP
Requirements**



Parents + SSSP Team



**Other New Laws
that have SSSP
Implications**

TODAY'S AGENDA

Required School Safety Committees



Safe and Supportive School (SSSP)

- Team training in BTA
- Conduct Threat Assessments
- Awareness and Guidance to Students and Staff on recognizing behaviors that may pose a threat
- Support district in implementing a multihazard EOP

Reports:

- Evidence of Team meeting/training
- June - Annual SSSP report by campus to TEA




Safety & Security

- Develop and implement EOP - Trauma/Suicide Informed
- Recommend to Board/Admin updates to EOP
- Consult with law enforcement on how to increase presence
- Implement Action Plans identified during Summer Safety Audit
- After Action Reviews
- Designate NIMS and ICS personnel. Maintain Documentation
- Trauma/Suicide Informed

Reports:

- Annual review of EOP before submission to TxSSC
- Review of Safety audit before present to Board
- Review DAR report before submit to TxSSC every 3 years
- OMA - 3 x year/1 per semester



Bullying

- Team training in BTA
- Conduct Threat Assessments
- Awareness and Guidance to Students and Staff on recognizing behaviors that may pose a threat
- Support district in implementing a multihazard EOP

Reports:

- Proposed - Committee meetings
 - Needs Assessment
 - Action Plan
 - Rubric/Checklist
- PEIMS/Discipline
- PEIMS/Summer Submission



SHAC

Suicide Prevention, Dating Violence, Abuse Prevention, HT, Family Violence

- Meeting requirements
- Adoption of curriculum
- Prevention awareness
-

Reports:

- OMA Act - recording of meeting on district webpage



Safe and Supportive School (SSSP)

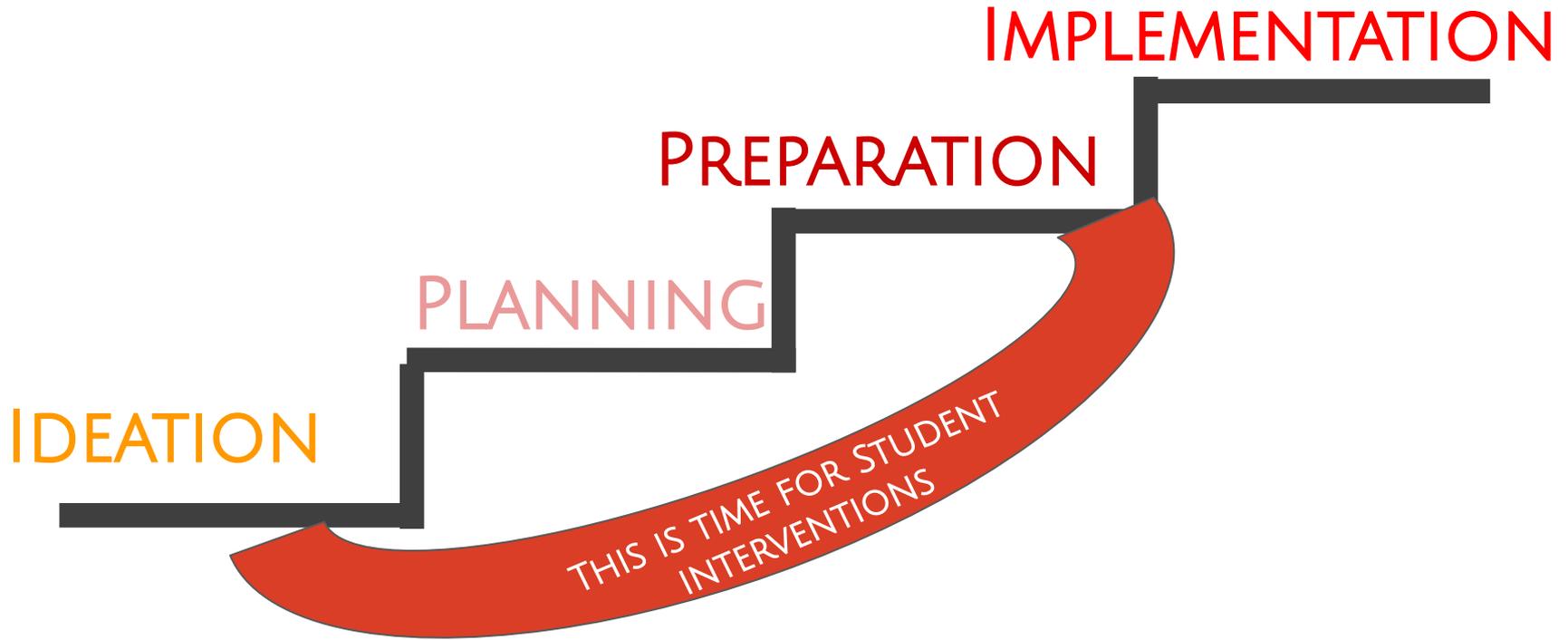
Reports:

- Evidence of Team meeting/training
- June - Annual SSSP report by campus to TEA



SSSP Teams' Six Pillars of Student Supports

The Purpose of Behavioral Threat Assessment: *Getting Students Off the Pathway to Violence*





SB 11 | 86th Legislature | 2019

Safe and Supportive Schools Team Requirements



- Team required for all districts
- Multi-Disciplinary Team Members
- A team may serve > 1 campus, provided that each campus is assigned a team

TEC 37.115 and TASB Policy FFB



SB 11 | 86th Legislature | 2019

Safe and Supportive Schools Team Requirements



Team Members
Must have expertise in

- Counseling
- Behavior management
- Mental health and substance use
- Classroom instruction
- Special education
- School administration
- School safety and security
- Emergency management, and
- Law enforcement



Safe and Supportive Schools Team Requirements

The **Policies and Procedures** adopted for the SSSP Team must...

- Follow TxSSC policies + procedures
- Be trained in Behavioral Threat Assessment, and
- Annually report to TEA
- Conduct threat assessments and determine level of risk/interventions
- Report immediately to superintendent if team determines there is a risk or violence to self or others

- Follow district suicide prevention program if student is at risk of suicide
- Follow district policies and procedures related to substance abuse if student is using or possessing tobacco, drugs, or alcohol
- Provide guidance to students + staff on recognizing behavior that may pose a threat and how to report it to the Team
- Support the implementation of the EOP



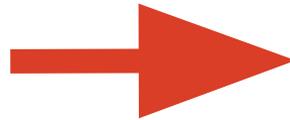
SB 11 | 86th Legislature | 2019

Safe and Supportive Schools Team Requirements

STUDENT
ON
STUDENT
HARM

What constitutes a BEHAVIORAL THREAT ASSESSMENT?

- Verbal Threats
- Threats of self harm
- Bullying
- Cyberbullying
- Fighting
- Use of weapon
- Sexual Assault
- Sexual Harassment
- Dating Violence
- Stalking
- Assault



That could result in:

- specific interventions including mental health or behavioral supports;
- Discipline that could include a change of placement.

Threat Assessment IS:

A means to identify, assess, and manage individuals who are at risk for violence against themselves or others.

Threat Assessment IS NOT:



A simple checklist of warning signs or red flags used to remove a student from school.

A means to label a student as a troublemaker and enact consequences.

A means to find "the next school shooter".

SSSP Provides Student Supports

School Administration

Counseling

**Special
Education**

**Behavioral
Mgmt.**

**Law
Enforcement**

**Mental Health &
Substance**

**School Safety
Security**

**Classroom
Instruction**

**Emergency
Management**

Discipline

Legal

**School
Administration**

**Law
Enforcement**

Mental or Behavioral

Counseling

**Behavioral
Mgmt.**

**Special
Education**

**Mental Health &
Substance**

**Classroom
Instruction**

School Safety

**School Safety
& Security**

**Emergency
Management**

88th Leg - 5 New Requirements to SSSP

Establish

Clear Procedures
to Report

Protect

Identity of a
district employee
who reports

Notify

Parent of Team's
intent to conduct
Threat
Assessment

Retain

Threat
Assessment
information until
24th birthday

Share

1. Discipline + Threat
Assessment records
when Student
transferring districts

2. With Parent the
Findings + Conclusions

Source: Texas School Safety Center



Establish and Retain: SSSP Procedures + Records

The Board of each school district shall establish a threat assessment and safe and supportive school team to serve at **each campus** of the district and shall adopt policies and procedures for the teams.



- Each LEA must establish a **clear procedure for a student to report concerning behavior** exhibited by another student to the SSSP | Threat Assessment Team.



- Materials and Information produced from a threat assessment of a student must be maintained in a **student's school record until the student's 24th birthday.**



Protect: Staff Confidentiality With Behavioral Threat Assessment Report



A district employee who initially reports a potential threat to a team may elect for the employee's identity to be confidential and not subject to disclosure.

- **Except as necessary** to investigate the potential threat
- District must maintain a record of the employee

Notify and Share: SSSP Team + Parent Engagement

1. **Before:** Address an emergency first! After immediate threat removed, notify parent of the intent to conduct a threat assessment as soon as possible.

Notification does not mean parental permission. Threat Assessment is required by law.

2. **During:** Parents are to be provided opportunity to submit information that may assist the team with the assessment, but Parents are not a member of the Team.
3. **After:** Findings and Conclusions

Share: SSSP Team Findings + Conclusions with Parent

Misunderstanding/ False Report

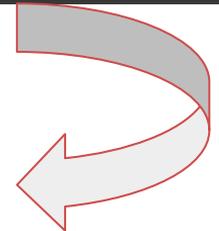
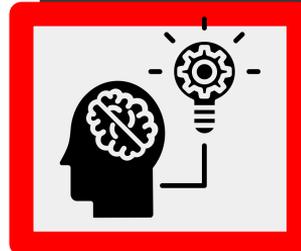
*Case Closed.
No action.*

Not verifiable.

*Team will continue
to monitor for
harmful behaviors.*

Credible Threat

*There is concern for
student.
Collaborate with
district to develop an
intervention plan.*





SHARE: SSSP + Discipline Records when Transfer



Enrollment of Student

The parent or sending school shall furnish to the receiving district a copy of the child's records from most recent school, including a copy of the child's disciplinary records and any threat assessment(s) involving the child's behavior.



Transfer of Student

In the case of a transfer, a child's school district of residence shall provide the receiving district with the child's disciplinary records and any threat assessment(s) conducted.

TEC 25.002(a), TEC 25.036(c), [HB 3](#)



Parents, Students and Families are
**critical to recognizing
concerning behavior**
to keep our Schools Safe!

IF YOU SEE SOMETHING,
SAY SOMETHING!



SSSP RELATED LAWS



Student Fentanyl Prevention Instruction

2 Requirements

School Health Advisory Committee Recommends

- # instruction hours in health education K-12
- Grade levels and curriculum regarding the dangers of opioids, including instruction on:
 - opioid and synthetic opioid addiction and abuse
 - administering an opioid antagonist (NARCAN)

TEC 28.004(c), TEC 29.9074, TEC 38.040, & TEC 38.351,
HB 3908

Prevention and Drug Poisoning Awareness

- Provided annually grades 6-12
- Instruction must include (1) suicide prevention (2) prevention of fentanyl abuse and addiction (3) awareness of local and community resources, and (4) health education includes information about youth substance use/abuse

TEC 38.040, HB 3908

October is Fentanyl Poisoning Awareness Month

HB 3144



District Opioid Antagonist Policy Requirement

(ex. NARCAN)



Each campus **grades 6-12** (< *grade 6 optional*) regarding the maintenance, administration, and disposal of opioid antagonists. *This requirement is optional for open-enrollment charter/private schools.* Policy must provide for:

- Trained personnel/volunteers may administer opioid antagonist to person believed to be experiencing an overdose
- Be available during **regular school hours**
- Establish the # of opioid antagonists at each campus at any given time a
- Secure storage location and easily accessible

More Guidance:

- [TASB Unassigned Medication Requirements Chart](#)
- [Texas School Nurses Organization Narcan Toolkit](#)



DAEP for E-Cigarette (Vape) and Certain Drugs



A student shall be removed from class and placed in a disciplinary alternative education program (DAEP) if the student:

- Possesses, uses, or is a controlled substance or dangerous drug
- Possesses, uses, or is under the influence of, sells, gives, or delivers to another person one of the following:
 - Marijuana or tetrahydrocannabinol
 - E-cigarette
 - Alcohol
 - Abusable volatile chemical

If DAEP is already at capacity → ISS.

A Person Commits a Hazing Offense



- if they engage in hazing
- solicits, encourages, directs, aids, or attempts to aid another in hazing
- recklessly permits hazing to occur; **or**
- has firsthand knowledge of the planning of specific hazing of a student
- has firsthand knowledge that a specific hazing incident has occurred fails to report in writing to appropriate official

IF A PERSON KNOWING OF AN INCIDENT VOLUNTARILY REPORTS TO DISTRICT OR LAW ENFORCEMENT BEFORE BEING CONTACTED BY OFFICIALS, THEY ARE IMMUNE FROM CIVIL OR CRIMINAL LIABILITY.

A Person Commits a Harassment Offense



- the person makes obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an Internet application or other technological means (ex. Web App) with
- intent to harass, annoy, alarm, abuse, torment, or embarrass another person



Student Transition back from Alternative Education → Regular Classroom



District must include a personalized transition plan for the student developed by the campus administrator.

Personalized transition plan must include:

- recommendations for the best educational placement of the student; and
- provision of information provided to parent regarding the process to request a full evaluation for special education services



Staff Mental Health Education Requirements



School Counselor

- Mental Health Conditions
- Substance abuse
- Grief-informed and Trauma-Informed Interventions
- Crisis Management
- Suicide Prevention

EVERY **5** YEARS



All Other District Staff *who regularly interact with Students*

- Mental health | substance use issues that may pose a threat to school safety
- 100% trained by 2028-2029



Additional School Funding for Mental Health from School Safety Facilities Grant

School Safety Facilities Grant

\$1.1B

one-time funding through the supplemental appropriations bill to address new minimum school safety standards and other facilities-related safety improvements.

Cycle 1 (f
Discretionary non-competitive grant a need for the funds to include, rat
Intended to ensure that full fundin comply with the minimum school s currently comply.
Only LEAs that have applied to the will be eligible for the first cycle of items aligned to the School Safety

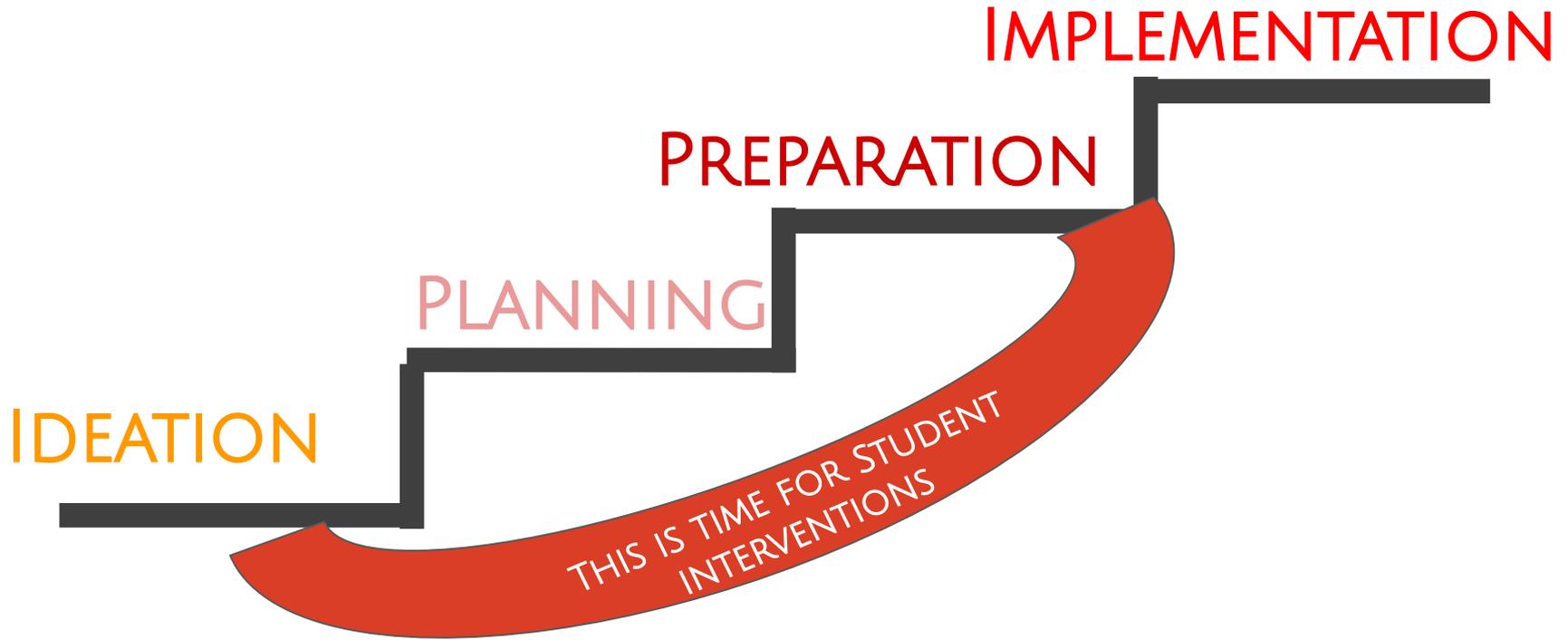
Cycle 2
Formula grant to all LEAs to support district, beyond the minimum safe school districts and open enrollme

Allowable Costs

- Cycle 1 – Similar to the current 2022-25 School Safety Standards Formula Grant, the list of allowables will only cover the required items in the School Safety Standards currently comply and the instillation of those components.
- Cycle 2 – The list of allowables for the second cycle of the grant will a much more comprehensive list of allowables to include, but not limited to:
 - Safety equipment
 - Mental health supports and counseling
 - Armed security
 - School safety technology
 - Other school safety supports



The Purpose of Behavioral Threat Assessment: *Getting Students Off the Pathway to Violence*





OTHER HEALTH + MENTAL HEALTH RELATED LAWS PASSED IN 88TH LEGISLATURE

Required Posting: Human Trafficking

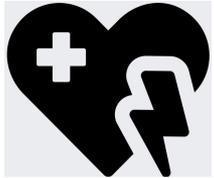


- Each public school (privates schools have been removed from the law) shall post warning signs of the increased penalties for trafficking of persons under Section 20A.02(b-1)(2), Penal Code, in a **conspicuous place reasonably likely to be viewed by all school employees and visitors.**
- **Warning Sign should include**
 - (1) **include a description of the provisions** of Section 20A.02(b-1), Penal Code, including **the penalties for violating** that section;
 - (2) be **written in English and Spanish**; and
 - (3) be at least **8-1/2 by 11 inches in size.**
- Example signage available on [TEAs Human Trafficking Prevention webpage](#)





Student: CPR And AED Instruction



- Each student in grades 7-12 shall receive CPR, including AED instruction, at least once before graduation. Instruction is not required to result in certification in CPR or in the use of an AED.
- A school district or open-enrollment charter school may use emergency medical technicians, paramedics, police officers, firefighters, representatives of the American Heart Association or the American Red Cross, teachers, other school employees, or other similarly qualified individuals to provide this training.

Student Medication for Respiratory Distress



A district **may adopt** and implement a policy regarding the maintenance, administration, and disposal of medication **for respiratory distress** at **each campus**.

If adopted:

- 1 or more authorized and trained school personnel or volunteers present to administer the medication during regular school hours.
- **If medication is administered** to a student whose parent or guardian **has not provided notification** to the school that the student has been diagnosed with asthma, the school must **refer** the student to the student's primary care provider **on the day** the medication is administered and **inform the student's parent or guardian regarding the referral**.
- **If a student who has received medication for respiratory distress does not have a primary care provider, the district must give parents information on selecting a PCP.**
- **Storage:** The supply of medication at each campus must be stored in a secure location and be easily accessible to trained personnel.



Sickle Cell Disease Information



TEA, in collaboration with sickle cell disease community-based organizations,

shall provide information on sickle cell disease and sickle cell trait to

public school districts and district staff, including school nurses, teachers, and coaches.



Resources

Implementation Help

Where can you find School Safety State Requirements?

Title IV, Part A School Safety and Mental Health State Initiative Web Page



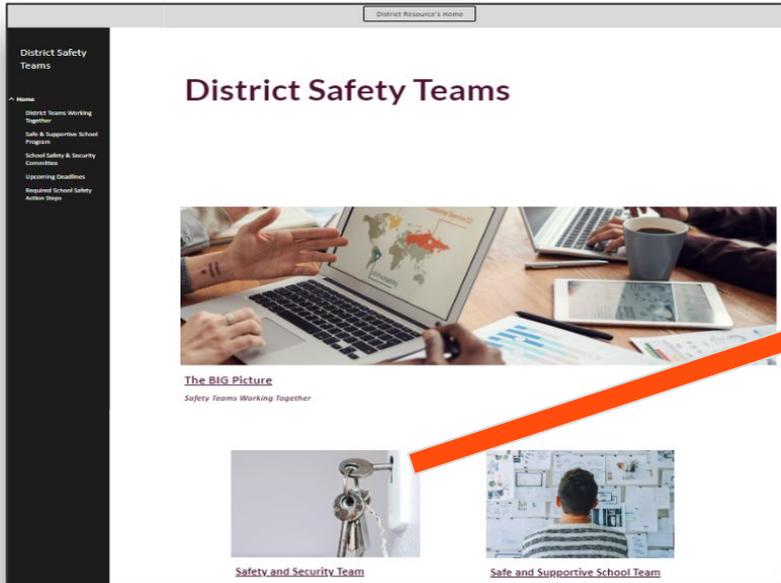
District Resources

Safety Teams

A screenshot of the Region 14 Education Service Center website. The header includes the "Region 14 Education Service Center" logo and the tagline "Service for World Class Schools". A navigation menu lists "Departments", "Programs & Services", "R14 Districts", "PITStop", "Jobs", "R14 Service Station", "ESC Employees", and "About Us". A search bar is located in the top right. A sidebar menu on the left contains "Title IV State Initiative", "District/LEA Resources", "ESC Resources", "Parent Resources", "TEA Resources", and "Title IV SI FAQ". The main content area features the "TEA Texas Education Agency" logo, the "Region 14 Education Service Center" logo, and the "TITLE IV SCHOOL SAFETY STATE INITIATIVE" logo. Below these is the "District/LEA Resources" section, which includes a list of resources: "Required Training", "Title IV Resources", "TEA Safety & Mental Health Resources", "Mental Health and Safety", and "Safety Teams". A link at the bottom of this section reads "Click Here for District Safety Teams - Safety & Security Committee / Safe and Supportive Schools Program Team". Two orange arrows point from the text in the adjacent dark boxes to the "District/LEA Resources" menu item and the "Safety Teams" resource link.



District Safety Team Requirements Website



Images are linkable



TEA + TASB Websites and Resources



 Legal Services

 TEXAS STATE
TEXAS SCHOOL SAFETY CENTER

OPERATIONALIZING SCHOOL BEHAVIORAL THREAT ASSESSMENT FAQS

Since 2019, Texas law has required that school districts and open-enrollment charter schools have access to Safe and Supportive School Teams (SSSTs) to conduct behavioral threat assessments (BTA) and provide support to campuses. SSST members who have completed training and are working to operationalize the threat assessment procedures at their campuses frequently contact The Texas School Safety Center (TxSSC) with questions about this process. School officials also call the Texas Association of School Boards (TASB) with policy-related questions. Together, we answer some of the most common questions below.

Establishing a Safe and Supportive School Team

Safe and Supportive School Program Guidance

 Texas Education Agency

Implementing the Behavioral Threat Assessment Process

The Texas School Safety Center (TxSSC) has developed [Model Policies and Procedures](#) for Behavioral Threat Assessment and Safe and Supportive School Program (SSSP) Teams. The TxSSC document and this guidance document should be used in the establishment and operation of each SSSP team.

Establishment of the Safe and Supportive School Program Team

In accordance with Texas Education Code (TEC), §37.115(c), a SSSP team must be established by the board of trustees to serve each campus within the school district. The number of SSSP teams and the number of campuses each team serves is a local decision based on the needs of and resources available to each school district. The SSSP team is a multidisciplinary team composed of individuals with a broad range of expertise with the responsibility of implementing the district SSSP. As part of its operation, the SSSP team is tasked with conducting behavioral threat assessments and determining the best course of action to support an individual who made a threat and the victims of the threat.

To ensure continuity of SSSP team operations, the team should annually review the following considerations:

- How does the district ensure all the areas of expertise specified in TEC, §37.115(d) are represented? How does the team document areas of expertise that are missing from the team including the reason they are not represented?
- How does the team replace expertise area vacancies on the team created through attrition or other circumstances?
- What is the process for ensuring all team members attend threat assessment training provided by the TxSSC or a regional education service center (ESC)? What procedure exists for collecting and maintaining the training certificates?
- How have the following been developed, systematized and communicated to each team member so that a common understanding exists?
 - The designated role of each team member
 - Signs of behaviors that pose a threat
 - The threat reporting mechanisms developed by the local education agency
 - Resources available to support students who made the threat and those who were targets of the threat
 - Annual training provided to staff, students, and community stakeholders regarding the signs of behaviors that pose a threat, the reporting mechanisms, and the responsibility to report the behavior
 - The process for documenting threat reports and threat assessments, and the method for maintaining and storing such documents
 - The way and type of threat assessment information that can be communicated to school staff, between other campuses within the district, and with outside entities including districts that receive the student after a threat has been reported
 - The data that must be reported to the TEA at the end of the school year and the way that the data will be collected, maintained, and stored
- How often does the team meet at regularly calendared intervals, to review student support plans, practice conducting scenario-based threat assessments, and to review available resources to support students?

SSSP Guidance - Implementing the Behavioral Threat Assessment Process 1

TEA TEA Website Contact TEA Sign Up for Updates

Texas School Mental Health

ABOUT INITIATIVES TOOLKIT HIGHLIGHTS LEARNING PORTAL RESOURCES CONTACT

Mental health is critical to children's success in school and life.

READ MORE



School Mental Health Practice Guide and Toolkit

SEPTEMBER 2021

 Advancing Wellness and Resiliency in Education

 Texas Education Agency

Images are linkable

Texas School Safety Center Resources

Eleven Key Questions to Guide Data Collection in a Threat Assessment Inquiry

Please note that these questions should not be utilized without adequate training and planning.

1. What are the student's motive(s) and goals?
 - What motivated the student to make the statements or take the actions that caused him or her to come to attention?
 - Does the situation or circumstance that led to these statements or actions still exist?
 - Does the student have a major grievance or grudge? Against whom?
 - What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2. Have there been any communications suggesting ideas or intent to attack?
 - What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or website concerning his or her ideas and/or intentions?
 - Have friends been alerted or "warned away"?
3. Has the subject shown inappropriate interest in any of the following?
 - School attacks or attackers:
 - Weapons (including recent acquisition of any relevant weapon);
 - Incidents of mass violence (terrorism, workplace violence, mass murderers).
4. Has the student engaged in attack-related behaviors? These behaviors might include:
 - Developing an attack idea or plan;
 - Making efforts to acquire or practice with weapons;
 - casing, or checking out, possible sites and areas for attack;
 - Rehearsing attacks or ambushes
5. Does the student have the capacity to carry out an act of targeted violence?
 - How organized is the student's thinking and behavior?
 - Does the student have the means, e.g., access to a weapon, to carry out an attack?
6. Is the student experiencing hopelessness, desperation, and/or despair?
 - Is there information to suggest that the student is experiencing desperation and/or despair?
 - Has the student experienced a recent failure, loss and/or loss of status?
 - Is the student known to be having difficulty coping with a stressful event?
 - Is the student now, or has the student ever been, suicidal or "accident-prone"? Has the student engaged in behavior that suggests that he or she has considered ending their life?

TEXAS STATE TEXAS SCHOOL SAFETY CENTER

The following model policies and procedures are consistent with the requirements of the Texas Education Code (TEC) §§ 23 and reflect research-based best practices. Elements of the procedure that are aligned with TEC requirements include a cross-reference to the applicable section of the TEC. Please note this document is not to be used as a final threat model.

MODEL POLICIES AND PROCEDURES TO ESTABLISH AND TRAIN ON THREAT ASSESSMENT

PURPOSE

As part of the Safe and Supportive School Program, the purpose of this document is to provide model policies and procedures for public school districts and charter schools in establishing and training teams that conduct threat assessment in Texas.

POLICY

The Texas School Safety Center (TSSC) has worked with the Texas Association of School Boards (TASB) in recommending a school board policy (PFA 00042) for Safe and Supportive School Program Teams. School Boards must adopt LOCAL policies. LEGAL policies are required by law.

DEFINITIONS

A "Safe and Supportive School Program Team" is a team that conducts behavioral threat assessments by assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and who gathers and analyzes data to determine the level of risk and appropriate intervention. The team serves as a safety net for the community and school by:

1. Conducting a fact-based, systematic, and investigative approach to determining how likely a person is to carry out a threat of violence.
2. Identifying, assessing, and managing appropriate interventions of individuals who are at risk for violence against themselves and others.
3. Providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

When conducting this process with fidelity it leads to a positive and safe school climate. This process is not intended to be punitive or adversarial; rather, it is a way to build trust and educational assessments.

- "Harmful, threatening, or violent behavior" includes behaviors such as verbal threats, threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student. (TEC § 110.041)

Updated August 2021

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TEXAS STATE
TEXAS SCHOOL SAFETY CENTER

VIDEOS RESEARCH ABOUT LEARNING PORTAL

THREAT ASSESSMENT TOOLKIT

Since Texas Education Code §7.110 mandated school behavioral threat assessment in 2010, boards have emerged in the type of questions the Texas School Safety Center asks from threat assessment team members. In collaboration with the Texas Association of School Boards (TASB), we have addressed the most trending topics in the document below.

[Operationalizing School Behavioral Threat Assessment FAQs](#)

TEXAS STATE
TEXAS SCHOOL SAFETY CENTER

TOOLS EVENTS VIDEOS PODCASTS RESEARCH ABOUT COURSES REGISTRY

SCHOOL BEHAVIORAL THREAT ASSESSMENT TRAINING

Images are linkable

Where can you find Parent Resources?

Title IV, Part A
Parent Resources
Web Page



Parent Resources



A screenshot of the Region 14 Education Service Center website. The header includes the Region 14 logo, the text "Region 14 Education Service Center", and the tagline "Service for World Class Schools". A search bar is located in the top right. Below the header is a navigation menu with links for Departments, Programs & Services, R14 Districts, PITStop, Jobs, R14 Service Station, ESC Employees, and About Us. On the left side, there is a vertical menu with links for Title IV State Initiative, District/LEA Resources, ESC Resources, Parent Resources, TEA Resources, and Title IV SI FAQ. The main content area is titled "District/LEA Resources" and contains several red dropdown menus: "Required Training", "Title IV Resources", "TEA Safety & Mental Health Resources", "Mental Health and Safety", and "Safety Teams". At the bottom of this section, there is a link: "Click Here for District Safety Teams - Safety & Security Committee / Safe and Supportive Schools Program Team".



Finding Community Resources



The screenshot shows the homepage of the Community Resource Coordination Groups (CRCGs). At the top, there is a navigation menu with links for Home, About, Get Help, Get Involved, and For CRCG Leaders. Below the menu is a search bar for finding local CRCGs by city or county. A banner image features a diverse group of people with the text "Here to Connect. Here to Help." Below the banner, the text reads: "Community Resource Coordination Groups (CRCGs) are county-based groups of local partners and community members that work with parents, caregivers, youth, and adults to identify and coordinate services and supports, including behavioral health, basic needs and caregiver support. They help people whose needs cannot be met by one single agency and who would benefit from interagency coordination."

Find Resources Near Me

If you are looking for resources for yourself or someone else, below you will find information and resources for a variety of needs. If you are unable to find a resource that may be beneficial to you, contact the [State CRCG Office](#) for help.

- + Social Services Directory
- + Mental Health
- + Suicide Prevention
- + Education and Family Support
- + Benefits



The screenshot shows the homepage of the Children's Advocacy Centers of Texas (CACTX). The header includes the CACTX logo, the text "children's advocacy centers of texas", and a search bar. Below the header is a navigation menu with links for Home, About CACTX, Child Abuse in Texas, Local Centers, News, and Support. A large banner image features children with the text "EVERYONE HAS A ROLE TO PLAY" and "Together we can prevent child sexual abuse." At the bottom, there is a search bar for finding a local center, with dropdown menus for County, City, and Center, and a "Find a Center" button. A link is provided to see a map with all locations.



**SSSP Teams
+
Behavioral Threat
Assessment**



**88th Legislative
Updates to SSSP
Requirements**



Parents + SSSP Team



**Other New Laws
that have SSSP
Implications**

TODAY'S AGENDA



2023 Statewide Parent and Family Engagement Conference

Thank you

Evaluations

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TITLE I, PART A
Parent & Family
ENGAGEMENT
STATEWIDE INITIATIVE



