

113TH CONGRESS
1ST SESSION

H. R. 3536

To amend the Elementary and Secondary Education Act of 1965 to support teacher and school professional training on awareness of student mental health conditions and suicide prevention efforts.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 19, 2013

Mrs. BEATTY (for herself, Ms. NORTON, Ms. SEWELL of Alabama, Mr. LOEBSACK, and Mr. CARTWRIGHT) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to support teacher and school professional training on awareness of student mental health conditions and suicide prevention efforts.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Support Our Students
5 Act of 2013” or the “S.O.S. Act of 2013”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1 (1) Approximately 1 in 5 children have a
2 diagnosable mental illness.

3 (2) Fifty percent of all lifetime cases of lived
4 experience of mental illness begin by age 14, and 75
5 percent by age 24.

6 (3) Fifty percent of students with a mental ill-
7 ness, age 14 years and older, drop out of high
8 school.

9 (4) One in 10 children and adolescents suffer
10 from mental illness severe enough to cause some
11 level of impairment, but only 1 in 5 of such children
12 receive specialty mental health services.

13 (5) For youth between the ages of 10 and 24,
14 suicide is the third leading cause of death, and an
15 estimated 90 percent have a diagnosable mental
16 health condition.

17 (6) Annually, approximately 4,600 youth die as
18 a result of suicide and another 156,000 youth ages
19 10 to 24 are treated for self-inflicted injuries at
20 emergency rooms.

21 (7) The overwhelming majority of individuals
22 including teens, who attempt suicide, have one or
23 more psychiatric or mental health conditions.

1 (8) Suicide prevention and awareness efforts
2 are key in combating this often preventable loss of
3 life.

4 **SEC. 3. TRAINING TEACHERS AND SCHOOL PROFES-**
5 **SIONALS IN UNDERSTANDING MENTAL**
6 **HEALTH CONDITIONS IN CHILDREN.**

7 (a) IN GENERAL.—Subpart 2 of part A of title IV
8 of the Elementary and Secondary Education Act of 1965
9 (20 U.S.C. 7131 et seq.) is amended by adding at the end
10 the following:

11 **“SEC. 4131. TRAINING TEACHERS AND SCHOOL PROFES-**
12 **SIONALS IN UNDERSTANDING MENTAL**
13 **HEALTH CONDITIONS IN CHILDREN.**

14 “(a) PROGRAM AUTHORIZED.—

15 “(1) IN GENERAL.—The Secretary shall award
16 grants to eligible State educational agencies to en-
17 able such agencies to award subgrants to eligible
18 local educational agencies to support an existing, or
19 develop a new, program that will educate teachers,
20 school personnel, and specialized instructional sup-
21 port personnel on mental health conditions in chil-
22 dren, including the causes, symptoms, and impact on
23 learning.

24 “(2) DEFINITIONS.—In this section:

1 “(A) ELIGIBLE LOCAL EDUCATIONAL
2 AGENCY.—The term ‘eligible local educational
3 agency’ means a local educational agency or a
4 local educational agency in partnership with a
5 mental health organization, family advocacy or-
6 ganization, or community nonprofit organiza-
7 tion.

8 “(B) ELIGIBLE STATE EDUCATIONAL
9 AGENCY.—The term ‘eligible State educational
10 agency’ means a State educational agency or a
11 State educational agency in partnership with a
12 mental health organization, family advocacy or-
13 ganization, or community nonprofit organiza-
14 tion.

15 “(C) SCHOOL PERSONNEL.—The term
16 ‘school personnel’ means administrators, admin-
17 istrative staff, custodial staff, cafeteria staff,
18 transportation staff, and other school-employed
19 staff who interact with students.

20 “(D) SPECIALIZED INSTRUCTIONAL SUP-
21 PORT PERSONNEL.—The term ‘specialized in-
22 structional support personnel’ means school
23 counselors, school social workers, school psy-
24 chologists, and other qualified professional per-
25 sonnel involved in providing assessment, diag-

1 nosis, counseling, educational, therapeutic, and
2 other necessary services (including related serv-
3 ices, as defined in section 602 of the Individuals
4 with Disabilities Education Act) as part of com-
5 prehensive program to meet student needs.

6 “(b) GRANTS.—

7 “(1) APPLICATIONS.—An eligible State edu-
8 cational agency that desires to receive a grant under
9 this section shall submit an application to the Sec-
10 retary at such time, in such manner, and accom-
11 panied by such information as the Secretary may re-
12 quire.

13 “(2) ACTIVITIES.—An eligible State educational
14 agency that receives a grant under this section shall
15 use the grant funds to award subgrants to eligible
16 local educational agencies in accordance with sub-
17 section (c).

18 “(c) SUBGRANTS.—

19 “(1) APPLICATION.—

20 “(A) IN GENERAL.—An eligible local edu-
21 cational agency that desires to receive a
22 subgrant under this section shall submit an ap-
23 plication to the eligible State educational agen-
24 cy at such time, in such manner, and accom-

panied by such information as the eligible State educational agency may require.

“(B) DESCRIPTION OF UTILIZATION.—An application submitted under subparagraph (A) shall include a description of how the local educational agency will utilize school counselors, school psychologists, school social workers, or community organizations with expertise in the lived experience of mental illness and suicide prevention efforts, in developing and conducting the training described in paragraph (2).

“(2) TRAINING.—

“(A) IN GENERAL.—An eligible local educational agency that receives a subgrant under this section shall support an existing training program developed by either the school or a community organization with expertise in the lived experience of mental illness and suicide prevention, or develop a new program, in which school counselors, school psychologists, and school social workers develop and provide training to teachers, school personnel, and specialized instructional support personnel in understanding the mental health needs of children. Such program shall include an annual in-service

1 training program to enable such teachers,
2 school personnel, and specialized instructional
3 support personnel—

4 “(i) to better understand mental
5 health conditions and the early warning
6 signs in children and adolescents;

7 “(ii) to best communicate with fami-
8 lies about these concerns;

9 “(iii) to identify classroom strategies
10 for working effectively with children with
11 mental health conditions; and

12 “(iv) to understand school specific in-
13 formation, including, as appropriate, how
14 schools are—

15 “(I) assisting in linking students
16 to supports and services; and

17 “(II) providing information on
18 the school’s mental health services
19 and supports, including school social
20 work and psychological services, as
21 well as the school’s referral process
22 for additional school-linked services
23 connecting to community mental
24 health professionals.

1 “(B) FAMILY PERSPECTIVE.—A training
2 program described in subparagraph (A) shall
3 incorporate family and parent perspectives.

4 “(C) TRAINING PROGRAM FOR ALL AREAS
5 OF THE STATE AND FOR PERSONNEL SERVING
6 INDIAN CHILDREN.—

7 “(i) URBAN AND RURAL AREAS.—In
8 awarding subgrants under this section, a
9 State educational agency shall ensure
10 training programs described under sub-
11 paragraph (A) are available for teachers,
12 school personnel, and specialized instruc-
13 tional support personnel in urban and
14 rural areas across the State.

15 “(ii) INDIAN CHILDREN.—A State
16 educational agency that receives a grant
17 under this section shall award subgrants to
18 eligible local educational agencies described
19 in section 7112(b)(1) and Indian tribes de-
20 scribed in section 7112(c).

21 “(D) SCHOOL BASED MENTAL HEALTH
22 SERVICES PROVIDERS.—A training program de-
23 scribed in subparagraph (A) shall include a
24 school-based mental health service provider and
25 a community organization with expertise in the

1 lived experience of mental illness or suicide pre-
2 vention, whenever possible, to maximize training
3 outcomes and facilitate coordinated referrals
4 when more intensive community services are
5 needed.

6 “(3) GUIDELINES.—In carrying out a training
7 program described in paragraph (2), an eligible local
8 educational agency may—

9 “(A) report to the Secretary on the agen-
10 cy’s commitment to students with mental illness
11 and suicide prevention efforts through innova-
12 tive programs, resource development, and the
13 development of a mental health curriculum and
14 activities that focus on raising awareness within
15 schools of early onset mental health conditions
16 and linking students with effective mental
17 health services and supports;

18 “(B) describe existing school-community
19 partnerships that provide effective clinical serv-
20 ices to students with severe mental health
21 needs;

22 “(C) describe how the agency will measure
23 outcomes, as described in subsection (d), spe-
24 cifically for students with serious mental health
25 needs;

1 “(D) describe how the training program
2 will be effective for teachers, school personnel,
3 and specialized instructional support personnel
4 in culturally and linguistically diverse school
5 communities; and

6 “(E) describe any strong links to the com-
7 munity mental health system and community
8 mental health providers through interagency
9 collaboration, including documenting—

10 “(i) the extent of the interagency col-
11 laboration (including the engagement in
12 joint activities); and

13 “(ii) the dates during which the col-
14 laboration has been in effect and any out-
15 comes that have been achieved as a result
16 of this activity.

17 “(d) EVALUATIONS AND MEASURES OF OUT-
18 COMES.—

19 “(1) IN GENERAL.—The Secretary shall develop
20 measures of outcomes for eligible local educational
21 agencies that receive subgrants under this section, in
22 order to evaluate the effectiveness of programs car-
23 ried out under the subgrant.

1 “(2) OUTCOMES.—The measures of outcomes
2 described in paragraph (1) shall include, at a min-
3 imum, provisions to evaluate—

4 “(A) the effectiveness of comprehensive
5 school mental health training and suicide pre-
6 vention programs established under this section;

7 “(B) the effectiveness of formal partner-
8 ship linkages among child and family serving
9 institutions, community support systems, and
10 the educational system, if applicable;

11 “(C) the effectiveness of the training pro-
12 gram in culturally and linguistically diverse
13 school communities;

14 “(D) the improvement in understanding
15 mental health conditions with the purpose of
16 providing a safe and supportive learning envi-
17 ronment among school staff, students, and par-
18 ents;

19 “(E) the improvement in—

20 “(i) case-finding of students in need
21 of more intensive services;

22 “(ii) effective communication with
23 families; and

1 “(iii) referral of identified students
2 with mental health related concerns for an
3 evaluation for services and supports;

4 “(F) the reduction in the number of stu-
5 dents with mental health conditions and those
6 identified as children with disabilities under the
7 emotional disturbance and other health impair-
8 ment categories of the Individuals with Disabil-
9 ities Education Act who are suspended and an
10 increase in the number of such students who
11 graduate from high school; and

12 “(G) the increased successful matriculation
13 to postsecondary school.

14 “(e) DATA COLLECTION COMPONENT.—

15 “(1) ANNUAL DATA SUBMISSIONS AND RE-
16 PORTS.—

17 “(A) DATA SUBMISSION.—

18 “(i) LOCAL EDUCATIONAL AGEN-
19 CIES.—An eligible local educational agency
20 that receives a subgrant under this section
21 shall annually submit to the eligible State
22 educational agency a report that includes
23 data to evaluate the success of the pro-
24 gram carried out by the eligible local edu-
25 cational agency. Such reports shall utilize

1 the measures of outcomes described in sub-
2 section (d).

3 “(ii) STATE EDUCATIONAL AGEN-
4 CIES.—An eligible State educational agen-
5 cy that receives a grant under this section
6 shall annually submit to the Secretary a
7 report that includes data from the reports
8 submitted to the agency from eligible local
9 educational agencies pursuant to clause (i).

10 “(B) REPORT TO CONGRESS.—Not later
11 than 6 months after the date the Secretary re-
12 ceives reports under subparagraph (A)(ii), the
13 Secretary shall compile the data in the reports
14 and conduct a general analysis of the success of
15 the programs carried out by the local edu-
16 cational agencies involved with subgrant funds
17 received under this section. The Secretary shall
18 prepare a report containing the compilation and
19 general analysis, and submit the report to the
20 Committee on Health, Education, Labor, and
21 Pensions of the Senate and the Committee on
22 Education and the Workforce of the House of
23 Representatives.

24 “(2) EVALUATION AND REPORT.—

1 “(A) EVALUATION.—Not later than 12
 2 months after the end of the initial subgrant pe-
 3 riod for eligible local educational agencies under
 4 this section, the Secretary shall conduct an in-
 5 depth evaluation of the success of the programs
 6 carried out by the local educational agencies
 7 with subgrant funds received under this section.

8 “(B) REPORT TO CONGRESS.—The Sec-
 9 retary shall prepare a report containing the in-
 10 depth evaluation, and submit the report to the
 11 Committee on Health, Education, Labor, and
 12 Pensions of the Senate and the Committee on
 13 Education and the Workforce of the House of
 14 Representatives.

15 “(f) TERMS AND COST OF THE GRANT.—There are
 16 authorized to be appropriated to carry out this section
 17 such sums as may be necessary for fiscal year 2014 and
 18 each of the 4 succeeding fiscal years.”.

19 (b) TABLE OF CONTENTS.—The table of contents in
 20 section 2 of the Elementary and Secondary Education Act
 21 of 1965 is amended by inserting after the item relating
 22 to section 4130 the following:

“Sec. 4131. Training teachers and school professionals in understanding the
 mental health needs of children.”.

