



September 17, 2018
2:00PM – 3:00PM
Eastern Time

School Safety and Prevention

Discussion Norms

1. Please use the chat box to pose a question to the presenters or to the group at any time.
2. Please mute your line if you are not speaking.
3. Please click the “Raised Hand” icon and we will unmute you



4. At the end of the session, we will discuss the following: *Given the opportunity to learn about the strategies employed in other states during a smaller group discussion, what education policy areas would you like to focus on?*





Dr. Aaliyah Samuel, *NGA Education Division*
Dr. Sandra Wilkniss, *NGA Health Division*
Jeff Locke, *NGA Homeland Security & Public Safety Division*

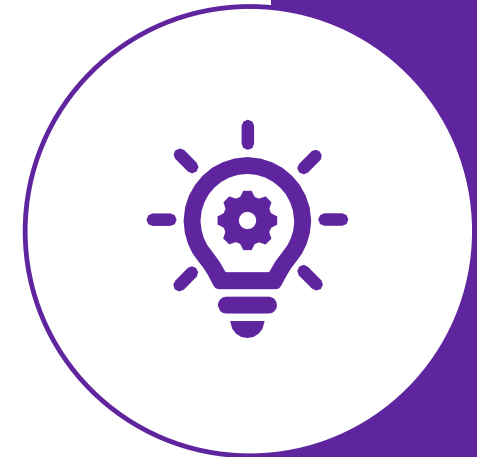
Agenda

1. Welcome and Overview
 2. Briefing: School Safety Site Visits and State Examples
 3. Framing the Discussion from Different Perspectives
 4. Q & A
-



Objectives

1. Share Recent State Initiatives on School Safety
2. Provide Briefings from Subject Matter Experts
3. Offer Opportunity for State-State Discussion



State Examples and Site Visits

- **West Virginia** - Tony Domingo, School Safety Programs Administrator, Division of Homeland Security & Emergency Management
- **Maryland** – Cassie Shirk and Cara Sullivan, Office of the Governor, Maryland
- **Nevada** – Dr. Aaliyah Samuel, NGA Education Division



West Virginia State Examples



Tony Domingo, School
Safety Programs
Administrator, Division
of Homeland Security
& Emergency
Management



The Maryland Safe to Learn Act of 2018

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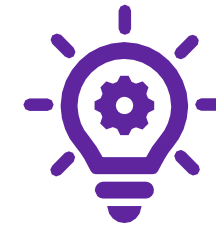
Nevada State Examples



Dr. Aaliyah Samuel,
Division Director,
NGA Education
Division



GEPA 2018 School Safety and Prevention Panel



EDUCATION

Scarlett Lewis,
Jesse Lewis –
Choose Love
Movement





HEALTH

Dr. Sharon Hoover,
University of
Maryland

School Safety - Comprehensive School Mental Health

Presented for National Governors Association School Safety and Prevention Webinar
September 2018

Sharon Hoover, Ph.D.



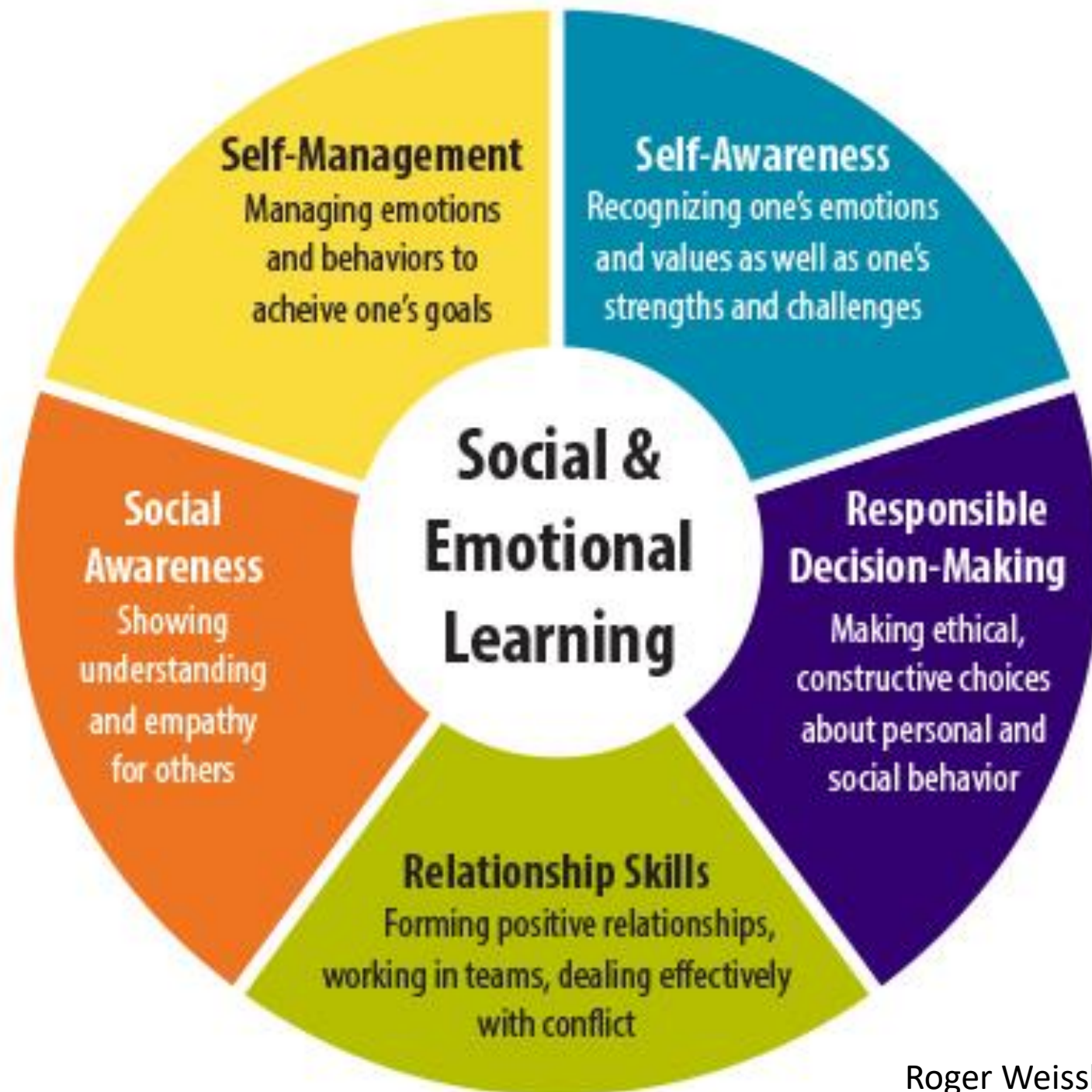
@drsharonhoover

Associate Professor, Division of Child and Adolescent Psychiatry

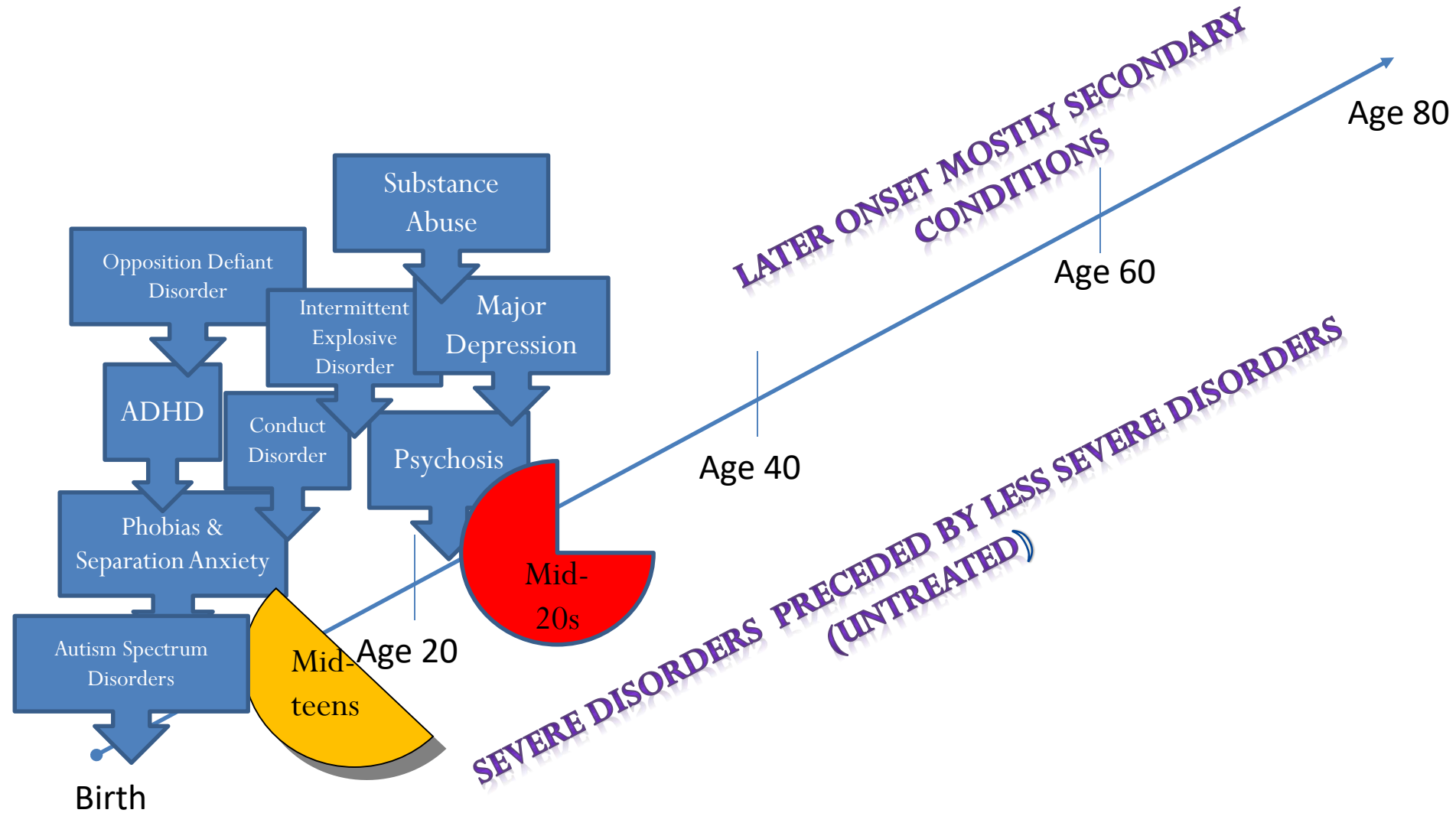
University of Maryland School of Medicine

Co-Director, National Center for School Mental Health





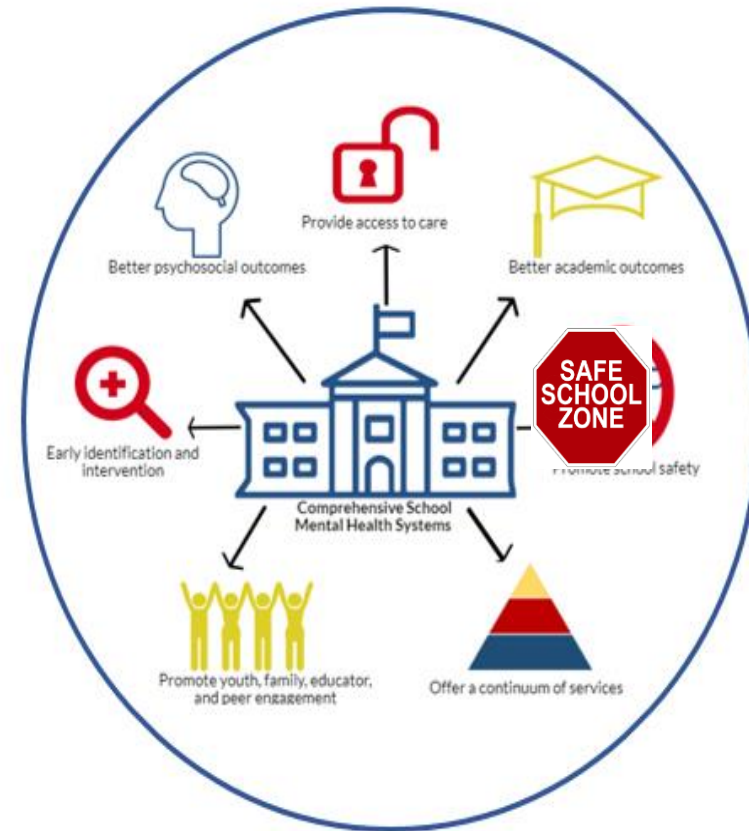
Median Age of Onset: Mental Illness



Source: WHO World Mental Health surveys as reported in Kessler et al. (2007)

Why Mental Health in Schools?

- Greater **access** to all youth →
Mental health promotion
Social Emotional Learning
- **Less time lost** from school and work
- Greater **generalizability** of interventions to child's context
- **Less threatening** environment
Students are in their own social context
- Clinical **efficiency and productivity**
- Outreach to youth with **internalizing** problems
- **Cost effective**
- Greater potential to impact the learning environment and **EDUCATIONAL OUTCOMES**

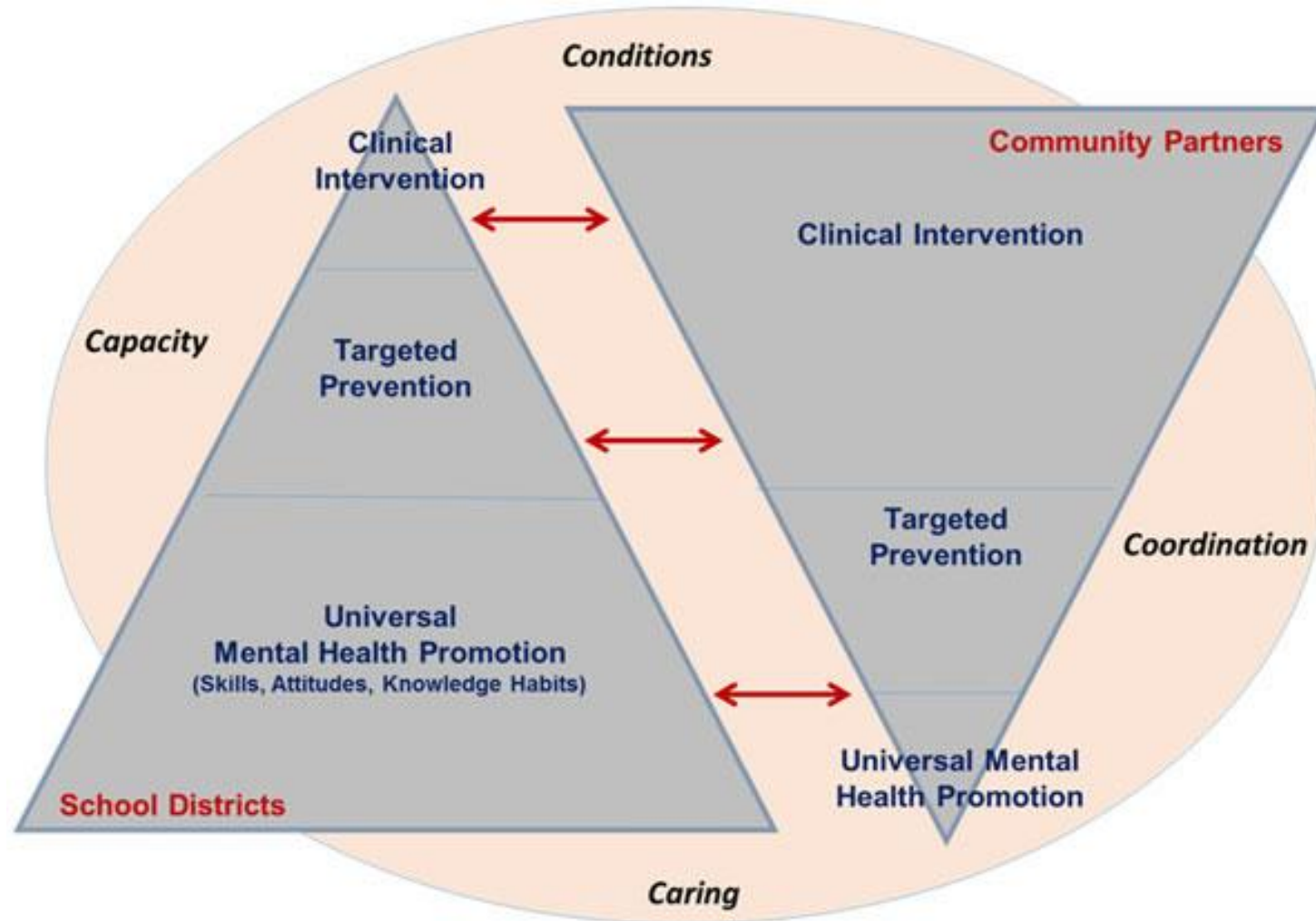


Comprehensive Reviews Covering Hundreds of International Studies, and Large-scale Epidemiological Studies Show:



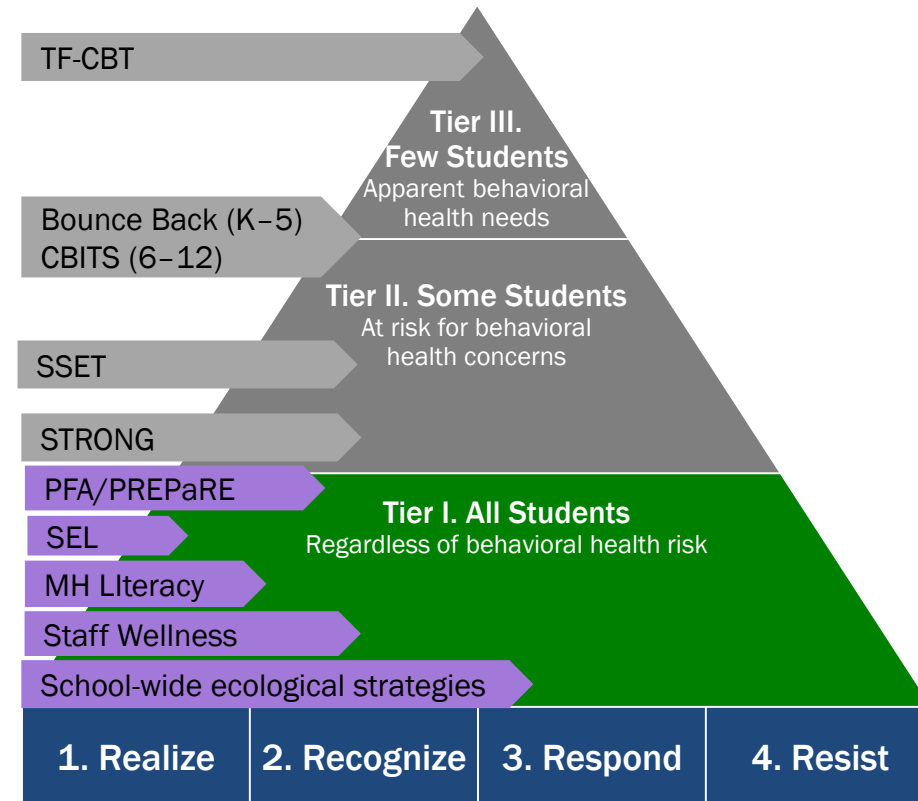
- Schools with positive school climate and integrated SEL foci have significantly reduced
 - Isolation
 - Verbal bullying
 - Physical bullying
 - Sexual harassment/ assault
 - Cyberbullying
 - Negative relationships between students and between students and teachers
- And have decreased student/ teacher reports of:
 - Weapons use, being threatened by a weapon, and seeing or knowing about a weapon on school grounds

Schools are only one part of the system of care



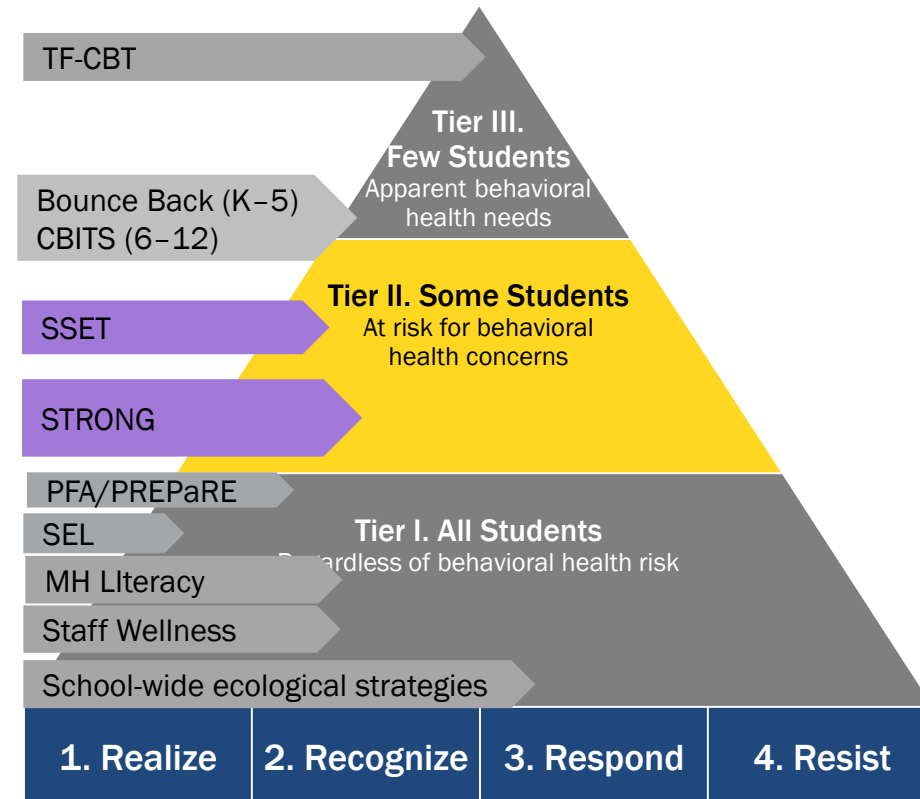
UNIVERSAL Mental Health/Safe Supportive (SS) Strategies

- Healthy school building architecture
- Promote supportive, positive school climate
- Staff wellness
- Social Emotional Learning (SEL)
- Trauma-responsive school policies
- Mental health literacy for school staff and students



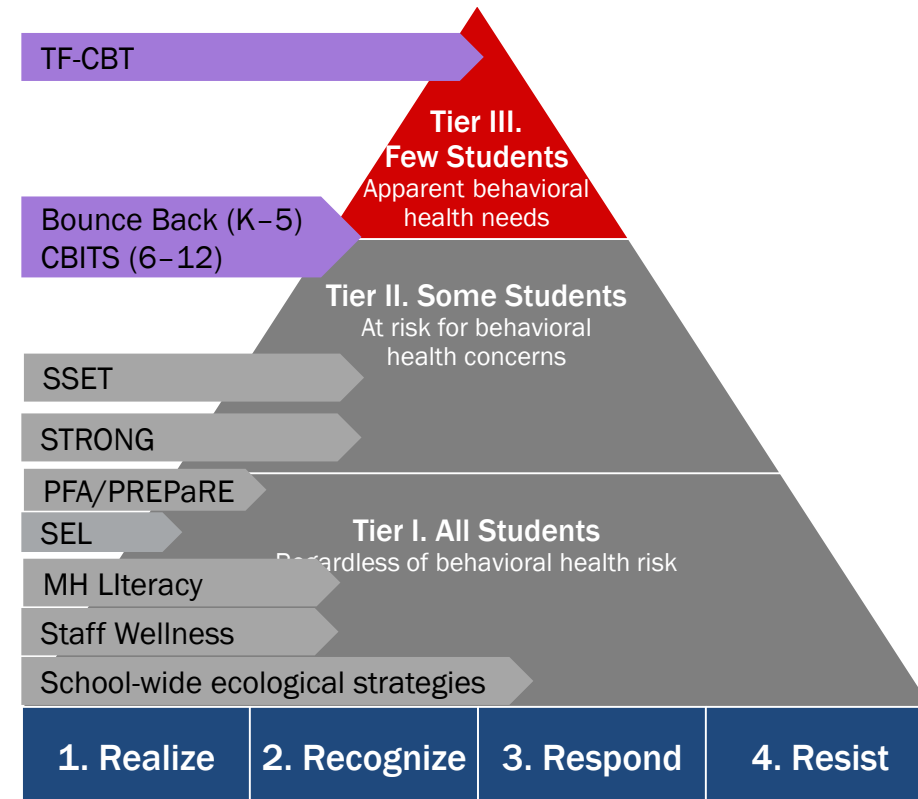
TARGETED Mental Health/Safe Supportive Strategies

- **School staff** training on identifying, approaching, referring students experiencing psychological distress
- **Mental health screening**
- **Threat assessment**
- **Support for transitions**
- **Provide additional check-in support** (e.g., mood ratings beginning and end of day)
- **Interventions for students with mild impairment** – SSET, STRONG



SELECT Mental Health Strategies

- Evidence-based interventions – e.g., CBITS/Bounce Back, TF-CBT
- Special education accommodations
- Refer for evaluation and appropriate treatment to school and/or community services
 - Including on-site services





School Health Assessment and Performance Evaluation System

Login

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Join Us!

When you click Join Now and answer a few questions, your school mental health system will be counted in the National School Mental Health Census and will receive a Blue Star SHAPE Recognition.

Also, we will use your name and e-mail address to update you on SHAPE System news and resources. Anyone (district/school leader, educator, health/mental health provider, parent, student, etc.) from a school system can join us!

Join Now

Schools and school districts can use SHAPE to:

- Be counted in the National School Mental Health Census
- Achieve SHAPE recognition to increase opportunities for federal, state, and local grant funding
- Access free, targeted resources to help advance your school mental health quality and sustainability
- Advance a data-driven mental health team process for your school or district

Register to Improve Your School Mental Health System



Free Custom Reports



Strategic Team Planning



Free Resources



Be Counted

Schools and School Districts Can Use SHAPE To:

- Document your service array and multi-tiered services and supports



Strategies to Advance Statewide School Mental Health



- Develop online hub
- State/Regional School Mental Health conference
- State mapping report
- State Infrastructure (e.g., Community of Practice, Coalition)

Thank you!

Sharon A. Hoover, Ph.D.

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@drsharonhoover

National Center for School Mental Health

<http://schoolmentalhealth.org>

Email: csmh@psych.umaryland.edu

Phone: (410) 706-0980



Homeland Security & Public Safety

Dr. Lina Alathari,
United States Secret
Service



U.S. Secret Service National Threat Assessment Center

Dr. Lina Alathari
Chief - NTAC
September 17, 2018

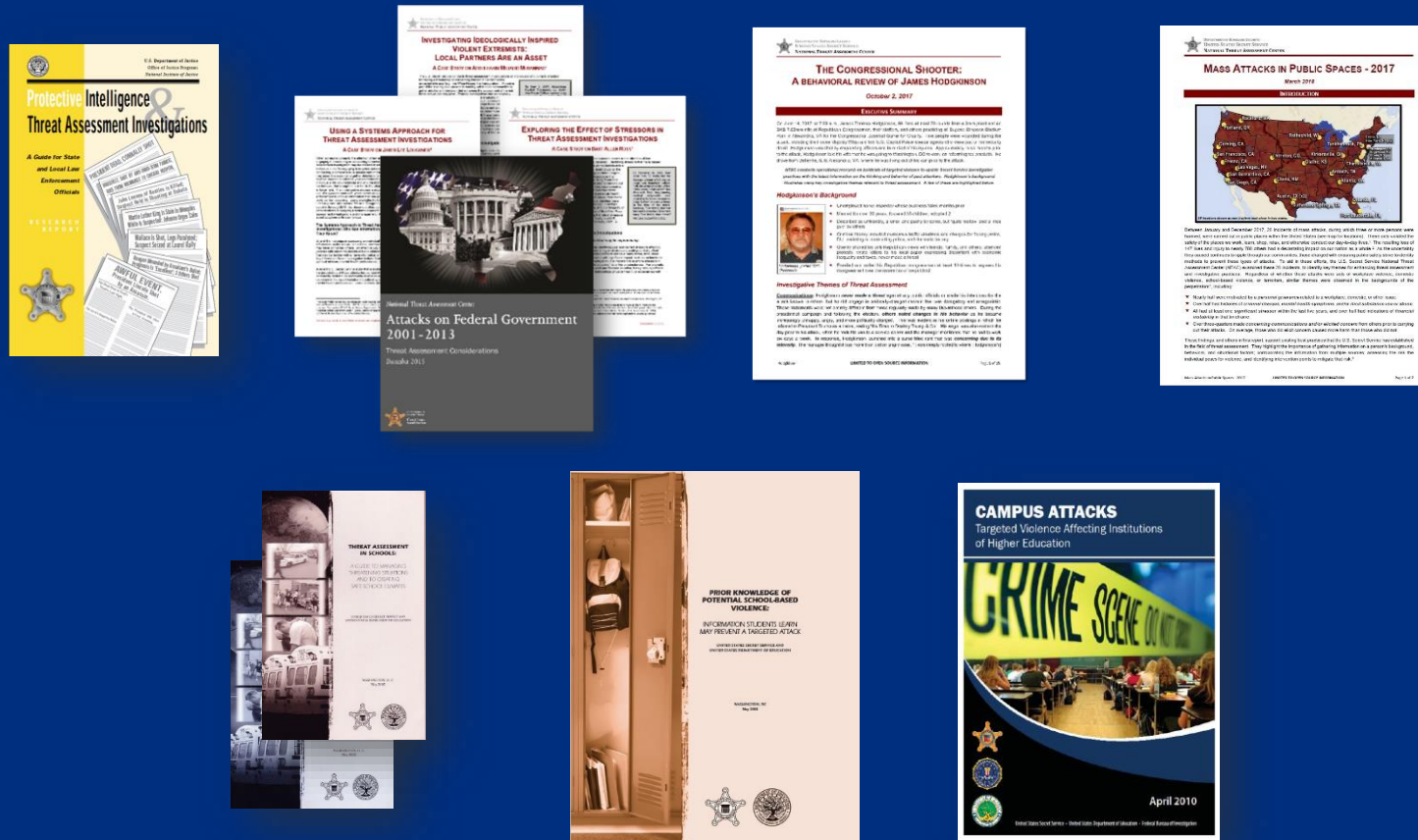


U.S. Department of
Homeland Security

United States
Secret Service

National Threat Assessment Center

Research, Training, and Consultation



U.S. Department of
Homeland Security

United States
Secret Service

CREATING A TARGETED VIOLENCE PREVENTION PLAN

The goal of a threat assessment is to identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage that risk. This process begins with establishing a comprehensive targeted violence prevention plan that requires schools to:

Step 1: Establish a multidisciplinary threat assessment team of school personnel including faculty, staff, administrators, coaches, and available school resources.

Step 2: Define behaviors, including acts, and weapons on cam

Step 3: Establish and provide training
address, phone number, so



UNITED STATES SECRET SERVICE
ENHANCING SCHOOL SAFETY USING
ASSESSMENT MODEL

Preventing Targeted School Violence

at Assessment Center
July 2018

SCHOOL SAFETY RESEARCH

at Assessment Center (NTAC) has conducted research, training, and various forms of targeted violence. Following the tragedy at the Sandy Hook Elementary School in Connecticut, NTAC partnered with the Department of Education on two studies related to school safety. The first study, titled "Targeted Violence at Schools," examined 37 incidents of targeted violence that occurred at schools in Connecticut from 2000 to 2008. The study focused on the behavior of students who commit these attacks. The report, titled "Targeted Violence at Schools: A Review of Incidents and Threat Assessment Programs in Schools," was published in 2009. It found that prior to most attacks, other students knew of the potential for violence. The report highlighted the importance of creating safe school climates and the need for threat assessment programs in schools. In 2008, the agencies at NTAC conducted a study titled "Targeted Violence at Schools: A Review of Incidents and Threat Assessment Programs in Schools." This study found that prior to most attacks, other students knew of the potential for violence. The report highlighted the importance of creating safe school climates and the need for threat assessment programs in schools. Since then, NTAC has continued to provide and update training to law enforcement and school personnel on threat assessment and prevention practices.

INITIATIVE REGARDING SCHOOL SAFETY

ry Stoneman Douglas High School in Parkland, Florida, and the Texas, demonstrated the ongoing need to provide leadership in service, along with many of our partners, have redoubled our efforts of these efforts. NTAC created an operational guide that provides positive targeted violence prevention plans for conducting threat

CONSIDERATIONS

agement, a threat assessment process is an effective component to

engage in a continuum of concerning behaviors, the vast majority of
 ill require intervention.
 that schools can identify students in distress before their behavior

and creating safe school climates. Students should feel
safety and staff should take all incoming reports seriously, and assess
risks.

ditional resources that can help schools create threat assessment teams, establish



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National Threat Assessment Center
July 2018

Violence Prevention Plan

- Step 1: Establish a multidisciplinary threat assessment team consisting of highly trained school professionals to direct, manage, and document the process
- Step 2: Define behaviors, including those that are prohibited and should trigger immediate intervention, and others that are concerning and may require an assessment
- Step 3: Establish a central reporting system such as an online form on the school website, email address, phone number, smart phone application, or other mechanism
- Step 4: Determine the threshold for law enforcement intervention

Violence Prevention Plan

- Step 5: Establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews
- Step 6: Develop risk management options to both, enact immediately, or once an assessment is complete
- Step 7: Create and promote a safe school climate built on a culture of safety, respect, trust, and emotional support
- Step 8: Provide training for all stakeholders, including faculty, staff, and administrators; students; parents; and school resource officers and local law enforcement

Threat Assessment in Schools

<http://www.secretservice.gov/protection/ntac/>

202-406-5470

QUESTIONS?



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