BEST PRACTICES CLEARINGHOUSE

– Preventing and Addressing Gun Violence in Schools Miniseries –

School Safety Begins With Prevention

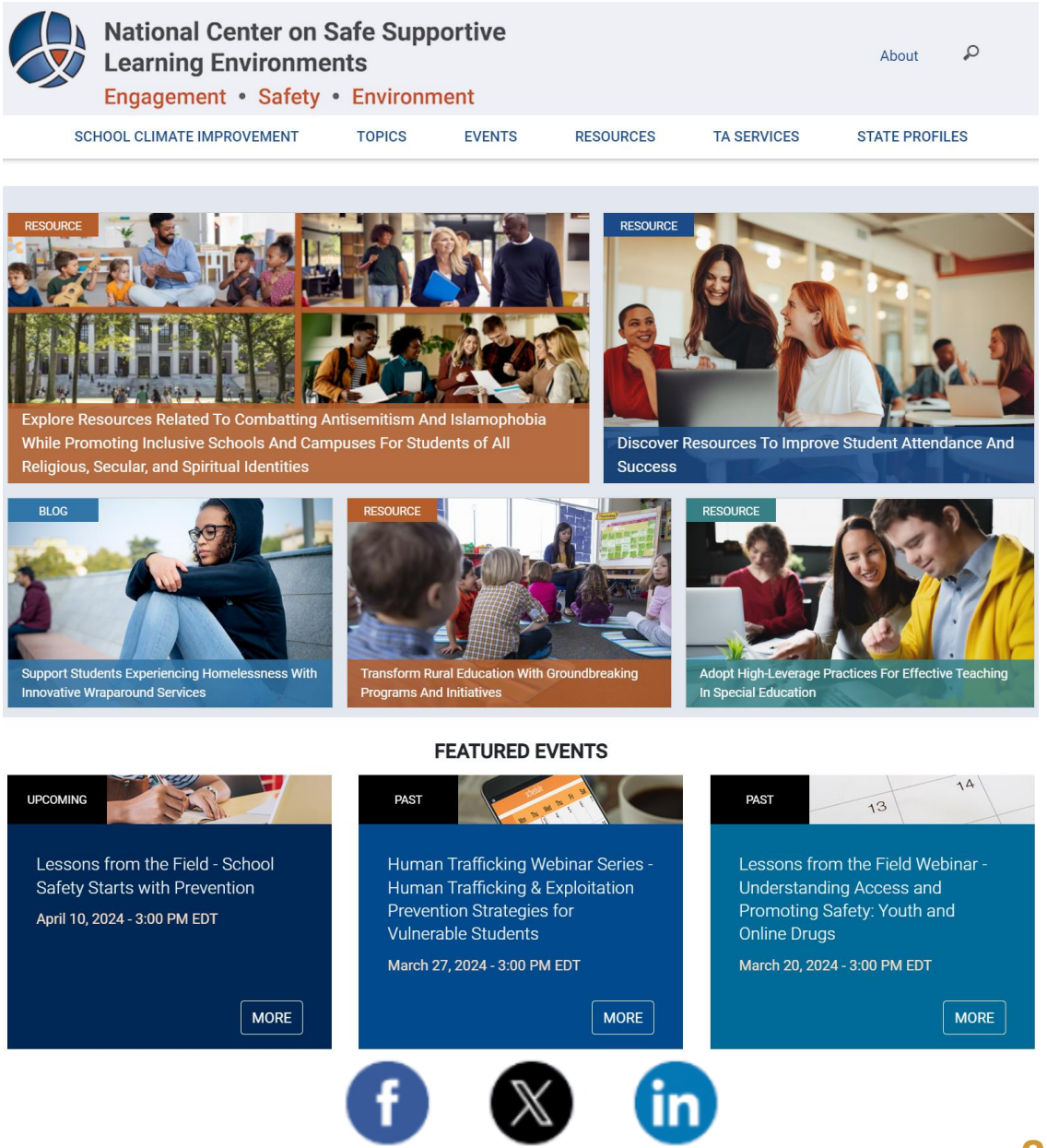
APRIL 10, 2024

3:00 - 4:30 PM ET

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.

NCSSLE Website

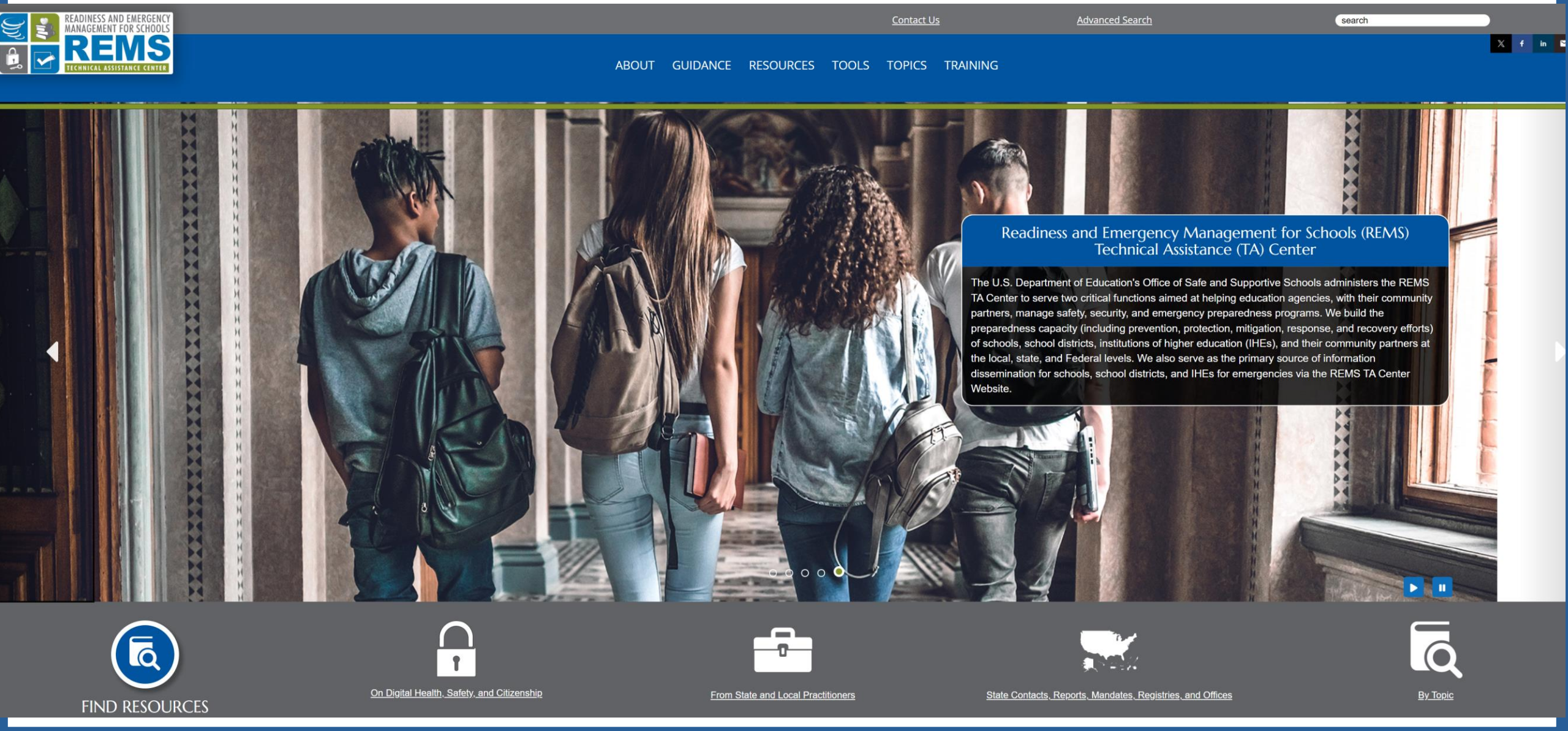
HTTPS://SAFESUPPORTIVELEARNING.ED.GOV



To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinar-series

REMS TA Center Website

HTTPS://REMS.ED.GOV



Agenda

1. Introduction and Logistics
2. Welcome
3. Context-Setting Presentations
4. Panel Discussion
5. Closing Remarks
6. Live Q&A

BEST PRACTICES CLEARINGHOUSE

Danny Carlson

CHIEF OF STAFF
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
U.S. DEPARTMENT OF EDUCATION

Meet Our Context-Setting Speakers

Speaker bios are archived here: https://safesupportivelearning.ed.gov/events/webinar/lessons-field-school-safety-starts-prevention

Dr. Steven Sumner
Senior Advisor, Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC)

Greta Colombi
Director, National Center on Safe Supportive Learning Environments

Janelle Hughes
Director, Readiness and Emergency Management for Schools Technical Assistance Center (REMS TA Center)

BEST PRACTICES CLEARINGHOUSE

Steven Sumner, MD, MSC

SENIOR ADVISOR
DIVISION OF VIOLENCE PREVENTION
NATIONAL CENTER FOR INJURY PREVENTION AND CONTROL
CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)

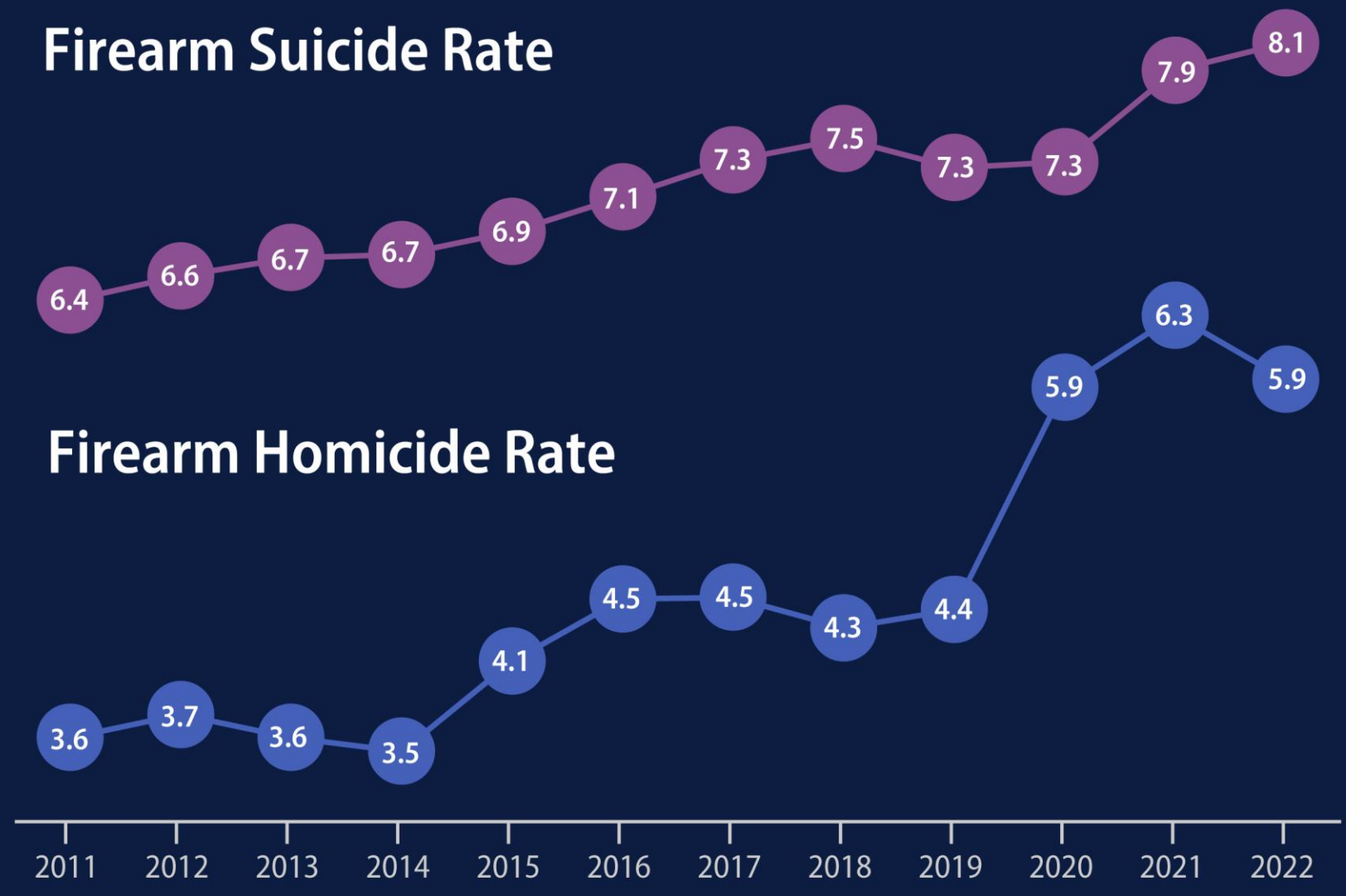
Firearm Injury Prevention Among Youth

Steven A. Sumner, MD, MSc
Senior Advisor

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention (CDC)

Firearm suicide rate at more than 50 year high

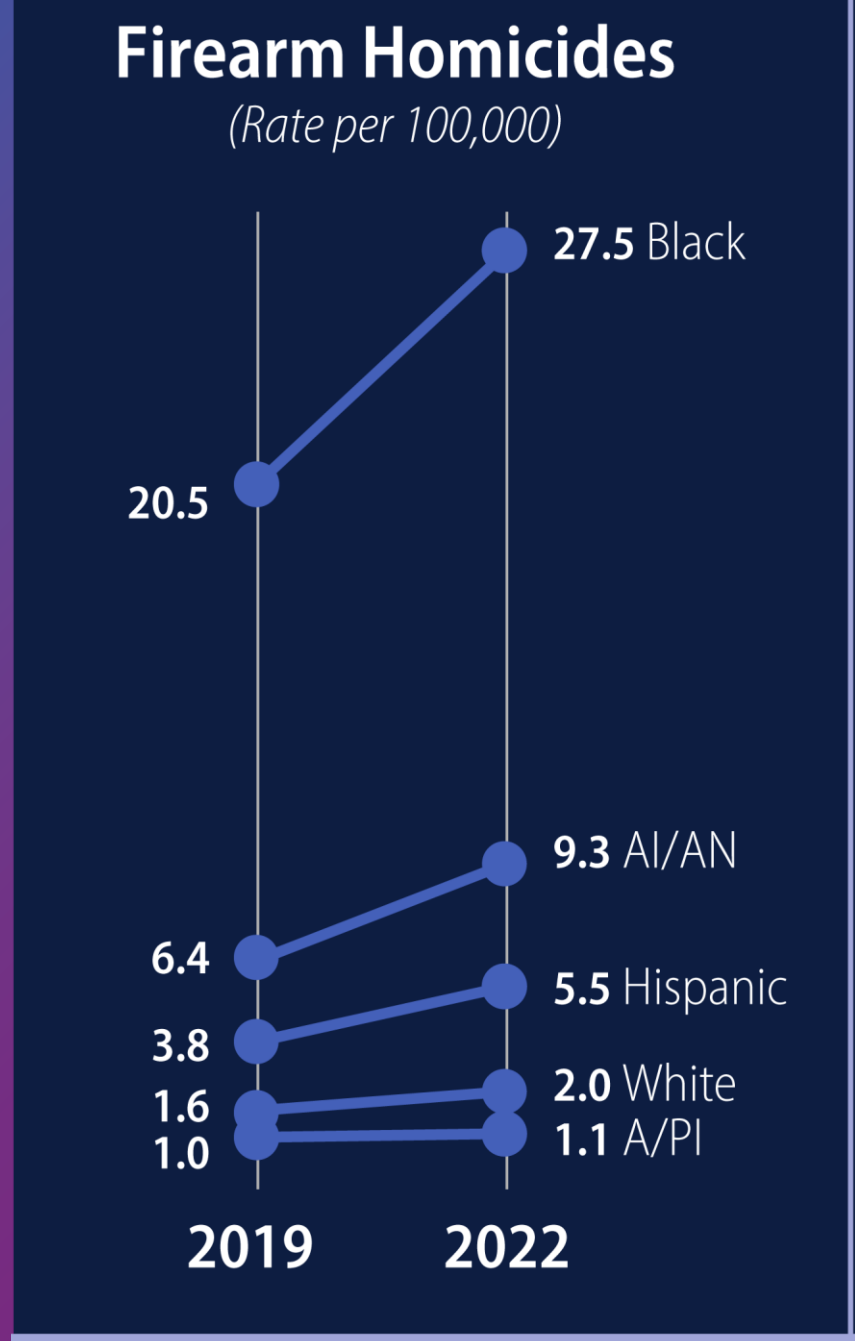
Firearm homicide rate near 30 year high

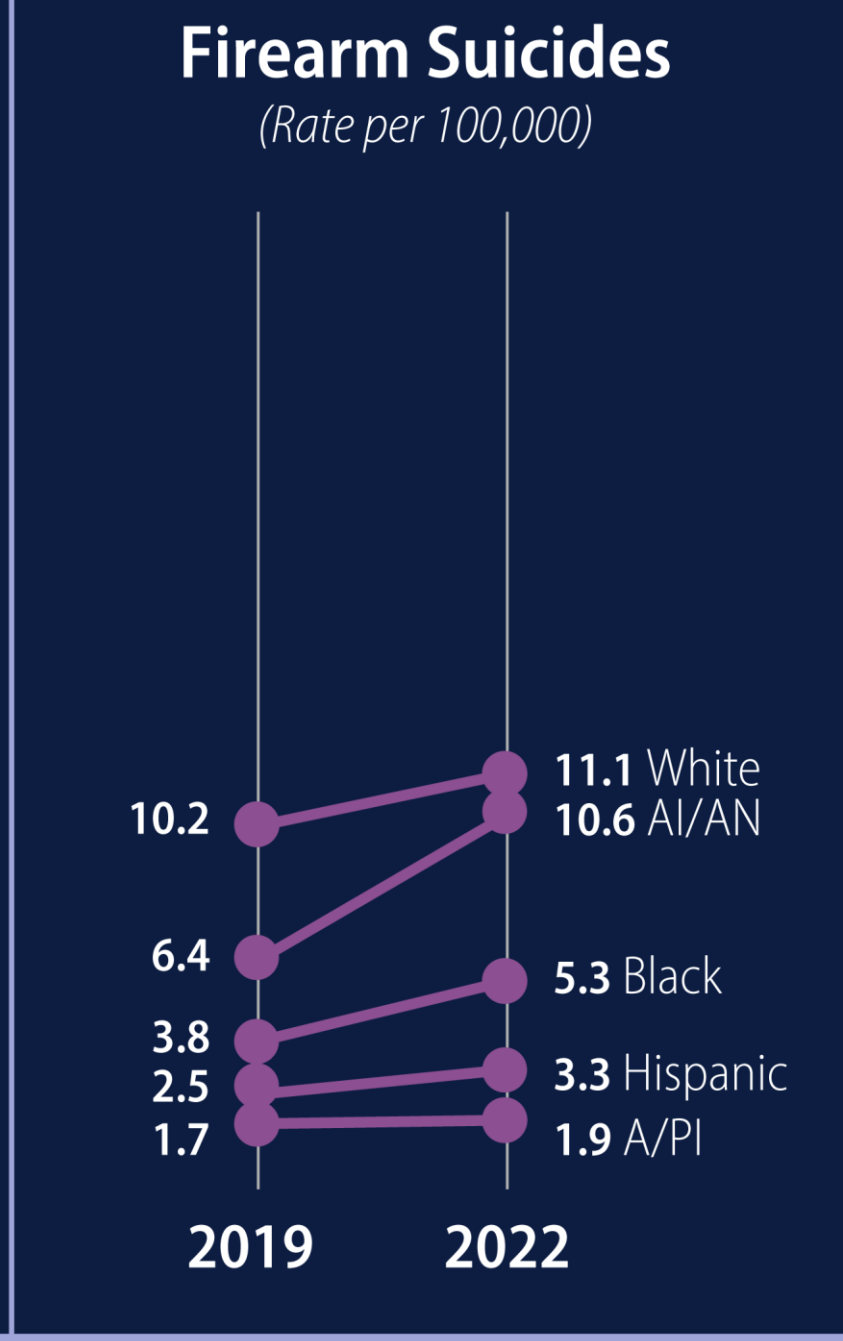


Rate per 100,000

Widening Disparities

The firearm homicide rate increased most for Black people, and the suicide rate increased most for American Indian/Alaska Native people.

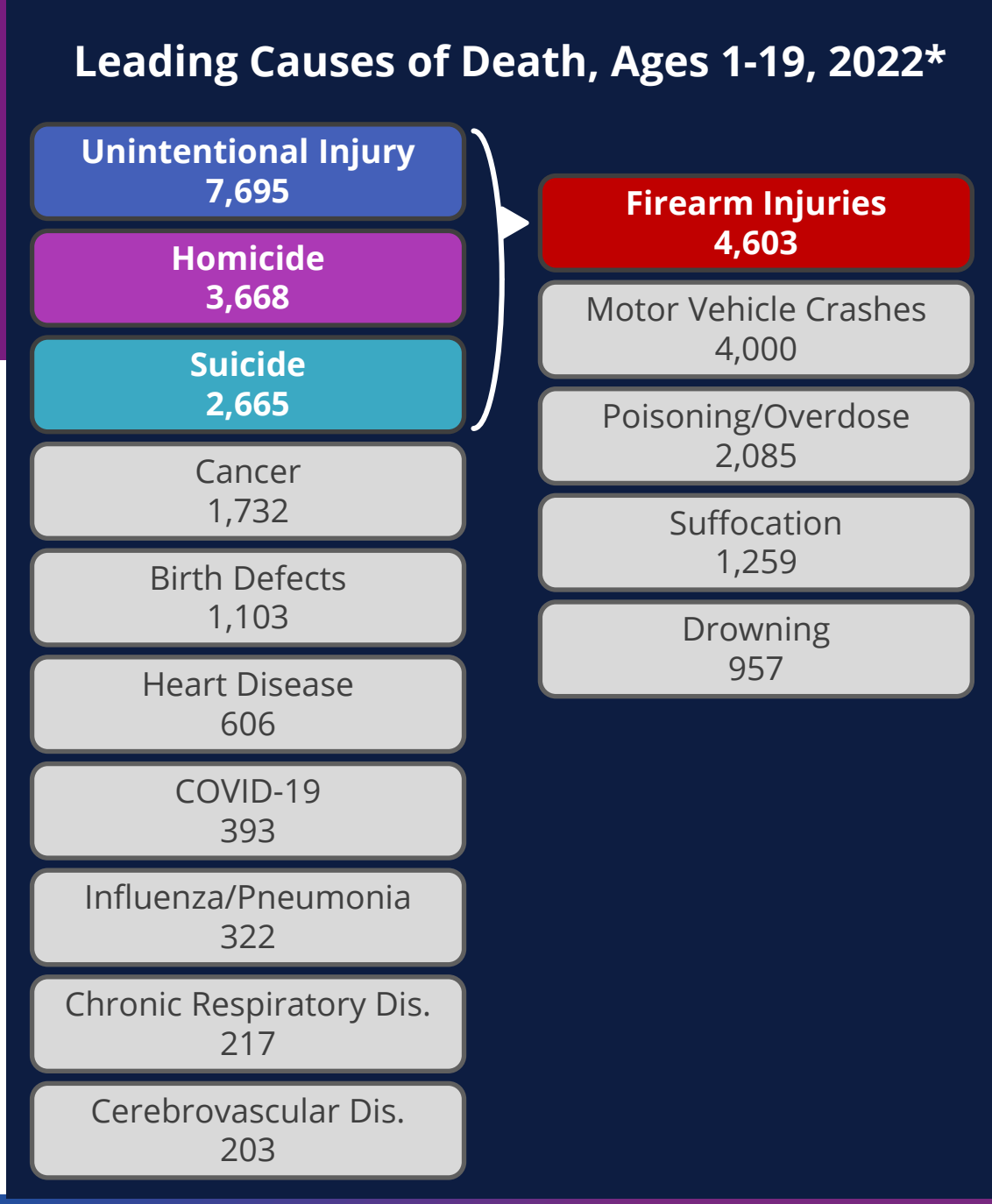




AI/AN = American Indian/Alaska Native *A/PI = Asian/Pacific Islander*

Firearm Injury is a Leading Cause of Death

More children and teens died from firearm injuries than motor vehicle crashes



Source: National Vital Statistics System provisional data from 2022; *Counts by mechanism are regardless of intent

YRBS
Youth Risk Behavior Survey

Appropriation for Firearm Injury Research

- $12.5 million starting in FY2020

- 34 Awards

  FY2020: 18 awards

  FY2022: 4 awards

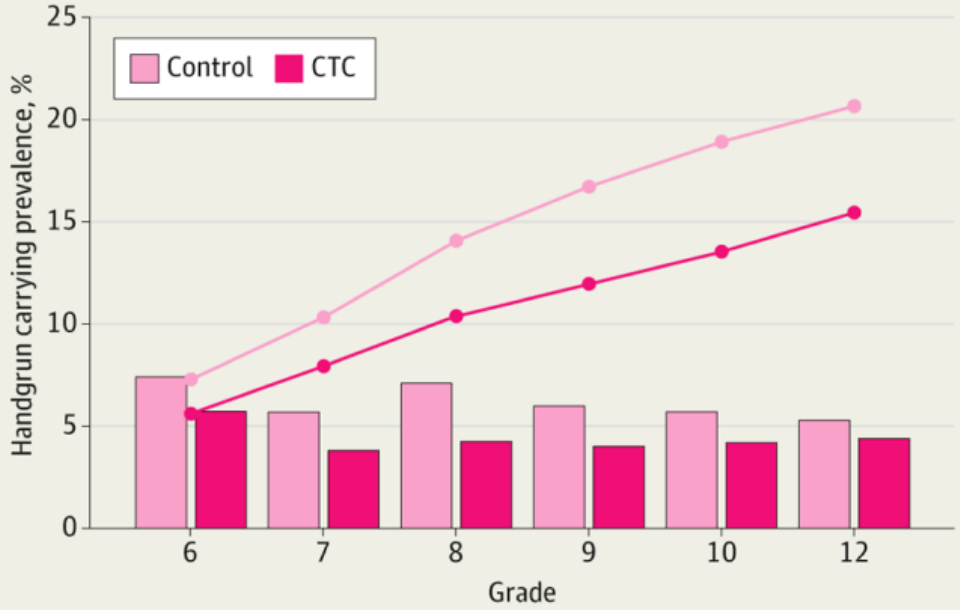
  FY2023: 12 awards

UC DAVIS
UNIVERSITY OF CALIFORNIA

- Longitudinal data linkage study
- 15 years of data on young people in 20 large U.S. cities
- Linked with exact location of gun violence in their community

FINDINGS

Youth in communities with the CTC intervention were significantly less likely to report handgun carrying than those in control communities



OR, 0.76; 95% CI, 0.70-0.84

Source: Rowhani-Rahbar, A., et al. (2023). Effect of the Communities That Care Prevention System on Adolescent Handgun Carrying: A Cluster-Randomized Clinical Trial. *JAMA network open*, *6*(4)

UNIVERSITY of WASHINGTON

- Randomized controlled trial of Communities that Care in 24 rural communities across 7 states
- Middle- and high school students in towns implementing the intervention were 27% less likely to carry a handgun in the past year

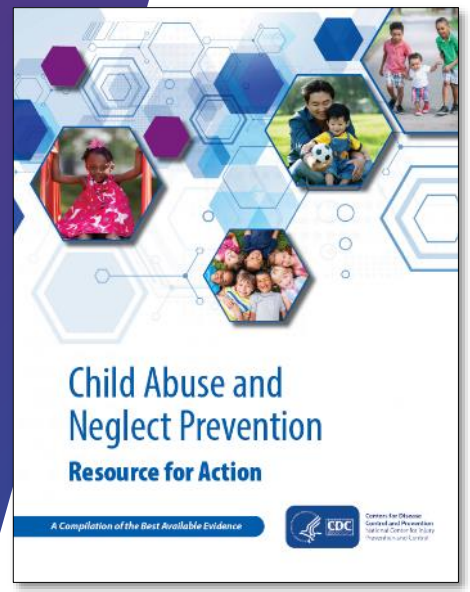
- Crisis Text Line
- Analyzed service volume and patterns
- Psychological impact of mass shooting at Uvalde elementary school

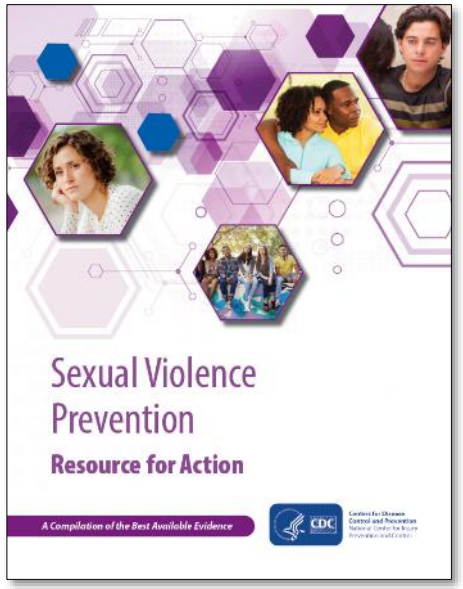
Northwestern University

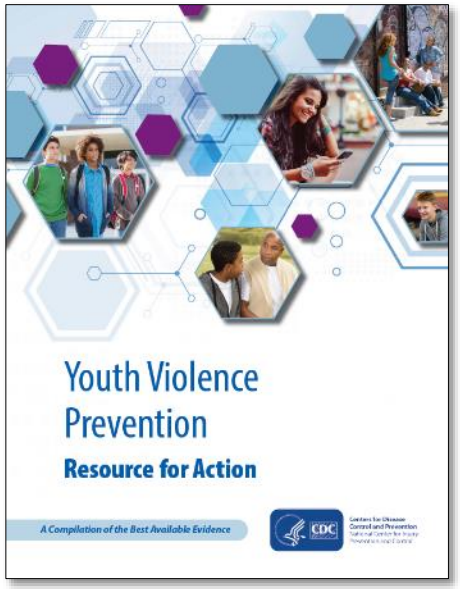
- Longitudinal study of youth in juvenile justice system, Cook County, Illinois
- Sixteen years after detention, more than one-quarter of Black and Hispanic males had been injured or killed by firearms

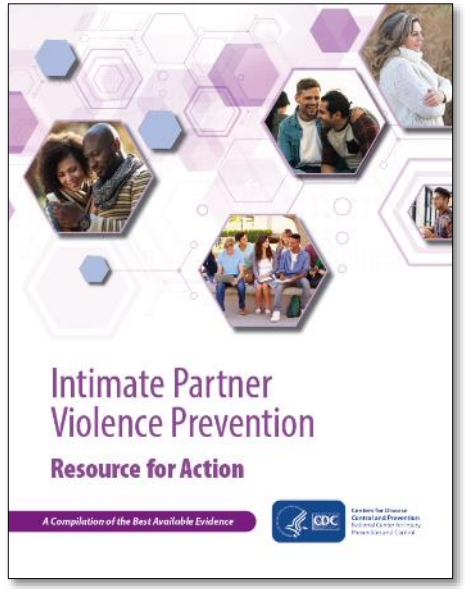
CDC's *Resources for Action*: Violence and Suicide Prevention

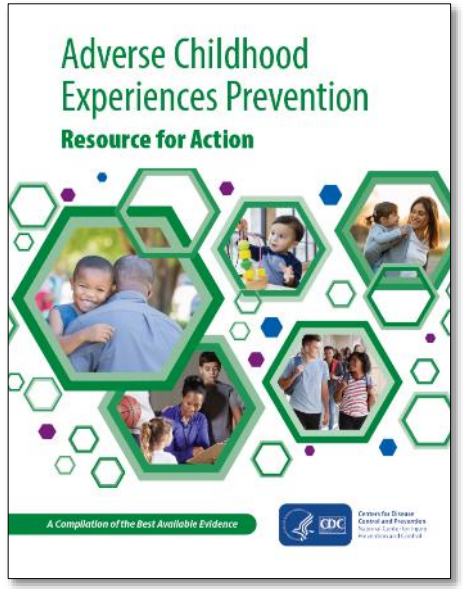
bit.ly/CDC-Tech-Packages

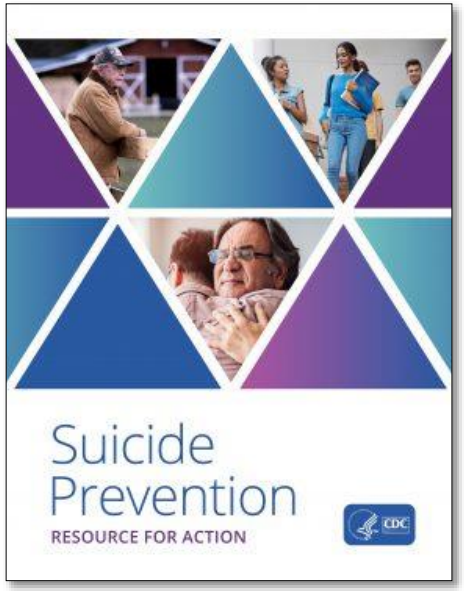




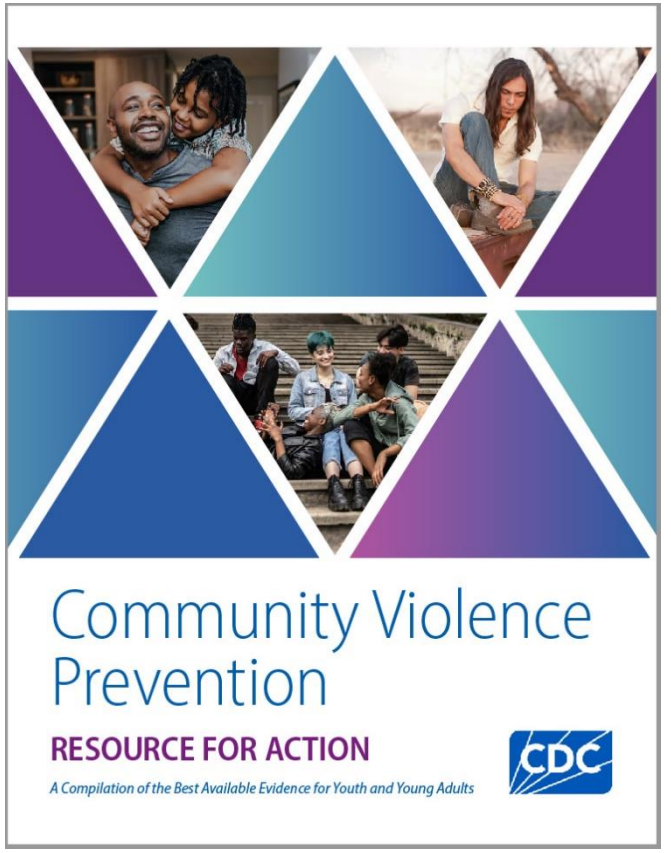








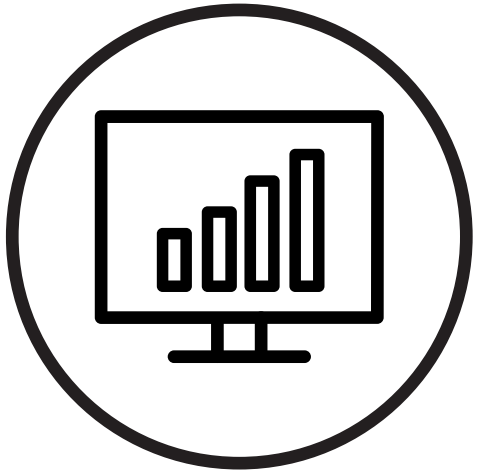
Community Violence Prevention Resource for Action



Coming Soon!

Firearm Violence Prevention Website
www.cdc.gov/violenceprevention/firearms

- Fast Facts
- Provisional Data
- Funded Research & Summaries
- Funded Surveillance
- Resources



The findings and conclusions in this presentation are those of the author and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

BEST PRACTICES CLEARINGHOUSE

Greta Colombi

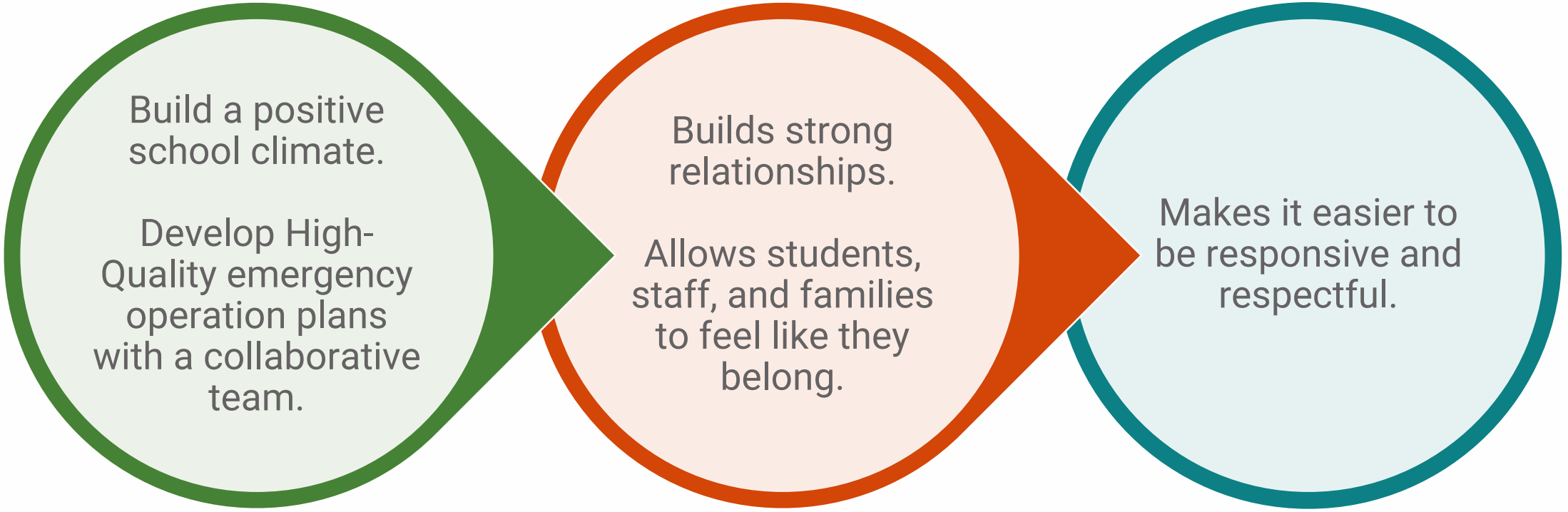
DIRECTOR
NATIONAL CENTER ON SAFE SUPPORTIVE LEARNING ENVIRONMENTS

Building a Positive School Climate to Promote Safety

National Center on Safe Supportive Learning Environments

Engagement • Safety • Environment

Schools can provide supports and utilize systems to promote school safety and prevent and mitigate violent incidents.



What is school climate?

School climate describes school conditions that influence student learning.

Engagement **Safety** **Environment**

Bradshaw, C. P., Cohen, J., Espelage, D. L., & Nation, M. (2021). Addressing school safety through comprehensive school climate approaches. *School psychology review*, *50*(2-3), 221-236.

What do we know about school climate?

School climate is associated with a variety of student outcomes:

- Positively: Academic achievement, empowering bystanders to stand up
- Inversely: Absenteeism, dropout, suspension, drug use, aggressive behavior and violence

It is also associated with how teachers experience school:

- Lower teacher turnover
- Higher teacher satisfaction

National Center on Safe Supportive Learning Environments. (2022). Reference manual on making school climate improvements. U.S. Department of Education, Office of Safe and Supportive Schools.

School climate is like a three-legged stool.

Engagement

Environment

Safety

How can a school build a positive climate that promotes safety?

Understand how students, staff, and families perceive the school climate.

Engage students, staff, and families in exploring solutions.

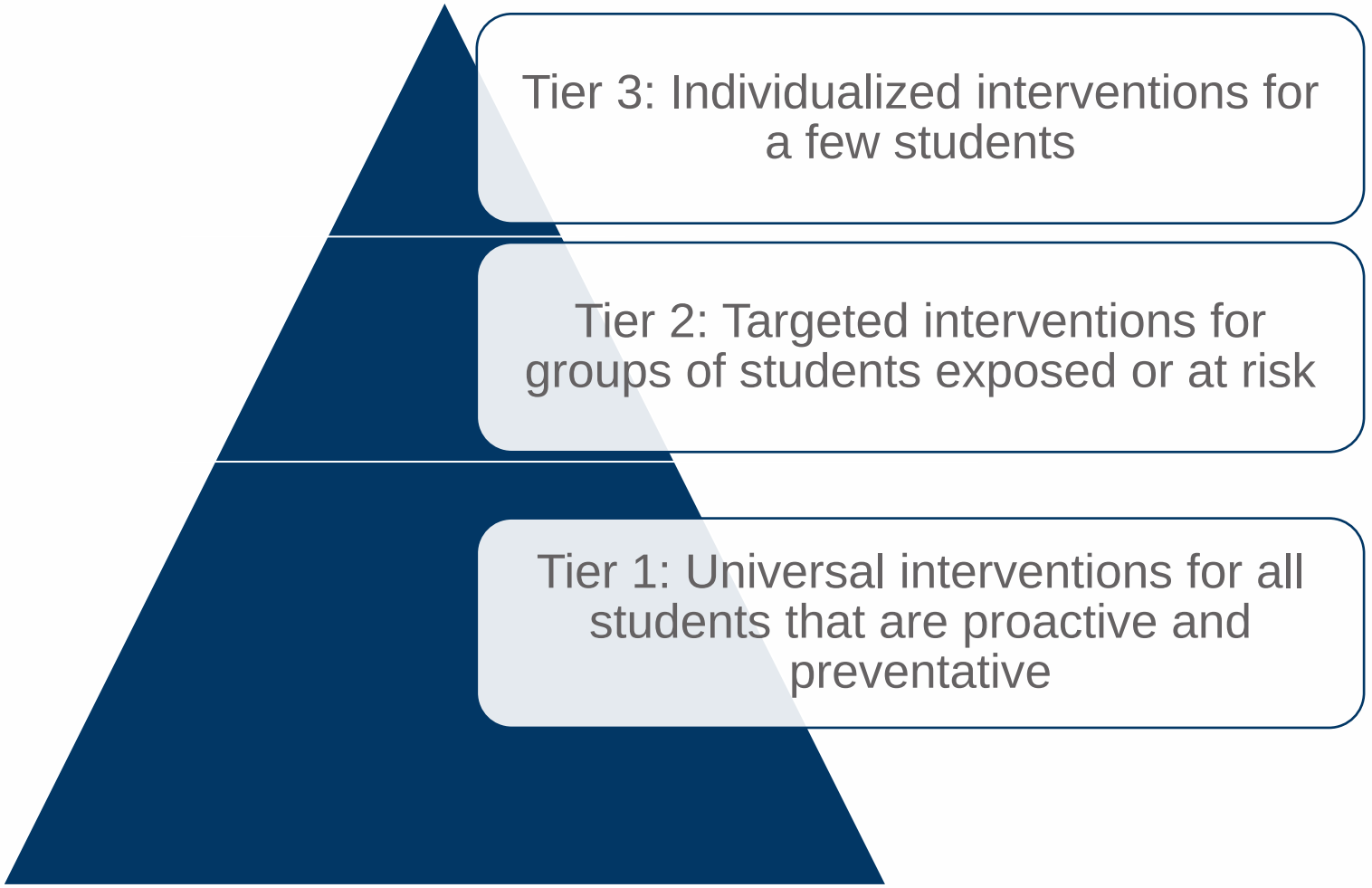
Make policy and system changes.

Implement schoolwide practices and strategies.

Implement classroom practices.

Examples: Establish routines, co-create expectations, take a matrix approach to prevent unwanted and interfering behaviors.

What framework can you use to build a positive school climate?



Is it doable to build and improve a school's climate to promote safety and prevent and mitigate violent incidents?

In addition to adjusting practices, many are already implementing related interventions and frameworks that can support building a positive school climate.

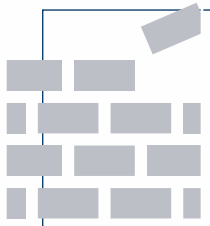
- Whole School, Whole Community, Whole Child
- Comprehensive School Mental Health Systems
- Science of Learning and Development
- Multi-tiered Systems of Support (MTSS)
- Supportive School Discipline
- Trauma-Sensitive Schools
- Social and Emotional Learning
- Character Development
- Life Skills

A Closer Look: Threat Assessments

Goal	• Prevent and mitigate incidents of school violence.
Approach	• Distinguish serious threats to others vs cases where a potential threat is not serious. • Integrate among an array of other prevention strategies to promote school safety.
Challenges	• Unevenly implemented across schools, districts, and states. • Not being used uniformly or consistent with best practice. • Has disproportionately impacted students of color and students with disabilities. • Don't address issues after students are identified, removed, and return.

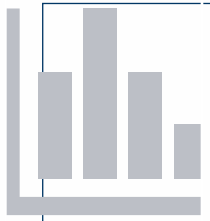
Considerations for Implementing Threat Assessments

Comply with federal civil rights laws and protections.

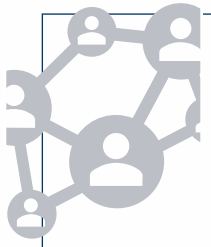


Build on the foundation of a safe, positive, and supportive learning environment.

Have a team comprised of well-trained educators and other professionals manage the process.



Evaluate the threat assessment process on a regular basis to identify any concerning patterns.



Ensure the threat assessment system is equipped to connect students with appropriate services.

THANK YOU!

GRETA COLOMBI

DIRECTOR

GCOLOMBI@AIR.ORG

National Center on Safe Supportive Learning Environments

Engagement • Safety • Environment

AIR®

Advancing Evidence. Improving Lives.

The contents of this National Center on Safe Supportive Learning Environments product was assembled under a contract from the U.S. Department of Education, Office of Safe and Supportive Schools to the American Institutes for Research® (AIR®), Contract Number ED-ESE-16-A-0002.
The contents of this product do not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

BEST PRACTICES CLEARINGHOUSE

Janelle Hughes

PROJECT DIRECTOR, READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER (REMS TA CENTER)

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

SAFE FIREARM STORAGE:

A PREVENTION TOOL

Integrating safe firearm storage into school safety and emergency operations plan (EOP) development efforts

A LOOK AT
WHAT THE RESEARCH TELLS US

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

SAFE FIREARM STORAGE AT HOME

More than **4 million children** live in a household with at least one unlocked and loaded firearm.

HOW SCHOOL-BASED ACTIVE SHOOTERS ACQUIRE FIREARMS

Approximately **three-quarters of perpetrators** in school-based active shooter situations acquired their firearm from the home of a parent or close relative.

SCHOOL-BASED ACTIVE SHOOTER INCIDENTS

Since 2018, there have been **more than 100 school shooting incidents per year** in our country and those numbers have steadily increased.

ACTION STEPS TO KEEP OUR COMMUNITIES SAFE

Encourage the whole school community to use these steps to help prevent and minimize the risk of firearm-related deaths and injuries.

01 SAFELY STORE FIREARMS

Store firearms—always unloaded—in a tamper proof locked cabinet, box, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.

02 SECURE AMMUNITION

Store ammunition in a separate, tamper-proof locked cabinet, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.

36

ACTION STEPS TO KEEP OUR COMMUNITIES SAFE

03 SECURE FIREARMS

Use trigger locks or cable locks to prevent a firearm from firing.

Trigger locks use a mechanism that clamps down around the trigger or trigger housing to prevent it from being pressed.

In a cable lock, a cable is threaded through the barrel or action of a firearm to prevent it from firing.

ACTION STEPS TO
KEEP OUR COMMUNITIES SAFE

01. SHARE INFORMATION WITH PARENTS AND FAMILIES

02. PARTNER WITH MUNICIPAL AND COMMUNITY LEADERS TO BUILD AWARENESS OF BROADER GUN VIOLENCE PREVENTION EFFORTS

03. ENGAGE OTHER YOUTH-SERVING ORGANIZATIONS AND PARTNERS IN PREVENTION AND AWARENESS EFFORTS

04. INTEGRATE INFORMATION INTO COMMUNICATIONS WITH FAMILIES AND GUARDIANS ABOUT OVERALL SCHOOL SAFETY AND EMERGENCY PREPAREDNESS EFFORTS

INTEGRATE SAFE FIREARM STORAGE INTO SCHOOL EOPS

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS REMS TECHNICAL ASSISTANCE CENTER

Basic Plan

Functional Annexes

Threat- and Hazard-Specific Annexes

DEVELOP A GUN VIOLENCE ANNEX

A Gun Violence Annex should outline goals, objectives, and courses of action for all parties involved.

It should reference other functional annexes that will need to be activated in the event of an active shooter incident.

CONTACT US

FOR YOUR EOP DEVELOPMENT NEEDS

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

Phone Number:
1-855-781-REMS (7367)

Email Address:
info@remstacenter.org

X (Formerly Twitter):
@remstacenter

Meet Our Panelists

Speaker bios are archived here: https://safesupportivelearning.ed.gov/events/webinar/lessons-field-school-safety-starts-prevention

Steve Goodman
Partner, Center in Positive Behavioral Interventions and Supports; Co-Investigator, Integrated Multi-Tiered Systems of Support Research Network, University of CT

Kiana Longnecker
School Climate and Culture Consultant, Muskegon Area Intermediate School District, MI

Denise Pietrzak
Student Wellness Coordinator/Lead System Navigator, Student Wellness Department, Educational Service Center of Northeast Ohio, OH

Teaching Behavior Matrix with Social Emotional Behavioral Skills

	All Settings	Halls	Classroom	Lunch	Library/ Computer Lab	Assembly	Bus
We are **Respectful**	Be on task. Give your best effort Be prepared	Walk	Use your words Use safe hands	Invite those sitting alone to join in	Study, read, compute	Sit in one spot	Watch for your stop
We are **Safe**	Be kind. Hands/feet to self. Help/share with others	Use normal voice volume Walk to right	Self Check Use Calming Strategy	Choose quiet or social lunch area Use cognitive coping skills Invite friends to join me	Whisper Return books	Listen/ watch Use appropriate applause	Use a quiet voice. Stay in your seat
We are **Responsible**	Recycle. Clean up after self	Pick up litter Maintain physical space	Ask for help Connect with Safe Person	Use my breathing technique Listen to my signals	Push in chairs Treat books carefully	Pick up. Treat chairs carefully	Wipe your feet

adapted from Weist et al, 2018

Personal Matrix Activity

(Gion et al, 2022)

- An activity to increase the cultural responsiveness of classroom behavior expectations
- Teachers were encouraged to…
  - clarify any significant differences between home and school
  - make connections across settings using similar language
  - adjust their expectations, as needed, to better align with students' background knowledge and cultural values.

Expectation	At SCHOOL it looks like…	At HOME it looks like…	In my NEIGHBORHOOD it looks like…
Be Safe	• Keep hands and feet to self • Tell an adult if there is a problem	• Protect your friends and family • Don't talk back	• Stick up for your friends • Don't back down • Look the other way
Be Respectful	• Treat others how you want to be treated • Include others • Listen to adults	• Do exactly what adults tell you to do • Don't stand out • Don't bring shame	• Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	• Do my own work • Personal best • Follow directions • Clean up messes	• Help your family out first • Own your mistakes • Share credit for successes	• Have each other's backs • Own your mistakes • Check in about what to do

Extending schoolwide systems to support extracurricular activities

Expectation	Arrival/Departure	Online/Social	Extracurricular Events
We are Respectful	• Arrive and exit on time • Follow event staff instructions	• Interact respectfully online • Post only what you will be proud of	• Cheer for your team/classmates • Use appropriate language and volume • Be kind towards all competitors, spectators, performers, and officials
We are Responsible	• Park in designated areas • Arrive on time and depart promptly after event	• Make sure what you share is accurate • Disengage from disrespectful conversations	• Be in designated areas • Treat school and community property with pride • If you see something say something
We are Safe	• Participate substance free • Drive at safe speeds • Wear your seatbelt	• Protect privacy for yourself and others • Report concerns to school staff or anonymous tip line	• Keep hands/feet and belongings to yourself • Report concerns before or during an event to security staff or anonymous tip line

Simply posting behavior expectations is not sufficient to improve the safety and culture during the extracurricular activity. It is important that the behavior expectations be communicated, emphasized, understood, and acknowledged to produce a desired effect.

https://www.pbis.org/resource/extending-schoolwide-systems-to-support-extracurricular-activities

Key Takeaways

- Create a positive school climate with clear expectations, school matrixes, and routines – an essential first step in preventing school violence.
- Utilize threat assessments as a prevention as well as an intervention tool.
- Engage students, parents and other caregivers in safer gun storage practices.
- Educate students, caregivers, and school personnel when and how to use tiplines to report concerns.

Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website: https://safesupportivelearning.ed.gov

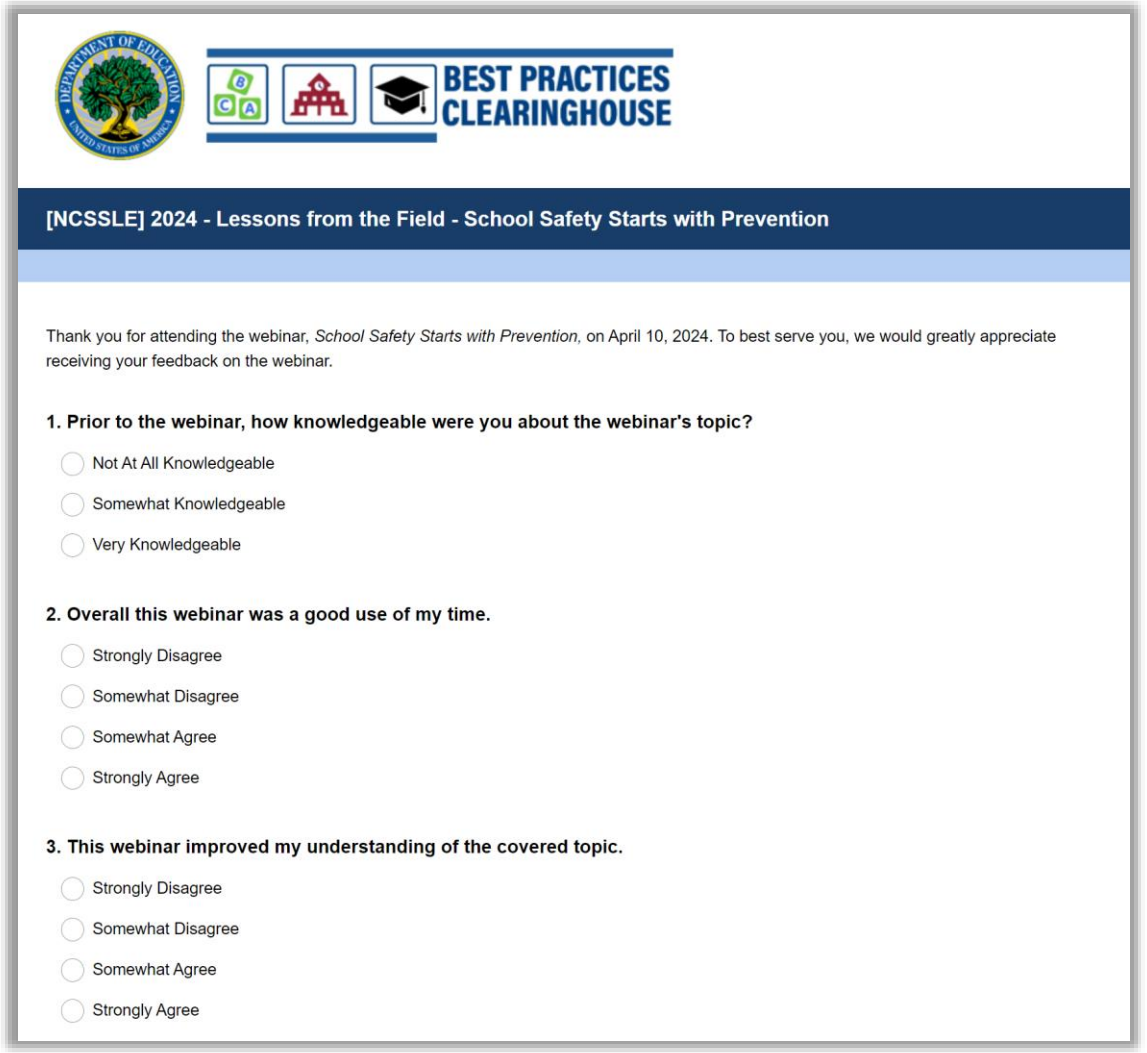
Best Practices Clearinghouse: https://bestpracticesclearinghouse.ed.gov/

Topics for Upcoming Preventing and Addressing Gun Violence in Schools Miniseries Events

- **April 24:** Preparation
- **May 8:** Response
- **May 22:** Recovery

Feedback Form

HTTPS://WWW.SURVEYMONKEY.COM/R/LFTF_SESSION60



[NCSSLE] 2024 - Lessons from the Field - School Safety Starts with Prevention

Thank you for attending the webinar, *School Safety Starts with Prevention,* on April 10, 2024. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

- Not At All Knowledgeable
- Somewhat Knowledgeable
- Very Knowledgeable

2. Overall this webinar was a good use of my time.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

3. This webinar improved my understanding of the covered topic.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

BEST PRACTICES CLEARINGHOUSE

Questions for the Panel