Focusing On Safety

Understanding School Safety Needs and Concerns Through School Superintendents Focus Group Discussions

A National Center for School Safety Report
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The National Center for School Safety is a multidisciplinary, multi-institutional training and technical assistance center focused on improving school safety and preventing school violence. We believe creating positive school environments and preventing school violence is vital for learning, mental health, and the healthy development of students.

Through expert-led trainings, technical assistance, and a database of additional resources, the National Center for School Safety provides comprehensive and accessible support to Students, Teachers, and Officers Preventing (STOP) School Violence grantees and the nationwide school safety community to address today’s school safety challenges. STOP grantees are funded by the Bureau of Justice Assistance and the Office of Community Oriented Policing Services (COPS).
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EXECUTIVE SUMMARY

As part of a multi-method training and technical assistance needs assessment for the National Center for School Safety, the Center’s evaluation research team collaborated with the AASA-The School Superintendents Association to conduct two focus group discussions with school district superintendents from across the United States to understand opinions and concerns related to implementing school safety strategies. The discussions occurred on February 13 and 14 (2020) at the annual meeting of the AASA in San Diego, California. The 19 participating superintendents wrote out answers on a worksheet with four questions before they discussed their answers with each other. Participants represented school districts in Alabama, Arizona, Colorado, Connecticut, Idaho, Illinois, Iowa, Minnesota, Missouri, Pennsylvania, South Carolina, South Dakota, Tennessee, and Wisconsin.

The school district superintendents who participated in these two focus group discussions identified several school safety strategies that they believed were implemented with success: conducting school safety drills, enhancing campus and building security, providing mental health resources, improving school climate, and conducting school safety assessments. Conversely, the superintendents listed several school safety strategies that were difficult to implement effectively: social media monitoring, providing mental health resources, and involving students in school safety activities. It is noteworthy to find “providing mental health resources” on both lists.

The thematic coding of discussions of difficult strategies during the two focus groups revealed several training needs. First, superintendents noted a need for standardizing threat assessment training. Each year new students enroll in schools, but there are often new teachers and staff as well. A second training need is for all-hazards training. Several superintendents emphasized the importance of addressing safety needs besides active shooter threats. Third, they also noted conflicting recommendations for what teachers and students should do during active shooter incidents. Some school districts have recommended keeping students in locked classrooms while others urge students to run from the school building. Related to the confusion about emergency protocols was a fourth training need theme: teachers and students need to be empowered and prepared to make their own decisions during emergencies. Preparing teachers and students to assess situations as they evolve and make the best reaction decisions is challenging. A fifth theme was a tension between implementing campus security strategies while maintaining a welcoming school climate: How much is too much? In addition, how can school staff be trained to implement basic building security activities such as keeping doors locked and...
ensuring that all visitors are screened before they enter schools? One of the two focus groups engaged in an extensive discussion that we identified as a **sixth** theme: training to better address students’ and teachers’ mental health needs.

The number of identified training needs in the two focus group sessions suggest the diversity of training needs and the complexity of training school staff, students, and other community partners. Participants spoke about how some school safety needs were seen as complementary (e.g., mental health resources and school climate improvements) and some needs were seen as oppositional (e.g., building and campus security and school climate improvements). It is important to think about these points of intersection and the interdependence of school safety strategies when addressing the training needs of diverse stakeholders who hope to improve school safety.

As part of a multi-method training and technical assistance needs assessment for the National Center for School Safety, the Center’s evaluation research team collaborated with the AASA-The School Superintendents Association to conduct two focus group discussions with school district superintendents from across the United States focused on understanding implementation challenges related to school safety interventions and activities. The discussions occurred on February 13 and 14 (2020) at the annual meeting of the AASA in San Diego, California.
METHODS AND PARTICIPANTS

Methods
The participating superintendents gathered in a hotel conference room, completed a participation consent form, and wrote out answers on a worksheet with four questions before they discussed their answers to the four questions with each other. The questions on the worksheet refer to 11 school safety strategies (see Appendix).

The four questions on the worksheet were:

1. Which strategies listed on the previous page have your schools implemented with success? What did “success” look like for the strategy?

2. Which strategies are the most difficult for your school personnel to implement effectively? Why was it difficult?

3. For a difficult school safety strategy, what type of training is needed for more effective implementation of this strategy? What should be the content of the training and technical assistance? What would be effective training methods?

4. Which of these strategies should be our immediate priority for training and technical assistance?

Two members of the NCSS research team analyzed notes and rough transcripts of the two focus group discussions. They identified common themes among the participant’s comments as they related to implementing school safety strategies.

Participants
Focus Group 1: Eleven superintendents attended the first focus group. An additional three AASA administrators were sitting in the focus group, but did not join the discussion. Participants represent school districts in Arizona, Colorado, South Dakota, Idaho, Pennsylvania, Iowa, and Minnesota.

Focus Group 2: Eight participants attended the second focus group, representing the school districts in Alabama, Illinois, South Carolina, Connecticut, Wisconsin, South Dakota, Missouri, and Tennessee. One AASA administrator was present at the second focus group.
RESULTS AND ANALYSES

Successful School Safety Strategies
The focus group participants checked their successful school safety strategies on a worksheet (Question 1) before sharing their responses with the focus groups. The responses noted that the most successfully implemented strategies were enhancing building and campus security, school safety drills, and mental health resources (see Figure 1). The least successful strategies were social media monitoring, coordination with first responders, and behavioral threat assessment.

Figure 1. Counts of Schools Safety Strategies Implemented with Success.

*Other: “school personnel” and “MOU with the county.”

Only participants in the first focus group discussed their responses to Question 1. The second focus group recorded their responses to questions 1 and 2 on the reporting form, but did not comment on their answers during the facilitated discussion period. The focus group facilitator instructed the second group of participants to comment on their answers to questions 3 and 4 in order to have more time to discuss training dilemmas and needs for implementing school safety strategies.

Many of the participants in the first focus group reported satisfaction in implementing school safety drills and improving school climate through social-emotional learning and student surveys. Success in providing mental health services, support staff, social workers and therapists, and trauma-informed practices were also noted by multiple participants.
One participant noted their focus on a comprehensive approach (prevention-respond-recovery) to enhance school safety. Two participants mentioned Positive Behavior Interventions and Supports (PBIS) and restorative practices. One participant discussed the implementation of anonymous reporting systems (ARS). Some participants shared specifically their approaches to improving physical security and monitor systems.

**Difficult School Safety Strategies**

The participants wrote responses to Question 2, which asked about the school safety strategies that were most difficult to implement effectively. They indicated that providing mental health resources, social media monitoring, and student involvement/empowerment were the most difficult to implement (see Figure 2). None or very few indicated that school safety assessments, building and campus security, school-based law enforcement, coordination with first responders, and behavioral threat assessment were difficult to implement. It is interesting to note here that providing mental health resources were also among the strategies most likely to be successful (see analysis of Question 1).

**Figure 2. Counts of Schools Safety Strategies That Have Been Difficult to Implement Effectively.**

Only participants in the first focus group discussed their responses to the second question. Social media monitoring was the most frequently mentioned strategy (6 out of the 11 participants). Several participants in the first group who did comment on their Question 2 responses stated mental health resources are limited and teachers may not have the training to provide support.

One participant noted the dilemma between school climate and school safety drills: “they are difficult alone and they are difficult together”, “the balance of these two things is critical to us”. Participants also raised concerns with safety drills: “effectiveness is a question.” “Unification in the right way is the challenge”.

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**Focusing on Safety**
Student involvement and empowerment were identified as challenging: “For student involvement and empowerment, we were not there yet.” “We are not confident for good relationships with all kids”.

“We don't have SROs in our elementary schools.”

“We don’t have SROs in high schools”

“It's not just the money. It's also about the time.”

Some participants mentioned anonymous reporting systems were a helpful resource, but they were also time-draining on the school staff and sometimes abused in a way to bully others with false reports.

Training Needs for Implementing Difficult School Safety Strategies

After the focus group participants listed the most difficult school safety strategies for school personnel to implement effectively (question 2), the participants had the opportunity to suggest the types of training needed for more effective implementation of one strategy they listed. What follows are a compilation of comments and quotes during a discussion of the superintendents’ responses to Question 3 about the types of training needed for more effective implementation of difficult school safety strategies.

Threat assessment. One participant suggested that the threat assessment strategy was challenging and focused on the need for standardizing threat assessment training: “The more we standardize that training, and make it in-personal, the better we get.” The same participant explained that standardized training could help because of high staff turnover rates and the need for training new mental health providers and district administrators to maintain a consistent team. Another participant also stressed the need for more threat assessment training: “I think this is a problem for many districts. What I have seen... There needs to be more training and coaching.”

Including local law enforcement in learning about threats and translating this to school personnel was important to one participant:

“We hired a director of safety and security, a retired local police commander, which has been helpful with relationships with the city. He speaks “cop.” And he is learning to speak “school.” He helped us learn that the threats are different by level. At the elementary level, the bad guy threat is typically not a student at the school. At the high school, it can be random – stranger danger – but we are more concerned about someone who belongs on campus or we think belongs on campus.”

Another respondent expressed a different concern about threat assessments: “I’m nervous to get the threat assessment, because then I’m on the hook to get it. If we go all in on an assessment, is the board going to support paying for what needs to be done.”

School safety drills. Several participants spoke about training needs related to implementing school safety drills. One concern is that there are conflicting recommendations for what
teachers and students should do during an active shooter incident: “We've heard different recommendations. Run, hide, confront. Hide, run, confront. What are the reunification protocols? Go to a different building or another town?” This same participant noted the training need for communications and coordination with first responders during school safety drills.

Some participants noted the importance of conducting tabletop drills with their School Resource Officer:

“We do a lot of tabletop drills with our SROs employed by the police department. You do it in your faculty meeting. It brings it to a whole new level when the SROs do the training. We try to cover all the scenarios.”

 “[Tabletop drills] pointed out the weaknesses in our planning. Communications in particular. There are so many things that we didn't think about in our planning. The tabletop gives us an opportunity to do the needs assessment in our planning. It helps you do a better job in planning.”

One respondent emphasized the importance of training school personnel in how to recognize life-threatening bleeding and to intervene effectively: “I think schools need the Stop the Bleed program...People die from bleeding out after a shooting.” Other respondents affirmed the need for first aid training:

“Stop the Bleed is great because it can be used in other emergencies [other than shootings].”

“We have district-level training every 5 years with tourniquet training.”

**Campus and building security.** There were several questions and comments about “hardening our buildings” and implementing building security strategies. Some participants asked about how much building security equipment is necessary and what will their community tolerate:

“Should there be metal detectors? Will people wait for two hours to get in?”

“Do I have a chain-linked fence with razor wire? Do I have cinderblock walls with barbed wire?”

“Who is going to check the baseball bag or other bags coming in? There is a lot to monitoring.”
One participant suggested that you do not need a lot of extra equipment or fencing: “Locked doors are the safest strategy. We teach our teachers to keep their doors locked.” Another participant expressed reservations about building security strategies: “If someone wants to get in, they will get in.”

Keeping doors locked may have special importance in rural school districts according to one participant:

“I did safety audits in schools northern Wisconsin. I would tell superintendents what time I would be there and then I would get in their school through whatever open door or whatever student and teacher would be so helpful despite the fact that I was wearing plain clothes or no name tag and I would walk into the superintendent’s office and they would be like “What? What?” Rural schools are the hub of their communities and they don’t think about those things. We are not teaching our kids even the basic... like if you don’t know somebody, don’t let them in the door.”

**Mental health resources and social climate improvements.** We noted several occasions when the focus group participants made associations between improving mental health resources and social climate improvements. Several participants highlighted the training needs for improving school social climate and addressing mental health challenges:

 “[We should be] helping teachers know how to support kids with adverse childhoods, poverty, mental health issues. There is more digital play. This has changed how kids deal with this. We need training for teachers to work the mental and social piece.”

“I chose school climate improvements. It’s very difficult. We see students who are disenfranchised with whatever is going on. We are seeing a rise of little guys who are going out of control and nobody knows what to do with them. We call 911 or 211, which is traumatizing in itself. We don't handle the little guys with trauma very well. We have done training with staff in trauma-based classrooms. We've done responsive classroom and I still see adults reacting negatively to the child. I saw a social worker dragging a kid out from under a table. The ongoing coaching is not happening. We haven't done anything to make that environment more welcoming to those little guys.”

“I also said SEL [social emotional learning] and school climate. It needs to be more than just a buzzword. Some states are more forward thinking and have competencies about these things. There has been no direction. We need to be on the same page for trauma-based training. We need to know best practices.”

“We have been writing scenarios. We’re talking about adding SEL components ] because we are seeing more emotional problems and teachers taking kids out into the hall. Our teachers are not equipped for that. We are trying to add this to our safety training.”

“The hardest part is training teachers about what we really need. We are talking about an out of control child who really needs help or somebody who you don’t want in your room. Sometimes it takes a change of principal so you start hitting the right
direction so they understand what they [teachers] can handle and what they can’t.”

“We spent a lot of time talking about what is the function of the students’ behavior. We’ve added two social emotional learning interventionists and other counties have added more. We’re seeing an increase in the need among students.”

“We are seeing in our rural schools a rise in the little people with behavioral health issues. They are communicating some trauma. And they will become disenfranchised or isolated. That’s when they become harmful to themselves or others. It’s how we manage them. In many elementary schools, we are not going to suspend kids. In Wisconsin, when they are ten, they are criminals. So in elementary school, they are just kids and you are not to isolate them. And when they go to middle school, with an SRO, it is assault.”

“At a talk yesterday, the Newtown superintendent said in the US there are 1.7 million students are in schools with police but no counselors. 3 million students are in schools with police, but no nurses. 10 million students are in schools with police, but no social workers. 14 million students are in schools with police, but no counselors, nurses, or social workers.”

Some participants emphasized the need to prepare and support teachers to manage behavioral problems and create welcoming school environments:

“We [adults] have to be more resilient than our kids. For teachers, we need a lot of self-care. We need regulated adults in the classroom. We are bringing people in to train teachers in self-care. We need expectation and control in our response.”

“We started training in trauma and responsive classroom, but we forgot about adults and their needs. As we were doing the training, one of the teachers left in tears. We’ve learned to help the teachers have ways to decompress. We have stepped back from our SEL training to focus on the adults.”

**Teacher and student empowerment strategies.** In the second focus group session, the first participant to respond to question 3 spoke about the importance of implementing all-hazards training and of moving away from active shooter drills. She suggested that the all-hazards training “teaches kids and adults situational awareness and disseminate power to teachers and to kids so that everyone is aware of potential risks in everyday situations. It helps teachers and kids make decisions when situations change.” Responses to her comment also emphasized the need to empower teachers and students to assess situations as they evolve and make the best reaction decision:
“We have shifted to empowering teachers and kids because we had some bad practices with strict protocols during emergencies. If a bad guy came in, what would you do? It may depend on a number of factors. Where is the bad guy? What if the baby is upstairs? You need to empower at the most local level possible. The teacher needs to be responsible and authorized to make the best decisions as the situation unfolds. There may be plenty of time to evacuate so it doesn’t make sense to prescribe that teachers and students hide in their classroom.”

“Teachers and students were used to fire drills – prescribed evacuations – where they have no power to make decisions. What would you do with your own children? Your own family?”

“.... They [teachers] needed to hear there was trust in their judgment. Some people are uncomfortable with that kind of responsibility. We will go into their space and help them think about their options. You have to condition your head to think situationally, environmentally. But they [teachers] have to hear it from the School Board, the Superintendent, their community that people will trust their judgment that they will do their very best to ensure the safety of everyone and themselves.”

**Immediate Training Priorities**

Finally, we asked participants to identify immediate priorities for training and technical assistance (Question 4). What follows are themes and comments identified by the research team among the responses provided by the participants.

**Threat assessment.** One participant suggested that threat assessment is the necessary step to examine what is needed and what the options are for improving school safety depending on the school contexts.

“Without the assessment, you don't know about those different options that would be good for rural vs. suburban districts.”

Other participants discussed the concerns of conducting threat assessment correctly and consistently.

“A lot of people think the assessment have done right. And then the leadership change and then there is different thought process. Key people come and go. What is the correct assessment?”

“The threat assessment is something that is all encompassing. It's not just looking at any one aspect. It's looking at security in the building, but let's keep the building still welcoming. If the building is welcoming, then kids will “say something” if something is out of whack. After Sandy Hook, everybody wanted police cars out front and long guns visible and people were nuts over that. That's not what we want to do for our kids.”

**Tension between campus and building security and school climate strategies.**

Participants discussed the tensions that can arise when working to ensure physical safety in
the school buildings and to maintain a welcoming school climate.

“It's not looking at just the security in the building.....But let's keep our building so welcoming. That's our kids, and what we are going to make them feel so welcoming that if they need to say something, if something is out of the (wick).”

“We need to make sure schools are welcoming. It bothers me that children only think they are safe when there is a guy with a gun in the building. And parents want that because that is a physical sign that their child is protected. We need to harden buildings and the right SRO is great, but too many are so wrong for the situation. The social worker should always aware where people are emotionally in the building and their families.”

“In elementary schools in Connecticut (a generation after Sandy Hook). To have a kindergartner or a first grader look at you and very clearly say I can't open the door because I don't know you, you're a stranger? You are not supposed to be here. It breaks my heart. First of all, let me put it out there, it breaks my heart because I don't want a 5 or 6 year old to ever fear.”

“But the training that has been done ... There is incredible situational awareness from every person in the building. From the cafeteria ladies to the kindergarten, the pre-K... Those kids don't make eye contact. It breaks my heart, but they have hit on how to do this. I don't see an SRO at the elementary school, but they have managed to train their staff and their students and it doesn't feel scary or frightening. It's just sad, because we've come to this.”

One participant shared a story of a school secretary who was not sure what to do when unknown people entered the school building. The participant pointed out the need of consistent, on-going training of campus & building security with school staff.

“....So I went back to her safety and security manual. It's just ongoing because there are staff changes and people get comfortable.”

School-based law enforcement. One participant shared the importance of SRO in the schools: “SROs and the relationships with local law enforcement go a long way.... The right SRO can change a system. For the students and community engagement and sense of safety. We are seeing so many domestic issues and our SROs are remarkable at
deescalating domestic issues and creating overall safety.” Whereas another participant raise concerns of focusing on SROs: “SROs are great, but too many are so...wrong.”

**Mental health and behavioral health nurses.** Participants also recognize the emerging trend of mental health issues among students and the need of more research and evidence-based practices.

“I work with many smaller rural schools and the Behavioral Health Nurse might have an easier time talking to the family about this student simulating sex acts in 1st grade.”

“[We need] training for SROs and for social workers. “

“This trend we are seeing with our youngest children and the behaviors. We all have our own suspicions about what leads to that. But I think there needs to be more research on this national trend. And there is something going on. And it's not all of our kids, but it's a large enough population that it's really starting to tax our resources. I just feel that somebody needs to do research on this. Take a deep dive into that. Otherwise, we are kind of walking around in the dark.”

“Or really push this research into practice. The trauma studies were done years ago. Take a public health view on this. If you can advise the federal government to take a public health view on this, then all of this can be addressed.”

**Comprehensive guide with available training and resources.** One participant emphasized the need for better coordination of resources and strategies across school districts. Another participant provided similar comment.

“The good news is that so many people are working in this area – it looks like a lack of coordination. We've got how many school districts in the country figuring this out? Illinois has a thing, and I don't know if Tennessee has gotten something that is way better.... (There is) a lack of coordination of resources and strategies.”

“As far as training, what is currently available for schools...what is available in terms of resources? I think it's important.”
SUMMARY AND CONCLUSIONS

The school district superintendents who participated in these two focus group discussions identified several school safety strategies that they believed were implemented with success. These included:

1. Conducting school safety drills
2. Enhancing campus and building security
3. Providing mental health resources
4. Improving school climate
5. Conducting school safety assessments

Conversely, the superintendents listed several school safety strategies that were difficult to implement effectively. These included:

1. Social media monitoring
2. Providing mental health resources
3. Involving students in school safety activities

It is noteworthy to see “providing mental health resources” on both lists, suggesting the importance of addressing mental health needs and the recognition that this is difficult work. Further exploration of mental health training needs should focus on the complexity of this need—whether it is due to increased attention to school safety (causing fear in students and staff), increased academic pressures, inadequate support services in schools, or other reasons.

The thematic coding of discussions of difficult to implement strategies during the two focus groups revealed several training needs. First, there is a need for standardizing threat assessment training. Each year new students enroll in schools, but there are often new teachers and staff as well. High staff turnover can be a problem for consistency in school safety activities generally and for threat assessment in particular, perhaps because threat assessment is not routinized work in schools.

A second training need is for all-hazards training—trainings that prepare schools for a variety of emergencies. Several superintendents emphasized the importance of addressing safety needs besides active shooter threats. One example is training teachers and school staff in how to stop bleeding, which is an important response for shootings and for other emergencies.

Third, superintendents noted conflicting recommendations for what teachers and students should do during active shooter incidents. Some school districts have recommended keeping students in locked classrooms while others urge students to run from the school building. There is often confusion about protocols for reunifying students with their families.
Related to the confusion about emergency protocols was a fourth training need theme: **teachers and students need to be empowered and prepared to make their own decisions during emergencies.** Preparing teachers and students to assess situations as they evolve and make the best reaction decisions is challenging. Longstanding norms for emergency response (e.g., fire drills, tornado drills) include protocols specifying escape routes or designated shelter places. Some teachers may not be comfortable with the responsibility of assessing risks and making response decisions during emergencies. It may be vital that school leadership (i.e., principals, superintendents, school boards and PTO’s) express their trust in teachers and students to make the best choices when facing uncertain threats.

A fifth theme was a tension regarding implementing campus and building security strategies: **How much is too much?** Should there be metal detectors? razor wire fencing? bag checking? constant police presence? Also, how can school staff be trained to implement **basic building security activities** such as keeping doors locked and ensuring that all visitors are screened before they enter schools?

One of the two focus groups engaged in an extensive discussion that we identified as a sixth theme: training teachers to better **address students’ mental health needs.** Two participants also noted the need to address **the mental health needs of the teachers.**

Finally, the number of identified training needs in the two focus group sessions suggest the diversity and the complexity of safety concerns and the need to train teachers, school staff, school-based law enforcement, parents, students, and other community partners in a variety of school safety strategies. The focus group participants often spoke about how school safety needs were interconnected in complex ways. Some needs were seen as complementary (e.g., mental health resources and school climate improvements) and some needs were seen as oppositional (e.g., building and campus security and school climate improvements). It is important to think about these points of intersection and the complexity of school safety strategies when addressing the training needs of diverse stakeholders who hope to improve school safety.
AppENDIX: AASA FOCUS GROUP HANDOUT

School Safety Strategies & Definitions

1. **Comprehensive school safety assessments**—Assessments of policy guidelines that promote safe learning environments and outline procedures used during emergencies including natural disasters, violent incidents, and school shootings.

2. **School climate improvements**—Programs and activities that improve the quality of social and emotional life for students and all building staff (e.g., social-emotional learning or trauma-informed practices).

3. **School-based law enforcement**—Working with a law enforcement officer assigned to promote safe learning environments in a school or group of schools (e.g., school resource officer).

4. **Campus and building security**—Deterrent measures to prevent violence from occurring in and around school buildings and classrooms – other than law enforcement officers (e.g., security staff/volunteers, metal detectors, video cameras, locked doors).

5. **Anonymous reporting system**—Using online platforms for students to submit secure and anonymous safety concerns to help identify and intervene on at-risk individuals before they hurt themselves or others (e.g., Ok2Say, Safe2Tell, Say Something Anonymous Reporting System).

6. **Coordination with first responders**—Active coordination between law enforcement, emergency medical services, fire department, and others who are first to respond to emergencies (e.g., natural disasters, violent events) at schools.

7. **Behavioral threat assessment management teams**—Initiating and managing a team of people who identify, evaluate, and address threats to school safety.

8. **Mental health resources**—Providing support for students’ emotional, psychological, and social well-being (e.g., mental health first aid or counseling).

9. **School Safety Drills**—Preparing for and conducting emergency practice drills for natural disasters (e.g., tornados), school fires, chemical hazards, violent events, and active shooters (e.g., lock-downs, evacuations, shelter-in-place, lock-outs).

10. **Social media monitoring**—Monitoring online activities of students (e.g., Twitter, Facebook, TikTok, Snapchat, Finsta, and Instagram) and determining who is at risk of committing self-harm or violence against others.

11. **Student involvement and empowerment**—Engaging students in school safety planning and decisions (e.g., student government, student participation on safety teams).
1. Which strategies listed on the previous page have your schools implemented with success? What did “success” look like for the strategy?

2. Which strategies are the most difficult for your school personnel to implement effectively? Why was it difficult?

3. Of the difficult strategies that you identified, choose one for deeper analysis:
   a. Choose one that could be greatly improved with effective training and technical assistance for your school personnel??
   b. What type of training is needed for more effective implementation of this strategy? What should be the content of the training and technical assistance? What would be effective training methods?

4. Which of these strategies should be our immediate priority for training and technical assistance?