



New York State EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Initial Annual Safety Plan Training: *required by Safe Schools Against Violence in Education Act*



To create safe and supportive learning environments, staff should understand:

Student Mental Health

Violence Prevention

District-Wide School Safety Plan and Building-Level Emergency Response Plan



Hand-outs for this session:

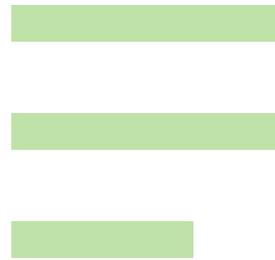
- Student Mental Health and Violence Prevention Resource list
- Emergency Response (SHELL)





“A student who is concerned for personal safety cannot learn.”

Virginia Smith
ASCD Inservice





Student Mental Health and Violence Prevention



Mental Health Learning Objectives

Define

Define mental health and identify risk factors for mental health disorders.

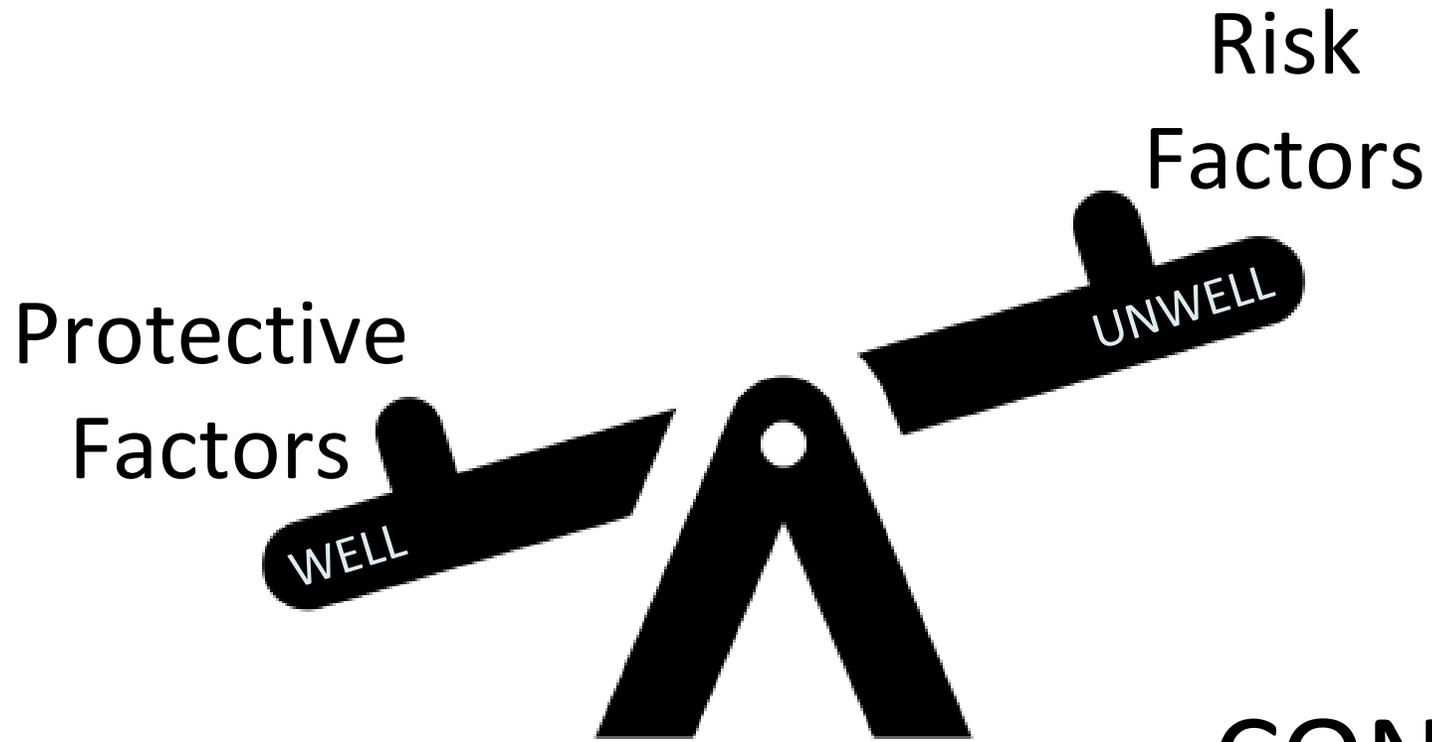
Recognize

Recognize indicators of students in need of support and how to connect to help.

Reflect

Reflect on own wellness and strategies for self-care.

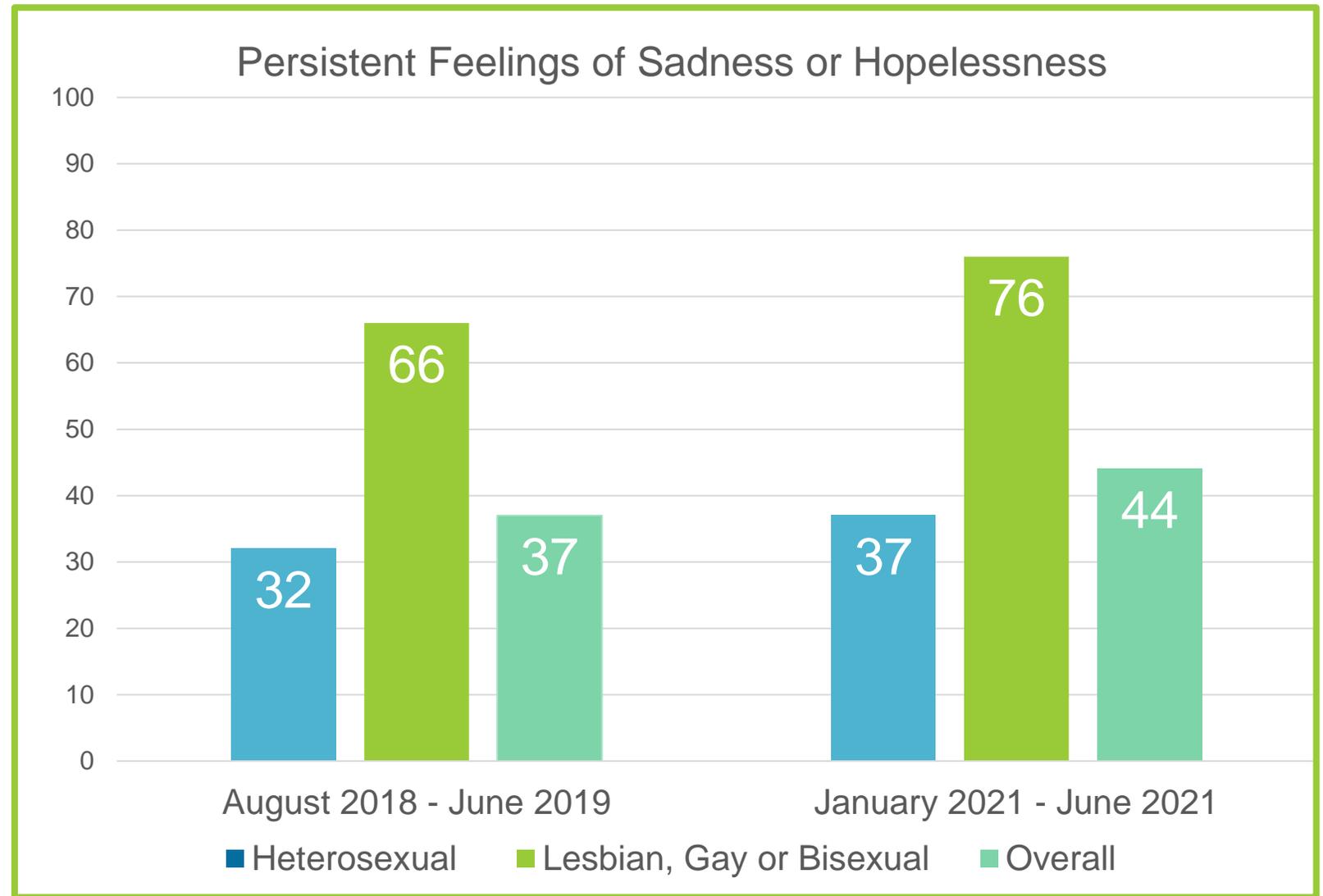




CONTINUUM OF WELLNESS



Youth Mental Health



Centers for Disease Control and Prevention.(2022). Mental Health, Suicidality, and Connectedness Among High School Students During the COVID-19 Pandemic — Adolescent Behaviors and Experiences Survey, United States, January–June 2021. Retrieved from https://www.cdc.gov/mmwr/volumes/71/su/su7103a3.htm?s_cid=su7103a3_w on August 2, 2022.



Impact of Mental Health Challenges

Academic

- chronic absenteeism
- withdrawal from school
- lower academic achievement
- suspension, expulsion
- lack of engagement

Social-Emotional

- isolating, avoidant behaviors
- inability to regulate emotions
- challenges in relationships
- low self-esteem
- impulsive behaviors, lack of attention

Safety & Crisis

- risky behaviors
- unhealthy relationships
- exposure to or engaging in violent behaviors
- substance use/misuse, potential for overdose
- suicide thoughts and behaviors



Youth Suicide Thoughts & Behaviors

In a High School classroom of 25 students...



seriously considered suicide



made a plan



made an attempt



44%



Black Students

- Suicide rate among Black students is increasing faster than any other racial or ethnic group. Historically, Black Americans have had some of the lowest rates.
- Black students under 13 are 2x as likely to die by suicide than their white counterparts.
- Attempts have increased 75% and yet Black students are less likely to receive care for depression and other mental health concerns.

National Action Alliance for Suicide.(2020). Ring the Alarm: the Crisis of Black Youth in America. Retrieved from <https://theactionalliance.org/resource/ring-alarm-crisis-black-youth-suicide-america> on August 2, 2022.



Hispanic/Latino/Latinx Students

- 22% of students have depressive symptoms; the highest of all other minority populations with the exception of AI/AN.
- Rates of suicide ideation are highest among Hispanic students that identify as female and rates for all Hispanic students are greater than their White and Black peers.
- Family and cultural stressors are a key contributor including migration issues, poverty, language barriers and acculturation.

Salud America! (2017). Mental Health and Latino Kids: A Research Review. Retrieved from <https://salud-america.org/healthy-minds-research/> on August 2, 2022.



American Indian/Alaskan Native Students

- Rate of suicide is higher than any other cultural or ethnic group in the United States.
- Among AI/AN population, 15-24 year olds have the highest rate. The suicide rate declines with age, whereas it increases with most other groups.
- Substance use and binge drinking among youth older than 12 is higher than any other racial/ethnic group.

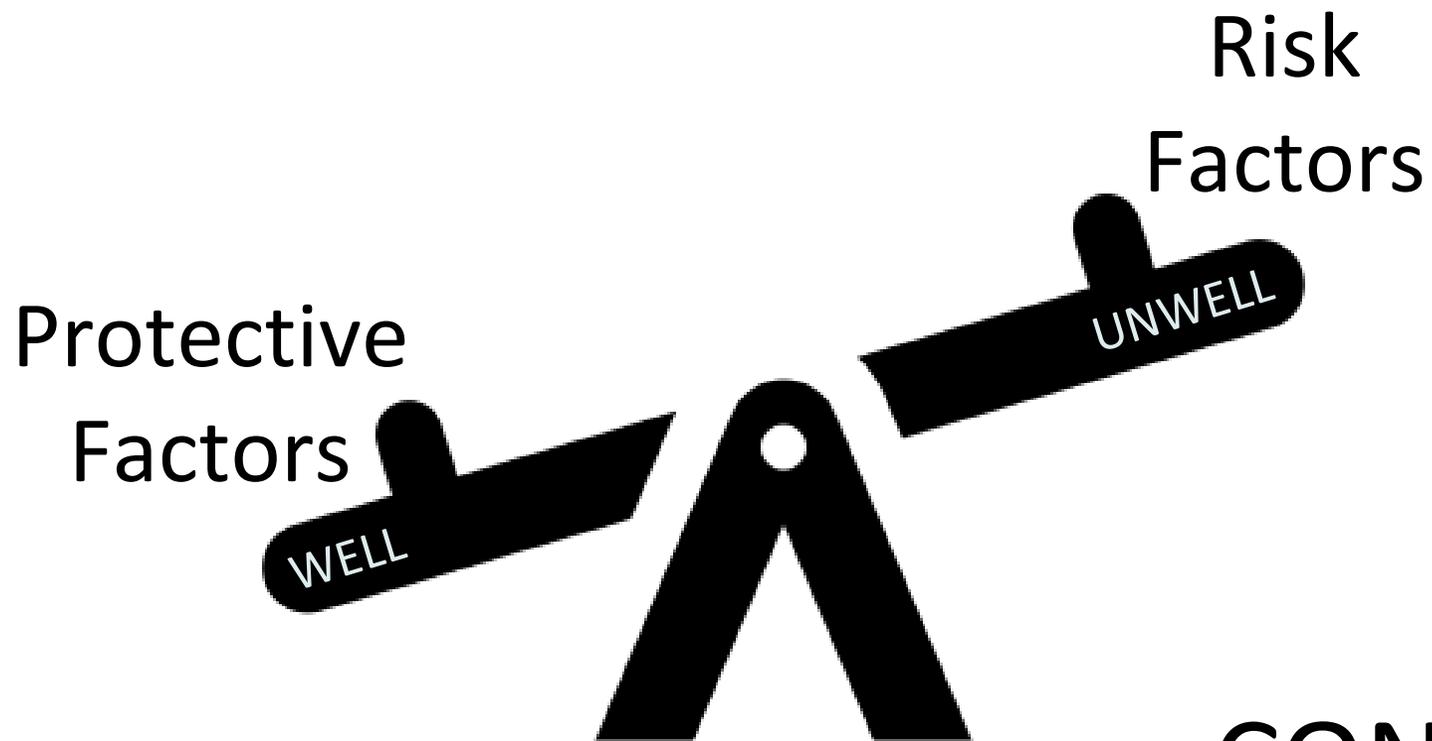
Substance Abuse and Mental Health Services Administration. (2010). To Live to See the Great Day that Dawns: Preventing Suicide by AI/AN Youth and Young Adults. Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma10-448> on August 2.



LGBTQ+ Students

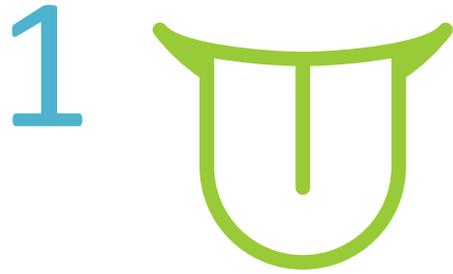
- 73% of LGBTQ students reported experiencing symptoms of anxiety and 58% experienced depression.
- Youth from highly supportive families attempted suicide at less than half the rate of those with less support.
- 60% of LGBTQ students who wanted mental health care were unable to get it.

The Trevor Project.(2022). The 2022 National Survey on LGBTQ Youth Mental Health. Retrieved from <https://www.thetrevorproject.org/survey-2022/#anxiety-depression> on August 2, 2022.



CONTINUUM OF WELLNESS

Grounding Technique

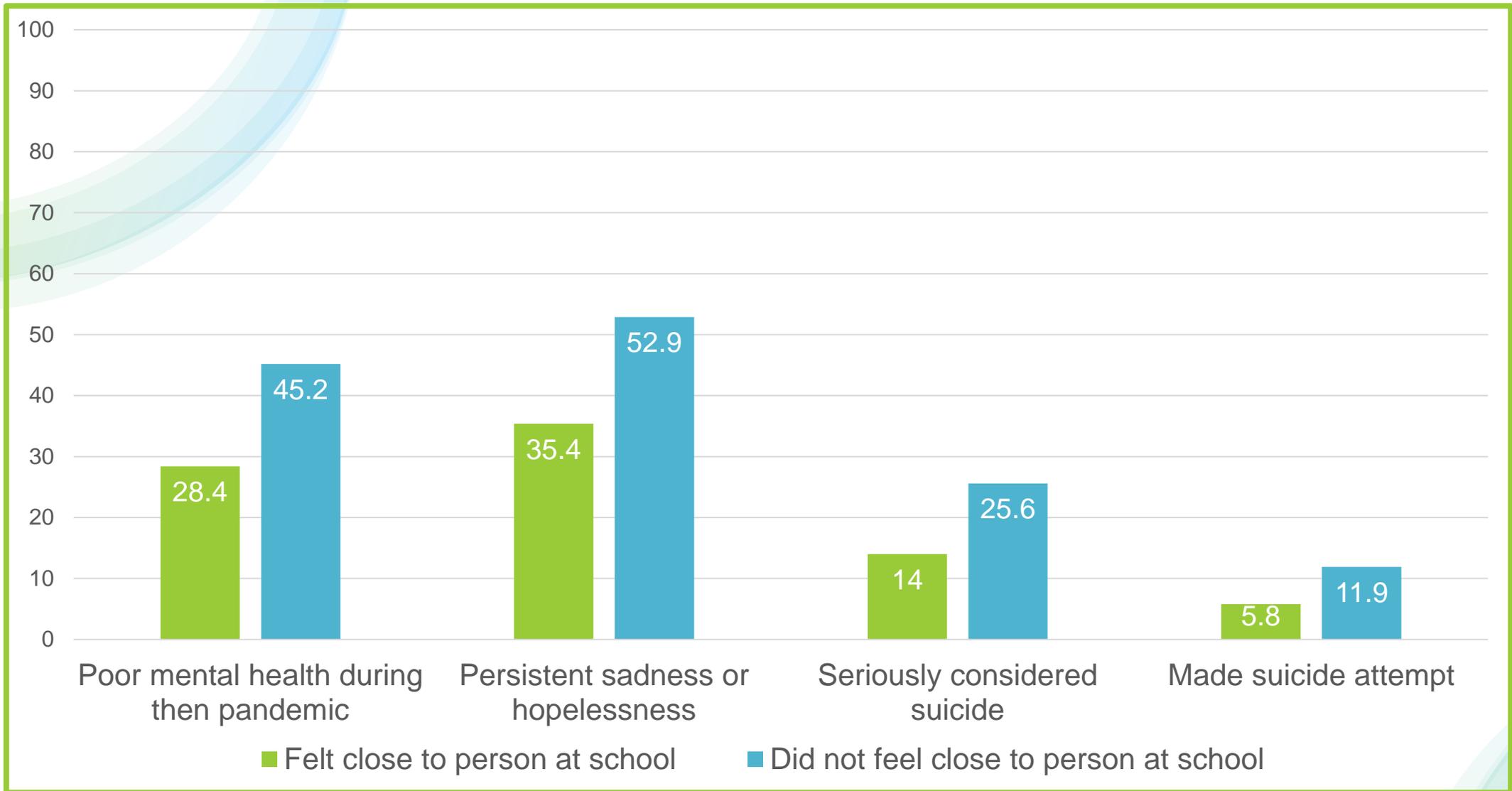


5



4





Centers for Disease Control and Prevention.(2022). Mental Health, Suicidality, and Connectedness Among High School Students During the COVID-19 Pandemic — Adolescent Behaviors and Experiences Survey, United States, January–June 2021. Retrieved https://www.cdc.gov/mmwr/volumes/71/su/su7103a3.htm?s_cid=su7103a3_w on August 2, 2022.

Risk Factors for Mental Health Concerns

Social/Community

- Exposure to violence
- Unhealthy relationships
- Negative social media interaction/influences
- Lack of opportunity or sense of belonging
- Sudden/profound loss
- Discrimination/racism

Individual

- Feeling hopeless or helpless
- Stress & anxiety
- Previous episode or existence of another mental disorder
- Disability (physical or learning) or illness
- Substance use/misuse

Family

- Abuse and neglect
- Homelessness & poverty
- Chaotic or dysfunctional home
- Unhealthy learned behaviors
- Family mental health history



Risk Factors for Mental Health Concerns

Risk Factors  Cause

Risk Factors  Likelihood

1) What are some risk factors (social, community, individual or family) that you see as being most relevant for our students?

2) How do we address these concerns – in the classroom and as a district? How can we do better?



What might we learn about or observe?

Emotional

- Persistent worry or intense anger
- Low mood or frequent mood swings
- Feeling overwhelmed or unmotivated

Behavioral

- Increase risky behaviors
- Avoid things previously enjoyed
- Poor academic performance

Physical

- Not concerned with self-care, personal hygiene
- Changes in eating and/or sleeping habits
- Feeling fatigued, lacking energy

Social

- Withdraw from family and friends
- Acting out or rebelling against authority
- Impatient with others; behaving aggressively



Review protocol for connecting students to school-based supports:

- 1) Who is the appropriate person and how do we contact them?
- 2) What might you say to a student?
How do you express concern and encourage help-seeking?
- 3) Why might students not ask for help?
What are some other barriers?



Violence Prevention Learning Objectives

Define

Define the various types of violence and its prevalence.

Identify

Identify risk factors that increase the likelihood a youth engage in violence.

Understand

Understand the six strategies that have been shown to reduce violence.

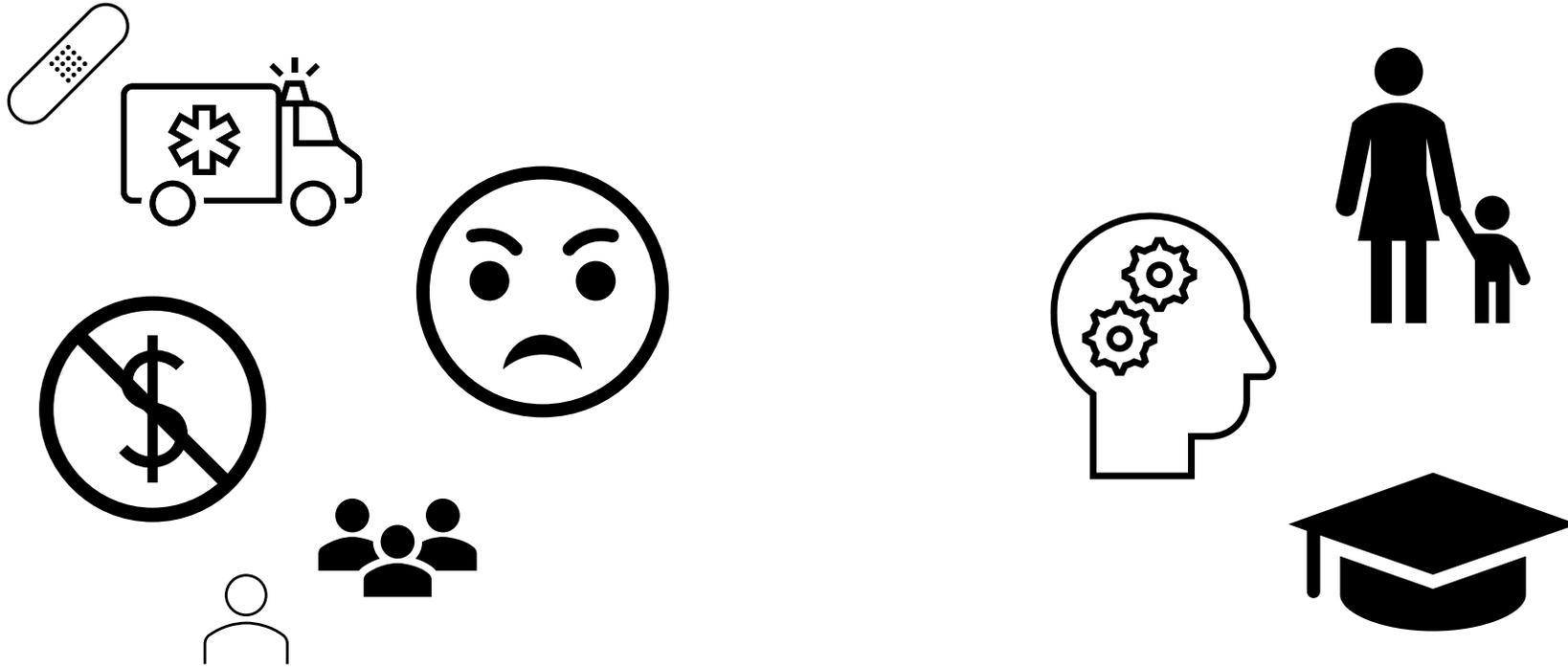
Youth Violence Prevention



Watch video:

www.cdc.gov/violenceprevention/youthviolence

Violence: Risk and Protective Factors



Trauma Experience



experience at least one traumatic event before the age of 16, including:

- physical/sexual abuse
- community violence
- domestic violence
- sexual assault
- sexual exploitation
- war or refugee experience
- sudden or violent loss

Substance Abuse and Mental Health Services Administration.(2022). Understanding Child Trauma. Retrieved from <https://www.samhsa.gov/child-trauma/understanding-child-trauma> on Aug 2022



HS students report being bullied on school property in given year.

Rates of bullying increased for those who identified as Lesbian, Gay or Bisexual to



8% of HS students report being in a physical fight on school property 1+ times in given year.

9% missed at least one day in the previous 30 days due to concerns about safety but that number increased for AI/AN students to

25%

Youth Violence Statistics

Centers for Disease Control and Prevention. (2021). Fast Fact: Preventing School Violence. Retrieved from <https://yrbs-explorer.services.cdc.gov/#/> on August 2, 2022.



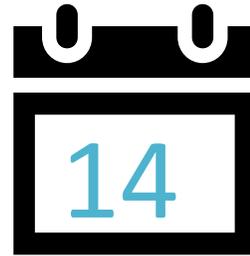
Among, youth ages 10–24,
homicide is the...

3rd leading cause of
death for American
Indian/Native Alaskan,
and for youth overall

2nd leading cause of
death for Hispanic,
Latino & Latinx youth

1st leading cause of
death for Black youth

Number of youth,
10-24 years old
who die by homicide
each day in the US:



youth are more likely to
experience multiple forms
of violence than their
heterosexual peers.

Youth Violence Statistics

Youth.gov.(2022). Violence Prevention: Federal Data. Retrieved from
<https://youth.gov/youth-topics/violence-prevention/federal-data> on August 2, 2022.



Six Strategies for Violence Prevention

Promote	Promote family environments that support healthy development
Strengthen	Strengthen students' skills
Connect	Connect youth to caring adults and activities
Provide	Provide quality education early in life
Create	Create protective community environments
Intervene	Intervene to lessen harms and prevent future risk



Which strategy or strategies can we influence and how?



HOPE



Making time for self-care and peer support...

- 1) What do you find helpful when you are feeling stressed, overwhelmed or anxious?
- 2) How can we work together to support staff wellness?
- 3) Let's break with a brief self-care activity



To create safe and supportive learning environments, staff should understand:

Student Mental Health

Violence Prevention

District-Wide School Safety Plan and Building-Level Emergency Response Plan

Learning Objectives

Identify

District and Building policies related to school safety

Who to contact with questions

Understand

Procedures for responding to emergencies

Reflect

My role in school safety

Safe Schools Against Violence in Education (SAVE)

Purpose of the law and regulations:

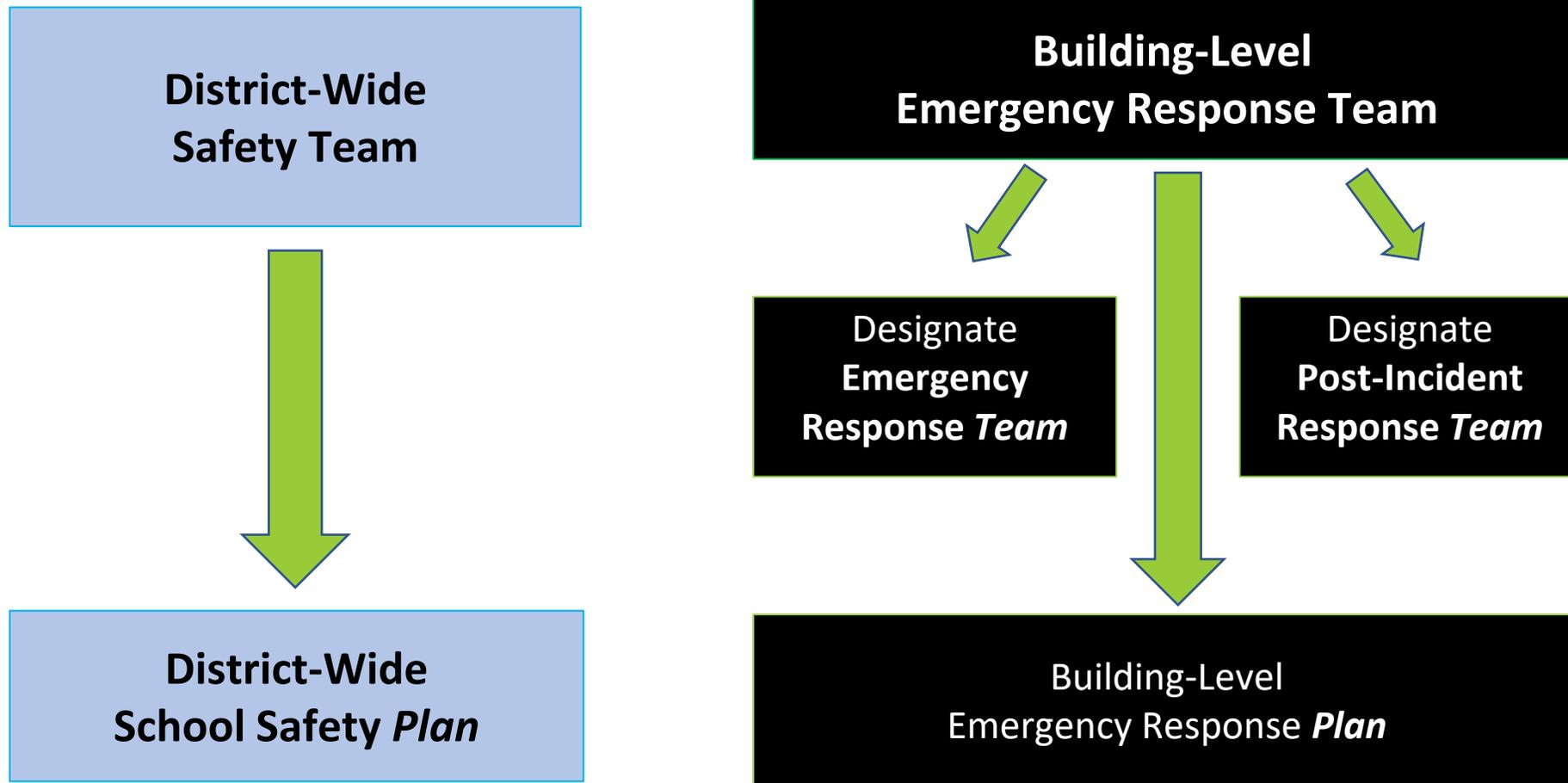
- **Prevent** or **minimize** the effects of violent incidents and emergencies.
- Facilitate the **coordination** of schools and school districts with local and county resources in the event of such incidents or emergencies.

Requirements include:

- District-Wide School Safety Plan
- Building-Level Emergency Response Plan
- Safety Drills
- Training for staff



New York State Required Teams and Plans



Project SAVE: District-Wide vs. Building-Level Plans

District-Wide School Safety Plan	Building-Level Emergency Response Plan
<ul style="list-style-type: none">• Comprehensive broad concepts, policies and procedures• Focus is on district policy• Includes DASA and Code of Conduct requirements• Board adopted and shared at public meeting with public comment period• Must be posted on the district website	<ul style="list-style-type: none">• Detail specific response procedures• Outline responses in their building to an emergency• Details about evacuation and reassembly• Emergency communication between staff, responders and family• Confidential; are protected from disclosure

District-Wide Safety Team

Who are the members of our District-Wide Safety Team?

How can they be contacted?

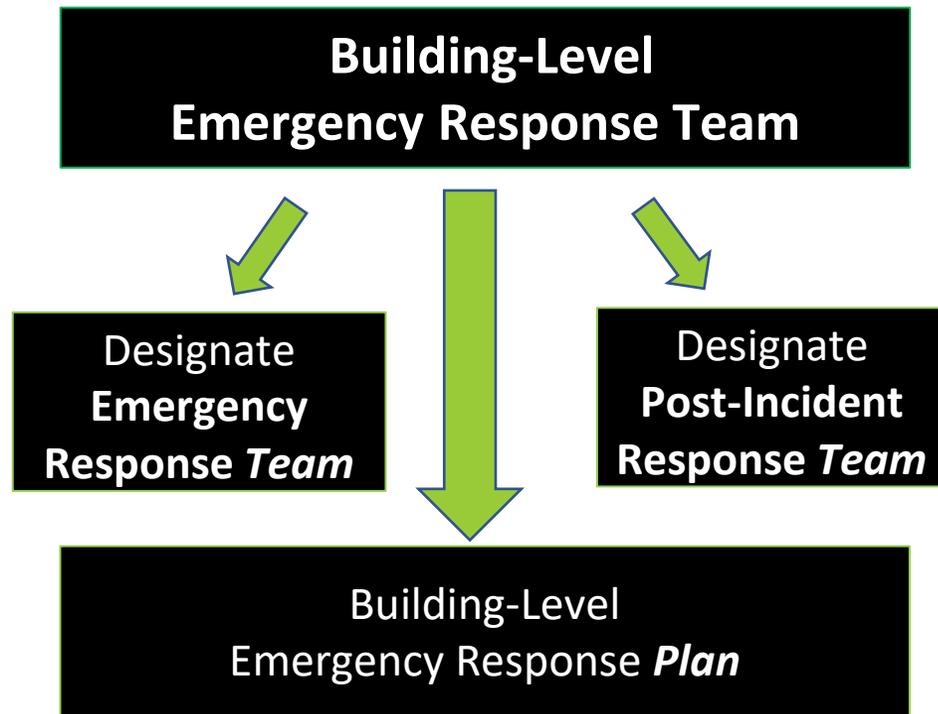
District-Wide School Safety *Plan*

Where is our District-Wide School Safety Plan posted, and **how** can I access a copy of the plan?

Which policies and procedures are important **for me to review**?

Who can I contact with questions about the District-Wide School Safety Plan?





Who are the members of our **Building-Level Emergency Response Team**?
How can they be contacted?

Who are the members of our **Emergency Response Team**?

Who are the members of our **Post-Incident Emergency Response Team**?

We all have a role in school safety. Are there any staff in our building with a **specialized role**?



Building-Level
Emergency Response *Plan*

What are our building-level policies and procedures regarding **access control** for the building and **visitor management**?

Are there other building-level policies and procedures regarding **entering and exiting** the **building and grounds**?

If I have questions, who should I contact?



Building-Level Emergency Response *Plan*

Policies and Procedures for conducting exercises and reviewing drills to test components of the emergency response plan:

- Eight **evacuation** drills each year
- Four **lock down** drills each year
- Eight drills completed by December 31st each year
- Four drills must be through fire escapes or secondary egress
- Drills are conducted at different times of the school day
- Procedures to be followed in the event that a fire occurs during lunch or assembly
- One **early dismissal** drill each school year to include
 - Notifying parents at least one week prior to the drill
 - Testing the communications and transportation system during an emergency

Building-Level
Emergency Response *Plan*
Safety Drills

What types of drills will be conducted during the school year?

How will I be notified that we are conducting a drill?

What actions should I take during an **Evacuation Drill**?

What actions should I take during a **Lockdown Drill**?

What actions should I take during an **Early Dismissal Drill**?

If I have questions, who should I contact?



Building-Level
Emergency Response *Plan*

What should I do if I become aware of an emergency?

Who do I contact?

How do I make contact, and **how** do I alert others?

Why are Building-Level Emergency Response Plans kept confidential?

If I have questions, who should I contact?



EMERGENCY Response

Insert Legal School Name

Insert 911 Address

<u>Shelter-In-Place</u>	<u>Hold-In-Place</u>	<u>Evacuate</u>	<u>Lockout</u>	<u>Lockdown</u>
<p>Used to shelter students and staff inside the building.</p> <ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Move away from windows, if situation warrants. • If instructed, move out of classroom to designated safe area. Stay together at all times. • Take Attendance. • Listen for updates. 	<p>Used to limit movement of students and staff while dealing with short term emergencies.</p> <ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Listen for updates. 	<p>Used to evacuate students and staff from the building.</p> <ul style="list-style-type: none"> • Listen for instructions about the situation and your actions. • Lead students to designated assembly or announced assembly area. Use secondary route, if necessary. • Bring attendance list and class roster. • Close the classroom door after exiting. • Take attendance when safe to do so. • If evacuating off site, take attendance before moving from and upon arrival at off site location. • Listen for Updates. 	<p>Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.</p> <ul style="list-style-type: none"> • Listen for instructions regarding the situation and your actions. • Lock all exterior windows. • Leave blinds/lights as they are. • Take Attendance. • After initial instructions listen for updates. • Classroom instruction continues as normal. • All outdoor activities are terminated. • Listen for updates. 	<p>Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.</p> <ul style="list-style-type: none"> • When you hear lockdown announced, you should move quickly to execute the following actions. • If safe, gather students from hallways and common areas near your classroom. • Lock your door. Barricade if necessary. • Move students to a safe area in the classroom out of sight of the door. • Leave windows, blinds/lights as they are. • Keep everyone quiet, silence cell phones. • Take attendance, if possible. • Do not communicate through door or answer room phone. • Do not respond to P.A. announcements or fire alarm. • Stay hidden until physically released by law enforcement personnel.



Building-Level
Emergency Response *Plan*
Shelter-in-Place

How will I be notified about an emergency requiring **Shelter-in-Place**?

Who is the Incident Commander (the person in charge) during a **Shelter-in-Place**?

What actions should I take during a **Shelter-in-Place**?

If needed, where are our shelter sites?

How should I account for all persons?

How will I know when the emergency is over?

If I have questions, who should I contact?



Building-Level
Emergency Response *Plan*
Hold-in-Place

How will I be notified about an emergency requiring **Hold-in-Place**?

Who is the Incident Commander (the person in charge) during a **Hold-in-Place**?

What actions should I take during a **Hold-in-Place**?

What are our evacuation routes?

How should I account for all persons?

How will I know when the emergency is over?

If I have questions, who should I contact?



Building-Level
Emergency Response *Plan*
Evacuation

How will I be notified about an emergency requiring **Evacuation**?

Who is the Incident Commander (the person in charge) during an **Evacuation**?

What actions should I take during an **Evacuation**?

What are our evacuation routes?

How should I account for all persons?

How will I know when the emergency is over?

If I have questions, who should I contact?



Building-Level
Emergency Response *Plan*
Lockout

How will I be notified about an emergency requiring **Lockout**?

Who is the Incident Commander (the person in charge) during a **Lockout**?

What actions should I take during a **Lockout**?

How should I account for all persons?

How will I know when the emergency is over?

If I have questions, who should I contact?



Building-Level
Emergency Response *Plan*
Lockdown

How will I be notified about an emergency requiring **Lockdown**?

Who is the Incident Commander (the person in charge) during a **Lockdown**?

What actions should I take during a **Lockdown**?

How should I account for all persons?

How will I know when the emergency is over?

If I have questions, who should I contact?



Building-Level
Emergency Response *Plan*

How can I access support or assistance to address any **medical needs** during an emergency?

How can I access support or assistance to address **any other needs** during an emergency?

Who will **communicate** with emergency responders, families, or the media during an emergency?

What is **my role**?

If I have questions, who should I contact?



Building-Level
Emergency Response *Plan*

What other school-level policies and procedures support school safety in our building?

In addition to this session, how will I be informed about our **Building-Level Emergency Response Plan**?

If I have questions, who should I contact?



Learning Objectives

Identify

District and Building policies related to school safety

Who to contact with questions

Understand

Procedures for responding to emergencies

Reflect

My role in school safety

Thank you for your thoughtful participation!

For further information:

New York State Education Department
Student Support Services: Contact Us
By phone: (518) 486-6090
By fax: (518) 474-8299
By email: StudentSupportServices@nysed.gov
<https://www.p12.nysed.gov/sss/>

The New York State Center for School Safety
844 -897 - 9567
www.nyscfss.org



New York State
EDUCATION DEPARTMENT
[Knowledge](#) > [Skill](#) > [Opportunity](#)



New York State
Center for School Safety

