

Appendix B: A Summary of Past Findings and Recommendations from Key School Safety Reports

Purpose

The Federal Commission on School Safety (the Commission) was charged with identifying best practices and providing meaningful and actionable recommendations to keep students safe at school.¹ To effectively capture past efforts in the area of school safety, the Commission identified key school safety reports issued at the federal and state levels of government from 2001 to 2018.

The purpose of this appendix is to present an overview of the trends found throughout the reports and provide a summary of the findings and recommendations from the reports. The information has been captured for educators and other stakeholders to consider when creating safer environments for learning. Two types of reports are included: (a) event-specific reports that were prompted by a specific school shooting incident and (b) reports from the U.S. Secret Service.

Event-Specific Reports

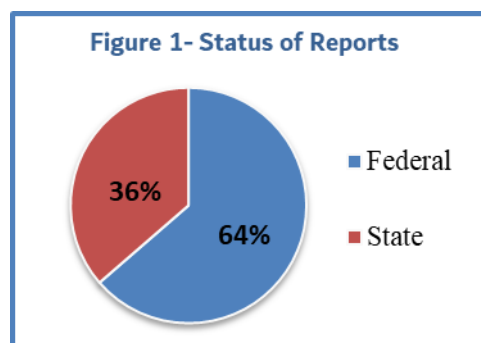
1. The Report of Governor Bill Owens' Columbine Review Commission (2001)
2. [Report to the President: Issues Raised by the Virginia Tech Tragedy \(2007\)](#)
3. Mass Shootings at Virginia Tech, Addendum to Report of the Review Panel, Presented to Governor Kaine, Commonwealth of Virginia (2009)
4. [Now is the Time—The President's Plan to Protect Our Children and Our Communities by Reducing Gun Violence \(2013\)](#)
5. Final Report of the Sandy Hook Advisory Commission Presented to Governor Dannel P. Malloy, State of Connecticut (2015)
6. The Broward County League of Cities' School and Community Public Safety Task Force Initial Report and Recommendations (2018)

U.S. Secret Service Reports

7. [The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States. United States Secret Service and the United States Department of Education \(2002\)](#)
8. [Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates. United States Secret Service and the United States Department of Education \(2004\)](#)
9. [Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack. United States Secret Service and the United States Department of Education \(2008\)](#)
10. [Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence \(2018\)](#)

Background

Ten key safety reports have been reviewed. The reports highlighted in this review are not an exhaustive list of the information available on school safety, but are relevant reports that have addressed school violence in the last two decades. Figure 1 illustrates the number of reports reviewed based on their status—federal or state. All of the reports were produced by governmental entities including the following: the Office of the President of the United States, federal and state commissions, federal agencies, and a state safety task force.



Three of the four state reports were commissioned by a governor in response to a shooting incident within a school within the state.² Two of the federal reports were Presidential responses³ to the same tragedy. Four of the six federal reports were produced by the U.S. Secret Service, three in conjunction with the U.S. Department of Education.

Approach

Each report identified has been reviewed, and the findings and recommendations associated with each report have been organized into the tables within this appendix. The findings and recommendations have been drawn from the recommendation summaries within the reports as well as an analysis of the narrative text within individual reports. In this way, the tables offer a comprehensive review of the reports selected, since additional findings and recommendations have been provided that may not be captured in a cursory review of the summaries. There are 647 findings and recommendations recorded within the tables utilizing this method.

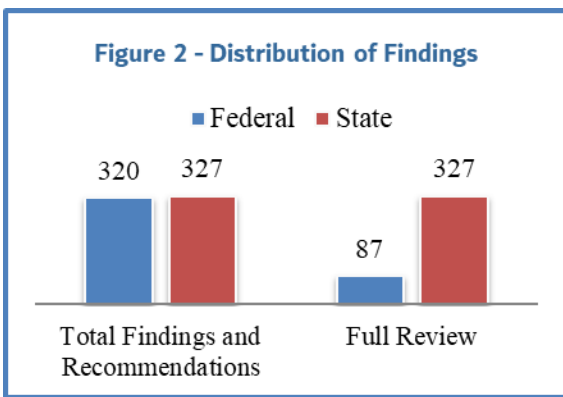


Figure 2 illustrates the number of total findings and recommendations by organization status, as well as the number that were derived from commission work. There are nearly an equal number of findings and recommendations associated with the federal reports as with the state reports. The majority of findings and recommendations within the federal reports is attributable to the Secret Service reports (233 findings). However, the only reports selected for a full review were the federal reports that were issued to or by a President and all other state commissioned reports. A full review is inclusive of the Actions Taken that corresponds to or was a result of the

recommendation within that report. The Actions Taken highlights federal, state, and local activities. Information about Actions Taken is included in each report’s table.

The two Presidential reports offer recommendations that relate directly to legislative requests and actions. In general, the research associated with the findings and recommendations from these reports yielded greater results, and they were summarily fully reviewed. The correlations between recommendations and legislative actions are the basis of this decision.

The key safety reports also offer trends across the recommendations. The major trend areas are as follows:

- Crisis Response/Emergency Planning
- Communication
- Gun Control
- Information Sharing/Privacy
- Mental Health
- School Design
- Police/School Resource Officers (SROs)

All of the recommendations developed by commissions, state or federal, offered some variation of trends highlighted above.

How to Use the Tables

The tables can be used in various ways:

- To help practitioners, administrators, and elected officials review and potentially improve their school's existing policies, procedures, and emergency plans. The findings and recommendations highlighted in this document may not be applicable for every state or school district. However, a review of the consolidated list of findings and recommendations can be beneficial to all schools and communities, if only to compare (where suitable) recommendations that could be implemented to enhance school safety.
- To provide benchmarking opportunities to the school community.
- To serve as a source for developing school safety legislation and strengthening school safety policies, procedures, and plans. School safety planning committees can utilize the information within the Appendix to delete, revise, and add to existing documentation they have created to prevent, prepare and mitigate, and respond and recover from emergency events within their respective schools. In addition, there may be findings and recommendations in this document that were effectively implemented after a school shooting (Actions Taken), which can be used to address distinctive needs and circumstances in other locations.
- To help legislators, public education, and safety officials as well emergency agencies evaluate their level of emergency preparedness and crisis response.
- To serve as a tool for continuous research in the area of school safety.

Limitations

The reports that have been utilized for this document and the accompanying Appendix are a selection of federal and state efforts to address school safety, but the research is limited in the following ways:

- *Number of reports reviewed*—there is an expansive amount of research in the area of school safety. The reports utilized in this review are a practical selection of federal and state efforts to address school safety, but the information reviewed does not address all aspects of the issue.
- *Breadth of scope*—the reports that were fully reviewed were issued as responses to school shootings that received substantial recognition, to include media coverage and national legislative action. This expanded the scope of the findings and recommendations within those reports, in that the findings and recommendations were offered to be adopted beyond a single school, district, state, or locality.
- *Association of Actions Taken*—the Actions Taken attributed to findings and recommendations listed within individual reports are associated with specific federal and state legislation, agencies, activities, and data that is indicative of a relationship according to the research team. For this reason, the associations offered in the Actions Taken section of the tables are a reasonable attempt to establish correlations between specific recommendations proposed in a report and quantifiable actions taken based upon those proposals.
- *Unknown information*—blank fields in the tables do not necessarily connote that action was not taken as it may reflect that such action was not publicized or information about it is not readily available.

Organization of the Tables

The tables are organized one table for each report reviewed. Subheadings are categories used within each report. The columns highlight the following:

- Ref #: assigned number for the specific recommendation associated with an individual row within the table;
- Category: the designation of specific recommendations as labeled within a report;
- Findings & Recommendations: suggestion action stated in the report;
- Page #: refers to the page where the information can be found within the report; and
- Actions Taken: activities that *correspond to or were results of* the recommendation.

Table A.1: The Report of Governor Bill Owens' Columbine Review Commission (2001)

Ref #	Recommendations	Page	Actions Taken
CO - 1	Crisis Response Actions		
CO - 2	All Law Enforcement Officers and School Resource Officers should be trained in Rapid Emergency Deployment (RED).	x	In 2001, the Colorado Association of School Resource Officers (CASRO) hosted the U.S. Secret Service research staff at their annual summer training conference. The findings from their landmark study of school shooters and forthcoming threat assessment model recommendations were shared. See link for additional information: http://cdpsdocs.state.co.us/safeschools/Legislation/10%20years%20after%20Columbine.0.pdf
CO - 3	Incident Command System (ICS) should be utilized.	x	Legislation passed to amend the Safe Schools Act to require all districts and the Charter School Institute (CSI) to adopt the tenets of the National Response Framework (NRF), including the National Incident Management System (NIMS) and the Incident Command System (ICS) - C.R.S. 22-32-109.1 (SB-08-181) • All districts and the CSI had to establish a date by July 1, 2009, for when they expected to be in compliance with NIMS. See link for additional information: https://www.cde.state.co.us/mtss/coloardosafeschoolsact
CO - 4	Improved Communications for Critical Emergencies		
CO - 5	Law Enforcement Agencies should plan communication systems to facilitate crisis communications with agencies most likely to interface with in emergencies.	xi	In April 2011, the Senate Bill 11-173 - Concerning Interoperable Communications in Schools was unanimously voted for in the Colorado House of Representatives. It was the first bill in the nation to establish that communications interoperability is a necessary part of a school safety, readiness, and incident management plan. It was signed into law on June 10, 2011. See link for details: http://www.leg.state.co.us/CLICS/CLICS2011A/csl.nsf/fsbillcont3/85763B644B0DC1F68725780800800F8A?Open&file=173_enr.pdf
CO - 6	School buildings should use repeaters to better transmit digital communication signals from within school buildings to outside.	xi	In April 2011, the Senate Bill 11-173 - Concerning Interoperable Communications in Schools was unanimously voted for in the Colorado House of Representatives. It was the first bill in the nation to establish that communications interoperability is a necessary part of a school safety, readiness, and incident management plan. It was signed into law on June 10, 2011. See link for details: http://www.leg.state.co.us/CLICS/CLICS2011A/csl.nsf/fsbillcont3/85763B644B0DC1F68725780800800F8A?Open&file=173_enr.pdf
CO - 7	Develop a single statewide digital trunked communications system.	xi	In 1999, the state began work to improve emergency services communications by issuing a request for proposals for a digital trunked radio network statewide. In 2001, the first phase of statewide digital trunked radio system launched. By 2005, there was a full mutual aid capability created between state digital trunked radio system and Denver. See link: http://cdpsdocs.state.co.us/safeschools/Legislation/10%20years%20after%20Columbine.0.pdf
CO - 8	Agencies not within the statewide system should receive funding to enable them to purchase TRP 1000 or similar systems.	xi	See CO - 6
CO - 9	Advance Planning for Critical Emergencies		
CO - 10	Officials in each county should prepare and keep current major critical emergency response plans addressing large-scale crises.	xi	In 2000, the Colorado General Assembly passes the Safe Schools Act (C.R.S. 22-32-109.1). Highlights—each school district was required to: • Adopt a mission statement and safe school plan that makes safety a priority in each public school. • Include a uniform and consistently enforced written conduct and discipline code in the plan.

Ref #	Recommendations	Page	Actions Taken
			<ul style="list-style-type: none"> • Adopt a policy requiring school principals to report annually specified information concerning the learning environment in the school. These reports are submitted to the Department of Education. • Enter into agreements with law enforcement officials, the juvenile justice system, and social services to help maintain a safe environment. • Have a written crisis management policy and procedures, and crisis management training. • Adopt a policy requiring annual school building inspections for removal of barriers to safety. • Adopt a policy to share and release information in accordance with state and federal guidelines related to a student in the interest schools safety. • Adopt a policy to allow reasonable access of parents and board members to observe activities at a school with notice to administrative office. • Adopt a policy for screening employees. • Establish a school response framework in compliance with the NIMS. • Adopt a policy for bullying prevention/education. • Provides for immunity of school boards, teachers or others acting in good faith to comply with conduct and discipline codes. See Link for details: http://cdpsdocs.state.co.us/safeschools/Legislation/SB00-133.0.pdf
CO - 11	Emergency plans should include assessments of response resources, location, and availability of resources and operational requirements.	xii	<p>Governor Ritter identified school safety as a top legislative priority for his 2008 legislative agenda. He subsequently signed the first bill passed during the 2008 legislative session creating Colorado's State School Safety Resource Center - C.R.S. 24-33.5-1801 (SB 08-001).</p> <ul style="list-style-type: none"> • A state school safety resource center was established in the Department of Public Safety to assist schools in preventing, preparing for, responding to, and recovering from emergencies and crisis situations and to foster positive learning environments. It includes the identification of pilot sites to receive enhanced school safety services. • This legislation created the Center's advisory council, composed of representatives from five other state agencies, higher education, and school districts. • Additional legislation amended the School Safety Resource Center pilot site projects to include funds to support pilot schools to provide school mapping information to first responders in case of an emergency (HB 08-1267). See link: https://www.colorado.gov/pacific/cssrc/history-4
CO - 12	Regular planning sessions should be held based on the plan with all pertinent entities.	xii	Safe Communities—Safe Schools Conference, Boulder, CO, May 2000. Provided safe school information from experts to Colorado Schools. See link for most recent output from the conference work circa 2009: https://cspv.colorado.edu/publications/safeschools/SchoolSafetyGlossary.pdf
CO - 13	Every school in Colorado should develop an emergency crisis plan tailored to meet the particular safety concerns at that school.	xii	See CO – 11
CO - 14	Local school administrators should assemble emergency kits appropriate to the size of their respective school.	xiii	See CO – 11
CO - 15	Emergency kits should include school diagrams, alarm-sprinkler-utilities information, important telephone numbers and a current school roster.	xiii	See CO – 11
CO - 16	Each school should schedule crisis drills once a year/preferably once each school term. Police and rescue personnel should	xiii	See CO – 11

Ref #	Recommendations	Page	Actions Taken
	assist.		
CO - 17	Interaction with Media Representatives		
CO - 18	Each major response agency needs a public information officer (PIO).	xiii	In Colorado, the Strategic Communications team provides public information, crisis communication, and social media support to the Colorado Division of Homeland Security and Emergency Management. A public information officer is available 24/7 for media requests. The public information can be contacted by email or by calling 720-432-2433. See link: https://www.colorado.gov/pacific/dhsem/information-center
CO - 19	The head official over ICS should establish an operational PIO.	xiv	See CO – 3
CO - 20	Police, fire, hospital and all victim support agencies should establish PIO or media representation in the planning process.	xiv	See CO – 18
CO - 21	Tasks of School Resource Officers		
CO - 22	Primary task is to enforce law and protect public safety.	xiv	In May 2013 the Senate Bill 13-138, Concerning School Resource Officers (SRO), was approved. The bill outlines the role of SROs in schools as well as other responsibilities of the school faculty and leadership that are in conjunction with having SROs within their buildings. The language in the bill covers the following recommendations. See link for additional information: http://cdpsdocs.state.co.us/safeschools/Legislation/SB%2013-138%20School%20Resource%20Officer%20Programs.pdf
CO - 23	Should be law enforcement officers.	xiv	See CO – 22
CO - 24	Should be in uniform.	xiv	See CO – 22
CO - 25	Trained like first responders in RED.	xiv	See CO – 22
CO - 26	Should have relevant information about students at school.	xv	See CO – 22
CO - 27	Police should share criminal conduct information where pertinent.	xv	See CO – 22
CO - 28	Detection by School Administrators of Potential Perpetrators of School-Based Violence and Administrative Countermeasures		
CO - 29	Should work to change the “code of silence” amongst the student population—loyalty has limits.	xv	In 2002, the Colorado Department of Education launched the Positive Behavior Support statewide initiative that creates positive school-wide climates for safe and civil learning environments. Colorado now has the third largest number of schools involved in such a statewide initiative, with more than 500 schools implementing this framework. See link for details: https://www.cde.state.co.us/mtss/pbis
CO - 30	Do not discount threats of violence because of the age of students.	xv	The Colorado Department of Education hosted regional trainings for local school districts and community partners regarding Homeland Security-related planning and resources. By this time, 100 percent of Colorado school districts were determined to be in compliance with the Safe School Act’s policy requirement regarding written emergency response plans. Blueprints for Violence Prevention Conference, Denver, March 2006, were provided to practitioners

Ref #	Recommendations	Page	Actions Taken
			and policymakers about research-based ways to improve school climate and prevent violence based on the Blueprints Model and Promising programs. See link: http://cdpsdocs.state.co.us/safeschools/Legislation/10%20years%20after%20Columbine.0.pdf
CO - 31	Clarify ramifications of threats of violence to students and parents.	xv	In 2000, Attorney General Ken Salazar and Professor Delbert Elliott from Center for the Study and Prevention of Violence at the Colorado University at Boulder toured 64 counties across the state and met with school and communities leaders and students to discuss school safety issues and provide individual guidance. See link: http://cdpsdocs.state.co.us/safeschools/Legislation/10%20years%20after%20Columbine.0.pdf
CO - 32	Establish anonymous telephone line for the report of conduct that could lead to violence.	xvi	In 2004, the Safe2Tell Reporting Hotline and Awareness Campaign was launched. <ul style="list-style-type: none"> • The hotline provides a safe and anonymous way to report concerns of safety, focusing on awareness and early intervention. • Safe2Tell is a 501c3 agency made possible by grants and funding from the Colorado Trust, the Daniels' Fund, El Pomar Foundation, corporations, and private donors, with a multi-agency advisory board. Executive Director is Special Agent Susan Payne. • Trained Colorado State Patrol emergency communications staff handle calls 24/7 and determine what action needs to be taken to help students, parents, and school faculty facing a threat. Hundreds of planned acts of violence are averted. • Has provided more than 1,250 targeted presentations to students, school staff, community groups, law enforcement, and others statewide since 2004. In 2007, Colorado General Assembly passed bill supporting Safe2Tell Program (SB 07-197). This ensured anonymity of persons reporting to the hotline and confidentiality of Safe2Tell records. The program is still in operation. See link for details: https://leg.colorado.gov/bills/hb18-1434; https://safe2tell.org/?q=what-we-do-0
CO - 33	Adopt bullying-prevention program.	xvi	Bullying Prevention Efforts <ul style="list-style-type: none"> • Spring 2001: The Colorado General Assembly amended the Safe School Act to require school districts to have a policy addressing bullying. • Summer 2001: The Colorado Association of School Boards issued a model policy to member school districts regarding compliance with the amended Safe School Act. • September 2001: The Colorado Department of Education provided a technical assistance packet to all school districts regarding bullying prevention best practices. • October 24, 2001: The Colorado Anti-Bullying Campaign was launched by the Colorado Trust, Colorado Attorney General Ken Salazar, and others. • Effort included a kick-off event for the campaign, website, hotline, PSAs, and other resources to raise awareness. • 2002–2003: The Colorado Department of Education confirmed that 100 percent of the school districts complied with the Safe Schools Act. • Since 2003: Numerous statewide efforts include bullying prevention-related resources and ongoing research/best practices. In 2005, the Colorado Trust initiated a three-year, \$9 million grant program to fund evidence- and school-based bullying prevention efforts. Forty-five grantees estimate they reached 50,000 young people in 40 Colorado counties during the 2005–2008 project period. See the link for the most updated information in Colorado on Bullying Prevention: https://www.cde.state.co.us/mtss/bullying
CO - 34	Schools should adopt a code of behavior for students to adhere to.	xvi	See CO – 33

Ref #	Recommendations	Page	Actions Taken
CO - 35	A state task force should be created to develop model threat-assessment plans, standards, programs.	xvii	In 2011, Colorado created a threat assessment guide intended as guidance to Colorado schools and was done in collaboration with the Threat Assessment Work Group of the Colorado School Safety Resource Center. Consultation with district legal counsel and local law enforcement is recommended. The guide outlines what schools should do to create a Threat Assessment team, who the membership should include, and activities to be performed. See link for details: https://www.colorado.gov/pacific/cssrc/threat-assessment
CO - 36	A threat assessment team should be established at every high school and middle school in Colorado.	xvii	See CO – 35
CO - 37	Threat assessment teams should consist of school staff, mental health professionals, and law enforcement.	xvii	See CO – 35
CO - 38	Threat assessment teams should receive training on threat assessment, suicide prevention, and the law related to student confidentiality.	xvii	In 2016, the Colorado legislature passed the House Bill 16-1063 concerning an exception to the prohibition against disclosing confidential communications with a mental health professional when school safety is at risk—which was a revision of Statute 12-43-218. See link: https://leg.colorado.gov/sites/default/files/documents/2016a/bills/2016A_1063_signed.pdf
CO - 39	Every school should adopt a violence prevention program.	xvii	In 2000, the Colorado Attorney General’s Office began publishing the Colorado School Violence Prevention and Student Discipline Manual. The manual is updated yearly and is an important resource for teachers and school officials who need to know the legal tools available to address the security problems posed by students who engage in violent or disruptive behavior or who use, possess, or distribute alcohol, drugs, or weapons on school grounds. The manual’s most recent update (2009) is available online at http://cdpsdocs.state.co.us/safeschools/Resources/CO%20AG%20Colorado%20Attorney%20General%20Office/Colorado%20School%20Violence%20Prevention%20and%20Discipline%20Manual.pdf
CO - 40	All agencies that possess specific information regarding threatening behavior of a juvenile should share the information with other agencies dealing with that juvenile, to the extent allowed by law.	xviii	In 2000, the Colorado General Assembly passed the Exchange of Information Related to Children Bill—(HB 00-1119). The bill allowed for information sharing between state agencies and schools when there is a need to know to better serve children or to protect school safety. It has been updated as of 2016. See link for details: https://leg.colorado.gov/sites/default/files/images/olls/crs2016-title-19.pdf
CO - 41	All agencies should become familiar with the Colorado Juvenile Information Exchange Laws.	xviii	In 2000, the Colorado General Assembly passed the Exchange of Information Related to Children Bill—(HB 00-1119). One provision of this bill was the creation of a Task Force. The Colorado Attorney General’s office oversaw the HB-1119 Task Force, composed of representatives from school districts and state education-related agencies and organizations, law enforcement, district attorneys, social services, and mental health organizations. Guidelines for negotiating information sharing agreements also are available online at: https://coag.gov/sites/default/files/contentuploads/oce/School_Safety_SS/Safe2Tell_S2T/juvenile_information_exchange_law.pdf Attorneys from the AG’s office provide training and advice to the local agencies mentioned above.
CO - 42	Medical Treatment of Attack Victims		
CO - 43	Medical facilities should institute an intranet system among hospital emergency and critical care units.	xix	The state legislature passed and Governor Ritter signed Senate Bill 181 (SB-181), Concerning Measures to Improve Coordination Amongst Agencies when Responding to School Incidents, into law during the 2008 legislative term. Most of its content amended the Safe School Act, of which most was reflected in Colorado Revised Statutes 22-32-109.1. SB-181 was an effort to better prepare

Ref #	Recommendations	Page	Actions Taken
			school districts to respond to emergencies, both natural and manmade. SB-181 required all districts and the Charter School Institute (CSI) to adopt the tenets of the National Response Framework (NRF), including the National Incident Management System (NIMS) and the Incident Command System (ICS). All districts and the CSI had to establish a date by July 1, 2009, for when they expected to be in compliance with NIMS. See link for details: http://cdpsdocs.state.co.us/safeschools/Legislation/SB%2008-181.pdf
CO - 44	SWAT teams should have EMT staff or trained personnel within their units.	xix	The Columbine tragedy initiated the national conversation on SWAT teams being capable of assisting with medical injuries in and during an emergency event. Since such time, training is customary for law enforcement and EMTs alike.
CO - 45	Reuniting Attack Victims and Their Families		
CO - 46	Victim advocates should be at the ICS Command Center to provide accurate and timely information directly to families.	xix	Colorado has an Office of Victim's Assistance that operates out of its Law Enforcement Highway Patrol Unit. The services offered by this Office include providing on-scene crisis intervention, care for injured pets, lodging for uninjured passengers, transportation for out-of-state family members, and assistance to school principals and counselors of young victims. Members of the CSP Victim's Assistance Unit are well educated in victims' rights, bringing integrity into difficult situations, and giving care and confidence to victims. See link for details: https://www.colorado.gov/pacific/csp/victims-assistance
CO - 47	Staff support and stress debriefing needs to be included in the planning process.	xx	See CO - 46
CO - 48	Families of victims should be assigned victim advocates (post-event) who are in close proximity to their home.	xx	See CO - 46
CO - 49	Identification of Victims' Bodies and Family Access to Bodies		
CO - 50	The procedures for victim identification should be relaxed to accommodate the emotional needs of victims and their families.	xx	See CO - 46
CO - 51	Suicide Prevention in the Aftermath of Incidents Like Columbine		
CO - 52	Programs should be developed and implemented to enable teachers and school administrators to discuss with students the subject of suicide before and after it occurs.	xx	In 2006, the Colorado counties of Pueblo, Mesa, Larimer, Weld, and El Paso, as well as the University of Colorado at Boulder, trained in suicide awareness and intervention strategies by the state health department's Office of Suicide Prevention.
CO - 53	Faculty and staff in the Colorado school system need to be trained in the warning signs for suicide and the appropriate responses when it is observed.	xx	In 2000, the Colorado Department of Public Health and Environment created the Office of Suicide Prevention. Colorado's suicide rate ranked high among states; the office focused initial work on youth suicide prevention statewide. In 2003, the Colorado Department of Public Health and Environment and The Colorado Trust developed and released the state's suicide prevention strategic plan. See link for details: https://www.colorado.gov/pacific/cdphe/categories/services-and-information/health/prevention-and-wellness/suicide-prevention

Table A.2: Report to the President: Issues Raised by the Virginia Tech Tragedy (2007)

Ref#	Recommendation	Page	Actions Taken
B1	Critical Information Sharing Faces Substantial Obstacles		
B2	Increase information sharing and collaboration among state and local communities, educators, mental health officials, and law enforcement to better provide care and detect, intervene, and respond to potential incidents of violence in schools and other venues.	8	In 2007, the U.S. Department of Justice submitted a crime bill to Congress. Among other things, the legislation was proposed to recognize the importance of state efforts to improve information about mental health records and criminal dispositions in ensuring the effectiveness of federal firearms laws. The bill prioritized National Criminal History Improvement Program (NCHIP) grant applications that aimed to improve the quantity and quality of records included in the NICS. The NCHIP grant continues today. See link for more information: https://www.bjs.gov/index.cfm?ty=tp&tid=47 .
B3	Provide accurate information to help ensure that family members, educational administrators, mental health providers, and other appropriate persons understand when and how they are legally entitled to share and receive information about mental illness, and appropriately do so, particularly where college and school-age children and youth are involved, for the protection and well-being of the student and the community.	8	The 2008 and subsequent 2011 U.S. Department of Education Student Privacy regulations were direct responses to state requests for clarification of FERPA regarding the role of the state in using student data while maintaining privacy protections around personally identifiable information. The Department clarified FERPA's application to state longitudinal data systems through a public process in response to conversations between states and education and public stakeholders over several years and across Administrations. The <i>clarifications</i> aligned FERPA with other federal laws requiring states to link data systems and use student data for evaluation and school and district accountability. These changes were accompanied by provisions designed to tighten privacy protections and provide for fuller FERPA enforcement. When the U.S. Department of Education issued FERPA clarifications, it also took steps to build capacity within the Department to provide technical assistance around privacy protections; these steps included hiring a Chief Privacy Officer, establishing the Privacy Technical Assistance Center, and issuing technical briefs providing guidance and best practices on protecting personally identifiable information. Additionally, in response to both the 2007 Bush and Kaine (VA) reports following the mass shooting at Virginia Tech, many states enacted legislation regarding firearms licensure which accounted for information sharing regarding mental health: <ul style="list-style-type: none"> • 43 states and DC have some prohibitions of firearm licensure for persons with mental illness. • 36 states have prohibitions for drug abuse. • 31 states have prohibitions for alcohol abuse. • 20 states and DC have databases that track individuals with mental illness.
B4	Along with reviewing federal laws that may apply, clarify, and promote wider understanding about how state law limits or allows the sharing of information about individuals who may pose a danger to themselves or others, examine state law to determine if legislative or regulatory changes are needed to achieve the appropriate balance of privacy and security.	8	FERPA <ul style="list-style-type: none"> • Any state law or regulation that conflicts with FERPA and its regulations are preempted by the federal law. • If a school determines that it cannot comply with FERPA because of a conflict with state or local laws, it must notify the Department of Education, and the agency will review the conflicting law and any interpretations of it made by the state and provide guidance to the requesting entity regarding FERPA's applicability to the situation. HIPAA <ul style="list-style-type: none"> • In general, a state law or regulation that conflicts with HIPAA and the Privacy Rule is preempted by the federal law. • The Privacy Rule contains exceptions that allow differing state requirements to control if the state law: (1) relates to privacy of individually identifiable health information and provides greater

Ref#	Recommendation	Page	Actions Taken
			<p>protections or rights than the Privacy Rule; (2) requires the reporting of disease, injury, child abuse, birth, or death, and for public health surveillance, investigation, or intervention; or (3) requires certain reporting by health plans, such as for management or financial audits or evaluations.</p> <ul style="list-style-type: none"> • States can also request a determination that a conflicting state law will not be preempted by HIPAA if the state can demonstrate one of the conditions listed in the rule, including, but not limited to, that the conflicting provision serves a compelling public health, safety, or welfare interest, and, if the conflicting provision relates to a privacy right, that the intrusion into privacy is warranted given the public interest being served. See link: https://www2.ed.gov/policy/gen/guid/fpco/doc/ferpa-hipaa-guidance.pdf
B5	<p>The U.S. Departments of Health and Human Services and Education should develop additional guidance that clarifies how information can be shared legally under HIPAA and FERPA and disseminate it widely to the mental health, education, and law enforcement communities. The U.S. Department of Education should ensure that parents and school officials understand how and when post-secondary institutions can share information on college students with parents. In addition, the U.S. Departments of Education and Health and Human Services should consider whether further actions are needed to balance more appropriately the interests of safety, and treatment implicated by FERPA and HIPAA.</p>	8	<p>In 2008 the Departments of Education and Health and Human Services issued Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records. See link: https://www2.ed.gov/policy/gen/guid/fpco/doc/ferpa-hipaa-guidance.pdf.</p> <p>The purpose of the guidance was to explain the relationship between the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule, and to address apparent confusion on the part of school administrators, healthcare professionals, and others as to how these two laws apply to records maintained on students. It also addressed certain disclosures that are allowed without consent or authorization under both laws, especially those related to health and safety emergency situations.</p>
B6	<p>The U.S. Department of Education should ensure that emergency management grantees and state and local communities receiving training through the program have clear guidance on the sharing of information as it relates to educational records and FERPA.</p>	8	<p>On July 1, 2010, the Department of Education announced updated guidelines relating to FERPA and the disclosure of student information related to emergencies and disasters. According to the document, the purpose of the guidance was to answer questions that arose about the sharing of personally identifiable information from students' education records to outside parties when responding to emergencies, including natural or man-made disasters. See link for information: http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferpa-disaster-guidance.pdf.</p>
B7	<p>Federal agencies should continue to work together, and with states and appropriate partners, to improve, expand, coordinate, and disseminate information and best practices in behavioral analysis, threat assessments, and emergency preparedness, for colleges and universities.</p>	9	<p>In 2004, the U.S. Department of Justice's Office of Community Oriented Policing (COPS) sponsored a national summit on campus safety issues that included campus law enforcement practitioners, local, state, and federal government officials, and representatives from the International Association of Campus Law Enforcement Administrators (IACLEA) and other law enforcement and higher education organizations. The results of this summit are contained in a report entitled National Summit on Campus Public Safety: Strategies for Colleges and Universities in a Homeland Security Environment, which can be found at http://www.cops.usdoj.gov/files/ric/Publications/NationalSummitonCampusPublicSafety.pdf. The report's primary recommendation was the creation of a National Center for Campus Law Enforcement that will develop and disseminate training, best practices, model policies, and other resources to enhance public safety on campus. To further this recommendation, the COPS Office</p>

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			provided funding to IACLEA to further explore the creation of a national center and more clearly define the campus public safety needs that a national center would seek to address. The National Center became a reality after nearly a decade of discussion within the public safety community. The National Center for Campus Public Safety was established in 2013 with a \$2.3 million bipartisan grant from the U.S. Department of Justice, Bureau of Justice Assistance (BJA). In consultation with key stakeholders and federal partners, BJA developed a competitive solicitation and received proposals to create and host the National Center. https://ric-zai-inc.com/Publications/cops-w0143-pub.pdf
B8	The U.S. Department of Education, in collaboration with the U.S. Secret Service and the Department of Justice, should explore research of targeted violence in institutions of higher education and continue to share existing threat assessment methodology with interested institutions.	9	The FBI's National Center for Analysis of Violent Crime Behavioral Analysis Unit-1 (BAU) (https://www.fbi.gov/) provides federal, state, local, and foreign law enforcement agencies with various behavioral analysis services, with a specialty relating to issues involving threat assessment and school violence. The Department of Education and the Secret Service released the following report after this recommendation: Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack. United States Secret Service and the United States Department of Education (2008). https://rems.ed.gov/docs/DOE_BystanderStudy.pdf
B9	Accurate and Complete Information on Individuals Prohibited from Possessing Firearms Is Essential to Keep Guns Out of the Wrong Hands		
B10	Prioritize and address legal and financial barriers to submitting all relevant disqualifying information to the NICS and other crucial inter-agency information sharing systems to prevent individuals who are prohibited from possessing firearms by federal or state law from acquiring firearms from federally licensed firearms dealers.	10	In 2008, the FBI and state agencies denied a firearm to more than 123,000 persons due to National Instant Criminal Background Check System (NICS) records of felonies, domestic violence offenses, and other prohibiting factors. In conjunction, a review of the NICS process, entitled Enforcement of the Brady Act, 2008, reported on investigations and prosecutions of persons who were denied a firearm in 2008. The report described how the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) screens denied-person cases and retrieves firearms that were obtained illegally. Statistics presented include charges most often filed against denied persons by United States Attorneys and results of prosecutions. Investigation statistics from two states are also presented. Key statistics are compared for the years 2008 and 2007. This project was supported by Grant No. 2007-BJ-CX-K004 awarded by the Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. See link: https://www.ncjrs.gov/pdffiles1/bjs/231052.pdf
B11	The U.S. Department of Justice, through the FBI and ATF, should reiterate the scope and requirements of federal firearms laws, including guidance on the federal firearms prohibitions in the Gun Control Act of 1968 and how to provide information to the NICS on persons whose receipt of a firearm would violate state or federal law.	11	The NICS Section of the FBI's Criminal Justice Information Services (CJIS) Division was working for the eight years prior to this report to promote the submission of information identifying all qualifying prohibited individuals to the NICS Index through a national outreach initiative focused on sharing information with stakeholders about the NICS' operations. The NICS Section of CJIS promoted the submission of mental health records and sought to further understanding of the scope of federal law and the need to make information available to the NICS through outreach to state and local officials. The NICS Section's efforts included a wide array of stakeholders, including law enforcement, mental health professionals, and court personnel. The NICS Section had previously sent letters to states reminding them of the scope of federal law and the need to make information available to the NICS. According to the report, the ATF was also proactive in educating law enforcement and the firearms dealer community on federal firearms laws. After the Virginia Tech tragedy, ATF communicated to all state Attorneys General and federal firearms licensees explaining

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			the federal firearms prohibition relating to “mental defectives” in the Gun Control Act of 1968 and encouraged states to make relevant information available to the NICS. See most recent update of language: https://www.atf.gov/file/97771/download
B12	The U.S. Department of Justice, through the FBI and ATF, should continue to encourage state and federal agencies to provide all appropriate information to the NICS so that required background checks are thorough and complete.	11	By law, federal agencies are required to provide certain information to the NICS. Section 103(e) (1) of the Brady Act (Pub. L. 103-159) (https://www.gpo.gov/fdsys/pkg/STATUTE-107/pdf/STATUTE-107-Pg1536.pdf) provides the Attorney General the authority to secure directly from any department or agency of the United States information on persons whose receipt of a firearm would violate federal or state law. The provision provides that the heads of such agencies shall provide the information to the NICS. To that end, the Department of Justice has continued to make efforts to ensure that all federal agencies with relevant information forward that information to the NICS. Neither the Brady Act nor other federal laws have required states to submit information on prohibited persons to the NICS, and thus to the extent that states submitted information on prohibited persons to the NICS, they did so voluntarily. The Brady Act established the NCHIP federal funding program, administered by BJS, as the primary means to improve the automation and accessibility of state criminal records at the national level. However, according to the report significant shortcomings existed in 2007 regarding the completeness of the records in the system and the availability of relevant information for NICS checks. See the following report: https://www.ncjrs.gov/pdffiles1/bjs/grants/231187.pdf
B13	Some states may need to evaluate whether changes or modifications to state law are necessary to make more relevant information available to NICS. The U.S. Department of Justice should work with states to provide appropriate guidance on policies and procedures that would ensure that relevant and complete information is available for background checks.	11	In 2008, President Bush signed the NICS Improvement Amendments Act of 2007, authorizing more than \$1 billion in grants to improve local records reporting. The bill that became law had six provisions: <ul style="list-style-type: none"> • Enhancement of requirement that federal departments and agencies provide relevant information to the National Instant Criminal Background Check System. • Requirements to obtain waiver. • Implementation assistance to states. • Penalties for noncompliance. • Relief from disabilities program required as condition for participation in grant programs. • Illegal immigrant gun purchase notification. See public law: https://www.gpo.gov/fdsys/pkg/PLAW-110publ180/pdf/PLAW-110publ180.pdf
B14	Improved Awareness and Communication Are Key to Prevention		
B15	Develop cultures within schools and institutions of higher education that promote safety, trust, respect, and open communication. Create environments conducive to seeking help and develop culturally appropriate messages to destigmatize mental illness and mental health treatment.	12	In 2008, a total of 29 states enacted 77 bills that dealt directly with Bullying, K-12 School Safety, and Campus Safety. See link: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx
B16	Educate and train parents, teachers, and students to recognize warning signs and known indicators of violence and mental illness and to alert those who can provide for safety and treatment.	12	In 2008, seven states enacted nine bills that dealt directly with parental involvement in areas of violence prevention, school discipline, and mental health awareness/treatment within their respective schools. The states were Colorado, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, and West Virginia. See link: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx

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B17	Establish and publicize widely a mechanism to report and respond to reported threats of violence.	12	Many individual states have hotlines/tiplines for students, parents, or others to report threats of violence. There is no centralized mechanism utilized by states to perform this action.
B18	The U.S. Department of Health and Human Services should work through the Centers for Disease Control and Prevention's (CDC) 10 Academic Centers of Excellence on Youth Violence Prevention and collaborate with the U.S. Department of Education to identify opportunities to expand CDC's "Choose Respect" initiative so that it includes efforts to develop healthy school climates and prevent violence in schools.	13	<p>The CDC's Choose Respect initiative was a national effort to help youth form healthy relationships to prevent dating abuse before it starts. The initiative targets were 11–14 year olds and the caring adults in their lives with the message that dating abuse is not just unacceptable, but also preventable by choosing respect. Based on social marketing principles and models of behavior change, the overall aim of the initiative was to move the target audience through the various stages of change by increasing knowledge and awareness; influencing beliefs; changing attitudes; and changing and sustaining behavior. Two Youth Violence Prevention Centers (YVPCs) were funded by the CDC in 2006 (prior to the report) with similar but broader objectives. The primary objectives of these YVPCs were to:</p> <ul style="list-style-type: none"> • Monitor the magnitude and distribution of youth violence in a defined community • Foster collaboration between researchers and communities by bringing together individuals with diverse perspectives • Mobilize and empower communities to address youth violence • Build the scientific infrastructure necessary to support the development and widespread application of effective youth violence interventions • Promote interdisciplinary research strategies to address youth violence in a defined community <p>See link for current research: https://www.cdc.gov/violenceprevention/yvpc/about.html</p>
B19	The U.S. Department of Health and Human Services should include a focus on college students in its mental health public education campaign to encourage young people to support their friends who are experiencing mental health problems.	13	The U.S. Department of Health and Human Services, through its Substance Abuse and Mental Health Services Administration, launched a Mental Health National Anti Stigma Campaign to encourage young people between 18 and 25 to support their friends who were experiencing mental health problems. The program is no longer called Anti-Stigma. See link for other programming: https://www.samhsa.gov/
B20	The U.S. Departments of Education, Health and Human Services, and Justice should continue to work together and with states and local communities to improve and expand their collaboration on their "Safe Schools/Healthy Students" program.	13	The Safe Schools/Healthy Students program provided grants to school districts for comprehensive, community-wide drug and violence prevention projects. School districts are required to partner with local law enforcement, public mental health, and juvenile justice agencies/entities. This program is jointly funded by the U.S. Departments of Education and Health and Human Services and jointly administered by the U.S. Departments of Education, Health and Human Services, and Justice and continues today. See link: https://www.samhsa.gov/safe-schools-healthy-students/about
B21	It Is Critical to Get People with Mental Illness the Services They Need		
B22	Evaluate state and local community mental health systems to ensure their adequacy in providing a full array and continuum of services, including mental health services for students, and in providing meaningful choices among treatment options.	15	<p>The Substance Abuse and Mental Health Services Administration (SAMHSA) solicited applications for fiscal year (FY) 2009 supplements to the State Mental Health Data Infrastructure Grants for Quality Improvement program. This was an existing grant that was provided with supplemental funding in 2009. These grants were designed to expand grant activities that support mental health prevalence estimation found in state populations.</p> <p>Grantees were required to provide coordination, state data analyses, and information dissemination activities that can inform the state on mental health status of various populations.</p> <p>SAMHSA made available approximately \$200,000 in funding for up to 16 grants for one year. The</p>

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			average award amount was nearly \$12,500 annually. The actual award amounts varied, depending on the availability of funds. The grants were administered for states by SAMHSA’s Center for Mental Health Services (CMHS). This program has continued and increased in funding over time. See link: https://www.samhsa.gov/newsroom/press-announcements/201001111100 ; https://www.samhsa.gov/grants/archive
B23	Integrate mental health screening, treatment, and referral with primary healthcare.	15	The Paul Wellstone and Pete Domenici Mental Health Parity and Addiction Equity Act of 2008 (MHPAEA), signed by President George W. Bush, required doctors and insurers to treat mental illness the same as physical illness. It was enacted on October 3, 2008. Key changes made by MHPAEA, which was effective for plan years beginning after October 3, 2009, include the following: <ul style="list-style-type: none"> • If a group health plan or health insurance coverage includes medical/surgical benefits and Mental Health (MH)/Substance Use Disorder (SUD) benefits, the financial requirements (e.g., deductibles and co-payments) and treatment limitations (e.g., number of visits or days of coverage) that apply to MH/SUD benefits must be no more restrictive than the predominant financial requirements or treatment limitations that apply to substantially all medical/surgical benefits (this is referred to as the “substantially all/predominant test”). This test is discussed in greater detail in the MHPAEA regulation (linked below) and the summary of the MHPAEA regulation found below. • MH/SUD benefits may not be subject to any separate cost-sharing requirements or treatment limitations that only apply to such benefits. • If a group health plan or health insurance coverage includes medical/surgical benefits and MH/SUD benefits, and the plan or coverage provides for out-of-network medical/surgical benefits, it must provide for out-of-network MH/SUD benefits. • Standards for medical necessity determinations and reasons for any denial of benefits relating to MH/SUD benefits must be disclosed upon request. https://www.cms.gov/ccio/programs-and-initiatives/other-insurance-protections/mhpaea_factsheet.html
B24	Review emergency services and commitment laws to ensure the standards are clear, appropriate, and strike the proper balance among liberty and safety for the individual and the community, and appropriate treatment.	15	Mental Health Professionals’ Duty to Warn—Doctors are responsible for maintaining confidentiality of patient information based on the ethical standards of their profession. However, in an effort to protect potential victims from a patient’s violent behavior many states have passed “duty to warn” laws. These laws impose a duty on psychotherapists to warn third parties of potential threats to their safety. See link: http://www.ncsl.org/research/health/mental-health-benefits-state-mandates.aspx
B25	Where a legal ruling mandates a course of treatment, make sure that systems are in place to ensure thorough follow-up.	15	Many states enacted legislation that supported both mental health and substance abuse coverage from insurance, but there was only one found in the research that specifically identified coverage for court-ordered treatment. The State of Colorado has two laws, both preceding the Bush recommendations: <ul style="list-style-type: none"> • Substance abuse—court-ordered treatment coverage <ul style="list-style-type: none"> o ST § 10-16-104.7 o Eff. Jan. 1, 2003—Group and Individual, Substance Abuse, Mandated Offering, Subject to co-payment, deductible, and policy maximums and limitations • Mental health services coverage—court ordered <ul style="list-style-type: none"> o ST § 10-16-104.8 o Eff. March 31, 2006—Group and Individual, Mental Illness, Mandated Offering, Subject to in or out of network co-payment, deductible, and policy maximums and limitations See link for more details: http://www.ncsl.org/research/health/mental-health-benefits-state-mandates.aspx

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B26	The U.S. Department of Health and Human Services should convene the directors of state mental health, substance abuse, and Medicaid agencies and constituent organizations to explore ways to expand and better coordinate delivery of evidence-based practices and community-based care to adults and children with mental and substance use disorders.	15	<p>The Paul Wellstone and Pete Domenici Mental Health Parity and Addiction Equity Act of 2008 (MHPAEA), which was enacted on October 3, 2008, amended the Employee Retirement Income Security Act of 1974 (ERISA), the Public Health Service Act (PHS Act), and the Internal Revenue Code of 1986 (Code). The law applied to employment-related group health plans and health insurance coverage offered in connection with a group health plan. The changes made by MHPAEA were generally effective for plan years beginning after October 3, 2009.</p> <p>The MHPAEA of 2008 required health insurers and group health plans to provide the same level of benefits for mental and/or substance use treatment and services that they provide for medical/surgical care. The final rule of the act provided details about the implementation of the MHPAEA, such as:</p> <ul style="list-style-type: none"> • Ensuring that parity applies to intermediate levels of care, such as treatment received in residential or intensive outpatient settings • Clarifying the scope of the transparency required by health plans, including the disclosure rights of plan participants, to ensure compliance with the law • Clarifying that parity applies to all plan standards, including geographic limits, facility-type limits, and network adequacy • Eliminating an exception to the existing parity rule that was determined to be confusing, unnecessary, and open to abuse <p>See link: https://www.samhsa.gov/health-financing/implementation-mental-health-parity-addiction-equity-act</p>
B27	The U.S. Department of Health and Human Services should examine current strategies for implementing innovative technologies in the mental health field to enhance service capacity, through such means as telemedicine, electronic health records, health information technology, and electronic decision support tools in healthcare.	15	<p>HHS and other federal agencies have established prominent grant programs that allow state and private entities to compete for funding in areas that will be innovative for the mental health field. Several of the funding opportunities that have been available to the public are listed below:</p> <ul style="list-style-type: none"> • Innovative Mental Health Services Research Not Involving Clinical Trials (R01)—(National Institute of Mental Health (NIMH), NIH) • Innovations for Healthy Living—Improving Minority Health and Eliminating Health Disparities (R43/R44 - Clinical Trial Optional)—(National Institute on Minority Health and Health Disparities (NIMHD), NIH USA) • NIH Director’s New Innovator Award Program (DP2 - Clinical Trial Optional)—(National Institutes of Health (NIH), HHS) • NIH Director’s Transformative Research Award (R01 - Clinical Trial Optional)—(National Institutes of Health (NIH), HHS) • Challenge.gov—(U.S. General Services Administration (GSA) USA) <p>See link for details: https://www.nlm.nih.gov/hsrinfo/grantsites.html</p>
B28	The interagency Federal Executive Steering Committee on Mental Health led by the U.S. Department of Health and Human Services should promote federal agency collaboration to support innovations in mental health services and support for school aged children and young adults in primary care and specialty mental health settings using evidence-based programs and innovative technologies. The Committee should also	15	<p>SAMHSA has a Child Mental Health Initiative that is dedicated to funding services in this area. See link: https://www.samhsa.gov/search_results?k=mental+health+in+youth</p> <p>Early in the Bush era, the President created an interagency Federal Executive Steering Committee consisting of high-level representatives from agencies within the U.S. Department of Health and Human Services and from nine other federal departments that served children, adults, and older adults who have mental disorders. The Committee provided oversight for the implementation of the Interagency Federal Action Agenda on Mental Health under the President’s New Freedom Initiative in 2002. See link for full report: http://govinfo.library.unt.edu/mentalhealthcommission/reports/FinalReport/FullReport-1.htm</p>

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	examine ways of disseminating more widely state and local grant opportunities that focus on detecting and treating behavioral health and violence issues with children and youth.		
B29	Where We Know What to Do, We Have to Be Better at Doing It		
B30	Integrate comprehensive all-hazards emergency management planning for schools into overall local and state emergency planning.	17	<p>According to a report by the Council of State Governments, since 2000 at least 13 states have passed legislation establishing school safety councils, committees, and/or studies. Membership of these councils or committees most often include representatives from the department of education, government officials, local law enforcement agencies, emergency agencies including first responders, juvenile justice organizations, school administrators, community members, and parents of students. Common focuses of such committees and councils include school safety assessments, general violence, prevention, mental and behavioral health supports, and the creation of safety, security, and emergency preparedness standards. These committees or councils are either created to be permanently housed in a state department or they are structured to be operational for a specific period of time that culminates in a report that is submitted to a state governmental power such as the legislature or the governor's office.</p> <p>As of 2014, 33 states have statutes that specifically require every school or school district to have a comprehensive school safety or emergency plan (AK, AL, AZ, CA, CO, CT, DE, FL, GA, IL, KY, LA, MD, ME, MN, MS, MT, NC, NH, NV, NY, OH, OK, RI, SC, TN, TX, UT, VA, VT, WA, WI, and WV).</p> <p>School districts may choose to implement additional requirements for schools regarding their safety plans, including measures that address school safety needs specific to the area. States that lack statutory language regarding school safety plans may address the concerns in state regulations. See link for additional information: https://csgjusticecenter.org/wp-content/uploads/2014/03/NCSL-School-Safety-Plans-Brief.pdf</p>
B31	Institute regular practice of emergency management response plans and revise them as issues arise and circumstances change.	17	<p>Many states enacted legislation regarding emergency preparedness planning, prior to the release of the Bush report. However, between 2008 and 2009, 17 states enacted legislation that instituted emergency management response planning into their K-12 and/or post-secondary school plans. 27 bills were passed in the following states: AL, AR, AZ, CA, CO, CT, FL, ID, IL, LA, MD, NH, OK, PA, TN, VA, and WA. See link for additional information: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx</p>
B32	Communicate emergency management plans to all school officials, school service workers, parents, students, and first responders.	17	See B – 31
B33	Develop a clear communication plan and tools to rapidly communicate with students and parents to alert them when an emergency occurs. Utilize technology to improve notification, communication, and security systems.	17	<p>Between 2008 and 2009, only Virginia enacted legislation that was specific to the establishment of Public Institution Emergency Notification system for students, staff, and faculty—§ 23.1-803. First warning notification and emergency broadcast system required. See link: https://law.lis.virginia.gov/vacode/title23.1/chapter8/section23.1-803/</p>
B34	Ensure the actual and perceived effectiveness of campus law enforcement through enhanced professionalism of campus police forces and joint training with	18	<p>Between 2008 and 2009, 10 states enacted legislation that was associated with the effectiveness of campus law enforcement. Those states were: AL, CO, DE, FL, IL, ID, MD, NY, TX, and VA. See link for additional information: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx</p>

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	federal, state, and local law enforcement.		
B35	Be prepared to provide both immediate and longer-term mental health support following an event, and evaluate events and the response to them in order to gather lessons learned and implement corrective measures.	18	Approximately five states put forward legislation that served to provide parental and student options for behavioral issues, based on changes to school policies in the area of student discipline. The states that adopted flexible school discipline strategies to support mental health issues were: IL, NH, TN, and VA. The bills do not spell out mental health but account for student behavior with flexible options of re-admittance to school post-event. See link to research more information: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx
B36	Integrate comprehensive all-hazards emergency management planning for schools into overall local and state emergency planning.	17	According to a report by the Council of State Governments, since 2000 at least 13 states have passed legislation establishing school safety councils, committees, and/or studies. Membership of these councils or committees most often include representatives from the department of education, government officials, local law enforcement agencies, emergency agencies including first responders, juvenile justice organizations, school administrators, community members, and parents of students. Common focuses of such committees and councils include school safety assessments, general violence, prevention, mental and behavioral health supports, and the creation of safety, security, and emergency preparedness standards. These committees or councils are either created to be permanently housed in a state department or they are structured to be operational for a specific period of time that culminates in a report that is submitted to a state governmental power such as the legislature or the governor's office. As of 2014, 33 states have statutes that specifically require every school or school district to have a comprehensive school safety or emergency plan (AK, AL, AZ, CA, CO, CT, DE, FL, GA, IL, KY, LA, MD, ME, MN, MS, MT, NC, NH, NV, NY, OH, OK, RI, SC, TN, TX, UT, VA, VT, WA, WI, and WV). School districts may choose to implement additional requirements for schools regarding their safety plans, including measures that address school safety needs specific to the area. States that lack statutory language regarding school safety plans may address the concerns in state regulations. See link for additional information: https://csgjusticecenter.org/wp-content/uploads/2014/03/NCSSL-School-Safety-Plans-Brief.pdf
B37	The U.S. Departments of Education, Homeland Security, and Justice should collaborate and be proactive in helping state, local, and campus law enforcement receive desired training and making them aware of federal resources on behavioral analysis, active shooter training, and other research and analysis relevant to preparedness and response.	18	The U.S. Department of Justice, through the Bureau of Justice Assistance (BJA), established the BJA National Training and Technical Assistance Center (NTTAC) in 2008. It was created to promote the BJA mission by serving as a major source of justice-related training and technical assistance (TTA) information and resources to improve criminal justice systems nationwide. BJA NTTAC continues to offers specialized assistance to the criminal justice field by providing state, local, and tribal communities with rapid, expert, coordinated, and data-driven training and technical assistance. It has several relevant training courses that have been available and currently scheduled for implementation across the country. See link for details related to campus safety: https://www.bja.gov/ProgramDetails.aspx?Program_ID=108
B38	The U.S. Departments of Homeland Security and Justice, jointly and separately, and in collaboration with the U.S. Department of Education, should consider allowing existing grant programs to be used to facilitate joint training exercises for state, local, and campus law enforcement.	18	The U.S. Department of Justice has worked with colleges and universities on training initiatives and continues to make funds available to states. Based on this report, the Department of Justice has urged states to consider how to make federal funds available to colleges and universities since 2007. The Department of Justice has a multitude of grants available to states to engage the education community as listed below: <ul style="list-style-type: none"> • Project Safe Neighborhoods • STOP School Violence Prevention and Mental Health Training Program • STOP School Violence Threat Assessment and Technology Reporting Program

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			<ul style="list-style-type: none"> • Initiative To Develop a Research-Based Practice Guide To Prevent and Reduce Youth Violence in Communities • Mentoring Research Partners Program See link for additional information: https://ojp.gov/funding/Explore/PastFundingOpportunities.htm
B39	The U.S. Departments of Health and Human Services and Homeland Security should examine their community preparedness grants to state and local communities, which include an emphasis on early detection of hazards through information sharing, and clarify the grants that are available for the prevention of and preparedness for violence in schools, offices, and public places.	18	In 2008 the Department of Homeland Security (DHS) released application guidance for 14 federal grant programs totaling more than \$3 billion. Similar to previous years, the FY 2008 Citizen Corps Program (CCP) was one of four grant programs under the FY 2008 Homeland Security Grant Program (HSGP). The CCP grants, in excess of \$14 million, provided allowances for developing school preparedness plans specifically within the Appendix section. See link: https://www.fema.gov/media-library-data/20130726-1904-25045-2320/fy08_community_preparedness_and_participation_funding_summary_508.pdf

Table A.3: Mass Shootings at Virginia Tech, Addendum to Report of the Review Panel, Presented to Governor Kaine, Commonwealth of Virginia (2009)

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VT-1	Emergency Planning		
VT - 2	Universities should do a risk analysis (threat assessment) and then choose a level of security appropriate.	19	In 2008, Virginia enacted Act No. 533 for Public Institution Threat Assessment Team, which required the board of visitors or other governing body of every public institution of higher education to establish a violence assessment and threat assessment team, includes intervention; requires the team to adopt a campus-wide threat assessment policy and to seek cooperation from residential life, academic affairs, law enforcement, the counseling center, and student judicial affairs; and provides for relationships with law enforcement and mental health agencies. See link: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx
VT - 3	VT should update and enhance its Emergency Response Plan and bring it into compliance with federal and state guidelines.	19	In 2008, Virginia enacted Act No. 526 for Public Institutions of Higher Education, which related to crisis and emergency management plans for public institutions of higher education, required the board of visitors or other governing body of each public institution of higher education to develop a written crises and emergency management plan. See link: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx
VT - 4	VT and other institutions of higher education should have a threat assessment team that includes representatives from law enforcement, human resources, student and academic affairs, legal counsel, and mental health.	19	See VT - 2
VT - 5	Students, faculty, and staff should be trained annually about responding to various emergencies and about the notification systems that will used.	19	In 2008, Virginia enacted Act No. 413 for Public Institution Emergency Notification, which mandated that each public institution of higher education shall establish a comprehensive, prompt, and reliable first warning and emergency notification broadcast system for students, staff, and faculty. See link: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx
VT - 6	Universities and colleges must comply with the Clery Act, which requires timely public warnings of imminent danger.	19	For more information on the role that the U.S. Department of Education has regarding the Clery Act, visit the following website: https://ope.ed.gov/campusafety/#/

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VT - 7	Campus Alerting		
VT - 8	Campus emergency communications must have multiple means of sharing information.	19	See VT - 5
VT - 9	In an emergency, immediate messages must be sent to the campus community that provide clear information on the nature of the emergency and actions to be taken.	19	See VT - 5
VT - 10	Campus police as well as administration officials should have the authority and capability to send an emergency message.	19	See VT - 5
VT - 11	Police Role and Training		
VT - 12	The head of campus police should be a member of a threat assessment team as well as the emergency response team for the university.	19	See VT - 2
VT - 13	Campus police must report directly to the senior operations officer responsible for emergency decision-making.	19	In 2008, Virginia enacted Act No. 596 on Campus Police Employment, which allowed any public institution of higher education to direct that its campus police officers and any auxiliary forces not be governed by the state Personnel Act, makes a technical amendment correcting an outdated Code citation, and relates to an institution of higher education's authority to employ campus police officers. See link: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx
VT - 14	Campus police must train for Active Shooters (as did the VTPD).	19	
VT - 15	The mission statement of the campus police should give primacy to their law enforcement and crime prevention role.	20	In 2009, Virginia enacted Act No. 609, Mutual Aid Agreements, which allowed all institutions of higher learning having a police force appointed pursuant to existing law, rather than just state-supported institutions, to enter in and become a party to contracts or mutual aid agreements for the use of their joint forces, both regular and auxiliary, equipment, and materials to maintain peace and good order. See link for details: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx
	Mental Health Systems		
VT - 16	Va. Code 37.2-808 (H) and (I) and 37.2-814 (A) should be amended to extend the time periods for temporary detention to permit more thorough mental health evaluations.	60	In 2008, Virginia House Bill (HB) 583 Emergency custody orders; extension of time. Allows the magistrate to extend the time of emergency custody orders for one two-hour period if good cause exists to grant the extension. Good cause for an extension includes the need for additional time to (i) find a suitable facility in which to temporarily detain the person subject to the order, or (ii) complete a medical evaluation of the person. See link for details: http://lis.virginia.gov/cgi-bin/legp604.exe?ses=081&typ=bil&val=hb583
VT - 17	Va. Code 37.2-809 should be amended to authorize magistrates to issue temporary detention orders based upon evaluations conducted by emergency physicians trained to perform emergency psychiatric evaluations.	60	See VT - 16

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VT - 18	The criteria for involuntary commitment in Va. Code 37.2-817(B) should be modified in order to promote more consistent application of the standard and to allow involuntary treatment in a broader range of cases involving severe mental illness.	60	In 2008, Virginia House Bill (HB) 559-Emergency custody orders, temporary detention orders, and involuntary commitment; criteria passed. The bill changed the criteria for emergency custody orders, temporary detention orders, involuntary commitment, and outpatient treatment, including how that criteria is applied to prisoners and juveniles, so that a person may be taken into custody, temporarily detained, involuntarily committed, or ordered to outpatient treatment if the person has a mental illness and there exists a substantial likelihood that, as a result of mental illness, the person will, in the near future (i) cause serious physical harm to himself or others as evidenced by recent behavior causing, attempting, or threatening harm and other relevant information, if any, or (ii) suffer serious harm due to his lack of capacity to protect himself from harm or to provide for his basic human needs. This bill incorporated HB 1059 and HB 1237. See link for details: http://lis.virginia.gov/cgi-bin/legp604.exe?081+sum+HB559
VT - 19	The number and capacity of secure crisis stabilization units should be expanded where needed in Virginia to ensure that individuals who are subject to a temporary detention order do not need to wait for an available bed.	61	
VT - 20	The role and responsibilities of the independent evaluator in the commitment process should be clarified and steps taken to assure that the necessary reports and collateral information are assembled before the independent evaluator conducts the evaluation.	61	In 2016, the Department of Behavioral Health and Developmental Services and the Virginia Association of Community Services Boards partnered to develop new standards and processes for emergency evaluators, including requiring all new hires to hold master's or doctoral degrees and to undertake continuing education, supervision, and recertification every two years. See link: https://www.roanoke.com/news/education/higher_education/virginia_tech/status-on-mental-health-reforms-proposed-in-the-aftermath-of/article_6483a99b-000a-54de-9eea-f80490dc3991.html
VT - 21	The following documents should be presented at the commitment hearing: <ul style="list-style-type: none"> • The complete evaluation of the treating physician, including collateral information • Reports of any lab and toxicology tests conducted • Reports of prior psychiatric history • All admission forms and nurse's notes 	61	In 2008, the Virginia General Assembly passed House Bill (HB) 499 Involuntary commitment; establishes new standard for outpatient commitment. Within the bill, the Governor had attached an amendment that outlined the documents that needed to be presented at the commitment hearing—37.2-815. Commitment hearing for involuntary admission; examination required. Language from the addition reads: The examination shall consist of (i) a clinical assessment that includes a mental status examination; determination of current use of psychotropic and other medications; a medical and psychiatric history; a substance use, abuse, or dependency determination; and a determination of the likelihood that, as a result of mental illness, the person will, in the near future, suffer serious harm due to his lack of capacity to protect himself from harm or to provide for his basic human needs; (ii) a substance abuse screening, when indicated; (iii) a risk assessment; (v) a review of the temporary detention facility's records for the person, including the treating physician's evaluation; (vii) an assessment of whether the person meets the criteria for an order authorizing discharge to mandatory outpatient treatment following a period of inpatient treatment; (viii) an assessment of alternatives to involuntary inpatient treatment; and (ix) recommendations for the placement, care, and treatment of the person. See link for details: https://law.lis.virginia.gov/vacode/37.2-815
VT - 22	The Virginia Code should be amended to require the presence of the prescriber or other CSB representative at all commitment hearings and to provide adequate resources	61	In 2008, House Bill (HB) 560 Commitment hearing; community services board representative, treating physician, etc. to attend passed. It requires the independent examiner and the community services board employee or designee who prepared the prescreening report, or if the hearing occurs in a different jurisdiction, an employee or designee of the local community services board or

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	to facilitate CSB compliance.		behavioral health authority serving that jurisdiction, to attend the commitment hearing or, if physical attendance is not practicable, to participate in the hearing through a two-way electronic video and audio or telephonic communication system. The bill also provides that the initial period of involuntary commitment shall be 30 days and allows for a subsequent order authorizing an additional period of 180 days. The bill also sets forth conditions for when a person may be ordered to mandatory outpatient treatment. See link for details: http://lis.virginia.gov/cgi-bin/legp604.exe?081+sum+HB560
VT - 23	The independent evaluator, if not present in person, and treating physician should be available where possible if needed for questioning during the hearing.	61	See VT – 23
VT - 24	The Virginia Health Records Privacy statute should be amended to provide a safe harbor provision that would protect health entities and providers from liability or loss of funding when they disclose information in connection with evaluations and commitment hearings conducted under Virginia Code 37.2-814 et seq.	61	In 2008, the Virginia General Assembly passed House Bill (HB) 499 Involuntary commitment; establishes new standard for outpatient commitment. Within the bill, it affords safe harbor in that “any healthcare provider shall be immune for any harm resulting from the disclosure of health records unless he intended the harm or acted in bad faith.” See link for details: http://lis.virginia.gov/cgi-bin/legp604.exe?081+sum+HB499
VT - 25	Virginia Health Records Privacy and Va. Code 37.2-814 et seq. should be amended to ensure that all entities involved with treatment have full authority to share records with each other and all persons involved in the involuntary commitment process while providing the legal safeguards needed to prevent unwarranted breaches of confidentiality.	61	In 2008, Virginia enacted Act No. 441, Institutions of Higher Education, which required the Board of Visitors or other governing board of any public institution of higher education to establish policies and procedures requiring the notification of a parent of a dependent student when such student receives mental health treatment at the institution’s student health or counseling center and it has been determined that the student may cause serious bodily harm to himself or others. See link for details: http://www.ncsl.org/research/education/education-bill-tracking-database.aspx
VT - 26	Virginia Code 37.2-817(C) should be amended to clarify: <ul style="list-style-type: none"> • the need for specificity in involuntary outpatient orders • the appropriate recipients of certified copies of orders • the party responsible for certifying copies of orders • the party responsible for reporting noncompliance with outpatient orders and to whom noncompliance is reported • the mechanism for returning the noncompliant person to court • the sanction(s) to be imposed on the noncompliant person who does not pose an imminent danger to himself or others 	61	In 2010, the General Assembly amended Virginia Code § 37.2-817 enacting a two-prong test in new subsections C1 and C2 permitting a court to commit an individual to inpatient hospitalization and then authorize mandatory outpatient treatment following a period of inpatient treatment if the court finds that the individual meets further specific criteria, namely: <p>(i) the person has a history of lack of compliance with treatment for mental illness that at least twice within the past 36 months has resulted in the person being subject to an order for involuntary admission...;(ii) in view of the person’s treatment history and current behavior, the person is in need of mandatory outpatient treatment following inpatient treatment in order to prevent a relapse or deterioration that would be likely to result in the person meeting the criteria for involuntary inpatient treatment; (iii) as a result of mental illness, the person is unlikely to voluntarily participate in outpatient treatment unless the court enters an order authorizing discharge to mandatory outpatient treatment following inpatient treatment; and (iv) the person is likely to benefit from mandatory outpatient treatment.</p> <p>At the time of discharge from the period of inpatient hospitalization, the language in subsection C2 prior to initially permitted the treating physician to discharge the person to mandatory treatment if he determines that the person (a) in view of [his] treatment history and current behavior, no longer</p>

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	<ul style="list-style-type: none"> the respective responsibilities of the detaining facility, the CSB, and the outpatient treatment provider in assuring effective implementation of involuntary outpatient treatment orders 		<p>needs inpatient hospitalization, (b) requires mandatory outpatient treatment at the time of discharge to prevent relapse or deterioration of his condition that would likely result in his meeting the criteria for involuntary inpatient treatment, (c) has sufficient capacity to understand the stipulations of his treatment, (d) has expressed an interest in living in the community and has agreed to abide by his discharge plan, (e) is deemed to have the capacity to comply with the discharge plan and understand and adhere to conditions and requirements of the treatment and services, and (f) the ordered treatment can be delivered on an outpatient basis by the community services board or designated provider; and (2) at the time of discharge, services are actually available in the community and providers of services have actually agreed to deliver the services. See link for details: https://law.lis.virginia.gov/vacode/title37.2/chapter8/section37.2-817/</p>
VT - 27	The Virginia Health Records Privacy statute should be clarified to expressly authorize treatment providers to report noncompliance with involuntary outpatient orders.	61	Virginia Code 37.2-817.1, Monitoring mandatory outpatient treatment; petition for hearing explicitly states that treatment providers are to report noncompliance with involuntary outpatient orders to the court. See link for most updated version of the Code: https://law.lis.virginia.gov/vacode/title37.2/chapter8/section37.2-817.1/
VT - 28	Virginia Code 37.2-819 should be amended to clarify that the clerk shall immediately upon completion of a commitment hearing complete and certify to the Central Criminal Records Exchange, a copy of any order for involuntary admission or involuntary outpatient treatment.	62	Virginia Code 37.2-819 was amended by the Virginia General Assembly in 2008. See link for the most recent update: https://law.lis.virginia.gov/vacode/title37.2/chapter8/section37.2-819/
VT - 29	A comprehensive review of the Virginia Code should be undertaken to determine whether there exist additional situations where court orders containing mental health findings should be certified to the Central Criminal Records Exchange.	62	<p>In March 2016, the Virginia General Assembly, in Item 313 (S) of the appropriations act, ordered the Department of Behavioral Health & Developmental Services (DBHDS) “to develop a model [program for mental health dockets] that can be replicated in other courts and jurisdictions that determine a need for such a docket.” As a result, DBHDS also began to partner with the Office of the Executive Secretary of the Supreme Court of Virginia, both in its own Mental Health Docket Workgroup, as well as on the Problem-Solving Docket Advisory Group convened by the Chief Justice of the Supreme Court of Virginia.</p> <p>The final document that has been produced as a result of these collaborations was published on December 1, 2016, and it is the hope of DBHDS that this report will be used by communities as they explore the creation of a mental health docket in their locality. See link for details: http://www.dbhds.virginia.gov/library/forensics/fofo%20-%20mental%20health%20docket%20report%20final.pdf</p>
VT- 30	Information Privacy Laws		
VT - 31	Accurate guidance should be developed by the attorney general of Virginia regarding the application of information privacy laws to the behavior of troubled students.	68	In 2014, the Virginia General Assembly passed House Bill (HB) 1268 Student mental health policies and procedures; violence prevention committees. The bill requires the violence prevention committee of each public institution of higher education to establish policies and procedures that outline circumstances under which all faculty and staff are to report threatening or aberrant behavior that may represent a physical threat to the community. The bill also requires each violence prevention committee to include notification of family members or guardians, or both, as a sufficient means of action in the committee’s policies and procedures for the assessment of individuals whose behavior may present a physical threat, unless such notification would prove harmful to the

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			individual in question. See link: http://lis.virginia.gov/cgi-bin/legp604.exe?141+sum+HB1268S
VT - 32	Privacy laws should be revised to include “safe harbor” provisions.	68	In 2008, the Virginia General Assembly passed HB 576 Mental health records; health provider shall disclose information to provide care, etc. of minor. The bill provides that, upon request, any healthcare provider or other provider rendering services to persons subject to emergency custody orders, temporary detention orders, or involuntary commitment proceedings shall disclose to certain entities and individuals all information necessary and appropriate for the entities or individuals to perform their duties in relation to such orders or proceedings. The bill also provides that any healthcare provider shall be immune for any harm resulting from the disclosure of health records unless he intended the harm or acted in bad faith. See link: http://lis.virginia.gov/cgi-bin/legp604.exe?081+sum+HB576S
VT - 33	The Family Educational Rights and Privacy Act of 1974 (FERPA) should explicitly explain how it applies to medical records held for treatment purposes.	69	In 2008, the Departments of Education and Health and Human Services issued Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records. See link: https://www2.ed.gov/policy/gen/guid/fpco/doc/ferpa-hipaa-guidance.pdf The purpose of the guidance was to explain the relationship between the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule, and to address apparent confusion on the part of school administrators, healthcare professionals, and others as to how these two laws apply to records maintained on students. It also addressed certain disclosures that are allowed without consent or authorization under both laws, especially those related to health and safety emergency situations.
VT - 34	FERPA should make explicit an exception regarding treatment records.	69	See VT – 33
VT - 35	The Department of Education should allow more flexibility in FERPA’s “emergency” exception.	69	On July 1, 2010, the Department of Education announced updated guidelines relating to FERPA and the disclosure of student information related to emergencies and disasters. According to the document, the purpose of the guidance was to answer questions that arose about the sharing of personally identifiable information from students’ education records to outside parties when responding to emergencies, including natural or man-made disasters. See link for information: http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferpa-disaster-guidance.pdf .
VT - 36	Schools should ensure that law enforcement and medical staff (and others as necessary) are designated as school officials with an educational interest in school records.	69	
VT - 37	The Commonwealth of Virginia Commission on Mental Health Reform should study whether the result of a commitment hearing (whether the subject was voluntarily committed, involuntarily committed, committed to outpatient therapy, or released) should also be publicly available despite an individual’s request for confidentiality.	69	The Commonwealth of Virginia Commission on Mental Health Law Reform was directed by the Chief Justice to conduct a comprehensive examination of Virginia’s mental health laws and services and to study ways to use the law more effectively to serve the needs and protect the rights of people with mental illness, while respecting the interests of their families and communities. Goals of reform include reducing the need for commitment by improving access to mental health services, avoiding the criminalization of people with mental illness, making the process of involuntary treatment more fair and effective, enabling consumers of mental health services to have greater choice regarding the services they receive, and helping young people with mental health problems and their families before these problems spiral out of control. The Commission published a Progress Report in 2009 based on their research. See link for details on progress report:

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			http://www.courts.state.va.us/programs/concluded/cmh/reports/2009_progress_report.pdf
VT - 38	<p>The national higher education associations should develop best practice protocols and associated training for information sharing. Among the associations that should provide guidance to the member institutions are:</p> <ul style="list-style-type: none"> • American Council on Education (ACE) • American Association of State Colleges and Universities (AASCU) • American Association of Community Colleges (AACCE) • National Association of State and Land Grant Universities and Colleges (NASLUGC) • National Association of Independent Colleges and Universities (NAICU) • Association of American Universities (AAU) • Association of Jesuit Colleges and Universities 	70	<p>The American Association of State Colleges and Universities (AASCU) published a paper in 2009 that addressed many of the issues around information sharing and safety on college campuses. The paper was entitled Balancing Student Privacy, Campus Security, and Public Safety: Issues for Campus Leaders. The purpose of the paper was twofold: to provide background information on student privacy and campus security, and to review best practices that college and university leaders may consider to help ensure that a system is in place to simultaneously maximize an open community and manage public safety preparedness and responsiveness. See link for more details: http://www.aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/08_perspectives%281%29.pdf</p>
VT - 39	Gun Purchase and Campus Policies		
VT - 40	All states should report information necessary to conduct federal background checks on gun purchases.	76	<p>In 2008, President Bush signed the NICS Improvement Amendments Act of 2007, authorizing more than \$1 billion in grants to improve local records reporting. The bill that became law had six provisions:</p> <ul style="list-style-type: none"> • Enhancement of requirement that federal departments and agencies provide relevant information to the National Instant Criminal Background Check System. • Requirements to obtain waiver. • Implementation assistance to states. • Penalties for noncompliance. • Relief from disabilities program required as condition for participation in grant programs. • Illegal immigrant gun purchase notification. <p>See public law: https://www.gpo.gov/fdsys/pkg/PLAW-110publ180/pdf/PLAW-110publ180.pdf</p>
VT - 41	Virginia should require background checks for all firearms sales, including those at gun shows.	76	<p>In 2009, the Virginia Senate issued Senate Bill (SB) 1257 Firearms; criminal records check performed at a gun show before vendor may transfer. The bill would have added a definition of “firearms show vendor” and required that a criminal history record information check be performed on the prospective transferee before the vendor could transfer firearms at a gun show. Under current law, only licensed dealers could obtain such a check. The bill also added a definition of “promoter” and required that the promoter of a gun show provide vendors with access to licensed dealers who would conduct the criminal background check. The bill did not pass and was defeated in the Senate. See link for details: http://lis.virginia.gov/cgi-bin/legp604.exe?091+sum+SB1257</p>
VT - 42	Anyone found to be a danger to themselves or others by a court-ordered review should be entered in the Central Criminal Records	76	<p>In 2008 House Bill (HB) 815 Voluntary admission; report to Central Criminal Records Exchange passed, which codified Executive Order 50, requiring information regarding involuntary admission to a facility or for mandatory outpatient treatment be forwarded to the Central Criminal Records</p>

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	Exchange database regardless of whether they voluntarily agreed to treatment.		<p>Exchange for purposes of determining an individual's eligibility to possess, purchase, or transfer a firearm.</p> <p>The bill also made substantive changes to who may possess, purchase, or transfer a firearm. In addition to those ordered to involuntary treatment pursuant to Title 37.2, the bill made it illegal for a person found incompetent to stand trial and ordered to mental health treatment to possess or purchase a firearm. The bill also made it illegal for a person who was the subject of a temporary detention order, and subsequently agreed to voluntarily admission for mental health treatment, to possess or purchase a firearm. Such person would be advised that agreeing to voluntary treatment would affect the person's right to possess or purchase a firearm.</p> <p>Finally, the bill revised the procedures for a person prohibited from possessing or purchasing a firearm because of an acquittal by reason of insanity, involuntary mental health treatment, or voluntary mental health treatment after a temporary detention order to restore his rights to purchase or possess a firearm. See link: http://lis.virginia.gov/cgi-bin/legp604.exe?081+sum+HB815</p>
VT - 43	The existing attorney general's opinion regarding the authority of universities and colleges to ban guns on campus should be clarified immediately.	76	In 2007, 2008, or 2009 the Attorney General did not provide an opinion on guns on campus. However, a Joint House Bill (HJ) 154 Firearms joint subcommittee to study laws and policies relating to purchase, etc. in state was introduced. It would have created a joint subcommittee to review existing laws regarding the purchase, possession, and transport of firearms in the Commonwealth, and to make recommendations for future legislation relating to firearms. The bill did not make it out of the House.
VT - 44	The Virginia General Assembly should adopt legislation in the 2008 session clearly establishing the right of every institution of higher education in the Commonwealth to regulate the possession of firearms on campus if it so desires.	76	A law providing this power to school institutions was outlined in 2004 per the Code of Virginia, Title 22.1-277.07:1. Policies prohibiting possession of firearms, which states the following: Notwithstanding any other provision of law to the contrary, each school division may develop and implement procedures addressing disciplinary actions against students, and may establish disciplinary policies prohibiting the possession of firearms on school property, school buses, and at school-sponsored activities. See link: https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-277.07:1/
VT - 45	Universities and colleges should make clear in their literature what their policy is regarding weapons on campus.	76	See VT - 44
VT - 46	Emergency Communication During an Event		
VT - 47	In the preliminary stages of an investigation, the police should resist focusing on a single theory and communicating that to decision makers.	87	See VT - 50
VT - 48	All key facts should be included in an alerting message, and it should be disseminated as quickly as possible, with explicit information.	87	See VT - 50
VT - 49	Recipients of emergency messages should be urged to inform others.	87	See VT - 50
VT - 50	Universities should have multiple communication systems, including some not	87	In 2008 per the Code of Virginia, Title 23.1-803. First warning notification and emergency broadcast system required. The language states the following:

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	dependent on high technology. Do not assume that 21st century communications may survive an attack or natural disaster or power failure.		A. The governing board of each public institution of higher education shall establish a comprehensive, prompt, and reliable first warning notification and emergency broadcast system for their students, faculty, and staff, both on and off campus. Such system shall be activated in the case of an emergency and may rely on website announcements; email notices; phone, cellular phone, and text messages; alert lines; public address systems; and other means of communication. See link: https://law.lis.virginia.gov/vacode/title23.1/chapter8/section23.1-803/
VT - 51	Plans for canceling classes or closing the campus should be included in the university's emergency operations plan.	87	As of 2008, the Code of Virginia Title 23.1-804. Institutional crisis and emergency management plan authorized the governing board of each public institution of higher education shall develop, adopt, and keep current a written crisis and emergency management plan. Every four years, each public institution of higher education shall conduct a comprehensive review and revision of its crisis and emergency management plan to ensure that the plan remains current, and the revised plan shall be adopted formally by the governing board. This review would be inclusive of school closure protocols. See link for more details: https://law.lis.virginia.gov/vacode/title23.1/chapter8/section23.1-804/
VT - 52	Campus Police and Response		
VT - 53	Campus police everywhere should train with local police departments on response to active shooters and other emergencies.	99	From 1977 and forward, the Code of Virginia Title 23.1-813. Officers and members to comply with requirements of Department of Criminal Justice Services has stated that all individuals appointed and employed as campus police officers or members of an auxiliary police force pursuant to this article shall comply with the requirements for law-enforcement officers as established by the Department of Criminal Justice Services pursuant to Chapter 1 (§ 9.1-100 et seq.) of Title 9.1. This infers training. See link: https://law.lis.virginia.gov/vacode/title23.1/chapter8/section23.1-813/
VT - 54	Dispatchers should be cautious when giving advice or instructions by phone to people in a shooting or facing other threats without knowing the situation.	99	As of 1997, the Code of Virginia Title 22.1-279.8. School safety audits and school crisis, emergency management, and medical emergency response plans required, a "School safety audit" or rather a written assessment of the safety conditions in each public school to (i) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (ii) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events would take place. Solutions and responses include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board's standards for student conduct. The steps within any school safety plan would be addressed during these audits, which would correspond to execution of the emergency planning procedures. See link for details: https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.8/
VT - 55	Police should escort survivors out of buildings, where circumstances and manpower permit.	99	See VT - 54
VT - 56	Schools should check the hardware on exterior doors to ensure that they are not subject to being chained shut.	99	See VT - 54
VT - 57	Take bomb threats seriously. Students and staff should report them immediately, even if most do turn out to be false alarms.	99	See VT - 54

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VT - 58	Emergency Medical Response		
VT - 59	Montgomery County, VA, should develop a countywide emergency medical services, fire, and law enforcement communications center to address the issues of interoperability and economies of scale.	122	
VT - 60	A unified command post should be established and operated based on the National Incident Management System Incident Command System model.	122	See VT - 64
VT - 61	Emergency personnel should use the National Incident Management System procedures for nomenclature, resource typing and utilization, communications, interoperability, and unified command.	122	See VT - 64
VT - 62	An emergency operations center must be activated early during a mass casualty incident.	122	See VT - 64
VT - 63	Regional disaster drills should be held on an annual basis.	122	See VT - 64
VT - 64	To improve multi-casualty incident management, the Western Virginia Emergency Medical Services Council should review/revise the Multi-Casualty Incident Medical Control and the Regional Hospital Coordinating Center functions.	122	In March 2015 the Western Virginia and Blue Ridge EMS Councils, working in tandem with the Near Southwest Preparedness Alliance, joined for the development and implementation of an efficient and effective regional emergency medical services delivery system to include the regional coordination of emergency medical disaster planning and response. The purpose of the plan is to outline their approach to Mass Casualty Incident (MCI) Management. It provides general guidance for MCI Management activities and an overview of our methods of mitigation, preparedness, response, and recovery. See link for details: www.western.vaems.org/downloads/.../986-brems-wvems-regional-mci-plan-3-12-15
VT - 65	Triage tags, patient care reports, or standardized Incident Command System forms must be completed accurately and retained after a multi-casualty incident.	122	See VT - 64
VT - 66	Hospitalists, when available, should assist with emergency department patient dispositions in preparing for a multi-casualty incident patient surge.	122	See VT - 64
VT - 67	Under no circumstances should the deceased be transported under emergency conditions.	122	See VT - 64
VT - 68	Critical incident stress management and psychological services should continue to be available to EMS providers as needed.	122	See VT - 64

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VT - 69	Chief Medical Officer Recommendations		
VT - 70	The chief medical examiner should not be one of the staff performing the postmortem exams in mass casualty events; the chief medical examiner should be managing the overall response.	132	
VT - 71	The Office of the Chief Medical Examiner (OCME) should work along with law enforcement, Virginia Department of Criminal Justice Services (DCJS), chaplains, Department of Homeland Security, and other authorized entities in developing protocols and training to create a more responsive family assistance center (FAC).	132	
VT - 72	The OCME and Virginia State Police in concert with FAC personnel should ensure that family members of the deceased are afforded prompt and sensitive notification of the death of a family member when possible and provide briefings regarding any delays.	132	
VT - 73	Training should be developed for FAC, law enforcement, OCME, medical and mental health professionals, and others regarding the impact of crime and appropriate intervention for victim survivors.	132	
VT - 74	OCME and FAC personnel should ensure that a media expert is available to manage media requests effectively and that victims are not inundated with intrusions that may increase their stress.	133	
VT - 75	The Virginia Department of Criminal Justice Services should mandate training for law enforcement officers on death notifications.	133	
VT - 76	The OCME should participate in disaster or national security drills and exercises to plan and train for effects of a mass fatality situation on ME operations.	133	
VT - 77	The Virginia Department of Health should continuously recruit board-certified forensic pathologists and other specialty positions to fill vacancies within the OCME.	133	
VT - 78	The Virginia Department of Health should have several public information officers	133	In 2009, the Virginia General Assembly enacted Chapter 269, an act to amend and reenact §§ 22.1-279.8, 23-9.2:9, 32.1-111.3, 32.1-111.11, 44-146.18, and 44-146.19 of the Code of Virginia, relating

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	trained and well versed in OCME operations and in victims services.		to ensuring victims' rights in emergency management plans. In brief, based on the act the school crisis, emergency management, and medical emergency response plan would include a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in § 19.2-11.01, as well as current contact information for both. In addition, the act encompassed state procedures in the following areas of the school safety audit, medical training, victims assistance, coordinated emergency response, trauma triage, and more. See link for details on the act: http://lis.virginia.gov/cgi-bin/legp604.exe?091+ful+CHAP0269
VT - 79	Funding to train and credential volunteer staff, such as the group from the Virginia Funeral Director's Association, should be made available in order to utilize their talents.	133	
VT - 80	The Commonwealth should amend its Emergency Operations Plan to include an emergency support function for mass fatality operations and family assistance.	133	See VT – 82
VT - 81	Immediate Aftermath and Long-Term Healing		
VT - 82	Emergency management plans should include a section on victim services that addresses the significant impact of homicide and other disaster-caused deaths on survivors and the role of victim service providers in the overall plan.	146	In 2012 the General Assembly issued Chapter 418, an act to amend and reenact §§ 22.1-279.8, 23-9.2:9, 32.1-111.3, 32.1-111.11, 44-146.18, and 44-146.19 of the Code of Virginia, relating to victims' rights in emergency management plans; Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund to be lead agencies for those individuals determined to be victims. In brief, the act authorized the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund to be the lead coordinating agencies for those individuals determined to be victims. It also contained the current contact information for both agencies. The act addressed a multitude of victim's assistance issues and provided coordinated actions by organization for the issues outlined. See link for information: http://lis.virginia.gov/cgi-bin/legp604.exe?121+ful+CHAP0418
VT - 83	Universities and colleges should ensure that they have adequate plans to stand up a joint information center with a public information officer and adequate staff during major incidents on campus.	146	
VT - 84	When a family assistance center is created after a criminal mass casualty event, victim advocates should be called immediately to assist the victims and their families.	146	See VT – 82
VT - 85	Regularly scheduled briefings should be provided to victims' families as to the status of the investigation, the identification process, and the procedures for retrieving the deceased.	146	See VT – 82

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VT - 86	Because of the extensive physical and emotional impact of this incident, both short- and long-term counseling should be made available to first responders, students, staff, faculty members, university leaders, and the staff of The Inn at Virginia Tech.	147	See VT – 82
VT - 87	Training in crisis management is needed at universities and colleges.	147	See VT – 82
VT - 88	Law enforcement agencies should ensure that they have a victim services section or identified individual trained and skilled to respond directly and immediately to the needs of victims of crime from within the department.	147	See VT – 82
VT - 89	It is important that the state’s Victims Services Section work to ensure that the injured victims are linked with local victim assistance professionals for ongoing help related to their possible needs.	147	See VT – 82
VT - 90	Since all crime is local, the response to emergencies caused by crime should start with a local plan that is linked to the wider community. Universities and colleges should work with their local government partners to improve plans for mutual aid in all areas of crisis response, including that of victim services.	147	See VT – 82
VT - 91	Universities and colleges should create a victim assistance capability either in-house or through linkages to county-based professional victim assistance providers for victims of all crime categories. A victim assistance office or designated campus victim advocate will ensure that victims of crime are made aware of their rights as victims and have access to services.	147	See VT – 82
VT - 92	In order to advance public safety and meet public needs, Virginia’s colleges and universities need to work together as a coordinated system of state-supported institutions.	147	Sections 22.1-279.8 and 9.1-184 of the Code of Virginia establish the Virginia Center for School Safety (VCSS) and set forth specific requirements for training, crisis management, emergency response, and other preventative measures for situations that pose a threat of harm to students or school personnel. VCSS annually collects, analyzes, and publishes school safety data, including information from annual school safety audits. It supports institutions across the state. See link for more details: http://lis.virginia.gov/cgi-bin/legp604.exe?131+ful+HB2344S1

Table A.4: Now is the Time—The President’s Plan to Protect Our Children and Our Communities by Reducing Gun Violence (2013)

Ref #	Recommendations	Page	Actions Taken
NITT - 1	Close Background Check Loopholes to Keep Guns Out of Dangerous Hands		
NITT - 2	Require criminal background checks for all gun sales.	3	No bill requiring criminal background checks for all gun sales was ever successful in Congress during the Obama Administration’s two terms.
NITT - 3	Congress should pass legislation that goes beyond just closing the “gun show loophole” to require background checks for all firearm sales, with limited, common-sense exceptions for cases like certain transfers between family members and temporary transfers for hunting and sporting purposes.	3	Democrat Senator Joe Manchin and Republican Senator Pat Toomey proposed the Manchin-Toomey amendment. It was a more limited proposal than a larger Senate bill on guns, which would have mandated criminal background checks on all sales between private parties with limited exceptions. The legislation was proposed but failed in Senate. See link for details: https://www.congress.gov/amendment/113th-congress/senate-amendment/715/all-info
NITT - 4	Call on licensed dealers and private sellers to do their part through executive action. The Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF) will send an open letter to licensed dealers giving them guidance on how best to facilitate these checks.	3	January 2013 The Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) published a letter to federally licensed gun dealers providing guidance on how to run background checks for private sellers: https://www.atf.gov/firearms/docs/open-letter/all-fpls-jan2013-open-letter-facilitating-transfers-firearms-between/download March 13, 2013, ATF issued updated procedures for Federal Firearms Licensees facilitation of private firearms transfers: https://www.atf.gov/file/88181/download In 2016, Obama made a series of Executive Actions, including related efforts: https://obamawhitehouse.archives.gov/the-press-office/2016/01/04/fact-sheet-new-executive-actions-reduce-gun-violence-and-make-our
NITT - 5	Strengthen the background check system.	4	
NITT - 6	Address unnecessary legal barriers that prevent states from reporting information about those prohibited from having guns.	4	In April 2013, the U.S. Department of Health and Human Services (HHS) began the rulemaking process to assess and address any unnecessary legal barriers under the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule preventing states from making appropriate data available to the federal background check system. Obama’s January 2016 Executive Action reported that “today, the Department of Health and Human Services issued a final rule expressly permitting certain HIPAA covered entities to provide to the NICS limited demographic and other necessary information about these individuals.” https://obamawhitehouse.archives.gov/the-press-office/2016/01/04/fact-sheet-new-executive-actions-reduce-gun-violence-and-make-our
NITT - 7	Improve incentives for states to share information with the background check system: The Department of Justice will invest \$20 million in FY2013 to give states stronger incentives to make this data available.	4	The President took action to invest more than \$20 million in 2013 to improve incentives for states to share this information with the federal background check system. In September, the Department of Justice (DOJ) awarded \$27.5 million to 42 states and one territory to strengthen the firearms background check system by improving their abilities to share information with the NICS. See link: https://obamawhitehouse.archives.gov/the-press-office/2014/01/03/fact-sheet-strengthening-federal-background-check-system-keep-guns-out-p
NITT - 8	The Administration is also proposing \$50 million for this purpose in FY2014 and will look for additional ways to ensure that states are doing their part to provide relevant	4	The President took action to invest more than \$20 million in 2013 to improve incentives for states to share this information with the federal background check system. In September, the Department of Justice (DOJ) awarded \$27.5 million to 42 states and one territory to strengthen the firearms background check system by improving their abilities to share information with the NICS. See link

Ref #	Recommendations	Page	Actions Taken
	information.		for additional information: https://obamawhitehouse.archives.gov/the-press-office/2014/01/03/fact-sheet-strengthening-federal-background-check-system-keep-guns-out-p
NITT - 9	Hold federal agencies accountable for sharing reliable information with the background check system: Presidential Memorandum holding agencies to requirements that they identify these records, make them available to the background check system, and regularly report that those records are complete and up to date.	4	Presidential Memorandum issued in 2013: https://obamawhitehouse.archives.gov/the-press-office/2013/01/16/presidential-memorandum-improving-availability-relevant-executive-branch
NITT - 10	Make sure dangerous people are prohibited from having guns: The President will direct the Attorney General, in consultation with other relevant agencies, to review the laws governing who is prohibited from having guns and make legislative and executive recommendations to ensure dangerous people aren't slipping through the cracks.	4	The Attorney General undertook a comprehensive review of laws that identify potentially dangerous individuals who should not have access to a gun. As part of the review, DOJ solicited input from a variety of experts and stakeholders with a wide range of views. See link for reference: https://www.apha.org/-/media/files/pdf/topics/gun/gunviolenceprogressrpt.ashx
NITT - 11	Banning Military-Style Assault Weapons and High-Capacity Magazines		
NITT - 12	Get military-style assault weapons and high capacity magazines off the streets.	5	In December 2012, the President asked the Vice President to develop a series of recommendations to reduce gun violence. On January 16, 2013, they released these proposals, including 23 executive actions. On August 29, 2013, the Administration announced a new policy of denying requests to bring military-grade firearms back into the United States to private entities, with only a few exceptions such as for museums. This new policy was developed to help keep military-grade firearms off the streets. See link: https://obamawhitehouse.archives.gov/the-press-office/2013/08/29/fact-sheet-new-executive-actions-reduce-gun-violence
NITT - 13	Reinstate and strengthen the ban on assault weapons: Congress must reinstate and strengthen the prohibition on assault weapons.	5	The Assault Weapons Ban of 2013 (AWB 2013) was a bill introduced in the 113th United States Congress as S. 150 by Senator Dianne Feinstein, D-CA, on January 24, 2013, one month after the Sandy Hook Elementary School shooting, but the bill did not pass. See link for details: https://www.congress.gov/bill/113th-congress/senate-bill/150
NITT - 14	Limit ammunition magazines to 10 rounds: Congress needs to reinstate the prohibition on magazines holding more than 10 rounds.	5	See NITT - 13
NITT - 15	Finish the job of getting armor-piercing bullets off the streets: Congress should finish the job of protecting law enforcement and the public by banning the possession of armor piercing ammunition by, and its transfer to, anyone other than the military and law enforcement.	5	The House Resolution (HR) 1358—Armor-Piercing Bullets Act of 2015, introduced by Democratic Congressman Eliot Engel, never made it out of committee. See link: https://www.congress.gov/bill/114th-congress/house-bill/1358/text?q=%7B%22search%22%3A%5B%22Eliot+Engel%22%5D%7D
NITT - 16	Give law enforcement additional tools to prevent and prosecute gun crime.	6	In 2013 the Justice Department, at the request of Attorney General Holder, launched a comprehensive review of the criminal justice system in order to identify reforms that would ensure

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			<p>federal laws are enforced more fairly and—in an era of reduced budgets—more efficiently. Specifically, this project identified five goals:</p> <ul style="list-style-type: none"> • To ensure finite resources are devoted to the most important law enforcement priorities; • To promote fairer enforcement of the laws and alleviate disparate impacts of the criminal justice system; • To ensure just punishments for low-level, nonviolent convictions; • To bolster prevention and reentry efforts to deter crime and reduce recidivism; and • To strengthen protections for vulnerable populations. <p>See link: https://www.justice.gov/sites/default/files/ag/legacy/2013/08/12/smart-on-crime.pdf</p>
NITT - 17	Create serious punishments for gun trafficking.	6	<p>In the United States Code, 18 USC § 922 provides for penalties for anyone who attempts to engage in the importation of firearms and who is not a licensed importer, manufacturer, or dealer. In many states, the purchase of most firearms must be conducted through a licensed dealer. Private transfer of ownership between firearm owners must be appropriately documented. This was law prior to the Obama Administration’s position on gun control, and no additional punishment was enacted through law specifically addressing gun trafficking. See link to review Code: https://www.gpo.gov/fdsys/pkg/USCODE-2011-title18/pdf/USCODE-2011-title18-partI-chap44-sec922.pdf</p>
NITT - 18	There is no explicit law against straw purchasing, so straw purchasers and others who traffic guns can often only be prosecuted for paperwork violations. Strengthen laws in this area.	6	<p>In the time period since the recommendation was made several bills have been proposed but none have passed in Congress:</p> <p>2013: https://www.congress.gov/bill/113th-congress/house-bill/452</p> <p>2015: https://www.congress.gov/bill/114th-congress/house-bill/3455</p> <p>2017: https://www.congress.gov/bill/115th-congress/house-bill/1475</p>
NITT - 19	The President is calling on Congress to act on the Administration’s \$4 billion proposal to help keep 15,000 cops on the street in cities and towns across the country.	6	
NITT - 20	Take executive action to enhance tracing data. All federal law enforcement agencies are uniformly required to trace all guns they recover and keep in custody. The President will issue a Presidential Memorandum requiring them to trace all such firearms.	6	<p>The President issued a directive requiring federal law enforcement to trace guns recovered in criminal investigations. This tracing process allows law enforcement to follow a gun’s path from its manufacturer, to the dealer who sold it, to its first purchaser. Making sure federal law enforcement consistently traces recovered guns will help solve violent crimes by generating leads in specific cases, and aggregating large amounts of this tracing data will help reveal national gun trafficking patterns. See link for details: https://obamawhitehouse.archives.gov/the-press-office/2013/01/16/presidential-memorandum-tracing-firearms-connection-criminal-investigati</p>
NITT - 21	Take executive action to help law enforcement avoid returning guns to the wrong hands. Currently, when law enforcement must return firearms seized as part of an investigation, they do not have the ability to conduct a full background check on the owner. The Administration will propose regulations to ensure that law enforcement has access to the database needed for complete background checks.	6	<p>Law enforcement officers often must return firearms seized as part of an investigation, but they cannot currently use the federal background check system to conduct a check on the gun’s owner. DOJ issued a proposed rule to give law enforcement the ability to run a full federal background check on someone before returning a seized gun. See link for details: https://www.federalregister.gov/documents/2013/01/28/2013-01529/national-instant-criminal-background-check-system</p>

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NITT - 22	ATF has not had a confirmed director for six years. There is no excuse for leaving the key agency enforcing gun laws in America without a leader. It is time for Congress to confirm an ATF director.	7	The ATF went without a permanent director for seven years. The President nominated B. Todd Jones as Director of the ATF and, on July 31, 2013, the Senate confirmed his appointment. https://www.washingtonpost.com/world/national-security/senate-confirms-atf-director/2013/07/31/dc9b0644-fa09-11e2-8752-b41d7ed1f685_story.html?noredirect=on&utm_term=.15f45a38724a Current (2018) acting director is Deputy Director Thomas E. Brandon. See link for details: https://www.atf.gov/about/executive-staff
NITT - 23	Eliminate restrictions that force the ATF to authorize importation of dangerous weapons simply because of their age. Congress should get rid of restrictions that prevent ATF from changing this definition, enabling ATF to ensure that firearms imported as curios or relics are actually of interest as collectibles, rather than letting these rules be used as a way to acquire fully functional and powerful military weapons.	7	The ATF updated its curios and relics listing in 2018, and provided the definition below based on the regulation implementing federal firearms laws, 27 CFR §478.11. It defines Curio or Relic (C&R) firearms as those which are of special interest to collectors by reason of some quality other than is associated with firearms intended for sporting use or as offensive or defensive weapons. To be recognized as C&R items, 478.11 specifies that firearms must fall within one of the following categories: 1. Firearms that were manufactured at least 50 years prior to the current date, but not including replicas of such firearms; 2. Firearms that are certified by the curator of a municipal, State, or federal museum which exhibits firearms to be curios or relics of museum interest; and 3. Any other firearms that derive a substantial part of their monetary value from the fact that they are novel, rare, bizarre, or because of their association with some historical figure, period, or event. There is no information within the current definition that dissuades acquisition of “fully functional and powerful military weapons.” See link for details: https://www.atf.gov/firearms/curios-relics Firearms automatically attain C&R status when they are 50 years old. Any firearm that is at least 50 years old, and in its original configuration, would qualify as a C&R firearm. It is not necessary for such firearms to be listed in ATF’s C&R list.
NITT - 24	Maximize enforcement efforts to prevent gun violence and prosecute gun crime. The Attorney General will ask all U.S. Attorneys to consider whether supplemental efforts would be appropriate in their districts, in areas such as prosecutions of people who have been convicted of a felony and illegally seek to obtain a firearm, or people who attempt to evade the background check system by providing false information.	7	The Attorney General worked with all United States Attorneys to maximize enforcement efforts to prevent gun violence and prosecute gun crime. After the release of the President’s plan to reduce gun violence, the Attorney General rolled out the “Smart on Crime” initiative. As part of the initiative, U.S. Attorneys put in place updated anti-violence strategies that are specific to their districts. See link for details: https://www.justice.gov/archives/ag/attorney-generals-smart-crime-initiative
NITT - 25	Analyze information on lost and stolen guns and make it widely available to law enforcement. The Department of Justice will publish an annual report on lost and stolen guns to ensure that data collected by ATF is available.	7	DOJ issued a report analyzing information on lost and stolen guns, making it widely available to law enforcement and the public. This report included state-by-state statistics about guns reported as missing by licensed gun dealers and individual gun owners. See link: https://www.atf.gov/resource-center/docs/2012-firearms-reported-lost-and-stolenpdf-1/download
NITT - 26	Provide effective training for active shooter situations for 14,000 law enforcement officers, first responders, and school officials.	8	DOJ and the Department of Homeland Security (DHS) provided federal training for law enforcement, first responders, and school officials on active shooter situations. This included trainings for local law enforcement at FBI field offices and active shooter roundtables, workshops, and site security

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	Congress should provide an additional \$14 million to help train 14,000 more police officers and other public and private personnel to respond to active shooter situations.		assessments with police and fire chiefs and school officials. DHS also launched a new active shooter webpage (https://www.dhs.gov/active-shooter-preparedness), which includes training resources for federal, state, and local partners and the public.
NITT - 27	Conduct research on the causes and prevention of gun violence, including links between video games, media images, and violence. The President is issuing a Presidential Memorandum directing the Centers for Disease Control and scientific agencies to conduct research into the causes and prevention of gun violence. And the Administration is calling on Congress to provide \$10 million for the CDC to conduct further research, including investigating the relationship between video games, media images, and violence.	8	The President directed the CDC (https://obamawhitehouse.archives.gov/the-press-office/2013/01/16/presidential-memorandum-engaging-public-health-research-causes-and-preve) to research the causes and prevention of gun violence, including links between video games, media images, and violence. However, as of 2016, Obama's requests to Congress to earmark \$10 million for gun violence research in CDC budgets had been rejected for all three years prior by Congress. The CDC did publish a report referencing gun violence during the period. See link for report: https://dhss.delaware.gov/dhss/dms/files/cdcgunviolencereport10315.pdf
NITT - 28	Better understand how and when firearms are used in violent death. National Violent Death Reporting System (NVDRS) collects anonymous data, including the type of firearm used, whether the firearm was stored loaded or locked, and details on youth gun access. Congress should invest an additional \$20 million to expand this system from the 18 states currently participating to all 50 states.	8	As of 2018, the CDC funds 40 states, plus the District of Columbia and Puerto Rico, to participate in NVDRS. See link for details: https://www.cdc.gov/violenceprevention/nvdrs/stateprofiles.html
NITT - 29	Preserve the rights of healthcare providers to protect their patients and communities from gun violence. Clarify that no federal law prevents healthcare providers from warning law enforcement authorities about threats of violence. The Department of Health and Human Services is issuing a letter to healthcare providers clarifying that no federal law prohibits these reports in any way.	9	HHS issued a letter to providers clarifying that no federal law prohibits healthcare providers from reporting direct and credible threats of violence to the authorities. See link for letter: https://www.hhs.gov/sites/default/files/ocr/office/lettertonationhcp.pdf
NITT - 30	Protect the rights of healthcare providers to talk to their patients about gun safety. The Administration will issue guidance clarifying that the Affordable Care Act does not prohibit or otherwise regulate communication between doctors and	9	HHS issued guidance clarifying that the Affordable Care Act does not prohibit or otherwise limit communication between healthcare professionals and patients, including about firearms. Healthcare providers can play an important role in promoting gun safety. See Question 5 in the link for details: https://www.cms.gov/CCIIO/Resources/Fact-Sheets-and-FAQs/aca_implementation_faqs11.html

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	patients, including about firearms.		
NITT - 31	Encourage gun owners to live up to their responsibility to store guns safely.	9	Working with the National Crime Prevention Council and the Ad Council, DOJ launched a national safe and responsible gun ownership campaign to promote common-sense gun safety measures like the use of gun safes and trigger locks, separate storage of guns and ammunition, and the reporting of lost and stolen weapons to law enforcement. See link for details: http://archive.ncpc.org/about/news/new-psa-campaign-encourages-firearms-owners-to-201clock-it-up201d-when-not-in-use-and-provides-firearms-safety-resources-for-families.html
NITT - 32	Launch a national responsible gun ownership campaign. The Administration will encourage gun owners to take responsibility for keeping their guns safe with a national campaign.	10	In 2013, the Bureau of Justice Assistance (BJA) awarded \$1 million to the National Crime Prevention Council (NCPC) to support the development of a National Public Education Campaign on the subject of responsible gun ownership and safe gun storage. With the award, NCPC was authorized to create, produce, and distribute television, radio, and outdoor Public Service Announcements (PSAs) that encouraged gun owners to safely store their firearms so that they would not fall into the wrong hands. The campaign was also supposed to emphasize the importance of immediately reporting lost or stolen guns to local law enforcement to ensure public safety. See link: https://www.justice.gov/opa/pr/department-justice-awards-1-million-national-crime-prevention-council-support-gun-safety
NITT - 33	Review and enhance as warranted safety standards for gun locks and gun safes. The Chair of the Consumer Product Safety Commission (CPSC) intends to review the effectiveness of gun locks and gun safes, including existing voluntary industry standards, and take any steps that may be warranted to improve the standards as well as to protect the public from unreasonable risks of injury or death that arise when those products within the CPSC's jurisdiction fail.	10	As of 2013, the Office of the Chairman of the Consumer Product Safety Commission (CPSC) reviewed the safety standards for gun locks and gun safes and fully engaged the relevant voluntary standards body, which began a process to improve the standards. No official statement from the CPSC was released in reference to safety standard for gun locks and gun safes.
NITT - 34	Encourage the development of innovative gun safety technology: The President is directing the Attorney General to work with technology experts to review existing and emerging gun safety technologies, and to issue a report on the availability and use of those technologies. In addition, the Administration will issue a challenge to the private sector to develop innovative and cost-effective gun safety technology and provide prizes for those technologies that are proven to be reliable and effective.	10	DOJ issued a report (https://www.ncjrs.gov/pdffiles1/nij/242500.pdf) reviewing the availability and use of new gun safety technologies. This report incorporated input from a meeting the Attorney General hosted with stakeholders, including manufacturers and technology experts. Building on this report, the Administration issued a challenge to the private sector to develop innovative and cost-effective gun safety technology and provide prizes for those technologies that were proven to be reliable and effective.
NITT - 35	Making Schools Safer		
NITT - 36	Put up to 1,000 more school resource officers and counselors in schools and help	11	In 2016, the Obama Administration released resources for schools and colleges on the appropriate use of SROs and campus police. See link for details: https://www.ed.gov/news/press-releases/obama-

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	schools invest in safety.		administration-releases-resources-schools-colleges-ensure-appropriate-use-school-resource-officers-and-campus-police
NITT - 37	COPS Hiring Grants, which help police departments hire officers, can already be used by departments to fund school resource officers.	11	Community Oriented Policing Services (COPS) Hiring Grants, which help police departments hire officers, could already be used by departments to fund school resource officers. In 2013, DOJ provided additional points in the COPS grant competition to applicants who requested funds to hire school resource officers. On September 27, the Attorney General announced more than \$125 million for COPS grants to 263 cities and counties, including nearly \$45 million to fund 356 new school resource officer positions. DOJ also begun their work to develop a model for, as well as training curriculum on, the effective use of school resource officers to help create safe and nurturing school climates. See link: https://www.justice.gov/opa/pr/department-justice-awards-hiring-grants-law-enforcement-and-school-safety-officers
NITT - 38	Department of Justice will provide an incentive for police departments to hire these officers by providing a preference for grant applications that support school resource officers.	11	Changes were made to the FY2013 COPS Hiring Program to incorporate funding specifically to hire and utilize School Resource Officers on school sites. See link for details: https://cops.usdoj.gov/pdf/2013_CHP_Open_Solicitation_Letter2.pdf
NITT - 39	Put up to 1,000 new school resource officers and school counselors on the job. The Administration is proposing a new Comprehensive School Safety program, which will help school districts hire staff and make other critical investments in school safety. The program will give \$150 million to school districts and law enforcement agencies to hire school resource officers, school psychologists, social workers, and counselors.	11	U.S. Department of Justice worked with the Department of Education and other federal agency partners on the development of the Comprehensive School Safety program: https://nij.gov/topics/crime/school-crime/Pages/school-safety-initiative.aspx This includes grant programs such as the School Justice Collaboration Program: https://www.ojjdp.gov/grants/solicitations/FY2014/SJCPKeepingKidsinSchool.pdf
NITT - 40	The Department of Justice will also develop a model for using school resource officers, including best practices on age-appropriate methods for working with students.	11	In 2013, the National Center for Mental Health Promotion and Youth Violence Prevention issued a brief entitled School Resource Officers: Steps to effective school-based law enforcement. See link: http://www.ncjfcj.org/sites/default/files/SRO%20Brief.pdf In addition, the Department of Justice Community Oriented Policing Services offered guidance on SROs on their website. See link for the most updated information: https://cops.usdoj.gov/supportingsafeschools
NITT - 41	Invest in other strategies to make our schools safer. School districts could also use these Comprehensive School Safety Grants to purchase school safety equipment; develop and update public safety plans; conduct threat assessments; and train “crisis intervention teams” of law enforcement officers to work with the mental health community to respond to and assist students in crisis.	11	In June 2013 the Department of Education, along with DHS, DOJ, HHS, FEMA, and the FBI jointly published three separate guides to assist schools, institutions of higher education, and houses of worship develop high quality comprehensive emergency operations plans (available at https://rems.ed.gov/EOPGuides.aspx). The Readiness and Emergency Management for Schools (REMS) Technical Assistance Center maintains the Department of Education’s school safety resources as well as resources from other federal agencies and other public and private organizations, and creates and disseminates a wide range of virtual tools, trainings, in-person trainings, informational documents, and other materials in support of these guides for developing high-quality emergency operations plans. Available at http://REMS.ed.gov

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NITT - 42	Every school has a comprehensive emergency management plan.	12	See NITT - 41
NITT - 43	Give schools and other institutions a model for how to develop and implement reliable plans. The Departments of Education, Justice, Health and Human Services, and Homeland Security will release—by May 2013—a set of model, high-quality emergency management plans for schools, houses of worship, and institutions of higher education, along with best practices for developing these plans and training students and staff to follow them.	12	See NITT - 41
NITT - 44	Help schools develop and implement emergency plans: Congress should provide \$30 million of one-time grants to states to help their school districts develop and implement emergency management plans. Congress should require states and school districts that receive school safety funding from the Department of Education to have comprehensive, up-to-date emergency plans in place for all of their schools.	12	In FY 2014, the Department of Education established an 18-month Grants to States for School Emergency Management Emergency Management program with grants to State Educational Agencies (SEAs). See link: https://www2.ed.gov/programs/schlemergmt-sea/index.html Approximately \$13 million was awarded to 25 SEA applicants (out of 36 applications received), for an 18-month grant period, ranging from \$250,000 to \$1,954,749. The grants assisted SEAs to build their emergency management capacity and provide technical assistance to their local educational agencies (LEAs) to develop high-quality emergency operations plans. The Department of Education's REMS TA Center provided technical assistance to the grantees in the form of information, resources, tools, training and customized plans for helping grantees assist their LEAs develop high-quality emergency operations plans.
NITT - 45	Create a safer climate at schools across the country.	12	The Readiness and Emergency Management for Schools (REMS) Technical Assistance Center maintains the Department of Education's school safety resources as well as resources from other federal agencies and other public and private organizations, and creates and disseminates a wide range of virtual tools, trainings, in-person trainings, informational documents, and other materials in support of these guides for developing high-quality emergency operations plans. Available at http://REMS.ed.gov
NITT - 46	Help 8,000 schools create safer and more nurturing school climates. The Administration is proposing a new, \$50 million initiative to help 8,000 more schools train their teachers and other school staff to implement these strategies. The Administration will also develop a school climate survey, providing reliable data to help schools implement policies to improve climate.	12	In FY 2014, the Department of Education established a five-year School Climate Transformation Grant program with grants to SEAs and LEAs. A total of \$7.3 million was awarded to 12 SEA applicants (out of 32 received) with annual awards ranging from \$260,427 to \$750,000. These grants assisted SEAs to develop, enhance, or expand statewide systems of support for, and technical assistance to, LEAs and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. More than \$35 million was awarded to 71 LEA applicants (out of 426 received) with annual awards ranging from \$138,576 to \$750,000. These grants assisted SEAs to develop, enhance, or expand statewide systems of support for, and technical assistance to, schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. https://www2.ed.gov/programs/schoolclimatelea/index.html https://www2.ed.gov/programs/schoolclimatesea/index.html The agency developed the high-quality, adaptable Department of Education School Climate Surveys

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			(EDSCLS) and associated web-based platform. The EDSCLS allows states, local districts, and schools to collect and act on reliable, nationally validated school climate data in real-time. The EDSCLS web-based administration platform includes a suite of school climate surveys for middle and high school students, instructional staff, non-instructional staff, and parents/guardians. The EDSCLS can be downloaded and administered free of charge. The platform processes data and provides user-friendly reports in real time. Education agencies administering the survey can store data locally on their systems. The Department of Education does not have access to the data. See link for more detailed information: https://safesupportivelearning.ed.gov/edscls
NITT - 47	Share best practices on school discipline. The Department of Education will collect and disseminate best practices on school discipline polices and help school districts develop and equitably implement their policies.	13	<p>In January 2014, the Department of Education and the Department of Justice released a resource package to enhance school safety and improve school discipline (https://www.justice.gov/opa/pr/departments-justice-and-education-issue-school-discipline-guidance-promote-safe-inclusive). The package included the following:</p> <ul style="list-style-type: none"> - A Dear Colleague guidance letter describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin. - A Guiding Principles document, which draws from emerging research and best practices to describe three key principles and related action steps that can help guide state- and locally controlled efforts to improve school climate and school discipline. The three key principles are: (1) Create positive climates and focus on prevention; (2) Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and (3) Ensure fairness, equity, and continuous improvement. - A Directory of Federal School Climate and Discipline Resources, which indexes the extensive federal technical assistance and other resources on school discipline and climate available to schools and districts; - An online Compendium of School Discipline Laws and Regulations, which catalogues the laws and regulations related to school discipline in each of the 50 states, the District of Columbia, and Puerto Rico, and compares laws across states and jurisdictions; and - An Overview of the Supportive School Discipline Initiative, which outlines recent federal efforts on these issues.
NITT - 48	Improving Mental Health Services		
NITT - 49	Make sure students and young adults get treatment for mental health.	13	See NITT – 50
NITT - 50	Reach 750,000 young people through programs to identify mental illness early and refer them to treatment. The Administration is calling for a new initiative, Project AWARE (Advancing Wellness and Resilience in Education), to provide this training and set up systems to provide these referrals.	13	<p>Project AWARE grants promote youth mental health awareness among schools and communities and improve connections to services for school-age youth (https://www.samhsa.gov/nitt-ta/project-aware-grant-information). Project AWARE is a grant program designed to help state and local education agencies:</p> <ul style="list-style-type: none"> - Increase awareness of mental health issues among school-age youth - Train educators and other youth-serving adults to detect and respond to mental health issues - Connect children, youth, and families who may experience behavioral health issues with appropriate services <p>Project AWARE meets these goals by expanding or implementing (among others):</p> <ul style="list-style-type: none"> - Access to existing funding systems that support mental health services for school-age youth - Access to school- and community-based mental health services

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			<ul style="list-style-type: none"> - Coordination among state and local youth-serving systems - Culturally specific and developmentally appropriate mental health services - Mental Health First Aid and Youth Mental Health First Aid training for adults who interact with school-age youth - Use of a multi-tiered behavioral framework - Youth violence prevention strategies
NITT - 51	Provide “Mental Health First Aid” training for teachers: Project AWARE includes \$15 million for training for teachers and other adults who interact with youth to detect and respond to mental illness in children and young adults.	14	See NITT – 50
NITT - 52	Make sure students with signs of mental illness get referred to treatment: Project AWARE also includes \$40 million to help school districts work with law enforcement, mental health agencies, and other local organizations to ensure students with mental health issues or other behavioral issues are referred to the services they need.	14	See NITT – 50
NITT - 53	Support individuals ages 16 to 25 at high risk for mental illness. The Administration is proposing \$25 million for innovative state-based strategies supporting young people ages 16 to 25 with mental health or substance abuse issues.	14	<p>The Now Is the Time Healthy Transitions grant program improves access to treatment and support services for 16- to 25-year-olds who have, or are at risk of developing, a serious mental health condition. The Healthy Transitions grant program:</p> <ul style="list-style-type: none"> - Increases awareness about early indicators of serious mental health concerns - Identifies action strategies for when a serious mental health concern is detected - Trains provider and community groups to improve services and support - Enhances peer and family supports - Develops services and interventions to support transitions to adult roles and responsibilities <p>Healthy Transitions program strategies include (among others):</p> <ul style="list-style-type: none"> - Increasing public awareness and developing outreach and engagement activities - Implementing evidence-based, age-appropriate practices - Ensuring cultural and linguistic competence - Providing screening, assessment, service coordination, direct treatment, and wraparound recovery and support services <p>See link: https://www.samhsa.gov/nitt-ta/healthy-transitions-grant-information</p>
NITT - 54	Help schools address pervasive violence. To help schools break the cycle of violence, Congress should provide \$25 million to offer students mental health services for trauma or anxiety, conflict resolution programs, and other school-based violence prevention strategies.	14	<p>In FY 2014 the Department of Education established a five-year Project Prevent program with grants to LEAs.</p> <p>A total of \$14.2 million was awarded to 22 LEA applicants (out of 115 received). The grants assisted LEAs to increase their capacity to help schools in communities with pervasive violence to better address the needs of affected students and break the cycle of violence. The grants promoted conflict resolutions skills and offered students access to community-based counseling services and school-based social and emotional supports.</p> <p>See link for details: https://safesupportivelearning.ed.gov/states-and-grantees/project-prevent-grants</p>

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NITT - 55	Train more than 5,000 additional mental health professionals to serve students and young adults. To help fill this gap, the Administration is proposing \$50 million to train social workers, counselors, psychologists, and other mental health professionals. This would provide stipends and tuition reimbursement to train more than 5,000 mental health professionals serving young people in our schools and communities.	14	The Department of Health and Human Services awarded more than \$34 million to train just over 4,000 new mental health providers, including: <ul style="list-style-type: none"> • \$30.3 million to expand the mental health workforce through 100 new grants to training programs to train new mental health and substance abuse health professionals who treat children, adolescents, and young adults with, or at risk for, a mental health or substance use disorder. • \$2.7 million for five new grants to support youth Minority Fellowship Programs to increase access to mental health services for youth and young adults in America. • \$1.6 million for two new grants to support addiction counselor Minority Fellowship Programs to increase access to substance abuse treatment services for youth in America. There was an additional \$16.7 million to support 17 new Healthy Transitions grants, to improve access to treatment and support services for youth and young adults ages 16 to 25 that either have, or are at high risk of developing, a serious mental health condition. See link for details: http://wayback.archive-it.org/3926/20150618190008/http://www.hhs.gov/news/press/2014pres/09/20140922a.html
NITT - 56	Launch a national conversation to increase understanding about mental health. The President is directing Secretaries Sebelius and Duncan to launch a national dialogue about mental illness with young people who have experienced mental illness, members of the faith community, foundations, and school and business leaders.	15	The Administration hosted the National Conference on Mental Health to discuss how we can all work together to reduce negative attitudes and perceptions about mental illnesses, encourage people experiencing mental health problems to reach out for help, and encourage friends and family members to support their loved ones and connect them with help. The White House applauded the dozens of commitments to increase understanding and awareness of mental health that were made by organizations representing media, educators, healthcare providers, faith communities, and foundations. <p>In June 2013, the Administration also launched mentalhealth.gov, a new website featuring easy-to-understand information about basic signs of mental health problems, how to talk about mental health, and how to find help for you or a loved one. See link for more details: https://www.nimh.nih.gov/about/directors/thomas-insel/blog/2013/a-national-dialogue.shtml</p>
NITT - 57	Ensure coverage of mental health treatment. The Affordable Care Act will also make sure that Americans can get the mental health treatment they need by ensuring that insurance plans cover mental health benefits at parity with other benefits.	15	To fill gaps in insurance coverage that make the cost of mental health services prohibitively expensive, the Administration finalized an Affordable Care Act rule that expanded mental health and substance use disorder benefits and parity protections for 62 million Americans. Because of these parity protections, many insurance plans included coverage for mental health and substance use disorders that is comparable to their medical and surgical coverage. See link: https://aspe.hhs.gov/report/affordable-care-act-expands-mental-health-and-substance-use-disorder-benefits-and-federal-parity-protections-62-million-americans
NITT - 58	Finalize requirements for private health insurance plans to cover mental health services. The Administration will issue final regulations governing how existing group health plans that offer mental health services must cover them at parity under the Mental Health Parity and Addiction Equity Act of 2008. In addition, the Affordable Care Act requires all new small group and individual plans to cover 10 essential health benefit	15	The Departments of Health and Human Services, Labor, and the Treasury issued a final rule on health plan coverage of mental health and substance use disorders. Under the rule, plan benefits for these conditions, when offered, must be covered at parity with medical and surgical care benefits. The regulation also includes important consumer protections, including making clear the information that insurance companies must provide to help ensure transparency and compliance with the law. See link: https://aspe.hhs.gov/report/affordable-care-act-expands-mental-health-and-substance-use-disorder-benefits-and-federal-parity-protections-62-million-americans

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	categories, including mental health and substance abuse services.		
NITT - 59	Make sure millions of Americans covered by Medicaid get quality mental health coverage. There is some evidence that Medicaid plans are not always meeting mental health parity requirements today, an issue that will only become more important as Medicaid is expanded. The Administration is issuing a letter to state health officials making clear that these plans must comply with mental health parity requirements.	15	HHS released a letter to state health officials making clear how Medicaid plans must comply with requirements to ensure that mental healthcare is covered the same as other medical services. See link: https://www.medicaid.gov/Federal-Policy-Guidance/downloads/SHO-13-001.pdf

Table A.5: Final Report of the Sandy Hook Advisory Commission Presented to Governor Dannel P. Malloy, State of Connecticut (2015)

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SH-1	Safe School Design and Operation		
SH - 2	All classrooms in K-12 schools should be equipped with locked doors that can be locked from the inside by the classroom teacher or substitute.	A-1	In 2013 the Connecticut Legislature passed Public Act 13-3, which established the School Security Infrastructure Grant Program to assist individual public and non-public schools in improving security infrastructure. There were initially three open rounds of funding administered: Round 1 (2013), Round 2 (2014), and Round 3 (2017). This funding would support upgrades to doors within schools, to include locks. See link for infrastructure grant resources: http://www.ct.gov/demhs/cwp/view.asp?a=1939&q=548938
SH - 3	All exterior doors in K-12 schools be equipped with hardware capable of implementing a full perimeter lockdown.	A-1	See SH – 2 for details
SH - 4	A feasibility study should be conducted to develop additional safety standards concerning the issuance of classroom keys to substitute teachers.	A-1	In keeping with Public Act 13-3, Section 86, the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS), in consultation with the Department of Education, re-convened a multi-jurisdictional, multi-disciplinary working group to review and revise as needed the School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template that were released last year to help schools and the surrounding communities meet all-hazards threats. The requirements for a plan and for plan standards are now codified in Connecticut General Statutes Sections 10-222m and 10-222n. To this end, each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan. The Committee will decide on issues such as this. See link for more: https://www.ct.gov/demhs/cwp/view.asp?a=4679&Q=553694
SH-5	School custodians should be included as members of school security and safety committees.	A-1	According to Public Act 13-3, the local School Safety Committee members shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, and a parent or guardian of a student at the school—and may include any other person deemed necessary, such as a school nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and

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			transportation coordinator. See link for act: https://www.cga.ct.gov/2013/ACT/pa/pdf/2013PA-00003-R00SB-01160-PA.pdf
SH - 6	For the school year commencing July 1, 2014, and each school year thereafter, each local and regional board of education shall develop and implement a school security and safety plan for each school under the jurisdiction of such board.	A-2	Public Act 13-3 established a variety of programs and policy initiatives regarding school safety and security to be administered and/or developed by the Department of Emergency Services and Public Protection-Division of Emergency Management and Homeland Security. See link: https://www.cga.ct.gov/2013/ACT/pa/pdf/2013PA-00003-R00SB-01160-PA.pdf Under Connecticut Gen. Stat. Section 10-222m, each local and regional board of education must annually review and update, if necessary, its plans. There is also a requirement that the plans be submitted annually to DESPP/DEMHS Regional Office. See link: http://www.ct.gov/demhs/cwp/view.asp?Q=553694
SH - 7	For the school year commencing July 1, 2014, and each school year thereafter, each local and regional board of education shall establish a school security and safety committee at each school under the jurisdiction of such board. The school security and safety committee shall be responsible for assisting in the development of the school security and safety plan for the school and administering such plan.	A-2	The requirements for a Committee, plan, and for plan standards are now codified in Connecticut General Statutes Sections 10-222m and 10-222n. To this end, each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan. See link: https://law.justia.com/codes/connecticut/2013/title-10/chapter-170/section-10-222n/
SH - 8	Each local and regional board of education shall annually submit the school security and safety plan for each school under the jurisdiction of such board.	A-2	See SH - 7
SH - 9	Each school district to create a permanent committee or commission, the purpose of which shall be to ensure SSDO standards and strategies are implemented in the district.	A-4	See SH - 7
SH - 10	The state should amend section 80 (a) of P.A. 13-3 to include an architect licensed in the State of Connecticut among the members of the School Safety Infrastructure Council.	A-4	As of April 2014, the legislation calls for “one appointed by the speaker of the House of Representatives, who shall be a licensed professional engineer who is a structural engineer,” but does not specify an architect. See link for more detailed information: https://www.cga.ct.gov/2013/ACT/PA/2013PA-00003-R00SB-01160-PA.htm
SH - 11	The School Safety Infrastructure Council shall develop school safety infrastructure standards for school building projects.	A-4	A bill to create the School Security Infrastructure Grant Program—Act No. 16-171 was enacted on 06/06/2016. The bill extends the school security infrastructure competitive grant program, provides for joint administration of the program, and authorizes certain entities to apply to the Department of Emergency Services and Public Protection for a grant for certain expenses. See link: https://www.cga.ct.gov/2016/ACT/pa/pdf/2016PA-00171-R00SB-00236-PA.pdf
SH - 12	School safety infrastructure standards shall conform to Connecticut and national industry best practice standards for school building safety infrastructure and shall include, but not be limited to, standards regarding (1) entryways to school buildings, classrooms and other space that can become	A-5	Public Act 13-3, An Act Concerning Gun Violence Prevention and Children’s Safety: <ul style="list-style-type: none"> • Sections 80–83 established the School Security Infrastructure Council (SSIC) • Three Commissioners from CT State Agencies • Six Members appointed by CT’s Legislative Leaders • Under P.A. 13-3 the SSIC is charged with developing “school safety infrastructure standards for school building projects... and projects receiving reimbursement as part of the school security infrastructure competitive grant program”

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	areas of safe haven, such as, reinforcement of entryways, forced entry and/or ballistic rated glazing, solid core (FE and/or BR) doors, double door access, computer-controlled electronic locks, remotely controlled locks on all entrance and exits and buzzer systems, (2) the use of cameras throughout the school building and at all entrances and exits, including the use of closed circuit television monitoring, (3) penetration resistant vestibules, and (4) other security infrastructure improvements and devices as they become industry standards.		<ul style="list-style-type: none"> • Required to meet once a year to review established standards • SSIC Report was completed on January 1, 2014 • Standards effective July 1, 2014 See link: https://www.cga.ct.gov/2013/ACT/PA/2013PA-00003-R00SB-01160-PA.htm
SH - 13	Each school shall maintain an accurate list of faculty, staff, and students, complete with emergency contact information, which shall include, but not be limited to, parents and guardians of students.	A-5	See SH – 7
SH - 14	Each school shall provide safety and security training for faculty, staff, and students on how to respond to hazards and or events in order to provide competent compliance with the All Hazards School Security and Safety Plan Standards.	A-5	In the 2013 Connecticut General Statutes, Section 10-222n—there is a section that outlines School security and safety plan standards. In this statute, standards of the security and safety plans within Connecticut schools are described in detail, as are accounts for training, personnel, frequency, and the nature of compliance. See link for details: https://law.justia.com/codes/connecticut/2013/title-10/chapter-170/section-10-222n/
SH - 15	Each school identify specific individuals to serve as safety and security wardens, who shall be responsible for executing and managing the safety and security strategies set forth in the safety and security training.	A-6	See SH – 14
SH - 16	Classrooms and other spaces of denser population occupancy be located away from the points of building entry and that spaces of lesser occupancy be adjacent to school entry points, without giving up human visual surveillance and situational awareness of the entry points.	A-6	See SH – 12
SH -17	Law Enforcement		
SH - 18	Mandatory background checks on the sale or transfer of any firearm, including long guns, at private and gun show sales.	A-6	In 2013 Public Act 13-3 was passed, and Section 1 outlines the requirements for purchasing a firearm, which includes the following language: “The Department of Emergency Services and Public Protection shall make every effort, including performing the national instant criminal background check, to determine if the applicant is eligible to receive such [firearm] long gun.” See link for more details: https://www.cga.ct.gov/2013/ACT/pa/pdf/2013PA-00003-R00SB-01160-PA.pdf

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SH - 19	Require registration, including a certificate of registration, for every firearm. This certificate of registration should be issued subsequent to the completion of a background check and is separate and distinct from a permit to carry.	A-6	See Public Act 13-3, Section 1 for information regarding firearm registration. See link for details: https://www.cga.ct.gov/2013/ACT/pa/pdf/2013PA-00003-R00SB-01160-PA.pdf
SH - 20	Require firearms permits to be renewed on a regular basis. This renewal process should include a test of firearms handling capacity as well as an understanding of applicable laws and regulations.	A-6	See SH – 19
SH - 21	Institute a ban on the sale, possession, or use of any magazine or ammunition feeding device in excess of 10 rounds except for military and police use.	A-6	The Gun Violence Prevention and Child Safety Bill, Act No. 13-3 was enacted on 04/04/2013 in the Connecticut State Legislature. Expands the assault weapon ban to include large capacity magazines and armor-piercing bullets. See page 4 of link: http://www.ctprobate.gov/Documents/2013%20Legislative%20Summary.pdf
SH - 22	Institute a ban on the possession or sale of all armor-piercing and incendiary bullets, regardless of caliber. First-time offenses should be classified as a Class D Felony.	A-7	Connecticut Firearm Law Sec. 53-202l. Armor-piercing and incendiary .50 caliber ammunition states that any person who knowingly distributes, transports, or imports into the state, keeps for sale, or offers or exposes for sale or gives to any person any ammunition that is an armor piercing .50 caliber bullet or an incendiary .50 caliber bullet shall be guilty of a class D felony, except that a first-time violation of this subsection shall be a class A misdemeanor. See link for details: https://www.ct.gov/despp/lib/despp/slfu/ct_firearms_law_reference_guide_2010.pdf
SH - 23	Allow ammunition purchases only for registered firearms.	A-7	See Connecticut Firearm Law, link: https://www.ct.gov/despp/lib/despp/slfu/ct_firearms_law_reference_guide_2010.pdf
SH - 25	Evaluate the effectiveness of federal law in limiting the purchase of firearms via the internet to only those individuals who have passed the appropriate background screening.	A-7	
SH - 26	Limit the amount of ammunition that can be purchased at any given time.	A-8	See SH – 24
SH - 27	Prohibit the possession, sale, or transfer of any firearm capable of firing more than 10 rounds without reloading. This prohibition would extend to military-style firearms as well as handguns. Law enforcement and military would be exempt from this ban.	A-8	In October 2013 Section 1. Section 23 of Public Act 13-3 was repealed and the following language was substituted: 1) Any person who possesses a large capacity magazine on or after January 1, 2014, that was obtained prior to April 5, 2013, shall commit an infraction and be fined not more than ninety dollars for a first offense and shall be guilty of a class D felony for any subsequent offense, and (2) any person who possesses a large capacity magazine on or after January 1, 2014, that was obtained on or after April 5, 2013, shall be guilty of a class D felony. See link for details: http://www.ct.gov/despp/lib/despp/slfu/pa_13-220.pdf
SH - 28	Require that trigger locks must be provided at the time of sale or transfer of any firearm.	A-8	2013 Connecticut Firearm Law Sec. 29-37b states firearms dealer to provide gun locking device and warning at time of sale. Penalty associated with non-compliance. See link: https://www.ct.gov/despp/cwp/view.asp?a=4213&Q=494612&desppNav_GID=2080
SH - 29	Require that the state develop and update a best practices manual and require that all firearms in a home be stored in a locked container and adhere to these best practices;	A-8	2013 Connecticut Firearm Law Sec. 29-37i. Responsibilities regarding storage of loaded firearms with respect to minors - states: "No person shall store or keep any loaded firearm on any premises under his control if he knows or reasonably should know that a minor is likely to gain access to the firearm without the permission of the parent or guardian of the minor unless such person (1) keeps

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	with current minimum standards featuring a tamper-resistant mechanical lock or other safety (including biometric) device when they are not under the owner's direct control or supervision. The owner should also be directly responsible for securing any key used to gain access to the locked container.		the firearm in a securely locked box or other container or in a location which a reasonable person would believe to be secure or (2) carries the firearm on his person or within such close proximity thereto that he can readily retrieve and use it as if he carried it on his person. For the purposes of this section, 'minor' means any person under the age of sixteen years." See link: https://www.ct.gov/despp/lib/despp/slfu/ct_firearms_law_reference_guide_2010.pdf
SH-30	Require non-residents seeking to purchase a firearm or ammunition in the State of Connecticut to obtain a Certificate of Eligibility and conform to all other regulations applicable to Connecticut residents.	A-9	In the Connecticut Firearm Law Sec. 29-28. Permit for sale at retail of pistol or revolver. Permit to carry pistol or revolver. Confidentiality of name and address of permit holder. Permits for out-of-state residents—it states that out-of-state residents have to comply with Connecticut regulations to gain a temporary permit to purchase a firearm. See link for details: https://www.ct.gov/despp/lib/despp/slfu/ct_firearms_law_reference_guide_2010.pdf
SH - 31	Require gun clubs to report any negligent or reckless behavior with a firearm, or illegal possession of any firearm or magazine, to the Connecticut Department of Emergency Services and Public Protection, Commissioner of Public Safety, and local law enforcement.	A-9	Connecticut Firearm Law Sec. 29-37g. Gun show requirements states that a "Gun Show" is defined as: "any event at which fifty or more firearms are offered or exhibited for sale, transfer or exchange to the public." All sales, transfers or exchanges taking place at a Gun Show require the seller to obtain an authorization number from the Special Licensing and Firearms Unit. See link: https://www.cga.ct.gov/current/pub/chap_529.htm#sec_29-37g
SH - 32	Requiring promoters of gun shows to receive a permit from the Chief of Police or Chief Elected Official as well as provide notice to the Commissioner of the Connecticut Department of Emergency Services and Public Protection.	A-9	See SH - 31
SH - 33	Require that any shell casing for ammunition sold or possessed in Connecticut have a serial number laser etched on it for tracing purposes.	A-9	See SH - 24
SH - 34	Any person seeking a license to sell, purchase or carry any type of firearm in the state should be required to pass a suitability screening process.	A-9	Connecticut Firearm Law Sec. 29-38b identifies that a determination of commitment status of person who applies for or seeks renewal of firearm permit or certificate must be completed prior to authorization of a permit. The status must be reported on the application. See link: https://www.ct.gov/despp/lib/despp/slfu/ct_firearms_law_reference_guide_2010.pdf
SH - 35	To allow, at a judge's discretion, the opportunity to temporarily remove any firearms, ammunition, and carry permits from a person who is the subject of an ex parte restraining order, civil protection order, or family violence protective order, at the time of the issuance of that order.	A-9	Connecticut Firearm Law Sec. 29-36f. Eligibility certificate for pistol or revolver: a person is subject to a firearms seizure order issued pursuant to this subsection if they commit any of a list of offense, to include restraining order. See link: https://www.ct.gov/despp/lib/despp/slfu/ct_firearms_law_reference_guide_2010.pdf
SH - 36	Grant statewide peace officer status to all sworn law enforcement officers in Connecticut to assure their ability to respond	A-10	In the Connecticut General Statutes, it states that a "Peace officer means a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state

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	to any other jurisdiction within the state in the event of a major police emergency, but only at the express invitation of the requesting jurisdiction.		marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19..." See link: https://www.lawserver.com/law/state/connecticut/ct-laws/connecticut_statutes_53a-3
SH - 37	Provide funding for the Department of Emergency Services and Public Protection, Division of Emergency Management and Homeland Security, to establish positions for regional School Safety Planners charged with assisting districts in the planning for all hazards emergencies and the effective exercising of those plans.	A-10	The Connecticut Gen Stat § 28-1a of 2013 Division of Emergency Management and Homeland Security. Powers and duties of commissioner. Regulations. Memorandum of understanding— outlines that the Commissioner may assist with funding for various responsibilities associated with preparedness, but that Regions as established can also request and receive federal funding for related needs, i.e., positions. Regional work is outlined in the guidance. See link: https://law.justia.com/codes/connecticut/2013/title-28/chapter-517/section-28-1a/
SH - 38	Develop regional multi-jurisdictional, multi-discipline, Unified Command concept of operations, integrating local and state police, for major events of great consequence.	A-10	In 2014 the state of Connecticut developed the State Response Framework; the Framework or the SRF is "to describe the interaction of state government with local, federal and tribal governments, nongovernmental response organizations and other private sector partners, the media, and the public in implementing emergency response and recovery functions in times of crisis." In general, the Framework describes how the State of Connecticut and its partners will work together to support local governments and their residents in responding to disasters and emergencies. See link for details: https://www.ct.gov/demhs/lib/demhs/srf_v_4_1.pdf
SH - 39	Establish statewide and/or regional Incident Management Teams for public safety personnel.	A-10	See SH – 38
SH - 40	Integrate Public Safety Dispatch centers, with minimum staffing levels, into all major event response plans.	A-10	The goal of the Connecticut Division of Statewide Emergency Telecommunications (DSET) is to provide for the development and maintenance of coordinated statewide emergency service telecommunications for public safety organizations and to the residents of the State of Connecticut. DSET is responsible for the 9-1-1 Emergency Telecommunications System, Public Safety Data Network, Public Safety Frequency Coordination, Public Safety Telecommunicator Training, Geographic Information Systems, the CT Alert Emergency Notification System, and to provide support for the consolidation of public safety answering points. See link for details: https://www.ct.gov/despp/cwp/view.asp?a=4379&q=514828&desppNav_GID=2125
SH - 41	Require that lead agencies that respond to major events conduct a review and provide formal after-action reports, which should be maintained on file with the appropriate public agencies.	A-10	See SH – 38
SH - 42	Require the Department of Emergency Services and Public Protection, Division of State Police, in conjunction with the Connecticut Police Chiefs Association, to develop and conduct joint regional exercises of planned responses to major events.	A-10	Governor Dannel Malloy's Emergency Preparedness and Planning Initiative (EPPI) and Statewide Exercises authorizes the development and execution of joint regional exercises. The work performed from 2012 through 2016, inclusive of joint and planned exercises, are listed at the following link: https://www.ct.gov/demhs/cwp/view.asp?a=4236&q=544186 . Here's the link to the 2013 State Agency Training: https://www.ct.gov/demhs/lib/demhs/epi/2014/satepgovmemo.pdf

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SH - 43	Expand incident training at Police and Fire Academies in Connecticut.	A-11	See SH – 42
SH - 44	Create a statewide working group to address first responder mental health issues.	A-11	
SH - 45	Create and publish a Statewide Donations Management Plan for incidents of statewide consequence.	A-11	
SH - 46	Programs should be developed that focus on violence reduction through the educational process or other entities.	A-11	Connecticut law has a requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district safe school climate coordinator and the school security and safety committee described in Number 3 of the School Safety Plan Standards, above (see Connecticut General Statutes Section 10-222k). See link: https://www.ct.gov/demhs/lib/demhs/school_security/school_plan_standards_version_4_december_2016.docx
SH - 47	Alcohol awareness programs should be included at appropriate points in the K-12 curriculum.	A-11	
SH - 48	Mental and Behavioral Health		
SH - 49	Build systems of care that go beyond treating mental illness to foster healthy individuals, families, and communities and embrace overall psychological, emotional, and social well-being.	A-11	The Mental and Behavioral Health of Children Bill, Act No. 13-178, was enacted on 06/24/2013. This bill requires the development of a plan to meet children’s mental, emotional and behavioral health needs; requires the inclusion of certain strategies, including school and community-based mental health services integration and early intervention enhancement; and provides for collaboration with emergency mobile psychiatric service providers, training of school resource officers, mental health providers, pediatricians and child care providers, home visitation, and a study on nutrition and psychotropic drugs. See link for details: https://www.cga.ct.gov/2013/ACT/pa/pdf/2013PA-00178-R00SB-00972-PA.pdf
SH - 50	Connecticut must build a mental health system that targets detection and treatment while building stronger, resilient communities of care.	A-11	See above SH – 49
SH - 51	Build a comprehensive, integrated approach to care—one that identifies risk factors, reinforces protective factors, and promotes positive development throughout should be key goals, and peer as well as professional support needs to be involved. Treatment and prevention should be stressed.	A-11	See above SH – 49
SH - 52	The health delivery systems and reimbursement paradigms should embrace a biopsychosocial model that understands the individual’s physical and mental health strengths and challenges in the context of that person’s social environment and	A-11	In 2014, the Connecticut Department of Public Health issued the Connecticut State Health Improvement Plan, a roadmap for improving the state’s health. The plan identifies seven focus areas and 136 objectives related to the issues that most affect the state’s health and well-being. The broad framework incorporates concepts from national initiatives such as Healthy People 2020 and the National Prevention Strategy. In particular, it focuses on prevention and shared responsibility of all sectors and partners for improving health. The plan also illustrates the need to ensure public health

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	relationships.		and health services are accessible in every community, and for new strategic partnerships to address the social and physical environments in our homes, workplaces, schools, and recreational areas affecting our health. See link for details: https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/state_health_planning/SHA-SHIP/hct2020/hct2020statehlthimpv032514pdf.pdf?la=en
SH - 53	Providers should be incentivized through reimbursement mechanisms to integrate both physical and mental health services.	A-12	See SH – 52
SH - 54	Support models of integrated care driven by family needs in which all providers focus on family strength, address their risk factors, and accept the family as a partner in treatment.	A-12	See SH – 52
SH - 55	Healthy social development can—and should—be actively taught in schools.	A-12	In January 2018, Dr. Dianna R. Wentzell, Commissioner of Education in Connecticut, issued an Executive Summary to the State Board of Education on a study entitled The Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3, which outlined the importance of social-emotional learning in the school system. The document represents the knowledge, skills, and dispositions that form an essential blueprint for social-emotional habits and academic success. The purpose of the document is to provide a model to districts and schools for integrating social and emotional habits into academic content areas so that students will learn, practice, and model essential personal life habits. See link for information: https://portal.ct.gov/-/media/SDE/Board/BoardMaterials010318/The_Components_of_Social_Emotional_and_Intellectual_Habits_Kindergarten_through_Grade_3.pdf?la=en
SH - 56	Social-emotional learning must form an integral part of the curriculum from preschool through high school.	A-12	See SH – 55
SH - 57	A sequenced social development curriculum must include antibullying strategies. As appropriate, it should also include alcohol and drug awareness as part of a broader substance-abuse prevention curriculum for school-aged children.	A-12	Governor Dannel P. Malloy announced on October 4, 2018, that the Connecticut Division of Emergency Management and Homeland Security (DEMHS) is partnering with Sandy Hook Promise (SHP) to help train students, educators, and school administrators how to identify, assess, intervene, and get help for those exhibiting at-risk behaviors through its Start With Hello, Say Something, and SOS Signs of Suicide programs. Through the federal STOP School Violence Act, Connecticut is receiving \$500,000 to operate the programs, which will allow SHP and DEMHS to train more than 116,000 students across the state. See link: https://www.ct.gov/despp/cwp/view.asp?Q=605432&A=4226
SH - 58	School-based health centers should provide a locus of preventive care, including screenings and referrals for developmental and behavioral difficulties, exposure to toxic stress, and other risk factors, as well as treatment offerings that can address crisis, grief and other stressors.	A-12	Among other things, PA 13-247 (§ 193) specifically allows all School-Based Health Centers (SBHCs) to provide behavioral health services. EFFECTIVE DATE: July 1, 2013. See link: https://www.cga.ct.gov/2014/rpt/pdf/2014-R-0163.pdf
SH - 59	Schools should form multi-disciplinary risk-assessment teams that gather information on and respond supportively to children who may pose a risk to others or face a risk to	A-13	Section 24. amends s. 1006.07, F.S., District school board duties relating to student discipline and school safety, to: <ul style="list-style-type: none"> • Require student disclosure of mental health referrals at registration. • Allow an expelled student who is admitted to another district to be referred for mental health

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	themselves due to toxic stress, trauma, social isolation, or other factors.		services. <ul style="list-style-type: none"> Require the student code of conduct to include policies for referring violent or disruptive students for mental health services.
SH - 60	All school staff should be trained in inquiry-based techniques to apply when disciplinary issues arise in order to deepen their understanding of how children's behavior can be linked to underlying stressors.	A-13	Goal B.3 of the Connecticut Children's Behavioral Health Plan was established to ensure that all providers and caregivers who work with young children and youth demonstrate competency in promoting social and emotional development in the context of families, recognizing risk factors and early signs of social-emotional problems and in connecting all children to appropriate services and supports. Training for providers working with older children is covered as part of the implementation of specific interventions and through training of school personnel (Goal C.3). See link for details: http://www.plan4children.org/wp-content/uploads/2014/10/CBH_PLAN_Exec-Sum-Final.pdf
SH - 61	Schools should work with all providers to enhance community resources and augment services available in schools.	A-13	PA 13-178 (§ 1) which supports School Board Collaboration with Mental Health Care Providers, requires emergency mobile psychiatric service providers to collaborate with community-based mental healthcare agencies, SBHCs, and the contracting authority for each local or regional board of education in the state to, at a minimum, (1) improve coordination and communication in order to promptly identify and refer children with mental, emotional, or behavioral health issues to the appropriate treatment program and (2) plan for any appropriate follow-up with the child and family. This may be done through memoranda of understanding, policy and protocols regarding referrals and outreach, liaison between the respective entities, or other methods. See link for details: https://www.cga.ct.gov/2014/rpt/pdf/2014-R-0163.pdf
SH - 62	The state and federal departments of education should establish lead sections or programs on school mental health to supplement (not replace) the work of CT DCF.	A-13	Connecticut, at a minimum, established School Board Collaboration with Mental Health Care Providers, PA 13-178 (§ 1), which requires emergency mobile psychiatric service providers to collaborate with community-based mental healthcare agencies, SBHCs, and the contracting authority for each local or regional board of education in the state to, at a minimum, (1) improve coordination and communication in order to promptly identify and refer children with mental, emotional, or behavioral health issues to the appropriate treatment program and (2) plan for any appropriate follow-up with the child and family. This may be done through memoranda of understanding, policy, and protocols regarding referrals and outreach, liaison between the respective entities, or other methods. This work is in conjunction with the CT DCF, and may not be at the federal level but is a demonstration of state/local coordination. See page 4 of the link for details: https://www.cga.ct.gov/2014/rpt/pdf/2014-R-0163.pdf
SH - 63	Each board of education must ensure that children with disabilities be identified and evaluated in accordance with the Individuals with Disabilities Education Act, or IDEA.	A-14	See SH - 62 and also this page 7 of the following link for background information on IDEA and Connecticut Law: http://www.mayalaw.com/wp-content/uploads/2014/07/Education-Law-Publication-2013.pdf
SH - 64	The state should consider requiring that a parent's obligations under state law encompass approval of the individualized education plan and adequate documentation of progress.	A-14	The following is a link to the most up-to-date information regarding requirements for parents under Connecticut's Individual Education Plan guidance for parents. See link: https://portal.ct.gov/-/media/SDE/Special-Education/IEP-Manual-REVISED-July-2018.pdf?la=en
SH - 65	When the particular disabilities that necessitate homebound education include social, emotional, and behavioral difficulties, the student's individualized education program and related services must address these difficulties expressly in addition to	A-14	See SH - 64

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	providing any necessary academic supports.		
SH - 66	Barriers to Access: Insurance and Funding Issues		
SH - 67	A fully functional mental health system requires better coordination and access to a broad range of necessary services across payment systems.	A-14	Goal A.3. of the Connecticut Children’s Behavioral Health Plan, from October 2014, states that Connecticut was to develop a plan to address the major areas of concern regarding how commercial insurers meet children’s behavioral health needs. Based on the redesign of the publicly financed system, the incorporation of a Care Management Entity, and the demonstration of outcomes and cost savings, the commercial insurance sector was to be incentivized to participate in the children’s behavioral health system of care. See link for details of plan: http://www.plan4children.org/wp-content/uploads/2014/10/CBH_PLAN_Exec-Sum-Final.pdf
SH - 68	Higher reimbursement rates in both outpatient and inpatient settings, which better reflect the costs of care, should be a core component of a redesigned behavioral healthcare system.	A-14	See SH – 67
SH - 69	Connecticut needs to identify and take measures to increase the behavioral health workforce.	A-15	In 2004, Connecticut’s legislature established the Connecticut Allied Health Workforce Policy Board (AHWPB) (Public Act 04-220) to conduct research and planning activities related to the allied health workforce. The report, Connecticut’s Allied Health Workforce: Challenges and Opportunities, provides an update to the June 2014 report, which highlights federal and state healthcare reforms as well as the supply and demand for healthcare workers and the challenges associated with preparing that workforce for the next generation of healthcare delivery. The report concludes with priority focus areas to address Connecticut’s workforce challenges in 2014. See link for details: https://www.ctdol.state.ct.us/OWC/CETC/Final%20AHWPB%20Report%202015.pdf In September 2017, U.S. Senators Chris Murphy (D-Conn.) and Richard Blumenthal (D-Conn.) and U.S. Representatives Joe Courtney (CT-2) and Elizabeth Esty (CT-5) afforded a \$600,000 grant to the University of Connecticut (UConn) and Western Connecticut State University from the Health Resources and Services Administration received through the Behavioral Health Workforce Education and Training (BHWET) Program. The BHWET program, which was reauthorized as part of Murphy’s recently enacted Mental Health Reform Act, seeks to expand the behavioral health workforce and train new mental health providers, such as psychologists, psychiatrists, social workers, and paraprofessionals. See link: https://www.murphy.senate.gov/newsroom/press-releases/new-600000-federal-grant-expands-connecticuts-mental-health-workforce-access-to-treatment
SH - 70	Connecticut needs to fix the significant problems with mental health system fragmentation resulting from diverse payment systems and a lack of coordination or consistency among state agencies.	A-15	In July 2018, the Office of Legislative Research issued a Research Report on 2013–2018 Behavioral Health Legislation. Page 13 of the report begins the section on legislative actions to combat fragmentation and inconsistency within the healthcare system as it relates to insurance, to include mental health coverage. See page 13 of link for details: https://www.cga.ct.gov/2018/rpt/pdf/2018-R-0165.pdf
SH - 71	Funding decisions about behavioral healthcare must look beyond the model that has prevailed over the past several decades to embrace psychosocial interventions, services directed toward the achievement of	A-15	In regard to the behavioral diagnosis, Connecticut created a Comprehensive Plan for Children’s Services, PA 13-178, which requires the Department of Children and Families (DCF) and the Office of Early Childhood (OEC), in consultation and collaboration with various individuals and agencies, to take several steps to address Connecticut children’s mental, emotional, and behavioral health needs. For example, it requires DCF to develop a comprehensive plan to (1) meet these needs and (2) prevent or reduce the long-

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	functional skills, and other efforts to engage the whole person, which frequently offer the best prognosis for recovery. A behavioral health diagnosis accompanied by acute, rather than chronic, symptoms should be removed as a prerequisite for access to care.		term negative impact of mental, emotional, and behavioral health issues on children. EFFECTIVE DATE: July 1, 2013, except for the OEC provisions, which took effect October 1, 2013. See page 2 of link for details: https://www.cga.ct.gov/2014/rpt/pdf/2014-R-0163.pdf
SH - 72	Commercial insurance should expand coverage to a broad range of evidence-supported services for individuals with private insurance.	A-15	In July 2018, the Office of Legislative Research issued a Research Report on 2013–2018 Behavioral Health Legislation. Page 13 of the report begins the section on legislative actions to combat fragmentation and inconsistency within the healthcare system as it relates to insurance, to include mental health coverage. See page 13 of link for details: https://www.cga.ct.gov/2018/rpt/pdf/2018-R-0165.pdf
SH - 73	Use of behavioral health carve-outs, designed to control behavioral health costs rather than increase access, should be phased out as quickly as possible.	A-15	See SH – 72
SH - 74	Connecticut establish standards for up-to-date and accurate provider panel lists, as well as mechanism for fining or otherwise holding insurers accountable for publishing inaccurate lists.	A-16	See SH – 72
SH - 75	Appeals of all denials of care be processed through an independent entity such as the Office of the Health Care Advocate. Insurers should be required to provide reimbursement during the denial and appeals period up to the point of ultimate denial by the neutral reviewing party. When a licensed provider determines that a particular course of treatment is medically necessary, the burden of proof should fall to the insurer to demonstrate otherwise. Any conclusion by a reviewer that care is not medically necessary should be based, to the extent possible, on findings in the medical literature. The results of scientific studies, and/or recommendations of recognized healthcare professional organizations and recognized authorities of evidence of efficacy, especially in the absence of scientific studies, should not be discredited solely on the assertion of the insurer.	A-16	If a resident of Connecticut needs healthcare or healthcare coverage, or has problems with coverage and does not know where to turn, they can contact the Office of the Healthcare Advocate (OHA). OHA is an independent agency that helps people understand what options they may have, how to get and fight for healthcare coverage, including coverage for mental health or substance use treatment, and to make sure they get covered for their specific healthcare needs. See the link for access to their website, which can more accurately address the recommendation: https://www.ct.gov/oha/site/default.asp
SH - 76	Connecticut must find ways to fund integrated models of care for both children and adults that ensure access to quality,	A-16	Connecticut established, through legislation, a Regional Behavioral Health Consultation System for Pediatricians, PA 13-3 (§ 69), which requires the Department of Child and Family services commissioner, by January 1, 2014, to establish and implement a regional behavioral health consultation and care

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	affordable, culturally appropriate, and timely care for residents throughout the state.		<p>coordination program for primary care providers who serve children. The program must provide them with:</p> <ol style="list-style-type: none"> 1. timely access to a consultation team that includes a child psychiatrist, social worker, and care coordinator; 2. patient care coordination and transitional services for behavioral health care; and 3. training and education on patient access to behavioral health services. <p>There was no effective date found regarding this legislations. However, in conjunction with this action Connecticut established School-Based Health Centers (SBHCs) that, among other things, PA 13-247 (§ 193) specifically allows all SBHCs to provide behavioral health services to members of the community. EFFECTIVE DATE: July 1, 2013. See page 3 of link for details: https://www.cga.ct.gov/2014/rpt/pdf/2014-R-0163.pdf</p>
SH - 77	Barriers to Access: Stigma and Discrimination		
SH - 78	Support research that will identify the most effective measures to reduce stigma, as well as implementation of those measures.	A-17	<p>The CT STRONG program (Seamless Transition and Recovery Opportunities through Network Growth) engages and connects transition age youth and young adults to high quality behavioral healthcare. The CT Department of Mental Health and Addiction Services (DMHAS), in partnership with the CT Department of Children and Families (DCF), present this initiative to engage youth and young adults in innovative approaches to improve rates of service engagement and outcomes with regard to housing stability, health and mental health, education, and employment for individuals aged 16–25. See link for details on this program addressing stigma: http://www.abhct.com/Programs_Services/CT-STRONG/</p>
SH - 79	Integrate mental healthcare with other forms of health screening and care available to children through schools to diminish the stigma associated with mental illness.	A-17	<p>Schools are a primary venue for children to receive mental health services. In Connecticut, there are various ways that school personnel may identify a child as possibly needing mental health services. The referral could be made by a teacher or various other school personnel, such as a school psychologist, counselor, nurse, social worker, resource officer, or administrator. The identification could occur in a variety of ways, such as following discussion with the student, a parent, or other school personnel; as part of the special education process; or following a behavioral incident.</p> <p>Many students also receive mental health referral or treatment by healthcare providers at school-based health centers (SBHCs). SBHCs are free-standing medical clinics located within or on school grounds, staffed by a multi-disciplinary team of professionals with expertise in pediatric and adolescent health. They provide primary medical and mental health services to students at the school regardless of insurance coverage. According to the Connecticut Association of School-Based Health Centers, 80 SBHCs that receive DPH funding are located in 20 communities in the state and they provide more than 35,000 students with services annually, including 41,000 visits for mental health concerns. See link: https://www.cga.ct.gov/2013/rpt/2013-R-0081.htm</p> <p>Below, there is more information on three issues related to a school’s identification of students needing mental health services: (1) special education referral and assessment; (2) required school board policies on (a) communication with mental health personnel and (b) the prohibition on schools recommending psychotropic drugs; and (3) a State Department of Education (SDE) grant program to help detect and prevent emotional, behavioral, and learning problems in young children. Here are links to additional information about mental health services in Connecticut schools, from SDE’s website: -school psychology: http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320742</p>

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			-comprehensive school guidance and counseling: http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=322288 Coordinated Approach to School Health (which seeks to align several facets of health, including behavioral health, to improve student health as well as academic achievement): http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320726
SH - 80	Expand programs that engage people across the community in issues relevant to mental health. Programs such as CIT (Crisis Intervention Training) and CIT-Y (training directed toward youth issues) for the law enforcement community, as well as Mental Health First Aid for teachers, counselors, parents, neighbors, coaches, youth group leaders, police officers, and others.	A-18	In Connecticut, mental health crisis intervention services are provided by teams of mental health workers (psychiatrists, RNs, MSWs, psychologists, psychiatric technicians) who intervene in situations where an individual's mental or emotional condition results in behavior that constitutes an imminent danger to him or herself or to another. Mobile crisis teams visit people in their homes or community sites, and others meet clients in clinics or hospital emergency rooms. Psychiatric emergency rooms and mental health facilities can provide crisis services to people in crisis who can travel or get help with transportation to a facility. See link for details: http://uwc.211ct.org/mental-health-crisis-intervention-services-connecticut
SH - 81	For adolescents and adults facing mental health diagnoses, develop effective psychoeducation for both individuals and families to promote acceptance and decrease stigma.	A-18	See SH – 79
SH - 82	Privacy and Confidentiality		
SH - 83	Clarify the privacy rights of people living with mental illness in the absence of a clear understanding of what current laws and policies do and do not allow.	A-19	The Connecticut State Department of Education (CSDE) treats data confidentiality and the privacy of student educational records very seriously. It complies with all federal laws including Family Educational Rights and Privacy Act (FERPA), state statutes, and guidelines to protect confidential data. There is an entire site dedicated to information and regulations that outline the state's responsibility in this area. See link for specific details regarding mental illness: https://portal.ct.gov/SDE/Performance/Data-Privacy-and-Security
SH - 84	Increase efforts to facilitate communication in the service of effective care while respecting individuals' rights to privacy and autonomy.	A-19	The Connecticut State Department of Education (CSDE) treats data confidentiality and the privacy of student educational records very seriously. It complies with all federal laws including Family Educational Rights and Privacy Act (FERPA), state statutes, and guidelines to protect confidential data. There is an entire site dedicated to information and regulations that outline the state's responsibility in this area. See link for specific details regarding effective care while respecting individual rights: https://portal.ct.gov/SDE/Performance/Data-Privacy-and-Security
SH - 85	Educational privacy laws should be implemented in such a way that they do not compromise essential communication for children struggling with serious emotional, behavioral, and developmental challenges. With parent permission, schools and treatment providers should in general be allowed to share important information that will facilitate the care and education of children.	A-19	See SH – 84

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SH- 86	Mental Illness and Violence		
SH - 87	A diagnosable mental illness alone is a very weak predictor of interpersonal violence— particularly compared to other factors such as substance abuse, a history of violence, socio-economic disadvantage, youth, and male gender.	A-19	See United States Secret Service Report—The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States 2002, which verifies this statement: https://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf
SH - 88	Expand and increase availability of early intervention programs for those young adults early in the course of developing and/or established mental illness to reduce the likelihood that a person facing a psychotic illness might resort to violence or self-harm.	A-19	In the Fiscal Year 2018 Bureau of Justice Administration within the Department of State, Connecticut was awarded \$500,000 for its STOP School Violence Prevention and Mental Health Training Program. The programs can include early intervention. See link for budgetary information: https://www.justice.gov/opa/press-release/file/1097816/download
SH - 89	Utilize behavioral threat assessment; to focus on identifying and intervening with individuals whose behavior and/or communications clearly indicate an intention to commit violence.	A-20	Connecticut General Statutes Sections 10-222m and 10-222n state that each school district has a requirement that a school security and safety committee be established at each school. The safe school climate committee for each school will collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district safe school climate coordinator and the school security and safety committee. See link: https://www.ct.gov/demhs/lib/demhs/school_security/school_plan_standards_version_4_december_2016.d ocx
SH - 90	The formation of multi-disciplinary teams to conduct risk assessments in schools.		See SH - 89
SH - 91	Each school district in Connecticut should have policies in place that are related to threat assessment and violence management. School [district]s should form multi-disciplinary teams that include an Administrator, a school Police Department Officer, and a school mental health professional (e.g., Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor), as well as a community mental health provider, to assess threats made in schools.	A-20	Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan. The Committee members shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school, and may include any other person deemed necessary, such as a school nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator. The school security and safety committee should also invite subject matter experts to participate as needed, including, for example, the local public works director, high school student council president, and/or food service director. See link: https://www.ct.gov/demhs/lib/demhs/school_security/school_plan_standards_version_4_december_2016.d ocx
SH - 92	The risk assessment teams should receive training in threat assessment that will enable them to review specific threats and help manage or support any person who issues a threat as well as warning the potential victims. They should also be available when a child or family has been identified with	A-20	PA 13-3 (§§ 88 & 89), the Safe School Climate Committees, Reports, and Plans expands the duties of the safe school climate committees to include collection, evaluation, and reporting of information about disturbing or threatening student behavior as provided in the school’s security and safety plan. Parents or guardians who serve on the committees must not participate in this new duty, since it may compromise student confidentiality. By law, safe school climate committees are responsible for developing and fostering a safe school climate and addressing bullying and related issues. The act also increases the frequency and the recipients of the SDE report that analyzes public school districts’ bullying prevention

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	complex stressors that might indicate a need for additional resources to stabilize the family.		efforts. See link: https://www.cga.ct.gov/2014/rpt/pdf/2014-R-0163.pdf
SH - 93	Adopt the Consortium for Risk-Based Firearm Policy's December 2013 recommendations.	A-21	
SH - 94	Response, Recovery, and Resilience		
SH - 95	Connecticut should develop a comprehensive statewide plan for effectively responding to large-scale school crisis events that includes educational and behavioral health agencies.	A-21	Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) Regional Coordinator, based on the standards listed here and further provided in the attached template, and any updated template, as well as on the results of the assessment described in Number 8, below. The plan for the school year beginning July 1, 2014, was due no later than July 1, 2015. Going forward, by November 1 of every year thereafter, local and regional boards of education were to submit to their DEMHS Regional Coordinators one of the following: (1) those pages of their plans that have been updated; (2) the form provided by DEMHS that their plans have not changed, along with an updated signature page, or; (3) a revised plan if the current plan has undergone a major revision.
SH - 96	The plan should specify short and longer-term interventions for different populations, and identify funding mechanisms that will minimize discontinuity of services. It should also clarify a range of roles and responsibilities for state and local entities and designate lead agencies for key functions.	A-21	See SH - 95
SH - 97	Connecticut and its municipalities should incorporate an enhanced focus on the mental health implications of disasters and other crisis events into all disaster preparedness and response protocols, and implement measures to address the behavioral health needs of children as well as adults.	A-21	The Connecticut General Statutes Section (10-222k) has a requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. Training to the plan is critical. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, public health, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response. See link for details: https://www.ct.gov/demhs/lib/demhs/school_security/school_plan_standards_version_4_december_2016.docx
SH - 98	Connecticut should better integrate behavioral health and educational responses to disaster events by thoughtfully incorporating educational and behavioral health agencies into the state's Unified Command System.	A-22	See SH - 97
SH - 99	Short-term support by mental health professionals from outside the community	A-22	The Connecticut Departments of Mental Health and Addiction Services (DMHAS) and Children and Families (DCF), working with the University of Connecticut Health Center at the Center for Trauma

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	may be required or helpful in the immediate aftermath of a crisis event. The goal should be to transition direct services provided during the recovery process to those who are part of the impacted community or adjoining/nearby communities.		Response, Recovery, and Preparedness (CTRP), have developed an organized network of behavioral health providers to respond to the mental health needs of Connecticut residents following major disasters (e.g., bioterrorism, manmade or natural disasters). The Connecticut Disaster Behavioral Health Response Network (DBHRN) consists of five regional behavioral health disaster response teams that can be deployed immediately anywhere in the state. The geographical areas covered by the teams correspond to the OPM Uniform Health Regions. These teams would respond to disasters or critical incidents when local behavioral health resources have been depleted or are overwhelmed. The goal of the regional behavioral health response teams is to provide an organized response to victims, family members, survivors, or communities affected by disasters. See link for detailed information and resources: https://www.ct.gov/dmhas/cwp/view.asp?a=2901&q=335024
SH - 100	The state should also offer the option of engaging a short-term support team, developed prior to an event, to school districts overwhelmed by tragedies to assist in planning and decision-making, such as communications, management of mental health response, provision of security, managing personnel and labor issues, and donations.		The Connecticut Disaster Behavioral Health Response Network (DBHRN) offers Disaster Response Teams for assistance, who provide interventions in three distinct phases that may be delivered at a disaster site, in an affected community, or statewide. One of the phases and interventions include: Future Preparedness and Mitigation <ul style="list-style-type: none"> • Support for Behavioral Health Crisis Management Planning • Specialized Training Initiatives (faith community, behavioral health professionals, culturally specific groups) • Stress Inoculation, risk communication • Research • Individual, family, and community preparedness (e.g., Prevention Services designed to strengthen community coping abilities and promote disaster recovery) See link for details: https://www.ct.gov/dmhas/lib/dmhas/publications/DBHRN-Summary.pdf
SH - 101	The “Recovery” plan should also include provisions addressing bereavement and meaning making through memorialization and commemoration activities so that communities can approach these proactively.	A-22	The Connecticut Disaster Behavioral Health Response Network (DBHRN) offers Disaster Response Teams for assistance, who provide interventions in three distinct phases that may be delivered at a disaster site, in an affected community, or statewide. One of the phases and interventions includes Recovery, which entails the following: <ul style="list-style-type: none"> • Brief Supportive Counseling • Case Management and Advocacy • Information Dissemination • Screening, Assessment and Referral • Support Groups See link for details: https://www.ct.gov/dmhas/lib/dmhas/publications/DBHRN-Summary.pdf
SH - 102	Connecticut should create mechanisms to implement ongoing training and professional development programs outside of crisis circumstances for teachers and school personnel, and establish statewide training requirements tied to professional certification and recertification.	A-23	As of July 2017 Connecticut law PA 17-37—SB 953, states school districts must make available, at no cost, at least 18 hours of professional development each school year to certified employees. They must do this according to a plan developed in consultation with professional development committees consisting of the districts’ certified employees and other appropriate members. The act requires professional development to be consistent with goals the district or its certified employees identify, but eliminates specific requirements. To this end, professional development in areas such as crisis management could be offered. See link: https://www.cga.ct.gov/2017/sum/2017SUM00037-R01SB-00953-SUM.htm
SH - 103	Training for teachers and school personnel on how to support children following a disaster should impart basic skills and knowledge in the following areas: the impact	A-23	Connecticut began a program in Mental Health First Aid training in 2013. The 8 to 12-hour training programs (depending on vendor) are known as a mental health version of CPR. People learn how to recognize when someone is having a mental health problem and to intervene until professional help arrives. In 2014, every school district’s safe school climate coordinator was to receive Mental Health

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	of trauma and bereavement on children and their learning; likely reactions; strategies for providing psychological first aid, brief supportive services, and bereavement support; and indications for referral for additional mental health services.		First Aid Training, according to the law passed in response to Sandy Hook. The law also allowed school boards to require teachers, school nurses, counselors, and other employees to participate in the training. The Department of Mental Health and Addiction Services staffers were formerly leading the trainings for school personnel at no charge. See link for additional information on services being provided in Connecticut: http://www.mhconn.org/education/mental-health-first-aid/
SH - 104	Connecticut should better integrate the behavioral health and education responses to school crisis events by creating a mechanism that facilitates the immediate coordination of supportive services.	A-23	See SH – 99
SH - 105	“Create” a central clearing house for information relevant to disaster response and recovery, with clearly identified channels of access, would help to mitigate the sorts of communication barriers that can impede recovery and risk re-traumatizing vulnerable members of the community.	A-23	Connecticut Clearinghouse serves as Connecticut’s resource center for information about mental and/or substance use disorders, prevention and health promotion, treatment and recovery, wellness, and other related topics. See link: https://www.recoverymonth.gov/organizations-programs/connecticut-clearinghouse .

Table A.6: The Broward County League of Cities’ School and Community Public Safety Task Force Initial Report and Recommendations (2018)

Ref #	Recommendations	Page	Actions Taken
PL - 1	Safety of Schools Based on Infrastructure, Policies, and Procedures—Immediate		
PL - 2	Enforce existing safety and security policies. Procedures must be adhered to, with consequences for failing to comply.	74	The 2018 Florida Senate Bill (SB) 7026, the Marjory Stoneman Douglas High School Public Safety Act, which was signed by Governor Rick Scott in March, requires each district school board to: <ul style="list-style-type: none"> • Designate a school administrator who completes the required training within the specified timeframe as the school safety specialist for the district to serve as the district’s primary point of public contact for public school safety functions. • Designate a threat assessment team at each school, and requires the team to operate under the district school safety specialist’s direction. The bill requires the threat assessment team to consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act that would pose a threat to school safety. • Formulate and prescribe policies and procedures, in consultation with the appropriate public safety agencies, for emergency drills for hostage and active shooter situations and incorporate procedures to address active shooter situations in the model emergency management and emergency preparedness procedures. • Requires each school safety specialist to coordinate with appropriate public safety agencies that are designated as the first responders to a school’s campus to tour such campus once every three years and provide recommendations related to school safety. See link for details: https://www.flsenate.gov/Committees/BillSummaries/2018/html/1886
PL - 3	Install windows covering on door to conceal kids in schools.	74	The 2018 Florida Senate Bill 7026, the Marjory Stoneman Douglas High School Public Safety Act, Section 44, appropriates \$98,962,286 in nonrecurring funds from the General Revenue Fund to the

Ref #	Recommendations	Page	Actions Taken
			Florida Department of Education to implement a grant program for schools to fund fixed capital outlay costs associated with improving the physical security of school buildings, as identified by a security risk assessment completed by August 1, 2018, by a school district or charter school. Window coverings could be considered a physical improvement. See link: http://www.fldoe.org/core/fileparse.php/12031/urlt/SB-7026-Public-Safety.pdf
PL - 4	SAFE Team should (a) include Head Facilities person; (b) if schools have other "security" staff (such as campus monitors and security specialists) those staff should also be part of the SAFE Team; (c) ensure First Aid Coordinator has formal first aid training.	75	Section 21 of the Public Safety Act SB 7026, created the Office of Safe Schools, which is fully accountable to the Commissioner of Education. It also established requirements of the Office of Safe Schools, one of which is to serve as a central repository for best practices, training standards, and compliance oversight for school safety and security, including prevention, intervention, and emergency preparedness. It is now responsible for assisting schools in developing their emergency preparedness plans and training initiatives. See link for legislation: http://www.fldoe.org/core/fileparse.php/12031/urlt/SB-7026-Public-Safety.pdf
PL - 5	School safety plans should be updated by the schools in the first month of school. These should be delivered to municipal law enforcement and fire, who should acknowledge the review.	75	See PL - 4
PL - 6	All classroom doors must remain locked at all times (as the current doors only lock from the hallway, not from inside of classroom).	75	
PL - 7	Consider and implement a policy preventing visitor access to the interior of the campus while students are changing classes.	75	<p>Within the Florida Department of Education's Statewide Policy for Strengthening Domestic Security in Florida's Public Schools dated October 10, 2003, it was recommended to establish visitor control (i.e., sign-in requirement, screening, badging, etc.) and install visitor screening and tracking systems for photo identification and fingerprint verification, as appropriate (follow best practice standards). See link: http://www.fldoe.org/core/fileparse.php/3/urlt/terrorism_policy.pdf</p> <p>However, the Public Safety Act SB 7026 Section 28 creates s. 1006.1493, F.S., Florida Safe Schools Assessment Tool (FSSAT), to:</p> <ul style="list-style-type: none"> • Require DOE, through the Office of Safe Schools pursuant s. 1001.212, F.S., to contract with a security consulting firm that specializes in the development of risk assessment software solutions and has experience in conducting security assessments of public facilities to develop, update and implement a risk assessment tool, which shall be known as the Florida Safe Schools Assessment Tool (FSSAT). • Require the FSSAT to be used by school officials at each school district and public school site in the state in conducting security assessments. • Require the FSSAT to help school officials identify threats, vulnerabilities, and appropriate safety controls for the schools. <p>The FSSAT work could help schools determine if visitor access needs to change at their respective school. See link: http://www.fldoe.org/core/fileparse.php/12031/urlt/SB-7026-Public-Safety.pdf</p>
PL - 8	School staff should hold mandatory safety meeting to discuss all critical incidents (codes) within the preplanning (week before school starts).	75	See PL - 4

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PL - 9	Within the first two weeks of school, schools should instead practice a fire drill, tornado drill, and lockdown drill (with SRO participation).	76	See PL - 4
PL - 10	Schools must hold a critical incident (or Code Red) drill every semester.	76	See PL - 12
PL - 11	The Florida Department of Education provided guidance that active shooter drills should be conducted one time each semester.	76	The Public Safety Act SB 7026 requires mandatory active shooter training in schools every semester. Students, district school safety specialists, threat assessment teams, faculty, staff, and designated first responders must participate in these drills. See link: https://www.flsenate.gov/Committees/BillSummaries/2018/html/1886
PL - 12	Maintain current practice of having Broward SIU monitor/supervise at least one of these incident drills per school year AND review critical incidents training with staff.	76	The Public Safety Act SB 7026 Section 24 amends s. 1006.07, F.S., District school board duties relating to student discipline and school safety, to require emergency plans to be developed with public safety agencies and include active shooter and hostage situations, which must be conducted as often as other drills; plans should identify those required to contact first responders and require periodic testing of communications systems as well as require superintendents to create policies for violence prevention and intervention, and designate a school safety specialist for the district who must be trained and perform specific duties. See link: http://www.fldoe.org/core/fileparse.php/12031/urlt/SB-7026-Public-Safety.pdf
PL - 13	Schools are required to post fire drill/evacuation maps in all classroom, with "safe spaces" or "designated spaces" for lockdown drills, or indicate with tape or sign (some safe harbor spaces are closets/restrooms) that are not cluttered or impassable.	76	See PL - 12
PL - 14	All Drill and Code information must be given to all substitutes, so they know what to do in case of emergency. Additionally, substitute teachers should have the same key access as regular teachers.	76	See PL - 12
PL - 15	Ensure Broward Schools Police (SIU) training and meetings for staff are up to date with current school safety practices/procedures and the same message is delivered to all schools.	77	See PL - 12
PL - 16	All staff and students should wear ID badges.	77	For Broward County, the Superintendent provided the following guidance on June 1, 2018, in a letter to all schools within the county. An excerpt from the letter states: "All safety protocols for routine school operations will be continuously reinforced. This includes requiring students and staff to wear identification badges while on campus at all times and visitors to wear a school or District form of identification while on campus; locking classroom doors at all times; locking and securing exterior doors and gates throughout the day; being vigilant in monitoring the campus throughout the day; and conducting emergency preparedness training for faculty, staff and students on a regular basis." See link for full letter: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/197/9903_06042018_Letter-

Ref #	Recommendations	Page	Actions Taken
			to-BCPS-Families-June-1-2018.pdf This information is in conjunction with Section 21 of the Public Safety Act SB 7026, created the Office of Safe Schools, which is fully accountable to the Commissioner of Education. It also established requirements of the Office of Safe Schools, one of which is to serve as a central repository for best practices, training standards, and compliance oversight for school safety and security, including prevention, intervention, and emergency preparedness. It is now responsible for assisting schools in developing their emergency preparedness plans and training initiatives. See link for legislation: http://www.fldoe.org/core/fileparse.php/12031/urlt/SB-7026-Public-Safety.pdf
PL - 17	Important safety information, such as Silence Hurts (Broward County Public Schools—BCPS—anonymous hotline), suicide hotline and/or 211, should be included on the back of the badges.	77	Although there is no mention of the number being placed on student ID badges, the Broward County Public Schools District has recently unveiled its newest security feature—a 24-hour Security Hotline. According to its site, this Hotline is another way to provide information to District officials about a potentially dangerous situation. It is to be manned 24 hours a day, seven days a week. All calls are recorded and Caller ID will identify where the incoming call is originating from. Operators will log all the important information, then relay it to the proper authorities (the District’s SIU Department and local law enforcement agencies for follow-up). See link for information on hotline: http://www.broward.k12.fl.us/siu/tips/
PL - 18	All visitors should have to enter front office/single point of entry and scan in to STAR system, including BCPS maintenance. Substitutes and all other visitors should either have badges or STAR stickers worn at all times.	77	See PL - 16
PL - 19	Emphasizing current policy that does not preclude any teacher/staff/administrator from initiating or alerting a code red to alert the school and law enforcement.	77	See PL - 16
PL - 20	Safety and security policies and procedures should be communicated with everyone on campus as well as law enforcement and fire department.	77	See PL - 16
PL - 21	BCPS should follow up with the student body and families and community to let them know what security changes/improvements are being made at the school immediately, midterm and long term.	78	See PL - 16
PL - 22	Implement meaningful back to school communication now and over the summer to keep all stakeholders informed regarding safety/security improvements.	78	See PL - 16
PL - 23	Safety/Security policy sheet to be distributed to parents either before but no later than at the start of school that they can review the expectations and plans.	78	See PL - 16

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PL - 24	Administrators and microtechs and SROs should be trained on how to monitor and access video recordings at each school site.	78	See PL - 12
PL - 25	Initiate “See Something Say Something” protocols for students, teachers and staff.	78	The Superintendent of Broward County Schools issued a letter to the community on June 1, 2018, that updated them on the safety measures the county had taken in the wake of the Parkland tragedy. An excerpt from the letter is as follows: “The safety of our students, employees and schools will continue to require an ongoing community-wide effort. We encourage parents and families to remind their children—if you see something, say something. Information and tips can be shared anonymously in the following ways: <ul style="list-style-type: none"> • Call 754-321-0911 • Email school911@browardschools.com • Text CRIMES or 274637— the message must begin with SBBC • Submit online via broward.k12.fl.us/siu/siunew/tipsemail.asp” See link for details: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/197/9903_06042018_Letter-to-BCPS-Families-June-1-2018.pdf
PL - 26	During opening and closing times of schools, there was consensus that school staff must supervise the ingress/egress points of entry.	78	See PL - 7
PL - 27	All classrooms should have an intercom button and landline phone to alert school/office of critical incidents in the building. If they do not have these, they should have a radio/walkie-talkie to communicate with school/office.	78	See PL - 12
PL - 28	Fencing: Conduct immediate survey of perimeter fencing and scalability.	78	On June 8, 2018, a memorandum was issued on Educational Facilities Security Grant—Senate Bill 7026, which was to provide school districts with educational facilities security grant guidelines, specific evaluation criteria, as well as pertinent deadlines. Fencing was a funded provision through this grant program for a school district or charter school. See link: http://www.fldoe.org/core/fileparse.php/18612/urlt/EdFacilitiesSecurityGrant-SenBill7026.pdf
PL - 29	Safety of Schools Based on Infrastructure, Policies, and Procedures—Near Term		
PL - 30	Implement the “StudentProtect App,” or other similar technology, that facilitates/enables students, parents, and school staff to report threats or suspicious activity to administration/school safety team and local law enforcement, with added feature for direct dial to 911 that communicates exact GPS location of the caller.	78	Section 19 of The Public Safety Act SB 7026 established a new, anonymous K-12 “FortifyFL” suspicious activity reporting tool, which allows students and members of the community to anonymously report dangerous threats through a mobile app. See link for details: http://www.fldoe.org/core/fileparse.php/12031/urlt/SB-7026-Public-Safety.pdf
PL - 31	On-Campus After-school, Sports, and Summer programs must have a security plan in place, with safety responsibilities assigned	79	See PL - 12

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	to specific supervisory personnel. All responsible supervisory personnel should be required to undergo a live or video security training session.		
PL - 32	Encourage District and municipalities to initiate a social media monitoring protocols to identify as early as possible threats and at-risk behaviors for reporting to appropriate personnel.	79	See PL – 30
PL - 33	Establish a security supervision standard for the most vulnerable of arrival/dismissal times of day require an extra layer of security from school staff and local law enforcement.	79	See PL – 7
PL - 34	All public areas of schools, such as hallways, external doors, outdoor areas (playgrounds, common areas), parking lots, entrances/exits to campus should be seen in cameras.	79	The Superintendent of Broward County Schools issued a letter to the community on June 1, 2018, that updated them on the safety measures the county had taken in the wake of the Parkland tragedy. An excerpt from the letter is as follows: “The District is in the process of upgrading real-time surveillance camera systems at all schools. The work will be completed by the end of June 2018.” See link: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/197/9903_06042018_Letter-to-BCPS-Families-June-1-2018.pdf
PL - 35	No public area should be left unmonitored by cameras.	79	The Educational Facilities Security Grant—Senate Bill 7026, which was to provide school districts with educational facilities security grant guidelines, specific evaluation criteria, as well as pertinent deadlines allows for the utilization of grant funds for the installation of cameras, as a funded provision through this grant program for a school district or charter school. See link: http://www.fldoe.org/core/fileparse.php/18612/urlt/EdFacilitiesSecurityGrant-SenBill7026.pdf
PL - 36	Proper and thorough threat assessments must be done and include law enforcement and fire department.	80	The Public Safety Act SB 7026 requires every school in Florida to have a threat assessment team with expertise in mental health counseling, academic instruction, law enforcement, and school administration to meet monthly to review any potential threats to students and staff at the school. See link: https://www.flsenate.gov/Committees/BillSummaries/2018/html/1886
PL - 37	There was agreement that all BCPS schools must have a single point entry on to the campus and into the schools during school hours.	80	Because the Public Safety Act SB 7026 requires every school in Florida to have a threat assessment team to meet monthly to review any potential threats to students and staff at the school, it is expected that the threat assessment process would enable school teams to review safety procedures, inclusive of points of entry. See link: https://www.flsenate.gov/Committees/BillSummaries/2018/html/1886
PL - 38	Single point entry should have a “buzzer” system that gives office/staff control of that access.	80	The Educational Facilities Security Grant—Senate Bill 7026, which was to provide school districts with educational facilities security grant guidelines, specific evaluation criteria, as well as pertinent deadlines meets this recommendation. Access systems, which would include a “buzzer” system, would be a funded provision through this grant program for a school district or charter school. See link: http://www.fldoe.org/core/fileparse.php/18612/urlt/EdFacilitiesSecurityGrant-SenBill7026.pdf
PL - 39	If gates and external doors are opened or unlocked, which would compromise single point entry, those gates and doors must be supervised.	80	The Public Safety Act SB 7026 requires every school in Florida to have a threat assessment team with expertise in mental health counseling, academic instruction, law enforcement, and school administration to meet monthly to review any potential threats to students and staff at the school. The threat assessment process would enable school teams to review safety procedures, to include

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			single point of entry and external doors—locked or unlocked—to determine secondary instructions for each school. See link: https://www.flsenate.gov/Committees/BillSummaries/2018/html/1886
PL - 40	The Task Force strongly recommends the BCPS evaluate and consider metal detector deployments in schools.	80	On June 8, 2018, a memorandum was issued on Educational Facilities Security Grant—Senate Bill 7026, which was to provide school districts with educational facilities security grant guidelines, specific evaluation criteria, as well as pertinent deadlines. Metal detectors are a funded provision through this grant program for a school district or charter school. See link: http://www.fldoe.org/core/fileparse.php/18612/urlt/EdFacilitiesSecurityGrant-SenBill7026.pdf
PL - 41	All schools need to analyze their emergency notification system. Need effective way to communicate to all students/teachers a life-threatening emergency is taking place.	81	Broward County has an alert notification system that is specific for the entire county, but not simply for the schools. Students and parents can sign up. Information on the system can be found at the following link: http://www.broward.org/Emergency/Pages/AlertBroward.aspx
PL - 42	The Knox “Blue Box” system—box painted blue to inform responding police officers that this box is specific for their use. It should be placed somewhere other than in the same location as the current FD Knox Box, so to allow separation between points of entry and to ensure access to the box if one side or area of a building is inaccessible.	81	The Educational Facilities Security Grant—Senate Bill 7026, which was to provide school districts with educational facilities security grant guidelines, specific evaluation criteria, as well as pertinent deadlines meets this recommendation. The Knox systems, as outlined in the recommendation, would be a funded provision through this grant program for a school district or charter school. Schools have the discretion to utilize the grant for school security purposes. See link: http://www.fldoe.org/core/fileparse.php/18612/urlt/EdFacilitiesSecurityGrant-SenBill7026.pdf
PL- 43	Safety of Schools Based on Infrastructure, Policies, and Procedures—Midterm		
PL - 44	Man Trap Containment. All doors leading from that “single point entry” area (usually front office) to the main school should have a preventative measure in place to deter an intruder from gaining access to the rest of the school—such as buzzers, swipes, etc.	82	The Educational Facilities Security Grant - Senate Bill 7026, which was to provide school districts with educational facilities security grant guidelines, specific evaluation criteria, as well as pertinent deadlines meets this recommendation. Access systems, which would include a “buzzer” system, would be a funded provision through this grant program for a school district or charter school. See link: http://www.fldoe.org/core/fileparse.php/18612/urlt/EdFacilitiesSecurityGrant-SenBill7026.pdf
PL - 45	Fencing: Increase height of fencing with recommended rake within limits of code.	82	See PL - 28
PL - 46	Evaluate protecting classroom door windows from ballistic breach.	82	See PL - 3
PL - 47	Evaluate if all external windows (windows facing outside) are hurricane proof in all schools and retrofit to protect.	82	See PL - 3
PL - 48	Increase school safety personnel staffing.	83	The Public Safety Act SB 7026 provides funding for safe-school officers and requires a safe-school officer at each school in the state. Safe-school officers must be sworn law enforcement officers. In addition, the act states that districts must designate a school administrator who completes the required training within the specified timeframe as the school safety specialist for the district to serve as the district’s primary point of public contact for public school safety functions. See memo for additional information: http://www.fldoe.org/core/fileparse.php/18612/urlt/GuardianSchoolSafetySpecialist.pdf
PL - 49	Consider secondary perimeter fencing with a single gate around the portable/modular areas. Special security protocols and	83	See PL - 28

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	construction standards/upgrades for portable/modular classrooms.		
PL - 50	Use of bollard or other blocking device to prevent vehicular manslaughter on school campuses.	83	Section 31 of Florida Senate Bill 7026 Public Safety (CH. 2018-3, Laws of Florida) amends s. 1013.64, F.S., Funds for comprehensive educational plant needs, is inclusive of capital improvements that would be inclusive of blocking devices. The bill provides the cost for the following items must be below 2 percent per student station and specifies items that are to be excluded from the student station cost calculation, as follows: <ul style="list-style-type: none"> o Securing entries; o Checkpoint construction; o Lighting specifically designed for entry point security; o Security cameras; o Automatic locks and locking devices; o Electronic security systems; o Fencing designed to prevent intruder entry into a building; o Bullet-proof glass; or o Other capital construction items approved by the school safety specialist to ensure building security for new educational, auxiliary, or ancillary facilities. See link: http://www.fldoe.org/core/fileparse.php/12031/urlt/SB-7026-Public-Safety.pdf
PL - 51	To alleviate communication link problems between schools and E911, consider providing a direct connect to local dispatch (e.g., Indiana schools).	83	
PL - 52	The vulnerability of Portable buildings must be addressed, including the easy access to the buildings, the construction materials which offer no protection.	83	See PL – 50
PL - 53	Safety of Schools Based on Infrastructure, Policies, and Procedures—Legislative		
PL - 54	Advocate that the Florida Dept. of Education establish mandatory security standards and audits for charter schools.	83	See PL – 2
PL - 55	Broward County School Resource Officer Program—Immediate		
PL - 56	When practical, SRO training should be held on days when students are not in session.	84	
PL - 57	SRO and/or law enforcement and all administrators should be part of the school safety team. Head Facilities person should also be on the safety team. If schools have other “security” staff (such as campus monitors and security specialists), they should be on the safety team also.	84	Section 26 of the Public Safety Act SB 7026 amended s. 1006.12, F.S., Safe-school officers at each public school, to: <ul style="list-style-type: none"> • Require safe-school officers at every school within the district. Districts have discretion to use school resource officers, school safety officers, and/or school guardians (outlined in section 5). • Require background checks, drug screening, and psychological evaluations for school resource officers and school safety officers. • Require mental health crisis intervention training for school resource officers. • Allow participation in the school guardian program at the discretion of the district. See link: http://www.fldoe.org/core/fileparse.php/12031/urlt/SB-7026-Public-Safety.pdf

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PL - 58	SRO and all administrators should be supervising/holding those critical incident drills. An "after action report" must be completed in BCPS database.	84	Data on SROs and associated responsibilities in the State of Florida can be found at the following link: http://www.fdle.state.fl.us/MSDHS/Meetings/June-Meeting-Documents/Presentations/June-8-930AM-Broward-County-Schools-Moquin-SROs.aspx
PL - 59	School site security assessments should be conducted annually with the school's SAFE team members, all school level administrators, and municipal/agency law enforcement. Input and recommendations from these security assessments will be provided to BCPS SIU for recommendations and approval.	84	The Superintendent of Broward County Schools issued a letter to the community on June 1, 2018, that updated them on the safety measures the county had taken in the wake of the Parkland tragedy. An excerpt from the letter is as follows: "The District has chosen an independent security firm, which is conducting risk assessments for all District schools and reviewing District policies, training and security staffing models to provide recommendations for security enhancements." See link: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/197/9903_06042018_Letter-to-BCPS-Families-June-1-2018.pdf
PL - 60	Improve communication between our SROs and local school officials where necessary and implement a formal-districtwide policy instructing principals on cooperation with local law enforcement. This cannot be left to personal discretion.	84	Relationship between SROs and local school officials established in June 2018. See link for details: https://www.browardschools.com/site/default.aspx?PageType=3&DomainID=14019&ModuleInstanceID=60855&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=88570&PageID=38282
PL - 61	It was encouraged that, when possible and consistent with competing operational needs, there should be visible presence of law enforcement vehicles at schools.	84	See PL - 2
PL - 62	Broward County School Resource Officer Program—Near Term		
PL - 63	All schools should have at least one full-time SRO—exception might be schools that share campuses, then 1 SRO per school campus.	84	As of June 2018, the Broward County District is working to provide at least one School Resource Officer or school safety officer for every school for the new school year. See link: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/197/9903_06042018_Letter-to-BCPS-Families-June-1-2018.pdf Also see the following for more information on SROs in Broward County: http://www.fdle.state.fl.us/MSDHS/Meetings/June-Meeting-Documents/Presentations/June-8-930AM-Broward-County-Schools-Moquin-SROs.aspx
PL - 64	School district must increase the amount it participates in the cost of SROs. Actual costs are well above the current participation amount.	84	As of June 2018, Broward County is working to provide at least one School Resource Officer. Broward County Public Schools (BCPS) preference is to retain and expand the current School Resource Officer (SRO) program as part of the District's overall safety and security efforts. Under the SRO program, BCPS partners with local municipalities and the Broward Sheriff's Office to assign certified law enforcement officers at schools. The state legislative requirements (SB 7026) mandate all Florida school districts have an SRO or safe school officer at each school at the start of the 2018/19 school year. In the event a municipal partner is unable to support the District's current SRO program due to financial reasons or officer availability, the District acknowledges the potential need to participate in the Coach Aaron Feis Guardian Program to meet the new state requirements. See link: https://www.browardschools.com/site/default.aspx?PageType=3&DomainID=14019&ModuleInstanceID=60855&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=88570&PageID=38282

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PL - 65	There must a permanent, stable and dedicated funding stream to ensure uniform SRO program in all BCPS and charter schools.	85	See PL - 64
PL - 66	Install gun lockers in local schools so that patrol rifles can be maintained on campus instead of in vehicles. This will also eliminate the need for an exhibition of these weapons on a daily basis.	85	In a letter dated March 23, 2018, Governor Scott stated that funding for school hardening would be distributed as quickly to school districts, but that the districts to include Broward County could use existing funding to make any critical safety improvements immediately. Gun lockers fall within the provisions outlined by the Broward County District in a letter to schools. See link for details: https://www.flgov.com/wp-content/uploads/2018/03/SGS-BIZHUB18032317450.pdf
PL - 67	Broward County School Resource Officer Program—Legislative		
PL - 68	Require state to meet its obligation to make adequate provision for safe and secure schools pursuant to Article IX, Section 1(a) of the Florida Constitution. Increase categorical funding for SROs.	85	See PL - 64
PL - 69	Seek from the state adequate funding to full comply with MSDHSPS Act as it relates to SROs.	85	See PL - 64
PL - 70	Seek legislative exception to allow agencies to re-hire retired certified law enforcement officers, preempting the pension provisions that prohibit re-hiring during separation period without penalty.	85	As of June 2018, the Broward County Public Schools (BCPS) preference is to retain and expand the current School Resource Officer (SRO) program as part of the District's overall safety and security efforts. Under the SRO program, BCPS partners with local municipalities and the Broward Sheriff's Office to assign certified law enforcement officers at schools. New state legislative requirements (SB 7026) mandate all Florida school districts have an SRO or safe school officer at each school at the start of the 2018/19 school year. See link: https://www.browardschools.com/site/default.aspx?PageType=3&DomainID=14019&ModuleInstanceID=60855&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=88570&PageID=38282
PL - 71	School Discipline and Mental Health Process—Immediate		
PL - 72	All current administrators, school counselors, SSW, and School Psychologists must complete a level 1 Threat Assessment training annually.	85	Each district school board within Florida must adopt policies for the establishment of threat assessment teams at each school whose duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools. A threat assessment team must include persons with expertise in counseling, instruction, school administration, and law enforcement. Other school personnel must also be compliant. See link for details: https://www.flsenate.gov/Committees/BillSummaries/2018/html/1886
PL - 73	School administration and SROs should hold annual School Discipline trainings before school starts to ensure better coordination and expectations related to at-risk students and what is recommended as part of the discipline matrix.	85	Annual school discipline training/threat assessment is mandated by the state, see PL-72. However, the discipline matrix utilized in Florida is attached in the following link: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13726/Matrix-3-5.pdf
PL - 74	An external audit should be done annually on each school's discipline infractions and	85	The School Environmental Safety Incident Reporting (SESIR) System currently collects data on 26 incidents of crime, violence, and disruptive behaviors that occur on school grounds, on school

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	consequences to determine if discipline and reporting into the DMS/BASIS system used by the District were handled appropriately.		transportation, and at off-campus, school-sponsored events, during any 24-hour period, 365 days per year. Incidents are reported by schools to the districts, which in turn provide the data to the Florida Department of Education. See link for details: http://www.fldoe.org/schools/healthy-schools/discipline-data.stml
PL - 75	PROMISE: This is a program that was intended to be evaluated and refined. To that end, there must be timely analysis and disclosure of historic recidivism not just during an existing school year, but also across school years and across types of qualifying offenses. The purpose of this analysis is to ensure that interventions are best aligned with the supports necessary for the student and that the program is properly identifying the scope of at-risk students.	86	The PROMISE (Preventing Recidivism through Opportunities, Mentoring, Interventions, Supports & Education) program represents the most comprehensive thinking available to address socially unacceptable or illegal behavior, targeting both short- and long-term academic success, aligning best practice models and Restorative Justice principles, and developing pro-social and resiliency skills. Currently there is no public analysis of the program and its results available. There is a landing page on the Broward County Public Schools website that has the most current information on the program. See link: https://www.browardschools.com/Page/32438
PL - 76	PROMISE and Civil Citation: The Task Force agreed that there should be disclosure amongst these programs to ensure all available services are being considered in light of the conditions leading to qualifying offenses. Procedures for communication flow and coordination between Promise and Civil Citation should be developed to ensure effectiveness of interventions overall and for specific individuals.	86	There is research to suggest that the Promise program and the Civil Citation program being utilized by law enforcement are similar, or even that the Promise program is a version of the civil citation. However, no comparative study exists at this time on the programs and/or shared resources and data. See link for further information on Promise: https://www.browardschools.com/Page/32438
PL - 77	School Discipline and Mental Health Process—Legislative		
PL - 78	Seek legislative changes to ensure that disciplinary records for students transferring from private schools are transferred to the public schools.	86	
PL - 79	Community-Based Health Programs—Immediate		
PL - 80	211 must verify that service provider's information is accurate and routinely updated.	86	Broward County has a website that is dedicated to information about services offered by 211. See link: http://211-broward.org/what-is-2-1-1/
PL - 81	More expansive marketing effort regarding community mental health programs available to residents in Broward County.	86	Broward County Public Schools has a Mental Health Leadership Team that meets monthly to collaborate and develop prevention and awareness programs that align with the District's Social Emotional Learning initiative. In the 2016–2017 school year, the Mental Health Leadership Team established a mental health campaign known as TALK (Tell Another—Listening Is Key). As part of this campaign the team also developed the District's Mental Health and Wellness Portal (www.bcpsmentalhealth.com), which is designed to destigmatize mental illness and make the District's mental health resources easily accessible to the community. See link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf

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PL - 82	Continued development of and increased funding for the Integrated Data System through Broward Data Collaborative.	86	Broward County Public Schools has a comprehensive electronic database known as Behavioral and Academic Support Information System (BASIS) that provides data needed to drive decision-making and instruction in schools. The data includes student assessment results, attendance data, discipline information, and demographic information. The data is analyzed to create at-risk indicators that guide school-based teams to prioritize student needs. Each school has a Collaborative Problem Solving Team (CPST) that meets frequently to discuss students with academic, behavioral, or social/emotional concerns. Further data is collected through review of records, observations, interviews, etc. This information is then used to develop intervention plans tailored to the individual student's need. The funding for these initiatives is not spelled out, but both the BASIS system and the CPST are key aspects of the mental health programming. See page 6 of the link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 83	Promote the integration of primary care and behavioral healthcare.	86	Broward County Public Schools actively participates in the Coordinated Council of Broward—a multi-agency entity that serves to coordinate mental health and other services to students and families. The District also has a robust Behavioral Health Partnership that vets community agencies and allows them access to students on campus for additional mental health services as needed. This initiative mitigates the barriers to access that some students and families experience. Additionally, with parental consent, upon discharge of students who are involuntarily hospitalized, the clinical staff from the District are notified so that additional mental health services might be provided as needed. See page 7 of the link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 84	Promote cultural and linguistic competency regarding mental health.	86	
PL - 85	Improve communication and coordination between all the stakeholders (e.g., teachers, parents, guardians, mental healthcare team, law enforcement) involved with the student to the extent allowed by law.	87	The school district advertises the availability of free counseling services through the Family Counseling Program to parents providing them with the opportunity to see counseling services on their own. The Family Counseling Program also accepts referrals from administrators, school social workers, school psychologists, school counselors, teachers, and friends of students. Students are also able to refer themselves. See page 5 of the link for additional information: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 86	Ensure fidelity to the response to intervention/behavior protocols and a more comprehensive evaluation of the child's medical history, both mental and physical, as well as a composite of their home/school life.	87	According to the Broward County Public Schools Detailed Mental Health Assistance Allocation Plan, healthcare personnel in school clinics may identify and provide referral for students needing mental health evaluation. Students are also identified through SEDNET (Multiagency Network for Students with Emotional Behavioral Disabilities) referrals that are received from hospitals, residential providers, and day treatment providers. The school-based team then determines whether services are warranted. Students with an Individual Education Plan (IEP) or 504 Plan can also be identified for counseling as a related service based on the individual's need. See link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 87	A School Threat Hotline where students, parents, teachers, etc. can call to report (A safe place to encourage "See Something, Say Something").	87	On October 8, 2018, Attorney General Pam Bondi, along with Florida Department of Law Enforcement Commissioner Rick Swearingen and Florida Department of Education Commissioner Pam Stewart, announced the launch of Fortify Florida, a suspicious activity reporting app. The app is now available to students across the state. See link for details: http://www.fldoe.org/newsroom/latest-news/florida-launches-suspicious-activity-reporting-app-for-students.stml
PL - 88	Community-Based Health Programs—Near Term		
PL - 89	Use social workers to help foster an environment of support with a mix of	88	Group Counseling is provided as needed by Broward Schools' mental health professionals, i.e., family therapists, school counselors, school psychologists, and school social workers. Various

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	counselors, case managers, and others for day-to-day operations in response to students' needs; they can serve to establish and strengthen the relationships between schools and parents and to facilitate trust, which leads to improved information sharing.		clinical modalities include Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Cognitive Behavioral Therapy, Brief Solution Focused Therapy, to name a few. See page 2 of link: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 90	Limit the use of school counselors in the involvement of academic testing. Emphasis should be on counseling services.	88	See PL – 89
PL - 91	Recommend that the district request a discharge plan for students returning from a Baker Act facility or residential treatment facility, which includes recommendations or a have a note recommending their return to school (i.e., similar to a child needing clearance to return to school due to measles).	88	The BCPS District has a SEDNET (Multiagency Network for Students with Emotional Behavioral Disabilities) Coordinator who communicates with the local receiving facilities to address unique needs of students who have been hospitalized under the Baker Act. In applicable cases, SEDNET receives referrals and sends them out to school-based ESE Specialists. This referral can lead to a CPS team meeting, an IEP team meeting, a reevaluation plan meeting, or an initial referral for an evaluation. See page 4 of link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 92	Recommend establishing transition teams made up of a teacher, social worker, case manager, administrator, parent(s)/guardian, and community service provider that serve the child to transition from Baker Act facilities.	88	The Broward County Public Schools District has a SEDNET (Multiagency Network for Students with Emotional Behavioral Disabilities) Coordinator who communicates with the local receiving facilities to address unique needs of students who have been hospitalized under the Baker Act. In applicable cases, SEDNET receives referrals and sends them out to school-based ESE Specialists. This referral can lead to a CPS team meeting, an IEP team meeting, a reevaluation plan meeting, or an initial referral for an evaluation. See page 4 of link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 93	Establish mental health liaison positions assigned to each of the district areas to coordinate the transition teams.	88	Each school holds Collaborative Problem Solving team meetings at schools to identify at-risk students. The use of at-risk indicators (office discipline referrals, absenteeism, etc.) trigger school-based teams to meet and discuss student needs. As a result, students needing mental health services can be referred to school-based mental health professionals. See page 5 of link: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 94	Licensed psychologist (i.e., Ph.D., Psy.D.), social workers (i.e., LCSW), mental health counselors (i.e., LMHC), as well as bachelor/master's level and unlicensed practitioners, should be available to ALL schools in Broward County.	88	Broward County Public Schools have access to the following personnel for Mental Health assistance: <ul style="list-style-type: none"> • 34 Family Therapists are licensed with the following: LCSW, LMFT, LMHC. All have master's degrees or higher. • School Social Workers have a minimum of a master's degree; some also have a Ph.D., Ed.S. and CAP (Certified Addiction Specialist). • 120 School Psychologists (with a master's degree or higher) are assigned to schools. • 44 ESLs counselors all with a master's degree or higher (75 percent are licensed in the following areas LMHC, LMFT, LCSW and some have the following degrees, Ph.D., Psy.D., Ed.D.). • 436 Certified School Counselors, each with a master's degree or higher. • Broward Schools has a contract with a Child & Adolescent Psychiatrist (M.D.). • Psychological Services has consultant agreements with a Child & Adolescent Psychiatrist (M.D.) and a Pediatric Neurologist (M.D.). • 2/3 of the District's current nursing staff (ARNP, RN, LPN) are provided through contractual agreements with community agencies.

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			See link: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 95	Increase resources required to initiate and complete the special education evaluation and eligibility process, culminating in effective Individual Education Plans and Behavior Intervention Plans for children who need related services to be safely educated in the least restrictive environment possible.	88	In the Broward County Public School system, psychological evaluations are conducted for students suspected of having a disability and possibly needing more intensive services. Counseling and additional services can be added to a student's IEP, as warranted. Psychiatric evaluations are conducted as a component of the referral process to consider a change of placement to a separate day school for a student needing a more therapeutic setting. Psychosocial evaluations are conducted as a part of Emotional or Behavioral Disability (EBD) evaluations or to obtain more information regarding a student's social/developmental history when determined by the CPS team. See link for more: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 96	Recommend all mental health databases are operating off the same system so that ALL stakeholders who provide direct care know if a student has been previously served.	88	Broward County Public Schools has a comprehensive electronic database known as Behavioral and Academic Support Information System (BASIS) that provides data needed to drive decision-making and instruction in schools. The data includes student assessment results, attendance data, discipline information, and demographic information. The data is analyzed to create at-risk indicators that guide school-based teams to prioritize student needs. Each school has a Collaborative Problem Solving Team (CPST) that meets frequently to discuss students with academic, behavioral, or social/emotional concerns. Further data is collected through review of records, observations, interviews, etc. This information is then used to develop intervention plans tailored to the individual student's need. The intervention plan may include individual or group counseling provided by school-based mental health professionals. See page 4 of link: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 97	Provide more intensive training on "how" to identify children who are at risk and need significant intervention, in addition to programs currently in place. While it should not be expected that teachers act as therapist, it would be advisable that they are aware of signs/behaviors students with suicidal ideation are experiencing/exhibiting.	88	According to the Broward County Public Schools Detailed Mental Health Assistance Allocation Plan, the District is currently finishing its third year of a social and emotional learning initiative designed to incorporate these skills into all areas of the curriculum. Social and emotional learning enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Five core competencies have been adopted by the District to be incorporated in all subject areas and grade levels. These competencies are: Self-Awareness, Self Management, Social Awareness, Responsible Decision-Making, and Relationship Skills. Extensive professional development has been provided to school teams and teachers, as well as a research-based social and emotional learning curriculum, known as Sanford Harmony, which is used in our elementary schools and some middle schools. See page 1 of the link for more details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 98	Specialized teams such as the START (School Threat Assessment Response Team) should be developed in Broward County. (Develop the team, training, provide on-going education for assessment, and follow up.)	88	According to the Marjory Stoneman Douglas High School Public Safety Act, by August 1, 2018, each school district should have completed a security risk assessment for each public school campus. The assessment must be conducted in consultation with local law enforcement. Although the \$99 million in funding for school hardening was to be distributed to assist, school districts were to use existing funding to make any critical safety improvements immediately. See link: http://www.fldoe.org/safe-schools/
PL - 99	Identify programs that are reporting successful outcomes in reducing violence and promoting healthy learning environments. We need programs that emphasize empathy, coping skills, communication, conflict resolution, anger	88	The BCPS system provides various types of professional development and evidence-based programs that target mental health interventions for students and teachers. These trainings and interventions include: <ul style="list-style-type: none"> • Examining Responses to Trauma to Build More Positive Connections to Students • Connecting Social and Emotional Learning with Mental Health • The Positive Impact of Social and Emotional Learning The evidence-based programs include Naviance, LEAPS, Sanford Harmony, and Cloud 9 (SEL Mental

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	management, etc. Programs that promote social emotional learning and provide positive reinforcement should be implemented.		Health). See page 2 of link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 100	<p>The Taskforce recommends the immediate post-crisis response be coordinated by relevant parties in the Broward County Emergency Operations Center, such as Human Services, Broward Behavioral Health Coalition, the American Red Cross, the United Way of Broward County, the Broward County School Board, and the Department of Health.</p> <p>* Identify and establish a standing committee —Mental Healthcare Response Team.</p> <p>* Establish protocols and procedures that are to be enacted immediately upon the report of mass violence/casualty event.</p> <p>* Activate Emergency Operations Center (EOC) Mental Health Emergency Response Team triage. The Broward Behavioral Health Coalition should be integrated to any activation of the EOC.</p> <p>* Have and maintain lists of qualified mental health professionals and support services for short and long-term recovery efforts.</p> <p>* An agency/group should be designated to act as the “clearing house” for offers of mental health support from outside the county.</p>	88	<p>The School Emergency Response to Violence (SERV) Grant is intended to address the long-term recovery efforts that may be needed following a traumatic event. Extended Services grants may provide for up to 18 months to help students, teachers, and school staff recover from a traumatic event. The SERV grant will provide for:</p> <ul style="list-style-type: none"> • Technical assistance on developing an appropriate recovery plan for addressing student needs and assessing the federal, state, and local resources available to the LEA, institutions of higher education, and community to carry out this response • Mental health assessments, referrals, and services related to the traumatic event (with the goal of restoring victims/survivors to their pre-incident levels of functioning) • Overtime for teachers, counselors, law enforcement and security officers, and other staff • Substitute teachers and other staff as necessary • Emergency transportation such as expenses incurred during evacuation • Transportation and other costs to operate school at an alternative site • Repairs of minor damage caused by the traumatic event (Extended Services Grants only) • Temporary security measures such as non-permanent metal detectors and additional security guards and security cameras <p>This list is not meant to be exhaustive. Applications to fund other services will be considered if the proposed activities are not among the list of services and activities that may not be funded and are necessary to restore the learning environment.</p> <p>See page 10 in link for more information: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf</p>
PL - 101	<p>Recommend NCTSNs Psychological First Aid (PFA) and Skills for Psychological Recovery (SPR) are promising practices for disaster behavioral health response and recovery. Both PFA and SPR were developed by the National Center for PTSD and the National Child Traumatic Stress Network, as well as other individuals involved in coordinating and participating in disaster response and recovery. PFA and SPR intervention strategies are intended for use with children, adolescents, parents and caretakers, families, and adults who are survivors or witnesses exposed to disaster or terrorism. PFA and</p>	89	See PL – 100

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	SPR can also be provided to first responders and other disaster relief workers.		
PL - 102	Recommend activities that address the wide range of emotional and physiological signs that manifest themselves in the days, weeks, and months following a traumatic event.	90	<p>The issue of working and/or living through a traumatic event and how it can negatively affect emotional and physical health, social functioning, and economic well-being is outlined in the BCPS Detailed Mental Health Assistance Allocation Plan. A workshop titled “Tools for Moving Through and Beyond Trauma” is designed to give participants evidence-based practical tools for preventing and managing life’s inevitable stresses, building resilience and self-awareness. This approach, which is grounded in our biology and psychology, is designed to transform even the most devastating trauma into an opportunity for discovering personal meaning and purpose. Objectives include opportunities to:</p> <ul style="list-style-type: none"> • Experience several evidence-based mind-body medicine techniques as tools to relieve stress, transform trauma, and enhance health and well-being • Understand the connection between caregiving, stress, and chronic illness • Understand how mind-body skills groups are structured to create trauma healing and a Mental Health Assistance Allocation Plan • Recognize the importance of a community response to dealing with crisis <p>See link for more details of other activities: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf</p>
PL - 103	Recommend a pre-determined number of clients that a counselor is assigned upon intake and will provide services for the duration.	90	<p>The District’s Family Counseling Program provides free individual, family, and group counseling services. The goal of the program is to promote student academic performance, responsible behavior in school, and regular attendance. School-based teams and district mental health professionals also refer students and families to community providers for additional services. See link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf</p>
PL - 104	Recommend identifying areas within the school/institution that provide for greater privacy in disclosure.	90	<p>BCPS strictly follows FERPA guidelines, and require that an Authorization for Release and/or Request for Information is obtained to share information with the student’s primary care providers or other mental health providers, except in the event of an emergency. Formal agreements between the district and agencies requires the entities to disclose the specific educational records to be shared with legitimate educational interests and that all information will be held confidential. See page 7 of link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf</p>
PL - 105	Recommend every effort should be made to communicate with the student and the parents about the intervention—briefing, assessing, and de-briefing.	90	<p>The BCPS District requires that an Authorization for Release and/or Request for Information be obtained with the parent’s signature to be able to communicate with community providers, including the student’s primary care physician. Additionally, consent is obtained from parents to make referrals to community providers when mental health issues arise or are identified. See link for details: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf</p>
PL - 106	Community-Based Health Programs— Legislative		
PL - 107	<p>ADVOCATE for the State of Florida its per capital spending on mental health;</p> <ul style="list-style-type: none"> ▪ Short-term and long-term residential beds; ▪ Assertive Community Treatment (ACT) teams; ▪ FIT teams; ▪ YES teams; 	91	<p>Funding for some of the major aspects of the BCPS Mental Health program are outlined below: The Family Counseling Program with Broward County Public Schools is funded through a grant from Broward County Community Partnership Division/Children’s Services. The Family Counseling Program has been receiving this grant for more than 15 years. Since the program continues to meet/exceed outcomes with students and families required by the grant, they anticipate to maintain this successful partnership and continue the level of grant approval each year. Broward County will continue to seek reimbursement for services through Medicaid, and grant opportunities. Grant funding from The New York Life Foundation will allow Broward County Public Schools to engage in consultative services with the</p>

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	<ul style="list-style-type: none"> ▪ Training; ▪ Peer Support; ▪ After-school and summer programs that have a behavioral health overlay; ▪ Increase Mental Health Categorical Funding; ▪ Increased availability and reduced caseloads for case managers; ▪ Increased funding for school psychologists, counselors and social workers. 		National Center for School Crisis and Bereavement. The partnership will allow an interdisciplinary team of medical, mental health, and school professionals to support short-term and long-term recovery in the aftermath of the crisis at Marjory Stoneman Douglas High School. This will include educational and mental health resources in crisis management tools, professional development and training, community presentations, and support to students, families, and staff. The School Emergency Response to Violence (SERV) Grant is intended to address the long-term recovery efforts that may be needed following a traumatic event. Extended Services grants may be provided for up to 18 months to help students, teachers, and school staff recover from a traumatic event. See page 10 of the link: http://www.fldoe.org/core/fileparse.php/18612/urlt/Broward.pdf
PL - 108	Community-Based Safety Issues—Near Term		
PL - 109	Individual Public Access Bleeding Control Kits are recommended to be installed in all classrooms.	91	On August 31, 2018, Broward educators took the “Stop the Bleed” medical emergency course. The training was made possible by grant money. Every single school in Broward County will receive at least two Stop the Bleed kits in case of an emergency. All the schools are expected to have the kits by 2019. See link: https://wsvn.com/news/local/broward-educators-take-stop-the-bleed-medical-emergency-course/
PL - 110	Wall-mounted Public Access Bleeding Control Kits are recommended to be installed in places of assembly, such as the cafeteria, auditorium, theater, etc.	91	See PL – 109
PL - 111	It is recommended that all bleeding control kits are housed in a cabinet or container to protect the contents.	91	See PL – 109
PL - 112	It is recommended that the school board partners with the local Fire Department and Police Department to train the teachers and faculty during the Teachers’ Planning week at the end of the summer break, before students return one week later.	91	Letter from Jeffrey Moquin, Chief of Staff for the Broward County School Board, to all Principals outlining mandatory compliance with emergency preparedness drills, plans, etc. See link: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/16/2018-19%20Safety%20Memo.pdf
PL - 113	Similarly, municipal based deployment in current AED locations should be initiated. Existing programs have been demonstrated to be effectively deployed.	92	Letter from Jeffrey Moquin, Chief of Staff for the Broward County School Board, to all Principals outlining mandatory compliance with emergency preparedness drills, plans, etc. See link: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/16/2018-19%20Safety%20Memo.pdf
PL – 114	Community-based bystander CPR trainings should include a training module for “stop the bleed.”	92	On August 31, 2018, Broward educators took the “Stop the Bleed” medical emergency course. The training was made possible by grant money. Every single school in Broward County will receive at least two Stop the Bleed kits in case of an emergency. All the schools are expected to have the kits by 2019. See link: https://wsvn.com/news/local/broward-educators-take-stop-the-bleed-medical-emergency-course/
PL - 115	The results of expert analysis being performed by Broward County consultants and the MSD Commission related to cell phone calls to E911 and distribution thereto,	92	

Ref #	Recommendations	Page	Actions Taken
	any recommendations should be considered by the Task Force.		
PL - 116	All possible efforts must be made to expedite the upgrade of the Public Safety Radio System.	92	
PL - 117	While waiting for the upgrade of the Public Safety Radio System, immediate steps must be taken by BCPS and the County to remove school board radios from the current system.	9	
PL - 118	Radio Penetration in Schools, Hospitals, and Public Buildings: It is recommended that a complete analysis is conducted in all Broward Schools to determine the effectiveness of radio communications for all emergency first responders. Following the analysis, any school that shows areas of poor and/or an inability for effective radio communications should have an engineered plan to install a public safety signal booster system (BDA, Bidirectional Antenna). Additional funding and efforts are necessary for legacy hospitals and public buildings.	92	Broward County released Phase 3 of a revised consultant's draft report on Regional 911, the third step in a series of independent analysis of Regional 911 operations intended to ensure continuous improvement in the consolidated system and respond to stakeholder feedback and questions. The draft report provides a roadmap for fully realizing the efficiencies of consolidation, and addresses feedback and questions from E911 stakeholders. See link for details: http://www.broward.org/CommunicationsTechnology/Pages/Default.aspx
PL - 119	Community Based Safety Issues—Legislative		
PL - 120	Must advocate for funding to support the execution of the Risk Protection Orders and clarify responsibilities of the Judiciary, clerk's office, and law enforcement. When utilized effectively, there will be substantial increased strain on law enforcement and the Court system. Greater clarity and refinement by legislature is necessary to better identify respective responsibilities for the judiciary, clerk's office, and law enforcement for such matters as mandatory reporting by court related to expiration of RPOs, background checks on voluntary transfers, how juveniles and confidentiality are to be handled, and responsibility for court reporters and translators in a civil proceeding.	92	On March 9, 2018, Governor Rick signed into law Senate Bill 7026, also known as the Marjory Stoneman Douglas High School Public Safety Act, which, among other things, enacted section 790.401, Florida Statutes. Section 790.401, Florida Statutes, creates a cause of action known as a petition for risk protection order. See link: http://www.17th.flcourts.org/risk_protection_orders/

Table A.7: The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States. United States Secret Service and the United States Department of Education (2002)

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Characterizing the Attacker	
There is no accurate or useful “profile” of students who engaged in targeted school violence.	19
Almost ¾ of the attackers felt persecuted, bullied, threatened, attacked, or injured by others prior to the incident.	21
History of having been the subject of a mental health evaluation, diagnosed with a mental disorder, or involved in substance abuse did not appear to be prevalent among attackers.	21
More than half of the attackers demonstrated some interest in violence, through movies, video games, books, and other media.	22
Most attackers had no history of prior violent or criminal behavior.	22
Most attackers were known to have had difficulty coping with significant losses or personal failures. Moreover, many had considered or attempt suicide.	23
Conceptualizing the Attack	
Incidents of targeted violence at school rarely are sudden, impulsive acts.	23
Signaling the Attack	
Prior to most incidents, other people knew about the attacker idea and/or plan to attack.	25
Most attackers did not threaten their targets directly prior to advancing the attack.	25
Most attackers engaged in some behavior, prior to the incident, that caused others concern or indicated a need for help.	26
In many cases, other students were involved in the attack in some capacity.	26
Most attackers had access to and had used weapons prior to the attack.	27
Resolving the Attack	
Most attacks were stopped by means other than law enforcement.	27
Recommendations	
When there are indications that a student may pose a threat to the school community arise in the form of revelations about a planned attack, school administrators and law enforcement officials need to move quickly to inquire about and intervene in that plan.	32
Schools should encourage students to report information regarding potential school attacks by identifying and breaking down barriers in the school environment that may discourage students from coming forward with information. Schools should also ensure that they have fair, thoughtful, and effective systems to respond to whatever students do bring forward.	32
School administrators need to respond to all students who make threats.	33
Those who are conducting inquiries into threats should focus attention on any information that indicates that a student poses a threat, regardless of whether the student has told a potential target he or she intends to do them harm.	33
Rather than trying to determine the type of student who may engage in targeted school violence, an inquiry should focus on a student's behavior and communications to determine if that student appears to be planning or preparing for an attack.	34
Educators and other adults need to be trained to identify the “signals” of potential attackers and how to make the appropriate referrals.	35
In cases where there is concern about the possibility that a student may engage in targeted violence, attention should be given to any indication that a student is having difficulty coping with major losses or perceived failures, particularly where these losses or failures appear to have prompted feelings of desperation and	35

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hopelessness.	
Educators can play an important role in ensuring that students are not bullied in schools and that schools not only do not permit bullying but also empower other students to let adults in the school know if students are being bullied.	36
Schools and law enforcement officials need to collaborate on policies and procedures of responding when a student is thought to have a firearm in school.	36
Preventative measures should include protocols and procedures for responding to and managing threats and other behaviors of concern.	37
Threat Assessments and Targeted School Violence Prevention	
The use of a threat assessment approach may be a promising strategy for preventing school-based attack.	41
Schools need to develop the capacity to pick up on and evaluate available or knowable information that might indicate that there is a risk of targeted school attack.	41
Schools should employ the results of their risk evaluations or threat assessments in developing strategies to prevent potential school attacks from occurring.	41
School officials, law enforcement professionals, and others involved in the assessment will need tools, mechanisms, and legal processes that can facilitate their efforts to gather and analyze information regarding a student's behavior and communication.	41
School and law enforcement personnel should be offered training regarding what information to gather, how to gather and evaluate it, and how they might try to intervene in cases where the information collected suggests a student may be planning or preparing for a school-based attack.	41
Educators can play a part in prevention by creating an environment where students feel comfortable telling an adult whenever they hear about someone who is considering doing harm to another person, or even whether the person is considering harming themselves.	42

Table A.8: Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates. United States Secret Service and the United States Department of Education (2004)

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Fostering a Culture of Respect	
Educational settings that support a climate of safety create opportunities for adults and students to demonstrate respect for one another.	11
Faculty members are positive role models for students.	11
Space is provided for open discussion where diversity and differences are respected.	11
Communication between adults and students is encouraged and supported.	11
Conflict is managed and mediated constructively.	11
The create of "shame-free" zones in which daily teasing and bullying is not accepted as a normal part of adolescent culture.	11
Creating Connections Between Adults and Students	
Students should have a positive connection to at least one adult in authority.	13
Schools should emphasize personal contact and connection between school officials and students.	13
Schools should take steps to identify and work with students who have few perceptible connections to the school.	13
Creating a Safe/Connected School Climate	
Make an assessment of the school's emotional climate.	13
Place an emphasis on the importance of listening in schools.	13

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Adopt a strong, caring stance against the student “Code of Silence.”	13
Develop a Bullying Prevention/Intervention Program.	13
Involve all members of the school community in planning, creating, and sustaining a school culture of safety and respect.	13
Create ways to develop trusting relationships between each student and at least one adult at school.	13
Create mechanisms for developing and sustaining a safe school climate.	13
Underlying Principles of a Threat Assessment	
Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.	31
Targeted violence stems from interaction among the person, the situation, the setting and the target.	31
An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.	31
Effective threat assessment is based on facts rather than characteristics or “traits.”	32
An integrated systems approach should guide threat assessment investigations.	32
The central question of a threat assessment is whether a student poses a threat, not whether the student made a threat.	32
Elements of a Threat Assessment Process	
Authorities involved in carrying out a threat assessment inquiry or investigation should gather and analyze information about the behavior and communications of the student of concern.	33
Schools should have in place clear policies on collecting and reacting to information on potentially threatening situations and determining whether this information merits further attention through threat assessment.	34
Schools need to establish the authority to conduct an inquiry/investigation or assessment.	34
Formal policy authorizing school officials to conduct a threat assessment should cover the following: <ul style="list-style-type: none"> • the purpose and scope of the policy; • the role of educators and the threat assessment team in relation to the role of law enforcement; • the identity of, and delegation of authority to, school officials concerning determination that a threat assessment should be pursued; • the definition of the threshold of concern for initiating a threat assessment, i.e., description of the nature of behavior that would trigger an assessment; • the description of the types of information that may be gathered during the assessment; • the designation of the individuals who would be responsible for gathering and analyzing information; the steps and procedures to be followed from initiation to conclusion of the assessment. 	34
The threat assessment team is responsible for gathering information from what may be multiple sources—teachers, parents, friends, guidance counselors, after-school program staff, part-time employers, and others.	34
In formulating information-sharing policies, threat assessment teams need to consult with their respective school or school district legal counsel to ensure members are well-briefed on existing laws and regulations and the implications on the development of policies for accessing and disclosing student information.	34
School administrators should create a multi-disciplinary threat assessment team that is based in the school or the school district.	37
The roles and responsibilities of the threat assessment team as a whole, and for individual members, should be clearly defined.	37
The information gathering and assessment procedures should be clearly defined.	37
Team members should be trained together in the assessment process.	37
Multi-disciplinary training sessions should be offered to provide opportunities for professionals in different systems to build relationships and consider how to address issues before a crisis.	37

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A senior school administrator should chair the team.	37
Members of a threat assessment team should include: <ul style="list-style-type: none"> • A respected member of the school faculty or administration • An investigator, such as a school resource officer or other police officer assigned to the school • A mental health professional, such as a forensic psychologist, a clinical psychologist, or school psychologist • Other professionals, such as guidance counselors, teachers, coaches • Ad-hoc member—someone who knows the student of concern and can assist with the specific assessment 	38
In order to identify, assess, and manage students who might pose threats of targeted violence, a threat assessment program must build relationships among individuals and organizations both within the school and external to the school.	38
Conducting a Threat Assessment	
There is a difference between a threat assessment inquiry and an investigation.	44
Threat assessment inquiries are initiated, conducted, and controlled by the school threat assessment team.	44
Threat assessment investigations are initiated, conducted, and controlled by law enforcement agencies.	44
The line between a threat assessment inquiry and a threat assessment investigation should be determined by the school threat assessment team in consultation with school administrators and law enforcement officials.	44
The threat assessment program should establish a general threshold for initiating inquiries and referring threatening situations to law enforcement agencies.	45
Identifying Students of Concern	
There are circumstances that bring a student to official attention—to include written assignments, videos, email threats, accusations, and web searches.	45
Situations of concern are when a student has behaved in a manner that is raised to the attention of school administrators and authorities.	45
Situations of concern require a follow-up inquiry or investigation.	45
In situations of concern, the identity of the student is known or potentially knowable.	45
Communication can be as a direct threat or ambiguous.	45
Students of concern can come to the attention of authorities through second or third parties or through anonymous communication.	46
Information provided anonymously requires careful evaluation by the school threat assessment team.	46
In situations where a student is not easily identifiable from an anonymous communication, more sophisticated identification techniques may be required, i.e., involvement from law enforcement.	46
Policies regarding the handling of communications that raise concerns about students should address the following topics: <ul style="list-style-type: none"> • Establishing low barriers for reporting for those who may have information of concern. • Advising students and adults of the kinds of information that should be brought forward: threats; weapon-seeking and weapon-using behavior; homicidal and suicidal behaviors; behaviors suggesting that a young person is contemplating, or planning, an attack. • Ensuring that a thoughtful process is put in place in the school or school district to assess information that is brought forward about a potential attacker. This process should be perceived as credible by students and adults. • Recognizing that what is reported may often be different than what actually was said or occurred. • Establishing and continually reinforcing a policy that it is everyone’s responsibility to help develop and maintain a respectful, safe school environment. • Reinforcing positive behaviors by teachers, students, and staff in the school. • Building linkages to individuals, groups, and organizations that can offer support and assistance to students and to the school. Sometimes these persons and groups may provide information that can help prevent targeted violent attacks. 	46
The threat assessment team needs a central point of contact.	46

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The threat assessment team should designate a member of the team to serve as the initial point of contact for information of possible concern.	46
The threat assessment team member who serves as initial point of contact will screen information and determine whether to initiate a threat assessment inquiry or to consult other members of the team.	47
Schools should publicize the name of the designated point of contact to faculty, staff, parents, and students as the person to contact with any information of potential concern.	47
Individuals who provide information concerning a student should receive follow-up acknowledgments of their communications from the central point of contact.	47
Threat Assessment Inquiry	
Upon receiving information concerning a potentially threatening situation, the threat assessment team must first consider: “How much time do we have?” An inquiry should be initiated immediately (within hours of notification) in any situation of concern.	47
If information concerning a threatening situation suggests that violence is imminent, it should be referred immediately to police.	48
The threat assessment team needs to consider how to handle a student of concern while an inquiry or investigation is being conducted; student rights and privacy must be protected.	48
Once a decision has been made to conduct an inquiry, the threat assessment team should develop an information plan: 1. The facts that drew attention to the student, the situation, and possibly the targets 2. Information about the student 3. Information about “attack-related” behaviors 4. Motives 5. Target selection	48
The sources of information for the inquiry may be as follow: 1. School information 2. Collateral school interviews 3. Parent/guardian interview 4. Interviews with the student of concern 5. Potential target interview	49
Information gathered in a threat assessment inquiry should be examined for evidence of behavior and conditions that suggest that the student of concern is planning and preparing for an attack.	55
Evaluation of information gathered from research and interviews conducted during a threat assessment inquiry should be guided by the following 11 key questions: 1. What are the student’s motive(s) and goals? 2. Have there been any communications suggesting ideas or intent to attack? 3. Has the subject shown inappropriate interest in any of the following? 4. Has the student engaged in attack-related behaviors? These behaviors might include: • developing an attack idea or plan; • making efforts to acquire or practice with weapons; • casing, or checking out, possible sites and areas for attack; or • rehearsing attacks or ambushes. 5. Does the student have the capacity to carry out an act of targeted violence? 6. Is the student experiencing hopelessness, desperation, and/or despair? 7. Does the student have a trusting relationship with at least one responsible adult? 8. Does the student see violence as an acceptable—or desirable—or the only—way to solve problems? 9. Is the student’s conversation and “story” consistent with his or her actions? 10. Are other people concerned about the student’s potential for violence? 11. What circumstances might affect the likelihood of an attack?	56

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If the team concludes that a. there is insufficient information for the threat assessment team to be reasonably certain that the student does not pose a threat; or b. the student appears to be on a path to attack; then c. the team should recommend that the matter be referred to the appropriate law enforcement agency for a threat assessment investigation.	56
Threat Assessment Investigation	
In carrying out a threat assessment investigation, investigators should explore a student’s prior contacts with civil authorities and criminal and juvenile justice officials.	58
Investigators should focus particularly on attack-related behaviors exhibited by the student, including efforts to acquire, buy, or gain access to weapons.	58
Investigators should, if necessary, request the permission of the student or his parents to search a student’s computer, room, home, car, or workspace. In some cases, investigators may need to obtain search warrants.	58
Investigators should evaluate information gathered during a threat assessment investigation in accord with the 11 key questions identified in the procedures for conducting a threat assessment inquiry.	59
As with a threat assessment inquiry, it is critical that investigators document and keep a record of the information that they gather and evaluate in carrying out a school threat assessment investigation.	59
As investigators proceed with a threat assessment investigation, they continuously should ask themselves the following questions: • Does the information collected prompt more concern or less concern about the possibility that the student is moving on a path toward a school attack? • What information might prompt less concern? • What information might heighten concern? • What options exist for intervening in the behavior of or redirecting the student away from ideas of or plans for a school attack? • Should potential targets be contacted, warned, and/or protected?	59
Managing a Threatening Situation	
An individual management/monitoring plan should be developed for any student who is identified in a threat assessment inquiry or investigation as posing a threat of targeted school violence.	63
Successful management of a threatening situation requires substantial time and effort. Management of these situations comprises three related functions: 1. Controlling/containing the situation and/or student in a way that will prevent the possibility of an attack; 2. Protecting and aiding possible targets; and 3. Providing support and guidance to help the student deal successfully with his or her problems.	63
In the short term, after a threat assessment investigation has concluded that a student poses a risk of targeted school violence, authorities must move immediately to intervene with that student to contain the threatening situation and reduce the potential for violence.	63
Once the immediate threat of a situation is believed to be under control for the short term, the threat assessment team should turn its attention to longer-term safety. The threat assessment team should address two central questions: What steps should be taken to contain a potential attacker over the longer term? What course of action should be pursued to deter the potential attacker from posing a future threat of violence?	64
The primary goal in a school threat assessment is to prevent an attack. The intervention or management strategy selected therefore should be the one with the greatest potential for long-term preventive power.	64
Those with responsibility to manage a student assessed as posing a threat of targeted violence should consider options for the long-term management of threatening situations in the context of the primary goal of prevention. The response with the greatest punitive power may or may not have the greatest preventive power.	65
Those responsible for managing a situation and student of concern—school officials, law enforcement officers, mental health professionals, youth service workers, court, probation, or correctional staff—should identify existing resources within the community that can play roles in managing students who pose threats of targeted school violence.	65
A key focus of the threat assessment process is to connect the student to services and support systems that provide encouragement and hope, and reduce the likelihood that the student will engage in future threatening behavior.	65

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Monitoring of a student may be discontinued after responsible authorities have completed the following tasks: <ul style="list-style-type: none"> • Assessing whether (and to what extent) the student has changed unacceptable thinking and behavior over time; and • Developing and supporting intervention strategies that encourage and help the student to change. 	66
After a determination is made that the subject no longer poses a threat of targeted school violence, formal monitoring is ended.	66

Table A.9: Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack. United States Secret Service and the United States Department of Education (2008)

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Bystander Interview Findings	
The relationships between the bystanders and the attackers, as well as when and how the bystanders came upon information about the planned attacks, varied.	6
A majority of those individuals received the information from the attacker more than a day before the attack.	6
Bystanders shared information related to a threat along a continuum that ranged from bystanders who took no action to those who actively conveyed the information.	6
School climate affected whether bystanders came forward with information related to the threats.	7
Bystanders who came forward with information commented that they were influenced by positive relations with one or more adults, teachers, or staff, and/or a feeling within the school that the information would be taken seriously and addressed appropriately.	7
Students who displayed a reluctance to come forward indicated that they anticipated a negative response from the school had they shared information.	7
Some bystanders disbelieved that the attacks would occur and thus did not report them.	7
Bystanders often misjudged the likelihood and immediacy of the planned attack.	7
Bystanders reported that often they did not come forward with information related to the potential attack because they felt they had more time to decide on an appropriate action.	7
In some situations, parents and parental figures influenced whether the bystander reported the information related to the potential attack to school staff or other adults in positions of authority.	7
Implications of the Bystander Interviews	
Schools should ensure a climate in which students feel comfortable sharing information they have regarding a potentially threatening situation with a responsible adult.	8
Bystanders who did not share information related to the planned attack reported no connection to the school or a negative perception of the school climate.	8
Bystanders who did not share information believed that if they did speak to someone they either would not be believed or would get into trouble.	8
Bystanders were reluctant to come forward if they felt that school officials would not keep the source of the information confidential.	8
Bystanders with information about a possible attack who felt a positive emotional connection with the school, or with someone on the staff, were comfortable coming forward and reporting what they knew.	8
Developing meaningful social and emotional connections with students and creating a climate of mutual respect are essential to keeping schools safe.	8
Law enforcement officers and educators need to convey clearly to students that merely reporting information about potential threats will not subject the student to negative consequences and/or liability.	8
Because attackers sometimes communicate vague information prior to an attack, a student may be wary of overreacting and getting someone in trouble. It should be explained to students that any reported information or threats will be investigated and appropriate action will be taken.	9

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School districts are encouraged to develop policies that address the many aspects of reporting a threat.	9
<p>School policies regarding student threats should:</p> <ul style="list-style-type: none"> • Encourage students, staff, faculty, parents, and others to report all apparent threats or threatening or disturbing behaviors. • Provide several options for the reporting of threats, including reporting anonymously if necessary. • Ensure that all those who report a threat or threatening situation will be treated with respect and that the information they provide will be closely guarded. • Emphasize that the school will take appropriate action on all reports and will, within the confines of privacy laws, provide feedback to the reporting student that the information was received and that appropriate action was taken. • Articulate what types of student information and knowledge can be shared, with whom it can be shared, and under what conditions it can be shared. • Be clear as to who is responsible for acting on information received regarding threats. • Where the law permits, include law enforcement and mental health officials in the review process. • Track threats over time so that the information collected regarding threats can be used in the decision-making process. 	9
School districts need to collect more data about threats that will permit law enforcement officials and educators to learn more about what students or groups of students have previously engaged in these behaviors, the manner in which they threatened others, the actions taken by the school and law enforcement in response, and the outcome.	10
Teachers, administrators, and other faculty should be trained on how to properly respond to students who provide them with information about a threatening or disturbing situation, as well as how to deal with actual threats.	10

Table A.10: Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence (2018)

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Establish a Multi-disciplinary Threat Assessment Team	
The first step in developing a comprehensive targeted violence prevention plan is to establish a multi-disciplinary threat assessment team (hereafter referred to as the “Team”) of individuals who will direct, manage, and document the threat assessment process.	3
The Team will receive reports about concerning students and situations, gather additional information, assess the risk posed to the school community, and develop intervention and management strategies to mitigate any risk of harm.	3
Some schools should pool their resources and have a single Team that serves an entire district or county, while other districts may choose to have a separate Team for each school.	3
Teams should include personnel from a variety of disciplines within the school community, including teachers, guidance counselors, coaches, school resource officers, mental health professionals, and school administrators. The multi-disciplinary nature of the Team ensures that varying points of view will be represented and that access to information and resources will be broad.	3
The Team needs to have a specifically designated leader. This position is usually occupied by a senior administrator within the school.	3
Teams should establish protocols and procedures that are followed for each assessment, including who will interview the student of concern; who will talk to classmates, teachers, or parents; and who will be responsible for documenting the Team’s efforts. Established protocols allow for a smoother assessment process as Team members will be aware of their own roles and responsibilities, as well as those of their colleagues.	3
Team members should meet whenever a concerning student or situation has been brought to their attention, but they should also meet on a regular basis to engage in discussions, role-playing scenarios, and other teambuilding and learning activities. This will provide members of the Team with opportunities to work together and learn their individual responsibilities so that when a crisis does arise, the Team will be able to operate more easily as a cohesive unit.	3
Define Prohibited and Concerning Behaviors	
Schools need to establish policies defining prohibited behaviors that are unacceptable and therefore warrant immediate intervention. These include threatening or engaging in violence, bringing a weapon to school, bullying or harassing others, and other concerning or criminal behaviors.	4
School policies should also identify behaviors that may not necessarily be indicative of violence, but also warrant some type of intervention. These include a marked decline in performance; increased absenteeism; withdrawal or isolation; sudden or dramatic changes in behavior or appearance; drug or alcohol use; and erratic,	4

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depressive, and other emotional or mental health symptoms.	
If these behaviors are observed or reported to the Team, schools can offer resources and supports in the form of mentoring and counseling, mental healthcare, tutoring, or social and family services.	4
The threshold for intervention should be relatively low so that Teams can identify students in distress before their behavior escalates to the point that classmates, teachers, or parents are concerned about their safety or the safety of others. It is much easier to intervene when the concern is related to a student’s struggle to overcome personal setbacks, such as a romantic breakup, than when there are concerns about threats posed to others.	4
During the assessment process, Teams may identify other concerning statements and actions made by the student that may not already be addressed in their policies. Gathering information about these behaviors will help the Team assess whether the student is at risk for attacking the school or its students and identify strategies to mitigate that risk.	4
Create a Central Reporting Mechanism	
Schools can establish one or more reporting mechanisms, such as an online form posted on the school website, a dedicated email address or phone number, smart phone application platforms, or another mechanism that is accessible for a particular school community.	5
Students, teachers, staff, school resource officers, and parents should be provided training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.	5
Teams need to be sure that a team member proactively monitors all incoming reports and can respond immediately when someone’s safety is concerned.	5
Regardless of what method schools choose to receive these reports, there should be an option for passing information anonymously, as students are more likely to report concerning or threatening information when they can do so without fear of retribution for coming forward.	5
The school community should feel confident that team members will be responsive to their concerns, and that reports will be acted upon, kept confidential, and handled appropriately.	5
Determine the Threshold for Law Enforcement Intervention	
Reports regarding student behaviors involving weapons, threats of violence, physical violence, or concerns about an individual’s safety should immediately be reported to local law enforcement. This is one reason why including a school resource officer or local law enforcement officer on the Team is beneficial.	6
If a school resource officer is not available to serve on the Team, schools should set a clear threshold for times when law enforcement will be asked to take over an assessment. For example, it might be necessary to have law enforcement speak with a student’s parent or guardian, search a student’s person or possessions, or collect additional information about the student or situation outside the school community during the assessment.	6
Establish Assessment Procedures	
Teams need to establish clearly defined processes and procedures to guide their assessments.	7
Maintain documentation to keep track of when reports come in; the information that is gathered; when, where, and how it was obtained; who was interviewed; the behaviors and circumstances of the student of concern; and the intervention strategies taken. Documentation requirements, such as forms and templates, should be included in the plan to ensure standardization across cases.	7
Use a community systems approach. An effective approach for gathering information to assess a student of concern is to identify the sources that may have information on the student’s actions and circumstances. This involves identifying the persons with whom the student has a relationship or frequently interacts and the organizations or platforms that may be familiar with the student’s behaviors. Students exist in more than one system, and they come in contact with people beyond their classmates and teachers at school. Gathering information from multiple sources ensures that Teams are identifying concerning behaviors, accurately assessing the student’s risks and needs, and providing the appropriate interventions, supports, and resources.	7
Examine online social media pages, conduct interviews, review class assignments, and consider searching the student’s locker or desk. Team members should also review academic, disciplinary, law enforcement, and other formal records that may be related to the student. When reviewing school records, be sure to determine whether the student has been the subject of previous reports to school officials, especially if the student has a history of engaging in other concerning or threatening behaviors. Also determine if the student received any intervention or supports and whether those were beneficial or successful. The Team may be able to draw on information from previous incidents and interventions to address the current situation for the student. This factor further emphasizes the importance of the Team’s	7

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documentation to ensure the accuracy and availability of information regarding prior contacts the student of concern may have had with the Team.	
Build rapport that can facilitate information-gathering efforts. By demonstrating that their goal is to support individuals who may be struggling, while ensuring that the student and the school are safe, Teams may be better able to build a positive relationship with a student of concern and the student's parents or guardians. When Teams have established this rapport, parents or guardians may be more likely to share their own concerns, and the student may be more forthcoming about frustrations, needs, goals, or plans.	8
Evaluate the student's concerning behaviors and communications in the context of his/her age and social and emotional development. Some students' behaviors might seem unusual or maladaptive, but may be normal for adolescent behavior or in the context of a mental or developmental disorder. To ensure that these students are being accurately assessed, collect information from diverse sources, including the reporting party, the student of concern, classmates, teammates, teachers, and friends. Consider whether those outside of their immediate circle, such as neighbors or community groups, may be in a position to share information regarding observed behaviors.	8
Investigative Themes	
Teams should organize their information gathering around several themes or areas pertaining to the student's actions, circumstances, and any other relevant threat assessment factors.	9
Addressing each theme is necessary for a complete assessment and may uncover other avenues of inquiry to help determine whether the student is at risk for engaging in violence.	9
Using the themes to identify where the student might be struggling will help the Team identify the most appropriate resources and actions.	9
Investigative Themes: Motives	
Students may have a variety of motives that place them at risk for engaging in harmful behavior, whether to themselves or others. If you can discover the student's motivation for engaging in the concerning behavior that brought him/her to the attention of the Team, then you can understand more about the student's goals.	9
The Team should also assess how far the student may be willing to go to achieve these goals, and what or who may be a potential target.	9
Investigative Themes: Communication	
Look for concerning, unusual, bizarre, threatening, or violent communications the student made.	10
The student's communications may reveal grievances held about certain issues or a possible intended target. They may allude to violent intentions or warn others to stay away from school at a certain time.	10
These statements might be made in person to classmates, teammates, or friends; in writing on assignments or tests; and/or via social media, text messages, or photo or video-sharing sites.	10
Teams need to remember that a student who has not made threatening statements may still be at risk for engaging in violence. Whether or not the student made a direct threat should not be the lone indicator of concern.	10
Investigative Themes: Inappropriate Interests	
Gather information about whether the student has shown an inappropriate or heightened interest in concerning topics such as school attacks or attackers, mass attacks, or other types of violence.	11
These interests might appear in the student's communications, the books the student reads, the movies the student watches, or the activities the student enjoys.	11
The context of the student's interests is an important factor to consider.	11
In addition to determining whether the student has any inappropriate interests or fascination with weapons, the Team should assess whether the student has access to weapons.	11
Because many school attackers used firearms acquired from their homes, consider whether the family keeps weapons at home, or if there is a relative or friend who has weapons.	11
If there are weapons at home, the Team should determine if they are stored appropriately and if the student knows how to use them or has done so in the past.	11
The Team should also remember that firearms are not the only weapons to be concerned about. Even though many school attackers have used firearms in carrying	11

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out their attacks, explosives, incendiary devices, bladed weapons, or combinations of these weapons have been used in past attacks.	
Investigative Themes: Stressors	
All students face stressors such as setbacks, losses, and other challenges as part of their lives.	12
Gather information on stressors the student is experiencing, how the student is coping with them, and whether there are supportive friends or family who can help the student overcome them.	12
Stressors can occur in all areas of a student's life, including at school with coursework, friendships, romantic relationships, or teammates; or outside of school with parents, siblings, or at jobs.	12
Teams should intervene and prevent bullying and cyberbullying of a student who has been brought to their attention. More broadly, administrators should work to address any concerns regarding bullying school-wide and ensure their school has a safe climate for all students.	12
Investigative Themes: Emotional and Developmental Issues	
Behaviors exhibited by a student with a diagnosed disorder need to be evaluated in the context of that diagnosis and the student's known baseline of behavior.	13
If the student is experiencing feelings related to a diagnosable mental illness, such as depression, then the Team needs to consider the effect of these feelings on his or her behavior when assessing the student's risk of engaging in harm to self or others.	13
Investigative Themes: Desperation or Despair	
Assess whether the student feels hopeless, desperate, or out of options. Determine if the student has had thoughts about or engaged in behaviors that would indicate the student's desperation.	13
The Team should determine whether the student has felt this way before, how the student managed those feelings then, and whether those same resources for coping are available to the student now.	13
Investigative Themes: Violence as an Option	
Some students, who are feeling hopeless and out of options, may think violence is the only way to solve a problem or settle a grievance.	14
The Team should look to see whether the student thinks violence is acceptable or necessary, if the student has used violence in the past to address problems, and whether the student has thought of alternative ways to address the grievances.	14
Assess whether parents, friends, classmates, teachers, or others who know the student are worried about the student and whether they have taken any actions in response to their concerns.	14
Investigative Themes: Concerned Others	
Gather information on the specific behaviors that caused worry or fear. These could include behaviors that may have elicited concerns about the safety of the student or others, such as unusual, bizarre, or threatening statements; intimidating or aggressive acts; indications of planning for an attack; suicidal ideations or gestures; or a fixation on a specific target.	14
Investigative Themes: Capacity to Carry Out an Attack	
Determine whether the student's thinking and behavior is organized enough to plan and execute an attack and whether the student has the resources to carry it out.	15
Planning does not need to be elaborate and could be as simple as taking a weapon from home and inflicting harm on classmates at school.	15
Carrying out an attack requires that the student has access to a weapon and the ability to get that weapon to school undetected.	15
Investigative Themes: Planning	
Targeted attacks at school are rarely sudden or impulsive acts of violence.	15
The Team should assess whether the student has made specific plans to harm the school. The student might create lists of individuals or groups targeted for violence, or research tactics and materials needed to carry out the attack.	15
He/she may write out detailed steps and rehearse some aspects of a plan, such as getting to the school, the timing of the attack, or whether to attempt escape, be captured, or commit suicide.	15

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Investigative Themes: Consistency	
The Team should corroborate the student’s statements to determine that they are consistent with the student’s actions and behaviors and with what other people say about the student.	16
When inconsistencies are identified, the Team should then try to determine why that is the case. Determine whether the inconsistency (subjects stories and behavior) is because the student is deliberately hiding something or if the inconsistency stems from another underlying issue.	16
Investigative Themes: Protective Factors	
A thorough threat assessment requires understanding the full picture of a student’s behaviors and environment, which also includes accounting for the positive and prosocial influences on the student’s life.	16
The Team should identify factors that may restore hope to a student who feels defeated, desperate, or in a situation that is impossible to overcome. This includes determining whether the student has a positive, trusting relationship with an adult at school.	16
A trusted adult at school in whom the student can confide and who will listen without judgment can help direct a student toward resources, supports, and options to overcome setbacks.	16
Positive situational or personal factors might help to deter a student from engaging in negative or harmful behaviors.	16
The Team could also use activities or groups the student wants to take part in as motivation for the student to engage in positive and constructive behaviors, such as attending class, completing assignments, and adhering to a conduct or behavior code.	16
Develop Risk Management Options	
Once the Team has completed a thorough assessment of the student, it can evaluate whether the student is at risk for self-harm or harming someone else at school.	17
Teams can then develop risk management strategies that reduce the student’s risk for engaging in violence and make positive outcomes for the student more likely.	17
Each student who comes to the Team’s attention will require an individualized management plan.	17
The Team will determine that the student is not currently at risk for engaging in violence, but requires monitoring or is in need of guidance to cope with losses, develop resiliency to overcome setbacks, or learn more appropriate strategies to manage emotions.	17
Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental healthcare.	17
Sometimes management involves suspension or expulsion from school. When this is necessary, Teams and school administrators should consider how it might affect their ability to monitor the student. Removing a student from school does not eliminate the risk to the school community.	17
Teams should develop strategies to stay connected to the suspended or expelled student to determine whether the student’s situation is deteriorating or the behaviors of concern are escalating so that they can respond appropriately.	17
Management plans should remain in place until the Team is no longer concerned about the student or the risk for violence.	17
Notify law enforcement immediately if a student is thinking about or planning to engage in violence, so that they may assist in managing the situation.	17
Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the student of concern.	17
Create a situation that is less prone to violence by asking the family or law enforcement to block the student’s access to weapons, while also connecting the student to positive, prosocial models of behavior.	18
Remove or redirect the student’s motive. Every student’s motive will be different, and motives can be redirected in a variety of ways.	18
Reduce the effect of stressors by providing resources and supports that help the student manage and overcome negative events, setbacks, and challenges.	18
Create and Promote Safe School Climates	
Teachers and staff in safe school environments support diversity, encourage communication between faculty and students, intervene in conflicts, and work to prevent teasing and bullying.	19
Students in safe school climates feel empowered to share concerns with adults, without feeling ashamed or facing the stigma of being labeled a “snitch.”	19

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To help students feel connected to the school, their classmates, and teachers encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what they say.	19
Break down “codes of silence” and help students feel empowered to come forward and share concerns and problems with a trusted adult.	19
Help students feel more connected to their classmates and the school.	19
Identify clubs or teams at school they can join or encourage them to start their own special interest group.	19
Schools can also support positive school climates by implementing school-wide Positive Behavioral Interventions and Supports (PBIS) programs.	20
While teachers and staff can foster relationships and connectedness among the student body, students themselves have a role to play in sustaining safe school climates.	20
Conduct Training for All Stakeholders	
A comprehensive targeted violence prevention plan is to identify training needs for all stakeholders, including faculty, staff, and administrators; students; parents; and school resource officers or local law enforcement.	21
Each audience will require a slightly different message, but some stakeholders may also benefit from attending training together, such as parents and students, or school faculty/staff and law enforcement personnel. When developing a training program, consider how frequently each stakeholder will receive training and whether to vary the delivery method of trainings.	21
Providing training on other topics, such as suicide awareness and prevention, conflict resolution, mental health, and developmental disabilities, might also allow school faculty, staff, and administrators to foster positive school climates.	21
Students need training on the threat assessment process, where to report concerns, and what information they should bring forward.	21
Students also need assurances that they can make a report to the Team or another trusted adult anonymously, that their information will be followed up on, and that it will be kept confidential.	21
Messaging should demonstrate to students that there is a big difference between “snitching,” “ratting,” or “tattling” and seeking help.	21
Maintaining a safe school climate includes providing students with training or lessons to acquire skills and abilities to manage emotions, resolve conflicts, cope with stress, seek help, and engage in positive social interactions.	21
Parents should also be trained on the threat assessment process at their child’s school and their role in that process. They should be clear on who to call, when, and what information they should be ready to provide.	21
Training can also reduce the stigma around mental, emotional, or developmental issues and provide information on available resources and when they should seek professional assistance.	22
Not every school will have a school resource officer, but schools can still develop relationships with local law enforcement agencies and personnel.	22
Schools can encourage local officers to co-teach classes at the school, serve as coaches or assistant coaches of sports teams, and work with parents and teachers at after-school events.	22
In some communities without school resource officers, local law enforcement agencies have encouraged officers to “adopt a school,” stopping by the school to greet and become familiar with students and teachers, eating lunch on campus, or doing paperwork in an office at the school.	22
Training for law enforcement and school resource officers should also provide familiarity with emergency response procedures the school has in place and the layout of the campus.	22
Officers and school staff might benefit from attending training together so that all parties are aware of the point at which local law enforcement should be involved in an investigation.	22

¹ <https://www.ed.gov/school-safety>.

2 The following reports were commissioned by the governors of Colorado, Virginia, and Connecticut: “The Report of Governor Bill Owens’ Columbine Review Commission,” “Mass Shootings at Virginia Tech, Addendum to Report of the Review Panel, Presented to Governor Kaine, Commonwealth of Virginia,” and “Final Report of the Sandy Hook Advisory Commission Presented to Governor Dannel P. Malloy, State of Connecticut.”

3 In April 2007, in response to the tragic shootings at Virginia Tech, President George W. Bush directed Secretaries Michael Leavitt and Margaret Spellings and Attorney General Alberto Gonzales to provide recommendations on how the federal government could assist; in January 2013, in the wake of the tragedy at Sandy Hook Elementary School, President Barack Obama issued the “Now is the Time” plan to protect children and reduce gun violence.