

Enhancing School Safety/Security: A Focus on Mental Health



Syosset School Safety
Committee
November 14, 2018

Start with School Climate

School climate is the way school culture affects a child's sense of safety and acceptance, and consequently, is a critical determinant of students' ability to focus on learning. It includes the following:

- **Engagement** - cultural and linguistic competence, relationships, school participation
- **Safety** - emotional and physical, bullying/cyberbullying, emergency readiness and management
- **Environment** - physical, instructional, physical and mental health, discipline

Syosset is Proactive

- Ongoing professional development, including a nationally recognized consultant in positive behavior supports and best practices to address awareness, prevention, and treatment of challenging behaviors/mental health issues
- 2016: K - 12 task force including teachers, mental health staff, nurses, and administrators to develop a coordinated and comprehensive system to address students' social/emotional/behavioral/mental health needs
- Incorporating recent NY State Education guidelines on mental health literacy into an instructional and community-based framework to support student and staff wellness

Elementary

- Use of an evidence-based social/emotional learning program
- Mindfulness activities embedded in the school day
- School-based goals for the development of positive behavioral supports for all students
- Additional social worker support available
- Grade and building level programs and activities to increase sensitivity to differences with self and others

Middle School

- No Place for Hate designation
- Student advisory pilot
- School-based goals for the development of positive behavioral supports for all students
- Peer mentoring and tutoring
- Social skills and friendship groups
- Wellness lessons embedded in the PE curriculum
- Health curriculum aligned with NY State mental health literacy guidelines
- Exceed the NY State mandate for health education
- Additional social worker support
- Additional psychologist support

High School Mental Health Supports & Programs

Supports/Programs

- Wellness program (all students)
- Peer Leadership Program
- Grade 11 health classes
- 3 Psychologists
- K-12 Social Worker
- School Counselor (drug & alcohol)
- 11 Guidance Counselors
- Instructional Support Team
- PRIDE = School-wide Character Education Programs



2018-2019 Enhancements

- Increase Social Worker caseload
- Added ½ Psychologist
- Multi-Tiered Systems of Support (MTSS), Threat Assessment Committee, Social Emotional Learning (SEL) Committee
- Positive Behavioral Supports for all students
- Implemented the Mental Health Education Literacy in Schools above expectations



Comprehensive Mental Health Supports/Programs Meeting and Exceeding State Mandates

NYSED Mandated Health Curriculum

| NYSED Health Curriculum Mandate | Syosset Exceeds Mandate |
|--|--|
| Elementary Teach a sequential health curriculum (no seat time required) | <ul style="list-style-type: none">• Embedded Mindfulness curriculum K-5• Grade 5 gender health issues unit of study• Social emotional learning curriculum pilot |
| Grade 6 None | <ul style="list-style-type: none">• .25 Health credit taught by a certified Health Teacher |
| Grades 7-8 .5 Health credit | <ul style="list-style-type: none">• Wellness Curriculum (15 days - Phys. Ed Rotation) |
| High School (9-12) .5 Health credit | <ul style="list-style-type: none">• Grades 9 & 10 Wellness curriculum (40 days - Phys. Ed Rotation)• Grade 11 Junior Day with classroom reinforcement• Grade 11 Community Health elective (1 credit)• Peer Leadership Program (9-12)• Health Fair (9-12) |

Syosset Exceeds School Safety Mandates

Creation of a Threat Assessment Protocol

| Risk to Self | Syosset School District Student Threat Assessment | Risk to Others |
|---|--|--|
| <input type="checkbox"/> Suicidal intent expressed <input type="checkbox"/> Concrete/plausible/consistent plan <input type="checkbox"/> Access to plan <input type="checkbox"/> Imminent Threat | <p>EXTREME</p> <p>High</p> <p>Medium</p> <p>Low</p> <p>No threat indicated</p> | <input type="checkbox"/> Violent intent expressed <input type="checkbox"/> Concrete/plausible/consistent plan <input type="checkbox"/> Access to plan <input type="checkbox"/> Imminent Threat |
| <input type="checkbox"/> Evidence of self-harm <input type="checkbox"/> Significant emotional distress <input type="checkbox"/> Risk-taking behaviors shown <input type="checkbox"/> Suicidal intent expressed <input type="checkbox"/> Plan is vague but consistent <input type="checkbox"/> Little to no protective factors <input type="checkbox"/> Limited or poor emotional/behavioral control <input type="checkbox"/> Social Isolation/Disengagement <input type="checkbox"/> Psychosocial Stressors <input type="checkbox"/> Significant agitation <input type="checkbox"/> History of suicidal ideations/attempts <input type="checkbox"/> Poor coping skills | | <input type="checkbox"/> Violent intent expressed <input type="checkbox"/> Plan is vague but consistent <input type="checkbox"/> Aggressive towards others <input type="checkbox"/> Depersonalizes others/Lacks empathy <input type="checkbox"/> Highly suspicious or paranoid of others <input type="checkbox"/> Psychosocial stressors <input type="checkbox"/> Social Isolation/ Disengagement <input type="checkbox"/> Limited or poor emotional/behavioral control <input type="checkbox"/> Significant emotional distress or agitation <input type="checkbox"/> Little to no protective factors <input type="checkbox"/> History of physical or verbal aggression <input type="checkbox"/> Cognitive distortions <input type="checkbox"/> Poor coping skills |
| <input type="checkbox"/> Moderate emotional distress <input type="checkbox"/> Risk-taking behaviors shown <input type="checkbox"/> Suicidal intent expressed <input type="checkbox"/> Implausible/Unrealistic/Vague Plan <input type="checkbox"/> Evidence of protective factors <input type="checkbox"/> Limited or poor emotional/behavioral control <input type="checkbox"/> Change in social engagement <input type="checkbox"/> Self-abusive behaviors | | <input type="checkbox"/> Moderate emotional distress or agitation <input type="checkbox"/> Violent intent expressed <input type="checkbox"/> Implausible/Unrealistic/Vague Plan <input type="checkbox"/> Evidence of protective factors <input type="checkbox"/> Limited or poor emotional/behavioral control <input type="checkbox"/> Change in social engagement <input type="checkbox"/> Polarizing points of view with others |
| <input type="checkbox"/> Some emotional distress evident <input type="checkbox"/> No specific threats/plan made <input type="checkbox"/> Moderate to strong protective factors | | <input type="checkbox"/> Some emotional distress evident <input type="checkbox"/> No specific threats/plan made <input type="checkbox"/> Moderate to strong protective factors |
| Student: _____ | | Date: _____ |

Assessing a Threat to Self or Others

Goal: Identify students of concern, assess their risk for violence or other harmful activities, and identify intervention strategies to manage the risk

1. Multi-disciplinary team
2. Define behaviors
3. Develop a reporting system
4. Establish procedures to assess level of threat
5. Align intervention systems and programs
6. Provide ongoing professional development

Risk to Self

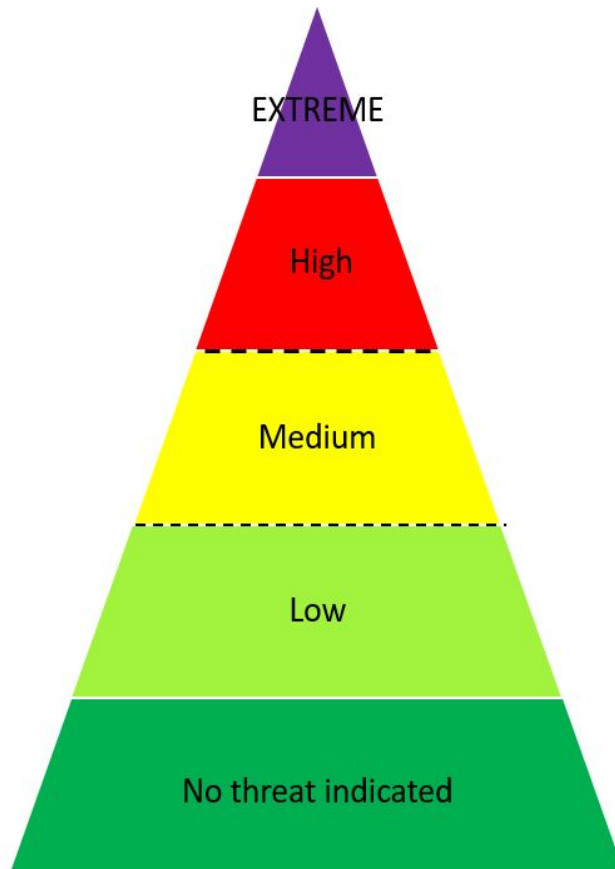
- Suicidal intent expressed
- Concrete/plausible/consistent plan
- Access to plan
- Imminent Threat

- Evidence of self-harm
- Significant emotional distress
- Risk-taking behaviors shown
- Suicidal intent expressed
- Plan is vague but consistent
- Little to no protective factors
- Limited or poor emotional/behavioral control
- Social Isolation/Disengagement
- Psychosocial Stressors
- Significant agitation
- History of suicidal ideations/attempts
- Poor coping skills

- Moderate emotional distress
- Risk-taking behaviors shown
- Suicidal intent expressed
- Implausible/Unrealistic/Vague Plan
- Evidence of protective factors
- Limited or poor emotional/behavioral control
- Change in social engagement
- Self-abusive behaviors

- Some emotional distress evident
- No specific threats/plan made
- Moderate to strong protective factors

Syosset School District Student Threat Assessment



Risk to Others

- Violent intent expressed
- Concrete/plausible/consistent plan
- Access to plan
- Imminent Threat

- Violent intent expressed
- Plan is vague but consistent
- Aggressive towards others
- Depersonalizes others/Lacks empathy
- Highly suspicious or paranoid of others
- Psychosocial stressors
- Social Isolation/ Disengagement
- Limited or poor emotional/behavioral control
- Significant emotional distress or agitation
- Little to no protective factors
- History of physical or verbal aggression
- Cognitive distortions
- Poor coping skills

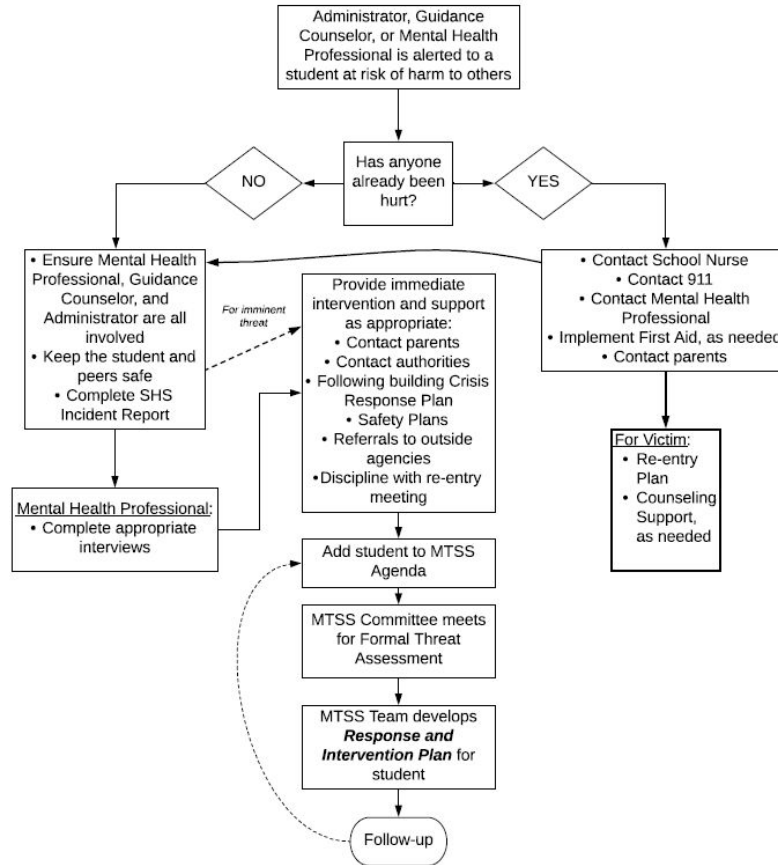
- Moderate emotional distress or agitation
- Violent intent expressed
- Implausible/Unrealistic/Vague Plan
- Evidence of protective factors
- Limited or poor emotional/behavioral control
- Change in social engagement
- Polarizing points of view with others

- Some emotional distress evident
- No specific threats/plan made
- Moderate to strong protective factors

Student: _____

Date: _____ Time: _____

Syosset Central School District
 Student **Threat to Others** Assessment
 Protocol for **Secondary** Schools



Risk to Self

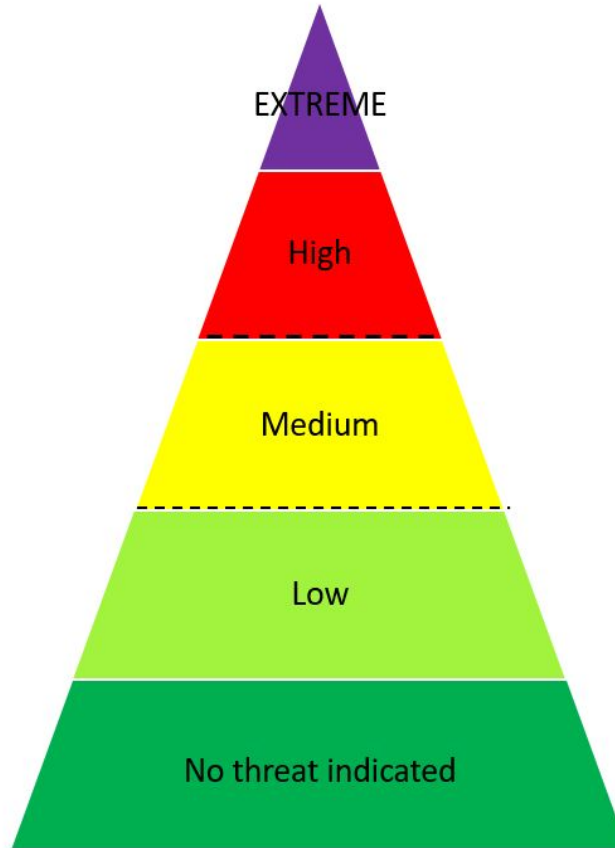
- Emergency Services Contacted
- Parent Contact
- Safety/Re-entry Plan
- Follow-up with MTSS:

- School Counseling with _____
- Parent Contact
- Referral for _____
- Outside Therapy with school consultation
- Safety Plan
- Follow-up with MTSS:
- Other:

- School Counseling with _____
- Parent Contact
- Referral for _____
- Outside Therapy with school consultation
- Follow-up with MTSS:
- Other:

- Teacher monitoring
- Counseling Check-in with _____
- Follow-up with MTSS:
- Parent Contact
- Other:

Syosset School District Response and Intervention Plan



Risk to Others

- Emergency Services Contacted
- Parent Contact
- Safety/Re-entry Plan
- Administrative Action:
- Follow-up with MTSS:

- School Counseling with _____
- Parent Contact
- Referral for _____
- Outside Therapy with school consultation
- Daily Check-in
- Safety Plan/Code of Conduct Agreement
- Increased supervision
- Behavior Assessment/Plan
- Follow-up with MTSS:
- Other:

- School Counseling with _____
- Parent Contact
- Referral for _____
- Outside Therapy with school consultation
- Follow-up with MTSS:
- Other:

- Teacher monitoring
- Counseling Check-in with _____
- Follow-up with MTSS:
- Parent Contact
- Other:

Student: _____

Date: _____ Time: _____



Process Activity

Thank You