



**Missouri Governor's School Safety Task  
Force**

**Final Report**

**Appendix E**

**White House Federal Commission on  
School Safety**

**Federal Resources  
for  
School Safety**

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## Appendix E : Federal Resources for School Safety

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The Commissioners identified select resources published by their agencies that highlight best practices that may be of immediate use to stakeholders at the state and local levels. Federal agencies may have additional resources that could be leveraged to support school safety efforts, and interested parties can contact relevant program offices to inquire further about such options.

### Prevent

**Guide for Preventing and Responding to School Violence, 2nd Edition**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The guide addresses both prevention and intervention from a systemic view, clarifying the role of the school, the community, families, law enforcement, and the justice system and how these groups can work together effectively to prevent and respond to school violence. (<http://www.theiacp.org/portals/0/pdfs/schoolviolence2.pdf>)

**Police-Mental Health Collaboration Toolkit**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This toolkit provides resources for law enforcement agencies to partner with mental health providers to effectively respond to calls for service, improve outcomes for people with mental illness, and advance the safety of all. (<https://pmhctoolkit.bja.gov>)

**States' Roles in Keeping Schools Safe: Opportunities and Challenges for State School Safety Centers and Other Actors**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This report documents the conclusions of a 2016 stakeholder meeting that assembled representatives from 20 states to discuss state school safety issues. (<https://www.ncjrs.gov/pdffiles1/nij/250608.pdf>)

**Preventing School Shootings: A Summary of a U.S. Secret Service Safe School Initiative Report**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This report summarizes a U.S. Secret Service Report that examined the prevention of targeted violence in schools. (<https://www.ncjrs.gov/pdffiles1/jr000248c.pdf>)

**Preventing School Violence: Plenary Papers of the 1999 Conference on Criminal Justice Research and Evaluation**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This document puts forward the main points of a research forum on preventing school violence, co-sponsored by a variety of OJP offices. (<https://www.ncjrs.gov/pdffiles1/nij/180972.pdf>)

**School-Based Bullying Prevention, Model Programs Guide**, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This is a school-based bullying prevention research literature review (<https://www.ojjdp.gov/mpg/litreviews/Bullying.pdf>) and program implementation guide (<https://www.ojjdp.gov/mpg-iguides/topics/bullying/index.html>).

**School Violence Prevention Program (SVPP)**, Office of Community Oriented Policing Services, U.S. Department of Justice.

- This program makes competitive awards to states, county and local districts to support coordination with law enforcement on training to prevent student violence; fund deterrent hardware; and implement technology for expedited emergency notification. (<https://cops.usdoj.gov/svpp>)

**Addressing the Risk of Violent Behavior in Youth**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This PowerPoint presentation will help teachers and school personnel identify behaviors and other signs that could result in youth violence. The material is intended as a general guide regarding what is known about risk and protective factors and the warning signs that are associated with a risk of violent behavior. The purpose is to inform and help classroom teachers, counselors, and other staff understand the basic facts about youth violence. This useful tool also addresses the protective factors that reduce the risk of violent behavior. (<https://safesupportivelearning.ed.gov/addressing-risk-violent-behavior-youth-know-signs-youth-violence-and-how-identify-and-reduce-risk>)

**SAMHSA grants**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- Below are some examples of the school and/or child/adolescent/youth focused grants that were announced in fiscal year 2018.
  - [Project AWARE \(Advancing Wellness and Resiliency in Education\)](#)
  - [Mental Health Awareness Training \(MHAT\) Grants](#)
  - [Garrett Lee Smith Campus Suicide Prevention Grants](#)
  - [Healthy Transitions: Improving Life Trajectories for Youth and Young Adults with Serious Mental Disorders Program](#)
  - [Community Programs for Outreach and Intervention with Youth and Young Adults at Clinical High Risk for Psychosis](#)
  - [Infant and Early Childhood Mental Health Grant Program](#)
  - [Drug-Free Communities \(DFC\) Support Program](#)

## **School Climate**

**Student Support and Academic Enrichment**, Office of Safe and Healthy Students, U.S. Department of Education.

- Title IV, Part A of the Elementary and Secondary Education Act is the Student Support and Academic Enrichment (SSAE) program. The SSAE program is intended to improve students' academic achievement by increasing the capacity of states, school districts, and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to enhance academic achievement and digital literacy of all students. (<https://safesupportivelearning.ed.gov/ESSA-TitleIVPartA-SSAE>)
- More information about how states subgrant these funds to districts is included in the “Non-Regulatory Guidance Student Support and Academic Enrichment Grants.” (<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>)

**School Climate Improvement Resource Package**, Office of Safe and Healthy Students, U.S. Department of Education and National Center on Safe Supportive Learning Environments (2016).

- This resource package contains a set of guides and reference manuals to improve school climate. Resources include information about planning for improvements, collecting and analyzing data, identifying and implementing interventions, and monitoring and evaluating such efforts. Guides contain action steps for district and school administrators, teachers and school staff, students, and community partners. (<https://safesupportivelearning.ed.gov/scirp/about>)

**School Climate Transformation Grants**, U.S. Department of Education.

- The U.S. Department of Education provides funding to school districts and states to support schools implementing an evidence-based multi-tiered behavioral framework (such as positive behavior and intervention supports) for improving behavioral outcomes and learning conditions for all students. (<https://www2.ed.gov/programs/schoolclimatelea/index.html>)

**School Climate Surveys**, U.S. Department of Education.

- The U.S. Department of Education developed the high-quality, customizable ED School Climate Surveys (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. (<https://safesupportivelearning.ed.gov/edscls>)

**Positive Behavioral Interventions & Supports: Technical Assistance Center**, U.S. Department of Education.

- The Technical Assistance Center on PBIS helps schools, districts, and states build systems capacity for implementing a multi-tiered approach to social, emotional and behavioral support that can improve school climate, safety, and academic outcomes for all students, including students with disabilities and students from under-represented groups. (<https://www.pbis.org/>)

**Center to Improve Social and Emotional Learning and School Safety**, U.S. Department of Education.

- The Center to Improve Social and Emotional Learning and School Safety provides technical assistance to states and districts in the implementation of evidence-based programs and practices in social and emotional learning. (<https://www.federalregister.gov/documents/2018/05/16/2018-10474/applications-for-new-award-center-to-improve-social-and-emotional-learning-and-school>).

**National Center on Safe and Supportive Learning Environments**, U.S. Department of Education.

- The National Center on Safe Supportive Learning Environments offers information and technical assistance to states, districts, schools, institutions of higher learning, and communities focused on improving student supports and academic enrichment. The center also supports state and local efforts to implement the Title IV-A SSAE program previously described, which can help with the following: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, including school climate and safety, and 3) enhance the use of technology so all students have the opportunity to realize academic success and digital literacy in safe and supportive learning environments. (<https://safesupportivelearning.ed.gov/>)

**Project Prevent**, U.S. Department of Education.

- This program provides funding to school districts to increase their capacity to identify, assess, and serve students exposed to pervasive violence, helping to ensure that affected students are offered mental health services for trauma or anxiety; support conflict resolution programs; and implement other school-based violence prevention strategies. (<https://www2.ed.gov/programs/projectprevent/index.html>)

**School Connectedness: Strategies for Increasing Protective Factors Among Youth**, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- School connectedness—the belief held by students that adults and peers in the school care about their learning as well as about them as individuals—is an important protective factor. This webpage contains fact sheets and training materials on strategies for increasing school connectedness for school administrators, teachers, and families. ([https://www.cdc.gov/healthyyouth/protective/school\\_connectedness.htm](https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm))

**Parent Engagement in Schools**, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- *Parent engagement in schools* is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development. Engaging parents in their children's school life is a promising protective factor. This webpage includes strategies and fact sheets for increasing parent engagement in schools. ([https://www.cdc.gov/healthyyouth/protective/parent\\_engagement.htm](https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm))

**Creating and Sustaining a Positive and Communal School Climate: Contemporary Research, Present Obstacles, and Future Directions**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This report puts forward four recommendations for creating and sustaining a positive and communal school environment. (<https://www.ncjrs.gov/pdffiles1/nij/250209.pdf>)

**Development of a Standard Model for School Climate and Safety Assessment**, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- The purpose of this project was to develop a standard model for the assessment of school climate and safety guided by authoritative school climate theory. (<https://www.ncjrs.gov/pdffiles1/ojjdp/grants/251102.pdf>)

## ***Bullying and Cyberbullying***

**Readiness and Emergency Management for School (REMS) Technical Assistance Center Fact Sheets**. Office of Safe and Healthy Students, U.S. Department of Education, and Readiness and Emergency Management for Schools Technical Assistance Center (2017).

- The Prevention for Schools and School Districts Fact Sheet describes “prevention” and the role it plays in school preparedness including examples of prevention activities, steps for integrating prevention into emergency planning, and key resources for schools and school districts. ([https://rem.ed.gov/Docs/Prevention\\_Fact\\_Sheet\\_508C.pdf](https://rem.ed.gov/Docs/Prevention_Fact_Sheet_508C.pdf))

- The Cyber Safety Considerations for K–12 Schools and School Districts Fact Sheet includes information on the most common online threats facing students, including cyberbullying. The fact sheet describes how school and school district administrators can prepare and respond to online threats. ([https://rem.s.ed.gov/docs/Cyber\\_Safety\\_K-12\\_Fact\\_Sheet\\_508C.PDF](https://rem.s.ed.gov/docs/Cyber_Safety_K-12_Fact_Sheet_508C.PDF))

**Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers**, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This brief focuses on the phenomena of electronic aggression, which is any kind of aggression perpetrated through technology—any type of harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments) that occurs through email, a chat room, instant messaging, a website (including blogs), or text messaging. (<https://www.cdc.gov/violenceprevention/pdf/ea-brief-a.pdf>)

**KnowBullying app**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This SAMHSA-developed app helps parents and educators start conversations with children; provides tips and strategies for children, youth, and teens; and teaches the warning signs of bullying or being bullied. (<https://store.samhsa.gov/apps/knowbullying/>)

**Prevent Bullying**, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. This website provides general information on bullying, such as definitions of bullying and tools to prevent bullying in schools. (<http://www.cdc.gov/features/prevent-bullying/>)

**Stopbullying.gov**, U.S. Department of Health and Human Services.

- This website contains resources for youth, parents, schools, and others to better understand bullying and cyberbullying, including the warning signs, those particularly at risk, and prevention tips. (<https://www.stopbullying.gov/>)
- Take Action Today: How Families and Students Can Take the Lead in Creating Safer School Environments (<https://www.stopbullying.gov/blog/2014/09/16/take-action-today-how-families-and-students-can-take-lead-creating-safer-school.html>)

**Bullying Prevention for Parents**, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This podcast discusses the crucial role parents play in bullying prevention. (<https://tools.cdc.gov/medialibrary/index.aspx#/media/id/304116>)

**MedlinePlus**, U.S. Department of Health and Human Services.

- This website provides resources that inform users of the warning signs of bullying, prevention and risk factors, and how to help children deal with bullying. (<https://medlineplus.gov/bullying.html>)

**Impact of Cyberbullying: Addressing the Needs of Children and Youth**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video reviews ways to help parents, caregivers, and educators better understand the issue of cyberbullying and the mental health needs of both the young person being bullied, and the young person initiating the bullying. (<https://www.youtube.com/watch?v=IUjxqh0ZC0I&amp;t=3s>)

## ***Mental Health***

**MentalHealth.gov resources for educators**, U.S. Department of Health and Human Services.

- This site provides general information for educators regarding warning signs for mental health issues, how to respond to mental health issues in schools, and how to access crisis support and other mental health services. (<https://www.mentalhealth.gov/talk/educators>)

**Addressing Emotional and Behavioral Issues in K–5 Classrooms**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video addresses the topic of identifying and managing behavioral health concerns in elementary school classrooms. ([https://www.youtube.com/watch?v=uMHn\\_E5cR4](https://www.youtube.com/watch?v=uMHn_E5cR4))

**Addressing Mental Health Concerns in College**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video addresses the topic of mental and substance use disorders among college students. (<https://www.youtube.com/watch?v=PfIFLG5yY38>)

**Supporting Young Adults with Mental Health Difficulties in Post-Secondary Education**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video focuses on supporting young people with mental health difficulties—including co-occurring substance abuse—who are engaged in post-secondary education. Presenters provide an overview of trends in college attendance of young adults with mental health difficulties and the challenges of living away from home while working toward recovery. ([https://www.youtube.com/watch?time\\_continue=3&v=zMmS4PU1eNI](https://www.youtube.com/watch?time_continue=3&v=zMmS4PU1eNI))

**Finding Help, Finding Hope: What to Do If You Think Your Child May Have a Mental Health Problem**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This YouTube video focuses on how parents and caregivers can actively engage in their child’s behavioral health care, as well as identify available resources that can help the entire family thrive. (<https://www.youtube.com/watch?v=PRlxmmdsH8Y&feature=youtu.be>)

**Mental Health Awareness Training Grants**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- These grants train individuals to recognize the signs and symptoms of mental disorders, particularly serious mental illness; establish links with school-and/or community-based mental-health agencies for referrals; train emergency services personnel and others to identify people with a mental disorder; employ crisis de-escalation techniques; and educate individuals about resources available in the community for individuals with a mental disorder. (<https://www.samhsa.gov/grants/grant-announcements/sm-18-009>)

**School-based health centers**, Health Resources and Services Administration, U.S. Department of Health and Human Services.

- These centers are the center of health in the schools in which they are based. Services include primary medical care, mental/behavioral health care, dental/oral health care, health education, substance abuse counseling, case management, and nutrition information. Approximately 20 percent of these centers receive funding through the Health Resources and Services Administration’s Health Center Program. (<https://www.hrsa.gov/our-stories/school-health-centers/index.html>)

**Project LAUNCH Grant Program (birth–eight years)**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The purpose of Project LAUNCH (Linking Actions for Unmet Needs in Children’s Health) is to promote the wellness of young children by addressing the physical, social, emotional, cognitive, and behavioral aspects of their development (<https://healthysafekids.org/grantee/project-launch>)

**Infant and Early Childhood Mental Health Grant Program (birth–12 years)**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This program addresses children who are at risk for, show early signs of, or have been diagnosed with a mental illness including a serious emotional disturbance. The purpose of this program is to improve outcomes for these children by developing, maintaining, or enhancing infant and early childhood mental health promotion, intervention, and treatment services. (<https://www.samhsa.gov/grants/grant-announcements/sm-18-018>)

**The Center of Excellence for Infant and Early Childhood Mental Health Consultation (IECMHC)**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The Center of Excellence for IECMHC helps communities support the success of the next generation by increasing access to evidence-based IECMHC—an approach that pairs mental health professionals with people who work with young children and their families. (<https://www.samhsa.gov/iecmhc>)

**System of Care (SOC) Expansion and Sustainability Cooperative Agreements (birth–21 years)**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The SOC grants provide services to improve behavioral health outcomes for children and youth with serious emotional disturbances and their families. This program creates sustainable infrastructure and services that are required as part of the Children’s Mental Health Initiative. (<https://www.samhsa.gov/grants/grant-announcements/sm-16-009>)

**Project Advancing Wellness and Resilience Education (AWARE) Grant Program**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This program promotes youth mental health awareness among schools and communities and improves connections to services for school-aged youth. (<https://www.samhsa.gov/nitt-ta/project-aware-grant-information>)

**Safe Schools/Healthy Students (SS/HS) Grant Program**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This program is a collaborative effort and comprehensive model to promote mental health among students and create safe and secure schools. (<https://www.samhsa.gov/safe-schools-healthy-students>)

**Healthy Transitions Grant Program**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- 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. (<https://www.samhsa.gov/nitt-ta/healthy-transitions-grant-information>)

**Clinical High Risk for Psychosis Grant Program**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The purpose of this program is to identify youth and young adults, not more than 25 years old, at clinical high-risk for psychosis and provide evidence-based interventions to prevent the onset of psychosis or lessen the severity of psychotic disorder. (<https://www.samhsa.gov/grants/grant-announcements/sm-18-012>)

**The Role of Adverse Childhood Experiences in Substance Abuse and Related Behavioral Health Problems**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This overview of the Adverse Childhood Experiences (ACEs) Study includes findings on the role of ACEs in substance use and related behavioral health problems. (<https://www.samhsa.gov/capt/tools-learning-resources/aces-substance-abuse-behavioral-health>)

**A Critical Look at Intergenerational Trauma and Substance Misuse: Implications for Prevention**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This webinar offers an introduction to intergenerational trauma and its link to substance misuse and explores ways for prevention practitioners to support and implement trauma-informed prevention approaches. (<https://www.samhsa.gov/capt/tools-learning-resources/critical-look-intergenerational-trauma-substance-misuse-implications>)

**Trauma & Adverse Childhood Experiences: Implications for Preventing Substance Misuse**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This webinar outlines SAMHSA's comprehensive approach to trauma-informed care, highlighting the mechanisms by which trauma and ACEs influence substance misuse and related behavioral health problems. (<https://www.samhsa.gov/capt/tools-learning-resources/trauma-adverse-childhood-experiences-implications-preventing-substance>)

**Improving the Behavioral Health of Boys and Young Men of Color: Addressing Data Challenges**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This webinar discusses the prevalence of health disparities among boys and young men of color and how programs can strengthen their protective factors. (<https://www.samhsa.gov/capt/tools-learning-resources/improving-behavioral-health-boys-color-data>)

**Youth.gov**, U.S. Department of Health and Human Services.

- This program directory features evidence-based programs whose purpose is to prevent and/or reduce delinquency or other problem behaviors in young people. Youth.gov is composed of representatives from twenty federal agencies, including HHS. (<https://youth.gov/>)

**Increasing Effectiveness of Providers for Child Victims of Violence**, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- This training session was designed for mental health professionals. (<https://www.ovcttac.gov/views/TrainingMaterials/dspInEffectProv.cfm>)

## ***Violence Prevention***

**School Violence: Prevention Tools and Resources**, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This page provides various tools developed by CDC to help us understand and effectively prevent school violence, including the factors that increase or decrease the likelihood of school violence and what prevention strategies work. (<https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/tools.html>)

**Crime Prevention Through Environmental Design (CPTED) School Assessment (2017)**, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This school assessment can be used to rate the physical attributes of a school and provide specific indicators where protective measures are lacking. (<https://stacks.cdc.gov/view/cdc/46282>)

**A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors;**

Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This technical package represents a select group of strategies based on the best available evidence to help communities and states sharpen their focus on prevention activities with the greatest potential to prevent youth violence and its consequences. These strategies include promoting family environments that support healthy development; providing quality education early in life; strengthening youth's skills; connecting youth to caring adults and activities; creating protective community environments; and intervening to lessen harms and prevent future risk. The strategies represented in this package include those with a focus on preventing youth violence from happening in the first place as well as approaches to reduce the immediate and long-term harms of youth violence in order to prevent future violence. (<https://www.cdc.gov/violenceprevention/pdf/yv-technicalpackage.pdf>)

**Youth Violence: Using Environmental Design to Prevent School Violence (2016)**, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- This website provides an overview of how CPTED can be incorporated at schools to help manage access to all school areas and minimize opportunities for out-of-sight activities. (<https://www.cdc.gov/violenceprevention/youthviolence/cpted.html>)

**National Summits on Preventing Multiple Casualty Violence Reports**, Federal Law Enforcement Training Centers (FLETC), U.S. Department of Homeland Security.

- These reports summarize the outcomes of summits hosted by FLETC that brought together experts from a variety of disciplines, including law enforcement, academic education, social sciences, private security, and emergency management to develop cross-cutting prevention strategies and a framework for a prevention toolkit adaptable to individual communities. (<https://www.fletc.gov/summits-preventing-multiple-casualty-violence>)

**Preventing Violent Extremism in Schools**, Office of Partner Engagement, Federal Bureau of Investigation, U.S. Department of Justice.

- This booklet was designed to educate school personnel about at-risk behaviors and activities that assist students with reducing social/psychological commitment to violence as a method of resolving a grievance. (<https://info.publicintelligence.net/FBI-PreventingExtremismSchools.pdf>)

**Violence Among Middle School and High School Students: Analysis and Implications for Prevention**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This "Research in Brief" summarizes conclusions drawn from in-depth interviews with students at risk of violence in schools. (<https://www.ncjrs.gov/pdffiles/166363.pdf>)

**Violence Prevention in Schools: Enhancement Through Law Enforcement Partnerships**, Federal Bureau of Investigation, U.S. Department of Justice (March 2017).

- This report includes practical advice gathered from experienced school resource officers (SROs) on how law enforcement, schools, and school districts can work together to keep schools safe. The report includes best practices on choosing an SRO, necessary training and resources, improving school climate, and developing threat assessment teams. (<https://www.fbi.gov/file-repository/violence-prevention-in-schools-march-2017.pdf/view>)

**Face Recognition Policy Development Template for Use in Criminal Intelligence and Investigative Activities**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The Facial Recognition Template was developed by state, local, and federal law enforcement, privacy, and criminal justice partners to provide law enforcement, fusion centers, and other public safety agencies with a framework for developing face recognition policies that comply with applicable laws, reduce privacy risks, implement minimum required training for authorized users and examiners, and establish entity accountability and oversight. (<https://www.it.ojp.gov/GIST/1204/Face-Recognition-Policy-Development-Template-For-Use-In-Criminal-Intelligence-and-Investigative-Activities>)

### ***Threat Assessments***

**Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence (2018)**, U.S. Secret Service, U.S. Department of Homeland Security.

- This guide, produced by the U.S. Secret Service National Threat Assessment Center, provides actionable steps that schools can take to develop comprehensive targeted violence prevention plans. ([https://www.secretservice.gov/data/protection/ntac/USSS\\_NTAC\\_Enhancing\\_School\\_Safety\\_Guide\\_7.11.18.pdf](https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf))

**REMS Technical Assistance Center School Behavioral Threat Assessments: An Introduction**, U.S. Department of Education.

- The REMS Technical Assistance Center offers a one-day Train-the-Educator training designed to familiarize schools and school districts with school behavioral threat assessments in preventing and reducing targeted violence at K–12 schools. Topics covered include how a threat assessment team can be integrated into the broader framework of school safety, security, emergency management, and preparedness put forth in the Guide for Developing High-Quality School Emergency Operations Plans (School Guide) referenced above. ([https://rems.ed.gov/Docs/Threat\\_Assessment\\_Website\\_Marketing\\_Flyer\\_508C.pdf](https://rems.ed.gov/Docs/Threat_Assessment_Website_Marketing_Flyer_508C.pdf))

**The School Shooter: A Threat Assessment Perspective**, Behavioral Analysis Unit, Federal Bureau of Investigation, U.S. Department of Justice.

- In response to the 1999 attack at Columbine High School, the FBI’s Behavioral Analysis Unit (BAU) convened a symposium of educational, law enforcement, and mental health experts. This unprecedented effort resulted in the production of an operational manual to assist in the prevention of school shootings. The manual identified best practices for K–12 schools to detect and mitigate targeted violence and remains a foundational guide for all community safety stakeholders. (<https://www.fbi.gov/file-repository/stats-services-publications-school-shooter-school-shooter/view>)

**Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates**, U.S. Secret Service and U.S. Department of Education.

- This report sets forth a process for identifying, assessing, and managing students who may pose a threat of targeted violence in schools. (<https://rems.ed.gov/docs/ThreatAssessmentinSchools.pdf>)

**Campus Attacks: Targeted Violence Affecting Institutions of Higher Education**, U.S. Secret Service, U. S. Department of Education, and Federal Bureau of Investigation (April 2010).

- This report includes findings from a review of 272 incidents of violence that affected institutions of higher education (IHEs) between 1900 and 2008. The report’s goal is to help threat assessment and campus safety professionals charged with identifying, assessing, and managing the risk of violence at IHEs. ([https://rems.ed.gov/docs/CampusAttacks\\_201004.pdf](https://rems.ed.gov/docs/CampusAttacks_201004.pdf))

**If You See Something, Say Something®**, U.S. Department of Homeland Security.

- “If You See Something, Say Something®” is a national campaign that raises public awareness of the indicators of terrorism and terrorism-related crime, as well as the importance of reporting suspicious activity to state and local law enforcement. This campaign has partnered with a number of schools to raise student and teacher awareness and encourage reporting of suspicious activity. (<https://www.dhs.gov/see-something-say-something>)

**Nationwide Suspicious Activity Reporting Initiative**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The Nationwide Suspicious Activity Reporting (SAR) Initiative (NSI) is a joint collaborative effort by the U.S. Department of Homeland Security, the Federal Bureau of Investigation, and state, local, tribal, and territorial

law enforcement partners. This initiative provides law enforcement with another tool to help prevent terrorism and other related criminal activity by establishing a national capacity for gathering, documenting, processing, analyzing, and sharing SAR information. (<https://nsi.ncirc.gov>)

**Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks,** Behavioral Analysis Unit, Federal Bureau of Investigation, U.S. Department of Justice.

- Recognizing the importance of threat assessment and threat management in the mitigation of school and active shooters, the BAU convened a panel in 2015 of domestic and international experts in targeted violence for the purpose of creating an operational guide. In 2017, the BAU released this instructional handbook for schools, colleges, businesses, and houses of worship on initiating threat assessment teams, managing persons of concern, and implementing strategic threat management plans for potentially violent individuals. (<https://www.fbi.gov/file-repository/making-prevention-a-reality.pdf/view>)

**Early Warning, Timely Response: A Guide to Safe Schools,** Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This guide presents a brief summary of the research on violence prevention and intervention and crisis response in schools. It tells school communities what to look for (the early warning signs that relate to violence and other troubling behaviors) and what to do (the action steps that school communities can take to prevent violence and other troubling behaviors, to intervene and get help for troubled children, and to respond to school violence when it occurs). (<https://www.ncjrs.gov/pdffiles1/172854.pdf>)

**Real-Time and Open Source Analysis (ROSA) Resource Guide,** Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The resource guide was developed to assist law enforcement agencies and fusion centers in understanding the lawful and appropriate use of open source information, focusing on social media. It is designed to help law enforcement agencies and analytic personnel understand the potential tools and resources available to support law enforcement operational and analytic activities. (<https://www.it.ojp.gov/GIST/1200/Real-Time-and-Open-Source-Analysis--ROSA--Resource-Guide>)

**STOP School Violence Threat Assessment and Technology Reporting Program,** Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This program provides funding for the development and operation of school threat assessments and crisis intervention teams, and the development of technology for local or regional anonymous reporting systems. (<https://www.bja.gov/Programs/STOP-School-Violence-Act.html>)

## ***Resource Libraries and Data Sources***

**What Works Clearinghouse,** Institute of Education Sciences, U.S. Department of Education.

- This clearinghouse reviews existing research on programs, products, practices, and policies in education. Administrators and teachers may find the clearinghouse especially helpful in choosing evidence-based programs, which may include programs such as character education. (<https://ies.ed.gov/ncee/wwc/>)

**Averted School Violence Database,** Office of Community Oriented Policing Services, U.S. Department of Justice.

- This Averted School Violence Near Miss reporting system, allows law enforcement officers, school personnel, and mental health professionals to share data and information on “close calls” in order to improve school safety and prevent tragedies. ([www.asvnearmiss.org](http://www.asvnearmiss.org))

**School-Associated Violent Death Study,** Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.

- SAVD presents the most recent data available on school-associated violent deaths; common features of these events; and potential risk factors for perpetration and victimization. Data obtained from this study play an important role in monitoring and assessing national trends in school-associated violent deaths, and help to inform efforts to prevent fatal school violence. The system, which was developed in partnership with the Departments of Education and Justice, monitors school-associated violent deaths at the national level. Information is collected each year from media databases, police, and school officials. (<https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/savd.html>)

**CrimeSolutions.gov**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- CrimeSolutions.gov is a web-based clearinghouse of evaluated programs and practices, including programs related to school safety. In this video interview, Dr. Stephanie Gerstenblith discusses how to use CrimeSolutions.gov to find evidence-based programs and practices to improve school safety. ([www.crimesolutions.gov](http://www.crimesolutions.gov))

**National Registry of Evidence-based Programs and Practices (NREPP)**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This registry contains information about evidence-based mental health and substance use interventions, including school-based interventions. Administrators and teachers may find the registry especially helpful in choosing evidence-based prevention programs. (<https://www.samhsa.gov/nrepp>)

**Campus Resilience Program Resource Library**, U.S. Department of Homeland Security.

- The Campus Resilience Program Resource Library is designed to provide members of the academic community with access to resources, strategies, guidelines, and templates to address a variety of different vulnerabilities and risks. This library organizes resources according to specific threats/hazards, and has a section dedicated to resources to support schools and other workplaces in preparing for and responding to violent incidents. (<https://www.dhs.gov/campus-resilience-program-resource-library>)

**National Center for Campus Public Safety (NCCPS)**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The NCCPS supports campus officials in creating safer and stronger campus communities by serving as a one-stop clearinghouse for the many resources available from both the federal government and non-governmental sources. The NCCPS has partnered with an array of public safety organizations, colleges and universities, and subject matter experts to address critical issues in campus safety. (<https://www.nccpsafety.org/>)
  - The National Center Library of Resources (<https://www.nccpsafety.org/resources/library>)
  - Active Threat Response Training Resources ([http://nccpsafety.org/assets/files/library/Active\\_Threat\\_Response\\_Trainings\\_Final.pdf](http://nccpsafety.org/assets/files/library/Active_Threat_Response_Trainings_Final.pdf))
  - Emerging Issues Forums (<https://www.nccpsafety.org/our-work/emerging-issues-forums/>)

**K–12 School Shooting Database**, Naval Postgraduate School’s Center for Homeland Defense and Security (CHDS).

- The research project is a widely inclusive K–12 school shooting database that documents each and every instance a gun is brandished, is fired, or a bullet hits school property for any reason, regardless of the number of victims, time, day of the week, or reason (e.g., planned attack, accidental, domestic violence, gang-related). The database is available for download as a csv file from the CHDS website. (<https://www.chds.us/ssdb/>)

**Indicators of School Crime and Safety Annual Report**, Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice and National Center for Education Statistics, U.S. Department of Education.

- This report presents statistical data on crime and safety at school from the perspectives of students, teachers, and principals. The report contains 23 indicators of crime and safety at school on topics including victimization at school, teacher injury, bullying and cyber-bullying, school conditions, fights, weapons, availability and student use of drugs and alcohol, student perceptions of personal safety at school, and crime at postsecondary institutions. Data sources include the National Crime Victimization Survey (NCVS), the School Crime Supplement to the NCVS, the Youth Risk Behavior Survey, the School Survey on Crime and Safety, and the School and Staffing Survey. (<https://www.bjs.gov/content/pub/pdf/iscs16.pdf>)

**Summary of School Safety Statistics**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This document provides research and data to discuss common myths around school safety. (<https://www.ncjrs.gov/pdffiles1/nij/250610.pdf>)

**School Safety: By the Numbers**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This document summarizes the findings of the NIJ report *Summary of School Safety Statistics*. (<https://www.ncjrs.gov/pdffiles1/nij/251173.pdf>)

**High School Youths, Weapons, and Violence: A National Survey**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This “Research in Brief” discusses the findings of an NIJ-funded survey on the firearms experience of the average youth. (<https://www.ncjrs.gov/pdffiles/172857.pdf>)

**A Study of the Pre-Attack Behaviors of Active Shooters in the U.S. Between 2000 and 2013**, Federal Bureau of Investigation, U.S. Department of Justice.

- The report examines the pre-attack behavior of shooters in 160 active shooter incidents in an effort to pinpoint specific behaviors that might be useful in identifying, assessing, and managing those who might be on the pathway to such violence. (<https://www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf/view>)

## **Protect and Mitigate**

### ***Personnel and Training***

**Be Safe and Sound in School (B3S)**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- In collaboration with the National Crime Prevention Council, B3S is a program that seeks to raise awareness of school safety and security issues and provide the tools and resources needed to effectively address them. (<https://www.ncpc.org/programs/be-safe-and-sound-in-school/>)

**Serving Safely**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This program, launched in May 2018, is a national initiative designed to improve interactions between police and persons affected by mental illnesses and developmental disabilities. The initiative includes leaders in policing, mental illness, intellectual/developmental disability, crisis intervention, peer advocacy, emergency medicine, technology development, and prosecution, who together serve as a network of training and technical assistance providers. (<https://www.vera.org/projects/serving-safely>)

**School Transportation Security Programs**, Transportation Security Administration (TSA), U.S. Department of Homeland Security.

- TSA offers a number of services to school districts and transportation providers on school bus security including guidelines, assessments, and exercise support. (<https://www.tsa.gov/for-industry/surface-transportation>)

**T3—Tact, Tactics, and Trust™ Training and Technical Assistance Program**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This program provides law enforcement officers with evidence-based knowledge, tools, and skills to better defuse and resolve tense situations. This program assists in protecting law enforcement officers, enhancing public safety, and improving outcomes within the communities they serve. Since July 2017, more than 1500 law enforcement officers have been trained. ([www.polis-solutions.net](http://www.polis-solutions.net))

**Law Enforcement and Community: Crisis Intervention Training Model Program**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The Crisis Intervention Training Model Program provides law enforcement and their communities with targeted training and technical assistance to implement BJA's Crisis Intervention Team (CIT) model. (<https://www.prainc.com/lec-cit-2018/>)

**Collaborative Reform Initiative for Technical Assistance (CRITA)**, Office of Community Oriented Policing Services, U.S. Department of Justice.

- This initiative delivers targeted technical assistance directly to local law enforcement based on their identified needs and requests, including those around school safety and security issues. (<https://cops.usdoj.gov/collaborative-reform>)

**COPS Hiring Program**, Office of Community Oriented Policing Services, U.S. Department of Justice.

- This program makes competitive awards open to all state, local, and tribal law enforcement agencies to hire/rehire officers to address specific focus area using community policing approaches, including funding for school resource officers. (<https://cops.usdoj.gov/chp>)

**School Resource Officer Training**, Office of Community Oriented Policing Services, U.S. Department of Justice.

- This program provides funding for the Basic School Resource Officer Course, developed by the National Association of School Resource Officers. This is a 40-hour course designed for law enforcement officers and school safety professionals working in an educational environment. The course provides tools for officers on how to effectively carry out law enforcement and safety duties while building positive relationships with both students and staff in a school context. ([https://cops.usdoj.gov/pdf/2017AwardDocs/chp/SRO\\_Mandatory\\_Training\\_Fact\\_Sheet.pdf](https://cops.usdoj.gov/pdf/2017AwardDocs/chp/SRO_Mandatory_Training_Fact_Sheet.pdf))

**DHS Campus Resilience Program Tabletop Exercise Series and K-12 Active Shooter Exercise Starter Kits,**

Office of Academic Engagement, U.S. Department of Homeland Security. (<https://www.dhs.gov/academicresilience>)

- TTX Series: Includes a collection of tailored events, each with unique objectives and outcomes, designed for the academic community. Each event in the series challenges participants with multifaceted threat based scenarios that test and strengthen their institution's preparedness, response, and recovery capabilities.
- K-12 Active Shooter Exercise Starter Kits: A set of tools and resources for the academic community to self-conduct a tabletop exercise. The kits reinforce a school's specific emergency plans, protocols, and procedures, while also testing and strengthening its preparedness, response, and recovery capabilities when responding to an active shooter incident.

**Enhanced Dynamic Geo-Social Environment (EDGE),** Science & Technology Directorate, U.S. Department of Homeland Security.

- EDGE is a virtual training platform that allows teachers, school staff, law enforcement officers, and others tasked with school security to create and practice response plans for a wide range of critical incidents. EDGE allows first responders and educators to role-play complex scenarios in a virtual environment, improving and reinforcing coordination, communication, and critical decision-making skills. (<https://www.cesiedgetraining.com/>)

**Justice Assistance Grant,** Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This is a formula-based grant program that provides states, tribes, and local governments with critical funding to support a range of program areas. The latter include law enforcement, prosecution and courts, crime prevention and education, corrections and community corrections, drug treatment and enforcement, planning, evaluation and technology improvement, crime victim and witness initiatives, mental health programs, and related law enforcement and corrections programs. Under this grant program, emergency and crisis training for local law enforcement can be an allowable cost. Each year, 56 states and territories and more than 900 local and tribal jurisdictions receive grants. (<https://www.bja.gov/jag/>)

**National Training and Technical Assistance Center (NTTAC),** Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- NTTAC offers online and no-cost training and technical assistance on a wide variety of criminal justice topics, including emergency and crisis training for local law enforcement. ([www.bjatrain.org](http://www.bjatrain.org))

**Identifying an Armed Person Training,** Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This training, which is provided as part of the Project Safe Neighborhoods training and technical assistance support, covers guidance for handling felonious possession and use of firearm cases. It includes techniques for identifying/recognizing vehicles with hidden compartments and advanced techniques to identify/recognize armed suspects and their characteristics. (<http://www.theiacp.org/psnInitiative>)

**STOP School Violence Prevention and Mental Health Training Program,** Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- This program provides funding directly to state, local, and tribal jurisdictions for training school personnel and educating students to prevent student violence as well as for training school officials in responding to related mental health crises. Such training, developed and delivered at the local level, seeks to meet the jurisdictions' localized needs regarding the prevention of school violence and responses to related mental health crises. (<https://www.bja.gov/Programs/STOP-School-Violence-Act.html>)

**VALOR Officer Safety and Wellness Training and Technical Assistance Program,** Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- The VALOR program delivers current, dynamic classroom and web-based trainings focused on recognizing indicators of dangerous situations. It involves applying a cognitive approach towards reinforcing effective techniques for managing difficult encounters, implementing casualty care and rescue tactics, and improving wellness and resilience. Since 2010, the VALOR Program has trained more than 41,400 law enforcement officers. ([www.valorforblue.org](http://www.valorforblue.org))

## ***Building Security and Emergency Planning***

**K-12 School Security Guide (2nd Edition) and School Security Survey**, U.S. Department of Homeland Security.

- The documents provide preventive and protective measures to address the threat of gun violence in schools. The Guide is delivered in two parts: the first portion is a PDF with general security best practices and considerations in narrative format; while the second portion is a Microsoft Excel-based security survey. Together, these documents outline action-oriented security practices and options for consideration based on the results of the individual school's responses to the survey. While the primary audience for the Guide is the K-12 community, institutions of higher education or pre-K schools may also benefit from the information presented. (<https://www.dhs.gov/publication/k-12-school-security-guide>)

**DHS Protective Security Advisors**, U.S. Department of Homeland Security.

- Protective Security Advisors (PSAs) are security subject matter experts who engage with state, local, tribal, and territorial government mission partners and members of the private sector stakeholder community to protect regional, state, and local infrastructure. Since 2013, PSAs have engaged with more than 1,100 schools, providing best practices, conducting assessments, and facilitating exercises, among other things. (<https://www.dhs.gov/protective-security-advisors>).

**REMS Fact Sheets, Office of Safe and Healthy Students**, U.S. Department of Education (November 2017).

- The Mitigation for Schools and School Districts Fact Sheet describes “mitigation” and the role it plays in school preparedness. This fact sheet contains examples of mitigation activities, steps for integrating mitigation into emergency planning, and key resources for schools and school districts. ([https://rems.ed.gov/Docs/Mitigation\\_Fact\\_Sheet\\_508C.pdf](https://rems.ed.gov/Docs/Mitigation_Fact_Sheet_508C.pdf))
- The Protection for Schools and School Districts Fact Sheet fact sheet describes “protection” and the role it plays in school preparedness. This fact sheet contains examples of protection activities, steps for integrating protection into emergency planning, and key resources for schools and school districts. ([https://rems.ed.gov/Docs/Protection\\_Fact\\_Sheet\\_508C.pdf](https://rems.ed.gov/Docs/Protection_Fact_Sheet_508C.pdf))

**Grants to States for School Emergency Management**, U.S. Department of Education.

- These grants help schools address violence and foster safer school environments by providing grants to states to increase their capacity to assist school districts in the development, implementation, and review of high-quality and comprehensive school emergency operations plans (EOPs). (<https://www2.ed.gov/programs/schlemergmgt-sea/index.html>)

**Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education**,

U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, Federal Emergency Management Agency (June 2013).

- This guide includes information on the principles of emergency management planning for institutions of higher education (IHEs); a process for developing, implementing, and refining a higher education Emergency Operations Plan (EOP); and suggested content of higher education EOPs. Planning teams at IHEs responsible for developing and revising a higher education EOP may find this document particularly helpful. ([https://www.dhs.gov/sites/default/files/publications/REMS\\_IHE\\_Guide\\_508.pdf](https://www.dhs.gov/sites/default/files/publications/REMS_IHE_Guide_508.pdf))

**Guide for Developing High-Quality School Emergency Operations Plans**, U.S. Department of Education,

U.S. Department of Homeland Security, U.S. Department of Health and Human Services, and U.S. Department of Justice, Federal Emergency Management Agency, and Federal Bureau of Investigation (2013).

- This guide includes information on the principles of school emergency management planning; a process for developing, implementing, and refining a school Emergency Operations Plan (EOP) with community partners; and suggested content of school EOPs. Planning teams responsible for developing and revising school EOPs may find this document particularly helpful. ([https://rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf))

**National Strategy on Youth Preparedness and Ready.Gov/Youth Preparedness**, U.S. Department of Homeland Security, Federal Emergency Management Agency, U.S. Department of Education, and the American Red Cross.

- *The National Strategy for Youth Preparedness Education: Empowering, Educating, and Building Resilience* presents nine steps partners can take to help build a nation of prepared youth. The steps focus on building partnerships to enhance youth preparedness learning programs; connecting young people with their families, communities, first responders, and other youth; and increasing preparedness at school. ([ready.gov/youth-preparedness](https://ready.gov/youth-preparedness))

**Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings**, Federal Emergency Management Agency, U.S. Department of Homeland Security (January 2012).

- This primer contains detailed information on assessing threats and vulnerabilities, and the design considerations needed to protect buildings and the people occupying them. The purpose of this primer is to provide the design community and school administrators with the basic principles and techniques to make a school safe from school shootings and ensure it meets the needs of students, teachers, and administrators. ([https://www.dhs.gov/xlibrary/assets/st/bips07\\_428\\_schools.pdf](https://www.dhs.gov/xlibrary/assets/st/bips07_428_schools.pdf))

**Making Schools Safer Quick Reference Guide (2018)**, U.S. Secret Service, U.S. Department of Homeland Security.

- This guide highlights the research the U.S. Secret Service National Threat Assessment Center conducted in partnership with the U.S. Department of Education Office of Safe and Drug-Free Schools on targeted school violence. ([https://www.secretservice.gov/data/protection/ntac/Making\\_Schools\\_Safer\\_Quick\\_Reference\\_Guide\\_2018\\_Update.pdf](https://www.secretservice.gov/data/protection/ntac/Making_Schools_Safer_Quick_Reference_Guide_2018_Update.pdf))

**Comprehensive School Safety Initiative**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This is a list of awards made under the Comprehensive School Safety Initiative for various fiscal years.
  - **2014:** <https://www.ncjrs.gov/pdffiles1/nij/248381.pdf>
  - **2015:** <https://www.ncjrs.gov/pdffiles1/nij/249228.pdf>
  - **2016:** <https://www.nij.gov/Documents/NIJ-CSSI-FY-2016-Awards.pdf>
  - **2017:** <https://www.ncjrs.gov/pdffiles1/nij/251559.pdf>
- The 2014 Comprehensive School Safety Initiative Report discusses the history, funding, and activities of the Comprehensive School Safety Initiative. (<https://www.ncjrs.gov/pdffiles1/nij/247757.pdf>)

**Preventing, Preparing for Critical Incidents in Schools**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This article discusses NIJ-funded research on school safety and how schools can better prepare for incidents of violence. (<https://www.ncjrs.gov/pdffiles1/nij/225765.pdf>)

**Keeping an Eye on School Security: The Iris Recognition Project in New Jersey Schools**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This NIJ Journal article discusses the Iris Recognition Project, a school safety initiative in New Jersey. ([https://www.nij.gov/journals/254/pages/iris\\_recognition.aspx](https://www.nij.gov/journals/254/pages/iris_recognition.aspx))

**Appropriate and Effective Use of Security Technologies in U.S. Schools**, National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

- This document provides basic guidelines to law enforcement agencies and school administrators regarding security technology and school safety. (<https://www.ncjrs.gov/school/178265.pdf>)

**School Safety, Model Programs Guide**, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This is a topic page for school safety programs. (<https://www.ojjdp.gov/mpg/Topic/Details/120>)

**Safe and Secure, Guides to Creating Safer Schools**, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- To assist schools in their safety efforts, the Northwest Regional Educational Laboratory (NWREL) developed a series of eight guidebooks intended to build a foundation of information that will assist schools and school districts in developing safe learning environments.
  - **Guide 1: Creating Schoolwide Prevention and Intervention Strategies** is intended to put the issue of schoolwide violence prevention in context for educators and outline an approach for choosing and creating effective prevention programs. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book1.pdf>)
  - **Guide 2: School Policies and Legal Issues Supporting Safe Schools** is a practical guide to the development and implementation of school policies that support safe schools. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book2.pdf>)

- **Guide 3: Implementing Ongoing Staff Development To Enhance Safe Schools** discusses the role of staff development within the context of school safety. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book3.pdf>)
- **Guide 4: Ensuring Quality School Facilities and Security Technologies** is intended to help educators and other members of the community understand the relationship between school safety and school facilities, including technology. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book4.pdf>)
- **Guide 5: Fostering School-Law Enforcement Partnerships** is a practical guide to the development and implementation of partnerships between schools and law enforcement agencies. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book5.pdf>)
- **Guide 6: Instituting School-Based Links With Mental Health and Social Service Agencies** discusses how schools can improve their capacity to serve all students by linking with mental health and social service agencies. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book6.pdf>)
- **Guide 7: Fostering School, Family, and Community Involvement** provides an overview of the nature and scope of collaboration, explores barriers to effectively working together, and discusses the processes of establishing and sustaining the work. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book7.pdf>)
- **Guide 8: Acquiring and Utilizing Resources To Enhance and Sustain a Safe Learning Environment** provides practical information on a spectrum of resources that concerned individuals and organizations can use in the quest to create safe schools. (<https://www.ncjrs.gov/pdffiles1/ojjdp/book8.pdf>)

**Additional OJJDP Resources**, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- **Police Foundation resources on school safety** (<https://www.policefoundation.org/school-safety-and-violence-prevention-resources/>)
- **International Association of Chiefs of Police Prevention and School Safety Resources** (<http://www.theiacp.org/Prevention-And-Response-To-School-Violence>)
- **Combating Fear and Restoring Safety in Schools** (<https://www.ncjrs.gov/pdffiles/167888.pdf>)
- **Creating Safe and Drug-Free Schools: An Action Guide** (<https://www.ncjrs.gov/pdffiles/safescho.pdf>)
- **Creating Schoolwide Prevention and Intervention Strategies (Revised)** (<http://safeschools.info/docman/download/280-creating-schoolwide-prevention-and-intervention-strategies>)
- **Fostering School, Family, and Community Involvement (Revised)** (<http://smhp.psych.ucla.edu/publications/44%20guide%207%20fostering%20school%20family%20and%20community%20involvement.pdf>)
- **Promising Practices for Safe and Effective Schools Videoconference** (<http://www.juvenile.net.org/jitap/archives/safeneffctv/index.html>)
- **School Resource Officer Training Program** (<https://www.ncjrs.gov/pdffiles1/ojjdp/fs200105.pdf>)
- **School Safety & Youth Violence: A Legal Primer** (<https://www.ncjrs.gov/pdffiles1/ojjdp/grants/198396.pdf>)
- **School Safety by Management and Design Videoconference** (<https://www.juvenile.net.org/jitap/schoolsafety/index.html>)
- **School Safety: Annual Report, 2000** (<https://www.ncjrs.gov/pdffiles1/ojjdp/193163.pdf>)
- **Stand Up and Start a School Crime Watch!** (<https://www.ncjrs.gov/pdffiles/94601.pdf>)
- **School Safety Special Feature** (<https://www.ncjrs.gov/schoolsafety/>)

**Crisis Communications Quick Reference Guide**, Federal Bureau of Investigation, U.S. Department of Justice.

- This brochure is tailored to chiefs, sheriffs, command staff, and public information officers who handle crisis communications in response to an active shooter, mass casualty, or other law enforcement incidents. It provides checklists for the pre-event, the onset of the incident, and updating the media (pre-press conference and second and subsequent press conferences). Also included are 10 tips to improve communications (<https://www.fbi.gov/file-repository/as-study-quick-reference-guide-updated1.pdf/view>)

## ***Privacy Considerations***

**Privacy Technical Assistance Center (PTAC)**, U.S. Department of Education.

- PTAC is a “one-stop” resource for education stakeholders to learn about data privacy, confidentiality, and security practices related to student-level data systems and other uses of student data. (<https://studentprivacy.ed.gov>)

**Family Educational Rights and Privacy Act: A Guide for First Responders and Law Enforcement**,

Office of Partner Engagement, Federal Bureau of Investigation, U.S. Department of Justice.

- This guide defines the Family Educational Rights and Privacy Act (FERPA), delineates the rights afforded eligible parents and students, and discusses the types of information schools may provide to law enforcement agencies. It also discusses some relevant exceptions to FERPA’s general consent rule that permit the nonconsensual disclosure of personally identifiable information from education records to law enforcement agencies. (<https://www.fbi.gov/file-repository/ferpa-guide.pdf/vie>)

**Information Sharing in Criminal Justice – Mental Health Collaborations: Working with HIPAA and Other Privacy**

**Laws**, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

- Understanding the legal framework of information sharing is the crucial first step for jurisdictions seeking to design and implement effective criminal justice-mental health collaborations. This guide introduces how federal and state laws are likely to influence criminal justice and mental health practitioners’ ability to share information. ([https://www.bja.gov/Publications/CSG\\_CJMH\\_Info\\_Sharing.pdf](https://www.bja.gov/Publications/CSG_CJMH_Info_Sharing.pdf))

**Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule: A Guide for Law Enforcement**,

Office of Partner Engagement, Federal Bureau of Investigation, U.S. Department of Justice.

- This guide provides a summary of relevant HIPAA provisions. It defines the HIPAA privacy rule, identifies who is and it not required to comply with the rule, and describes the circumstances in which a HIPAA-covered entity may disclose protected health information to law enforcement agencies. (<https://www.fbi.gov/file-repository/hipaa-guide.pdf/view>)

**HIPAA for Professionals**, U.S. Department of Health and Human Services.

- The following is a series of questions with corresponding information on the HHS website. (<https://www.hhs.gov/hipaa/for-professionals/index.html>)
  - [Does the HIPAA Privacy Rule apply to an elementary or secondary school?](#)
  - [Does FERPA or HIPAA apply to elementary or secondary school student health records maintained by a health care provider that is not employed by a school?](#)
  - [Are there circumstances in which the HIPAA Privacy Rule might apply to an elementary or secondary school?](#)
  - [Where the HIPAA Privacy Rule applies, does it allow a health care provider to disclose protected health information \(PHI\) about a troubled teen to the parents of the teen?](#)
  - [Does the HIPAA Privacy Rule allow a health care provider to disclose protected health information \(PHI\) about a student to a school nurse or physician?](#)
  - [Does FERPA or HIPAA apply to records on students at health clinics run by postsecondary institutions?](#)
  - [Does FERPA or HIPAA apply to records on students who are patients at a university hospital?](#)
  - [Where the HIPAA Privacy Rule applies, does it permit a health care provider to disclose protected health information \(PHI\) about a patient to law enforcement, family members, or others if the provider believes the patient presents a serious danger to self or others?](#)
  - [Are the health records of an individual who is both a student and an employee of a university at which the person receives health care subject to the privacy provisions of FERPA or those of HIPAA?](#)

## Respond and Recover

### *Active Shooter Preparedness and Response*

**Active Shooter Preparedness**, U.S. Department of Homeland Security.

- DHS provides a variety of active shooter preparedness resources for private citizens, human resources, security professionals, active shooter workshop participants, and first responders. (<https://www.dhs.gov/active-shooter-preparedness>)

**Active Shooter: How to Respond**, U.S. Department of Homeland Security (October 2008).

- This guide informs employers how to respond to active shooter emergencies at their workplace, including how to respond when an active shooter is in the vicinity, how to respond when law enforcement arrives, how to train staff for an active shooter situation, and how to recognize potential workplace violence. ([https://www.dhs.gov/xlibrary/assets/active\\_shooter\\_booklet.pdf](https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf))

**Planning and Response to an Active Shooter: An Interagency Security Committee Policy and Best Practices Guide**, Interagency Security Committee<sup>\*</sup> (chaired by the U.S. Department of Homeland Security) (November 2015).

- This guide provides a consolidated overview of the federal government’s approach to active shooter preparedness for non-military federal facilities. Many of the policies and procedures discussed in this guide can be applied to schools. (<https://www.dhs.gov/sites/default/files/publications/isc-planning-response-active-shooter-guide-non-fouo-nov-2015-508.pdf>)

**Preparing for Active Shooter Situations (PASS) Program**, Office of Community Oriented Policing Services, U.S. Department of Justice.

- This program provides funding for first responders to attend the Active Attack Integrated Response (AAIR) Course, a two-day in-person training designed to improve coordinated response during active attack incidents. (<https://cops.usdoj.gov/training>)

**Active Shooter Event Quick Reference Guide**, Office of Partner Engagement, Federal Bureau of Investigation, U.S. Department of Justice.

- This pocket guide discusses the three options—Run, Hide, Fight—that can make a difference during an active shooter incident. ([https://www.fbi.gov/file-repository/active-shooter-event-quick-reference-guide\\_2015.pdf/view](https://www.fbi.gov/file-repository/active-shooter-event-quick-reference-guide_2015.pdf/view))

**A Study of the Pre-Attack Behaviors of Active Shooters in the U.S.**, Behavioral Analysis Unit, Federal Bureau of Investigation, U.S. Department of Justice.

- Understanding the prevention of active shootings often relies upon the recognition of worrisome pre-attack behaviors, the BAU released this study in 2018. Using law enforcement records (vs. open source) as the primary source of information, this study thoroughly examined 63 active shooters, including nine who attacked K-12 schools. Key findings included insights into the active shooters’ mental health, concerning behaviors displayed before their attacks, and specific stressors they experienced. This study provides the most current and detailed exploration of observable pre-attack behaviors to date. (<https://www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf/view>)

**Preparing for Mass Casualty Incidents: A Guide for Schools**, Higher Education, and Houses of Worship, U.S. Department of Homeland Security, Federal Emergency Management Agency (FEMA).

- Provided by FEMA’s Emergency Management Institute, this online course provides leading practices and resources to assist elementary and secondary schools, institutions of higher education, and houses of worship in developing emergency plans for preparing for, responding to, and recovering from mass casualty incidents. (<https://training.fema.gov/is/courseoverview.aspx?code=IS-360>)

\* The Interagency Security Committee’s primary members include: Assistant to the President for National Security Affairs, U.S. Central Intelligence Agency, Department of Agriculture, U.S. Department of Commerce, U.S. Department of Defense, U.S. Department of Education, U.S. Department of Energy, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Housing and Urban Development, U.S. Department of the Interior, U.S. Department of Justice, U.S. Department of Labor, U.S. Department of State, U.S. Department of Transportation, U.S. Department of the Treasury, U.S. Department of Veterans Affairs, U.S. Environmental Protection Agency, U.S. General Services Administration, U.S. Office of Management and Budget, and the U.S. Marshals Service.

**Disaster Technical Assistance Center Supplemental Research Bulletin Mass Violence and Behavioral Health, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services (September 2017).**

- This bulletin focuses on how mass violence affects the behavioral health of adult and young survivors or witnesses of a mass violence incident. Public health, behavioral health, and emergency management professionals can use this bulletin to improve their disaster behavioral health preparedness plans. (<https://www.samhsa.gov/sites/default/files/dtac/srb-mass-violence-behavioral-health.pdf>)

**Active Shooter Resources, Federal Bureau of Investigation, U.S. Department of Justice.**

- The Investigative Assistance Act for Violent Crimes Act of 2012 delegated responsibility to the FBI to provide federal assistance during active shooter incidents and mass killings in public places. The FBI has teamed with the Texas State University Advanced Law Enforcement Rapid Response Training program, which trains law enforcement and first responders on national standards for response protocol. The FBI's Office for Victim Assistance also provides a variety of support services for victims, family members, first responders, and investigative teams. (<https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources>)

## **Recovery**

**REMS fact sheets, Office of Safe and Healthy Students, U.S. Department of Education and Emergency Management for Schools Technical Assistance Center (2017).**

- The **Recovery for Schools and School Districts Fact Sheet** describes “recovery” and the role it plays in school preparedness. This fact sheet contains examples of recovery activities, steps for integrating recovery into emergency planning, and key resources for schools and school districts. ([https://rems.ed.gov/Docs/Recovery\\_Fact\\_Sheet\\_508C.pdf](https://rems.ed.gov/Docs/Recovery_Fact_Sheet_508C.pdf))
- The **Response for Schools and School Districts Fact Sheet** describes “response” and the role it plays in school preparedness. This fact sheet contains examples of response activities, steps for integrating response into emergency planning, and key resources for schools and school districts. ([https://rems.ed.gov/Docs/Response\\_Fact\\_Sheet\\_508C.pdf](https://rems.ed.gov/Docs/Response_Fact_Sheet_508C.pdf))

**Project School Emergency Response to Violence (SERV), U.S. Department of Education.**

- This program funds short-term and long-term education-related services for school districts and institutions of higher education (IHEs) to help them recover from a violent or traumatic event in which the learning environment has been disrupted. (<https://www2.ed.gov/programs/dvppserv/index.html>)

**Mass Violence Toolkit, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.**

- The Helping Victims of Mass Violence and Terrorism Toolkit leverages expertise from partner agencies, subject matter experts, and lessons learned from past incidents to provide communities with a holistic approach to victim assistance in cases of criminal mass violence and domestic terrorism from planning through long-term recovery. The Toolkit includes checklists, templates and other resources to help communities through these processes. (<https://ovc.gov/pubs/mvt-toolkit/index.html>)

**Vicarious Trauma Toolkit, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.**

- The Vicarious Trauma Toolkit is an online collection of resources and tools to support victim-serving organizations—victim services, law enforcement, first responders—to mitigate the impact and consequences of vicarious trauma. The Toolkit provides an Organizational Assessment that enables organizations to assess their current response and then set a path forward using nearly 500 items—policies, practices and program descriptions, research literature, links to websites and podcasts, and videos and testimonials from each discipline. (<https://vtt.ovc.ojp.gov/>)

**Schools/Education Community, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice**

- This page contains DOJ and DOJ-sponsored publications relevant to students and others who are victims of crime. (<https://ovc.ncjrs.gov/Publications.aspx?TopicID=91>)

**Through Our Eyes: Children, Violence, and Trauma, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.**

- The sixth video in this series focuses on Interventions in Schools. (<https://ovc.gov/pubs/ThroughOurEyes/>)

**Supporting Children Living with Grief and Trauma: A Multidisciplinary Approach**, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- This training session was designed with victim service providers, mental health professionals, and law enforcement in mind. (<https://www.ovcttac.gov/views/TrainingMaterials/dspSupportingChildren.cfm>)

**Expert Q&A: Addressing the Impact of Trauma When a Mass Violence Incident Occurs**, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- Incidents of mass violence and terrorism present unique challenges to the communities in which they occur, requiring a coordinated, cross-sector approach among federal, state, local, and tribal governments; private entities; and nonprofit organizations to drive an effective response. This training session addresses how to create and maintain partnerships, address resource gaps, develop victim assistance protocols, and use the protocols after an incident of mass violence or terrorism. (<https://www.ovcttac.gov/expert-qa/?tab=2>)

**VAT Online: Terrorism and Mass Violence**, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- Terrorism and mass violence are of concern to the public at large because events seem to be random, and perpetrators generally have a definitive plan and their own logic behind their attacks. This training module defines terrorism and mass violence, describes the effects on victims and survivors, identifies potential issues arising from these types of events, identifies responders to mass violence incidents and where you should develop a partnership prior to an event, identifies potential needs of victims and communities after a terrorism and mass violence event, and identifies resources for victims and communities. ([https://www.ovcttac.gov/views/TrainingMaterials/dspOnline\\_VATOnline.cfm?tab=1#crimes](https://www.ovcttac.gov/views/TrainingMaterials/dspOnline_VATOnline.cfm?tab=1#crimes))

**Mass Violence and Terrorism Web Training Series**, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- This web training series highlights the importance of communities, states, and regions planning a response to incidents of mass violence and terrorism using the OVC resource, Helping Victims of Mass Violence & Terrorism: Planning, Response, Recovery, and Resources Toolkit. The first webinar in this series provides a detailed overview of how to use the Toolkit. Subsequent web trainings delve deeper into sections of the Toolkit. (<https://www.ovcttac.gov/views/TrainingMaterials/dspWebinars.cfm#massviolence>)

**American Academy of Pediatrics (AAP): Medical Home for Children and Adolescents Exposed to Violence**, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- Developed through a grant from OVC, this section of the AAP web site provides pediatricians and all medical home teams with the resources they need to modify practice operations to more effectively identify, treat, and refer children and youth who have been exposed to or victimized by violence. (<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/resilience/Pages/Resilience-Project.aspx>)

**ChildVictimWeb**, Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

- Funded by OVC, ChildVictimWeb is a free online training resource designed for professionals from all disciplines who work with children who have experienced or witnessed serious violence. This course describes the prevalence and characteristics of different forms of victimization often experienced in childhood, their psychological, behavioral, social, and health consequences, and implications for practice. Assessment strategies, an evidence-based approach to treatment planning, trauma-informed case management skills, and information about evidence-supported treatments are presented. (<http://cv.musc.edu/>)

**Enhancing Police Responses to Children Exposed to Violence: A Toolkit for Law Enforcement**, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This toolkit may be helpful to law enforcement officers addressing school shootings. (<http://www.theiacp.org/children-exposed-to-violence>)

**Gun Violence and Youth, Model Programs Guide**, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This research literature review on gun violence and youth focuses on intentional gun violence involving youths ages 10 to 24, including school violence/school shootings. (<https://www.ojjdp.gov/mpg/litreviews/gun-violence-and-youth.pdf>)

**Child and Youth Victimization Known to Police, School, and Medical Authorities**, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This paper presents the survey results from the National Survey of Children’s Exposure to Violence (NatSCEV) regarding authorities’ knowledge of victimization incidents involving children and youth, particularly police, school, and medical authorities. (<https://www.ojjdp.gov/pubs/235394.pdf>)

**Supporting Young People in the Wake of Violence and Trauma**, Office for Juvenile Justice and Delinquency, Office of Justice Programs, U.S. Department of Justice.

- This guide provides mentors with recommendations and resources to help them support youth who have faced experiences with violence or trauma. (<http://www.nationalmentoringresourcecenter.org/index.php/component/k2/item/418-supporting-young-people-in-the-wake-of-violence-and-trauma.html>)

**Trauma Resilience Resources**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This page provides information on agencies, foundations, and other resources that collect data on trauma and resilience. (<https://www.samhsa.gov/capt/tools-learning-resources/trauma-resilience-resources>)

**Coping with Traumatic Events: Resources for Children, Parents, Educators, and Other Professionals**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- This page offers online resources designed to assist parents, educators, and other professionals in helping children cope with traumatic events. (Includes a number of resources from the National Child Traumatic Stress Network and a resource related to traumatic stress after mass violence, terror, or disaster.) (<https://www.samhsa.gov/capt/tools-learning-resources/coping-traumatic-events-resources>)

**The National Child Traumatic Stress Network (NCTSN)**, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- The NCTSN and its various centers have developed and implemented a range of clinical treatments, mental health interventions, and other trauma-informed service approaches as a means of promoting the Network’s mission of raising the standard of care for traumatized youth and families. (<https://www.nctsn.org/treatments-and-practices/treatments-that-work/interventions>)

**U.S. Department of the Interior, Bureau of Indian Affairs, Office of Justice Services.**

- This office supports tribal justice systems and provides victim assistance on Indian reservations. (<https://www.bia.gov/bia/ojs>)