



Top Takeaways from the MindPeace Summit Panel Discussions

1. Relational connection should always come first. Know your students and their stories.
2. Set the environment up for success on day 1. Schedules, routines, expectations should be continually reviewed and should incorporate student voice.
3. Use of play, creative outlets, and calming spaces can help students to communicate and cope with difficulty in the classroom setting.
4. Discipline should be personalized just like learning. The student and their needs and experiences should guide decision making.
5. Behavior is a symptom of an unmet need. Are you looking for the root cause or making decisions based on the outward behavior?
6. Not all significant behavior warrants mental health treatment, but that doesn't mean the same therapeutic strategies can't be used in the classroom setting.
7. Multi-system data (academic, behavior, attendance, social emotional) should drive decision making and should be reviewed as a team frequently.
8. If you are unsure of how to proceed during a student mental health crisis- call PIRC to help guide decision making. 513-636-4124
9. Do not make decisions in isolation- When you need help, ask!

House Bill 123- SAVE Students Act- “Ohio's 133rd General Assembly enacted House Bill 123, the "Safety and Violence Education Students (SAVE Students) Act," regarding school security and youth suicide awareness education and training. The state legislation calls for a comprehensive approach to school safety involving the Ohio departments of Education, Public Safety, Mental Health and Addiction Services and Attorney General's Office.

The SAVE Students Act supports Ohio's strategic plan for education, *Each Child, Our Future*, which recommends the adoption of a whole child model of education. Ohio's Whole Child Framework places the child at the center with the support of the district, school, family and community.”

See below for reminders on the requirements of HB 123 regarding threat assessments, as well as, resources that can assist your team with implementation.

- The Ohio House Bill 123 focuses on grades 6-12 but the same system and strategies can be used for all grade levels.
- Threat assessments should be part of a proactive way to keep schools safe not just following active threats.

- Teams must be interdisciplinary and include the voice of a mental health professional (counselor, psychologist, therapist etc.).
- Case management plans should be in place following each threat assessment.
- Teams should review assessment data and meet regularly to address patterns of behavior.
- All threat assessment team members must have completed Ohio's 3 hour training.

Resources

- [MindPeace Back to School Resources](#)
- [Strategies for classroom management](#)
- [De-escalation Strategies](#)
- [Ohio PBIS resources](#)
- [PBIS for Educators](#)
- [Ohio Department of Education SAVE Students Act Resources](#)
- [Threat Assessment](#)

If you are in need of any additional resources or would like to discuss your current partnership needs, please reach out to Susan Shelton at Sheltons@mindpeacecincinnati.com. Additionally, if you would like to collaborate on designing a system for HB123 at your school, feel free to reach out to Nicole Pfirman at pfirmann@mindpeacecincinnati.com .