

Governor's Statewide Safety Council

Statewide Safety Council Meeting Notes

May 28, 2026

Meeting Outcomes

Rational objective:

Review recommendation results of April topic: Behavioral Threat Assessment and Management (BTAM).

Learn more about social media, radicalization and child protection online.

Experiential objective:

Members feel confident they can weigh in on draft recommendations related to BTAM and suggest enhancements unique to their agency/organization.

Attendance

- Bob Jacobson, DPS
- Tikki Brown, DCYF
- Dr. Macarre Traynham (alt), MDE
- Brooke Cunningham, MDH
- Shireen Gandhi, DHS
- Jenn Super (alt), MN Supreme Court
- Drew Evans, BCA
- Christina Bogojevic, DPS
- Chuck Roehrdanz, AGO
- Kim Babine, MM OJP
- Lon Thiele, MDS
- Deb Henton, MNASA
- Brittany Haeg, AHA
- Marcus Schmit, MAMI

Welcome and announcements

Observer: Brian James, US Probation Pre-Trial Services

Chair Jacobson reminded members of the meeting objectives and the topical cadence of meetings. The final report is due early January.

Legislative update

Megan Gallagher, DPS Legislative Director, presented a brief legislative update on the recently concluded session. See slides 8-12 on the meeting slide deck for more information.

Passed:

- Safety and Security Package (SF3432)
- School Safety (HF2433)

- Stop Harms from Addictive Social Media (HF4138)

Didn't pass:

- Gun Violence Prevention Package (SF4067)
 - Jacobson noted that the ERPO work continues elsewhere

Tap in

Question options: 1) What questions are top of mind for you as we enter this conversation on social media, radicalization, and online childhood protections? Or 2) When reflecting on social media, radicalization, and online childhood protections from the perspective of your agency or organization, what are the most important values or principles that guide your approach?

- The extent to which our children have access to tech is extraordinary and we've just let it happen. A conversation about what is appropriate is necessary.
- 1) as institutions (education), we don't keep up with growth in tech 2) operate reactively and end up dealing with the impact.
- Social media is a threat. How can it become a force for good?
- How do we balance protection vs. education as a parent? How is the First Amendment protected appropriately?
- Children aren't thinking before hitting send.
- Older people/adults don't understand how the social construct of social media works so children need to beat the table to come up with solutions. What can be learned from addiction science?
- Can't throw everything out – all tech is not bad. Need to help people differentiate.
- Social media seems to be moving at a faster rate.
- Seem to navigate to those with similar mindsets. How can we encourage people to look at different opinions?
- Inspired by common sense steps: e.g. use of phones during school hours.
- Keep an eye on those disproportionately impacted. Ensure that agency technology isn't lagging behind.
- Noticing the level of pressure on parents. We are asking a lot of parents.
- Drew: Social media is a runaway train. Difficult environment for combating violence. Platforms should be held responsible. Federal government needs to stand up against these companies.

Feedback on April's BTAM recommendations

Dr. James Densley reviewed the impact of council feedback on the BTAM recommendations. See slide 16 in meeting slide deck. Members will have another opportunity to share input on revisions in “part 1” of the next survey.

Presentation

Online Pathways to Violence, Drs. Peterson and Densley, Violence Prevention Project Research Center, Hamline University, presented Online Pathways to Violence. See slides 17-47 in the meeting slide deck.

Small Group Summary

(AI generated and reviewed based on notes taken for two small groups)

1. Considering the social media presentation, what are the root cause(s) that need to be addressed through related recommendations?

1. Root Causes Identified

- Isolation among youth, both socially and educationally.
- Students feeling unseen, unheard, or disconnected from school.
- Unaddressed or undiagnosed mental health needs.
- Online/virtual schooling that leaves children unsupported and alone.
- Lack of educator awareness about students' online environments.
- Basic needs not being met, creating vulnerability to exploitation or criminal activity.
- Desire for connection leading kids toward unhealthy online spaces.

2. Key Discussion Themes

- Overwhelming number of issues parents and administrators are expected to manage; social media gets lost in the noise.
- Raising a child requires a community response involving families, schools, law enforcement, and neighbors.
- Basic needs insecurity increases susceptibility to harmful online influences, including gangs.
- Parents frequently lack resources or capacity to help; some youth lack a caring adult connection.
- Algorithms and harmful online communities intensify risks; some nonprofits try to counter this with proactive outreach.
- Cycles of violence persist when former victims become perpetrators; intervention and support for victims matters.

- Need for improved parental knowledge and children’s skills in critical thinking and media literacy.
- Broader societal issues like masculinity norms, aggrieved entitlement, and lack of diverse social spaces contribute.
- Addictive design features make limiting social media challenging, even with parental controls.

3. Proposed Solutions

- Provide training for parents, teachers, and the public on unsafe online spaces and warning signs.
- Shift the narrative to recognize that social media can be harmful when misused, similar to public health approaches for substance use/addiction.
- Hold social media companies financially accountable; redirect profits toward protective measures.
- Use social media for positive outreach, including counter-messaging and supportive pop-ups.
- Engage young parents and influencers; adopt modern platforms like TikTok to spread awareness.
- Rebuild real-world social connections and community engagement.
- Activate bystanders, emphasizing shared responsibility: see something, say something.
 - Reduce fear around reporting by emphasizing care rather than punishment.
 - Provide training on spotting “leakage” and asking key questions.
- Improve media literacy and critical thinking education for students.
- Explore counter-tech solutions, like apps that help users understand what they’re absorbing.
- Leverage public skepticism of big tech to build awareness (“don’t let them play you”).

2. What tensions are you starting to identify amongst topics to date? How might they impact the recommendations or strategies this council needs to build?

Summary of Tensions and Their Implications

1. Overstressed, under-resourced systems

- Schools and related systems are already overwhelmed and underfunded.
- Teachers only have limited professional development days, making it difficult to add new mandates or responsibilities. **Impact:** Recommendations must be realistic, not add burden, and include support or resources for implementation.

2. Imbalance in school–parent partnerships

- Schools feel they are carrying responsibilities that parents are not consistently sharing.
- Parents may lack capacity, knowledge, or willingness to engage. **Impact:** Strategies need to address shared responsibility, possibly with community or employer partnerships to support parents.

3. Gaps in collaboration across sectors

- Schools, parents, law enforcement, and community partners are not coordinating deeply enough.

- Law enforcement leads in threat assessment simply because they have access to information, not necessarily because it's optimal. **Impact:** Recommendations should focus on stronger cross-sector collaboration models, shared information systems, and role clarity.

4. Difficulty adding preventive/relational work into school environments

- Schools want to be places where every child feels seen, known, and welcomed.
- Yet capacity constraints make it hard to build consistent relationships with every student. **Impact:** Strategies must balance safety protocols with efforts that strengthen school climate and student connection, without overwhelming staff.

5. Tension between educating vs. parenting

- Schools need to teach warning signs and digital safety without being expected to replace parents. **Impact:** Clear boundaries and supportive tools for educators and families will be essential.

6. Need for broader systems of support

- Employers, community organizations, and models like collective impact frameworks could help share the load. **Impact:** Recommendations should include external partnerships, not solely school-based solutions.

Tap out

Question: With all you have learned and developed to date, what initial ah-has can you offer as to how the Council should approach developing a coherent plan?

- Explore how we bucket the concerns in the report.
- This is a whole community problem – what are everyone's assignments to solve it?
- Call out those companies that have a stake in this (the companies making money off of tech)
- Not just "here is what state government needs to do" – we need to call out the rest of society to resolve this.
- What are the "after the report is done" tasks?
- Don't make the plan too complex. Make it buildable for the next several years.
- Solutions extend beyond politicized topics – can we extend the solution beyond the topic (Brooke)? Use the report to also stretch beyond the scope of EO.
- Look for ways the report can build bridges, so it doesn't get dismissed out of hand. Build on success rather than argue about what we don't agree on.

The meeting adjourned at noon.