

# **Santa Rosa County District Schools Comprehensive School Threat Assessment Guidelines (CSTAG)**

## **Procedures Manual**



**2020-21 School Year**

# Santa Rosa County District Schools

## Comprehensive School Threat Assessment Guidelines

### (CSTAG)

#### TABLE OF CONTENTS

|   |    |
|---|----|
| Frequently Asked Questions .....                    | 1  |
| Threat Assessment and Response Decision Tree .....  | 2  |
| Student Threat Intake Form .....                    | 3  |
| Interview of Student Posing Threat Form.....        | 4  |
| Target/Witness Interview Form .....                 | 5  |
| Key Observations .....                              | 6  |
| Teacher/Staff Input Form.....                       | 7  |
| Observations Suggesting Need For Intervention ..... | 9  |
| Parent Disclosure Document.....                     | 10 |
| Parent/Guardian Interview Form .....                | 11 |
| Intervention and Follow Up .....                    | 15 |
| Threat Assessment Conclusion .....                  | 15 |

#### APPENDIX

|  |    |
|--|----|
| A. Threat Level Points of Consideration .....    | 16 |
| B. Student Success and Safety Plan.....          | 19 |
| C. School District Threat Assessment Policy..... | 22 |

# Frequently Asked Questions

1. **Do we use the CSTAG for every student that says they're going to do something harmful?** Use the same discretion you would when your TAT is determining possible threat. It is very important not to confuse discipline with threats, as you need to continue to handle discipline issues according to the Code of Student Conduct.
2. **Do we use all of these forms for every threat assessment case?** No. *Transient* cases are documented with only a few pages (Student Intake Form, Interview(s), Key Observations, Threat Conclusion), whereas only very serious *substantive* threats are likely to use all of the forms. In large samples, approximately 75% of cases are *transient* and fewer than 10% are *very serious substantive* threats. Complete what is needed for the team to adequately determine if a threat is transient, serious or very serious.
3. **Do we complete every section of each form used?** No. These forms are intended as guidelines to help you consider the most likely aspects of the case, but you will use your judgement as to what is appropriate for your assessment and intervention.
4. **Who completes the forms?** Threat assessment is a team process and can be documented by any member of the team. A *transient* threat might be handled by just one team member (preferably in consultation with at least one other team member), whereas a *substantive* threat will likely engage several team members.
5. **How does discipline relate to threat assessments?** Use the Student Code of Conduct to address disciplinary action. "It is important to distinguish between the *seriousness of a threat* and the *seriousness of a discipline violation*. Do not classify a threat as *substantive* merely because the behavior is a serious discipline violation." (D. Cornell, CSTAG: Intervention and Support to Prevent Violence, pg. 23-24). Refer to your manual for further information and examples.
6. **Who do I share CSTAG assessments with?** 1) Director of School Safety, 2) Grade Level Director, 3) Director of Student Services, 4) Coordinator of Mental Health, and (for ESE/504 students only) Coordinator of Behavior Interventions, 5) Assistant to Coordinator of Mental Health. All TA's should be shared via SharePoint in Office 365.
7. **What do we do if the CSTAG result is deemed *No Threat* or *Transient*?** Share assessment as directed in question 6. *No Threat* and *Transient* Threats are NOT REQUIRED to be filed in the black folder of the student cumulative record, but they are required to be submitted to the district.
8. **What is required to be filed in the black folder of the student cumulative record?** All *Serious* and *Very Serious Substantive* Threat assessments, to include the Mental Health Assessment completed by the school psychologist, if applicable. Student Success and Safety Plans also need to be filed in black folder of the student cumulative record.
9. **Whose responsibility is it to notify school personnel about reporting threat incidents?** SB 7030 requires school principals to notify all school personnel of their responsibilities to report any incident that pose a threat to school safety to the principal or to his/her designee, and that the disposition of each such incident is properly documented.

# THREAT ASSESSMENT AND RESPONSE PROTOCOL®

Comprehensive School Threat Assessment Guidelines (CSTAG)

## Santa Rosa County District Schools

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A **transient** threat means there is no sustained intent to harm and a **substantive** threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

**A threat assessment is not a crisis response. IN THE EVENT OF AN IMMEDIATE THREAT, CALL LAW ENFORCEMENT, SUPERINTENDENT, DIRECTOR OF SAFETY AND GRADE LEVEL DIRECTOR.**

## School Threat Assessment Decision Tree

### Step 1. Evaluate the threat

Obtain a detailed account of the threat, usually by interviewing the person who made the threat (Page 3-4), and the intended victim/other witnesses (Page 5). Write the exact content of the threat and key observations by each party (Page 6). Get teacher/staff input as needed but not required for every situation (Page 7-8). Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No

Not a threat. Might be an expression of anger that merits attention; proceed to Page 15 for conclusion; discipline according to Code of Student Conduct; notify parent/guardian. Share via SharePoint.

YES

### Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes

Case resolved as transient; proceed to Page 15 for conclusion; discipline according to Code of Student Conduct; notify parent/guardian. Share via SharePoint.

NO

[STOP HERE IF THREAT IS TRANSIENT]

### Step 3. Respond to a substantive threat.

For all substantive threats:

- Take precautions to protect potential victims.
- Warn intended victim and parents.
- Look for ways to resolve conflict.
- Discipline student, when appropriate (refer to Code of Student Conduct.)

**Serious** means a threat to hit, fight, or beat up whereas **Very Serious** means a threat to kill, rape, or cause very serious injury with a weapon.

Serious

Case resolved as serious substantive threat; proceed to page 15 for conclusion; discipline according to Code of Student Conduct; notify parent/guardian; add services as needed; write and monitor Student Success and Safety Plan. Share via SharePoint.

VERY SERIOUS

[STOP HERE IF THREAT IS SERIOUS SUBSTANTIVE]

### Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- Contact your schools assigned LCSW/LMHC regarding a Mental Health Assessment.
- Parent Disclosure and Parent Interview completed by TAT member (Pages 10-14).
- Refer to school and/or community-based counseling.
- SRO/Law enforcement investigation for evidence of planning and preparation, criminal activity.

Complete page 15 upon conclusion of Step 4; notify parent/guardian; add services as needed; write and monitor Student Success and Safety Plan. Share via SharePoint.

### Step 5. Develop, Implement, and Monitor the safety plan.

- TAT will Develop Student Success and Safety Plan that reduces risk and addresses student needs. Plan should include review of IEP/504 if already receiving services and further assessment/MTSS.
- Place copy of Student Success and Safety Plan and Threat Assessment in black folder of cumulative record. (SERIOUS AND VERY SERIOUS SUBSTANTIVE ONLY)
- Monitor whether plan is working and revise as needed
- Review student progress at monthly TAT Meeting.

**SHARE ALL THREAT ASSESSMENTS and SSSP's VIA SHAREPOINT WITH:**

\*DIRECTOR OF SAFETY  
\*GRADE LEVEL DIRECTOR  
\*DIRECTOR OF STUDENT SERVICES  
\*COORDINATOR OF MENTAL HEALTH  
\*ASSISTANT TO COORDINATOR OF MENTAL HEALTH  
\*COORDINATOR OF BEHAVIOR INTERVENTIONS (IF ESE/504 STUDENT)

**STUDENT THREAT INTAKE FORM (completed by a TAT member)**

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as text message, social media or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol. (SRC Suicide Risk Assessment Protocol.)

|  |                                   |
|--|-----------------------------------|
| <b>Name of person reporting threat:</b>  | <b>Date/time threat reported:</b> |
| <b>Person reporting threat is a:</b> <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other: |                                   |
| <b>Name of TAT member receiving this report:</b>   |                                   |

**INCIDENT OR BEHAVIOR OF CONCERN**

|  |   |
|--|---|
| <b>Name of person making threat:</b>   | <b>Date/time threat made:</b>   |
| <b>Person making the threat is a:</b> <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other _____   | <b>Status:</b> <input type="checkbox"/> Current <input type="checkbox"/> Former |
| <b>Identification:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female <b>Grade, if student:</b> _____   |   |
| <b>Location threat occurred:</b> <input type="checkbox"/> School Building or Grounds <input type="checkbox"/> School Bus/Other Travel <input type="checkbox"/> School-Sponsored Activity<br><input type="checkbox"/> Digital communication such as text or post <input type="checkbox"/> Other _____ |   |

**Summary of the incident or threat.** What was reported? Include who said or did what to whom. Who else was present?

**RECORDS TO REVIEW** (All sources are not needed in most cases.)

| Sources of Information  | Was information reviewed?   | Relevant Findings (use additional pages as needed) |
|---|---|--|
| Prior threats   | <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable<br><input type="checkbox"/> Not available |  |
| Prior discipline incidents  | <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable<br><input type="checkbox"/> Not available |  |
| Academic records  | <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable<br><input type="checkbox"/> Not available |  |
| ESE/504 records   | <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable<br><input type="checkbox"/> Not available |  |
| Other records   | <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable<br><input type="checkbox"/> Not available |  |
| Records from other schools  | <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable<br><input type="checkbox"/> Not available |  |
| Records from outside agencies<br>(e.g., social services or mental health)         | <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable<br><input type="checkbox"/> Not available |  |
| Law enforcement records<br>(criminal history, contacts, firearms purchases, etc.) | <input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable<br><input type="checkbox"/> Not available |  |

## INTERVIEW OF STUDENT POSING THREAT (completed by school-based administrator or dean)

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat. Write the exact content of the threat. Consider the circumstances in which the threat was made and the threatening individual's intentions.

|                                |  |  |
|--------------------------------|--|--|
| Student Name                   |  | Date of Interview                      |
| Person(s) Conducting Interview |  | Location (where interview takes place) |

**Must be completed by a school-based administrator or dean. It is recommended that another member of the TAT be present. Please begin by attempting to establish rapport, then use these questions as a guide to interview the person making the threat or exhibiting a behavior of concern. Consider the developmental level of the student and adjust the language of the questions accordingly. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions.**

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.) Exactly what did you do?
2. What exactly did you say? What did you mean when you said that? (probe to find out if there is a prior conflict/history to this threat or behavior.)
3. What are the steps you have taken or plans you have made toward carrying out the threat?
4. Do you have access to what you would need to be able to do this? Do you have access to any weapons (e.g., gun, knife, bomb materials, etc.)?
5. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the student believes he/she frightened or intimidated the person.)
6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)
7. What could be done to make things better or prevent this from happening again?

**TARGET** (person who was target of threat) **OR WITNESS** (person with relevant information) **Interview Form**

Complete a form for each target/witness. If a group is targeted, describe how subject identified the group (e.g., "everyone on this bus").

**(Completed by TAT member)**

|                                       |   |   |   |
|---------------------------------------|---|---|---|
| <b>Target/Witness Name</b>            |   | <b>Date of Interview</b>                      |   |
| <b>This person is a/an:</b>           | <input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian<br><input type="checkbox"/> Other: | <b>Status</b>                                 | <input type="checkbox"/> Current <input type="checkbox"/> Former<br>Grade (if student): |
| <b>School</b>                         |   | <b>Location (where interview takes place)</b> |   |
| <b>Person(s) Conducting Interview</b> |   |   |   |

Use these questions as a guide to interview the person targeted by the threat or witness to the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
2. What exactly did (subject) say? And what exactly did (subject) do?
3. How do you feel about what (subject) said or did?
4. What did you think he or she meant when he or she said or did that? (Does target/witness believe that subject intends to carry out the threat?)
5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
6. (If interviewing a target) What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe response.)  
What do you think he/she will do now?

## KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score. Use the term “partially” as appropriate to the category to mean the condition is moderate or not clearly present.

### Threat is likely to be transient:

|   |  |  |
|---|--|--|
| 1. Student admits to threat (statement or behavior).                                  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 2. Student has explanation for threat as benign (such as joke or figure of speech).   | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 3. Student admits feeling angry toward target at time of threat.                      | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 4. Student retracts threat or denies intent to harm.                                  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 5. Student apologetic or willing to make amends for threat.                           | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 6. Student willing to resolve threat through conflict resolution or some other means. | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |

### Threat is likely to be substantive:

|  |  |  |
|--|--|--|
| 7. Student continues to feel angry toward target.                                  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 8. Student expressed threat on more than one occasion.                             | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 9. Student has specific plan for carrying out the threat.                          | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 10. Student engaged in preparation for carrying out the threat.                    | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 11. Student has prior conflict with target or other motive.                        | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 12. Student is suicidal. (Supplement with suicide assessment.)                     | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 13. Threat involved use of a weapon other than a firearm, such as a knife or club. | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 14. Threat involves use of a firearm.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 15. Student has possession of, or ready access to, a firearm.                      | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 16. Student has or sought accomplices or audience for carrying out threat.         | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 17. Threat involves gang conflict.   | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 18. Threat involves peers or others who have encouraged student in making threat.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |

Other relevant observations



**Teacher/Staff Input Form (completed by teacher or staff)**

|                           |  |                                |
|---------------------------|--|--------------------------------|
| <b>Student Name</b>       |  | <b>Date</b>                    |
| <b>Teacher/Staff Name</b> |  | <b>Relationship to Student</b> |

**Academics**

1. How is this student doing academically? Has there been any change in recent weeks?
2. What are this student's verbal skills? How well can he or she express himself/herself in words?
3. Has this student been considered for ESE or placed in ESE OR IN MTSS? What kinds of difficulties does the student have? If a student is receiving ESE/504 services, are there any problem behaviors that are regarded as part of his or her disability?

**Teacher knowledge of the threat**

1. What do you know about the threat?
2. Have you heard this student talk about things like this before?
3. What have other students told you about this incident?
4. Is there another teacher or staff member who might know something about this?

**Student's peer relations**

1. How well does this student get along with other students?
2. Who are the student's friends?
3. Are there students who do not get along with this student?
4. Have there been other conflicts or difficulties with peers?
5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

***(Teacher/Staff Input Form continued)***

**Depression**

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?
2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?
3. Has this student shown an increase in irritability or seemed short-tempered?

**Discipline**

1. What kinds of discipline problems have you experienced with this student?
2. How does this student respond to being corrected by an adult?
3. What are the student's emotional responses to being disciplined?

**Aggression**

1. How does this student express anger?
2. Does this student seem to hold a grudge? Seem resentful?
3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

**Parents**

1. Have you had any contact with this student's parents? What happened? Any concerns?

***(End of Teacher/Staff Input Form)***

## OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

**This is an optional form** used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the student and reduce risk. These items are not summed or scored. Use the term “partially” as appropriate to the category to mean the condition is moderate or not clearly present.

|   |  |  |
|---|--|--|
| 1. History of physical violence.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 2. History of criminal acts.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 3. Preoccupation with violence, violent individuals, or groups that advocate violence.                    | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 4. Preoccupation with mass shootings or infamous violent incidents.                                       | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 5. History of intense anger or resentment.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 6. Has grievance or feels treated unfairly.   | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 7. Feels abused, harassed, or bullied.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 8. History of self-injury or suicide ideation or attempts.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 9. Has been seriously depressed.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 10. Experienced serious stressful events or conditions.   | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 11. Substance abuse history.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 12. History of serious mental illness (symptoms such as delusions or hallucinations).                     | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 13. Might or does qualify for special education services due to serious emotional/behavioral disturbance. | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 14. Prescribed psychotropic medication.   | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 15. Substantial decline in level of academic or psychosocial adjustment.                                  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 16. Lacks positive relationships with one or more school staff.   | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 17. Lacks supportive family.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 18. Lacks positive relationships with peers.  | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |
| 19. Other factors that suggest need for intervention.   | <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No<br><input type="checkbox"/> Don't know/Not available |  |



**Santa Rosa County District Schools  
Student Threat Assessment  
Parent Disclosure Document**

The Santa Rosa County School District uses a standard procedure for responding to threats or risks of violence called "Threat Assessment." When a student communicates a threat to harm someone, displays early warning signs for violence, or shows signs of escalating behavior resistive to interventions, the Threat Assessment Team will conduct an assessment to determine how serious the threat/risk is, what can be done to prevent the potentially dangerous behaviors from being carried out, and will identify any supports the school can put in place for the student

In all cases, the Threat Assessment procedures are designed to keep students safe. This very thorough assessment is also designed to help the school understand completely the nature of the risk or threat and its origins, if possible. Our goal is to work with parents and students to come to a peaceful resolution of the problem and to identify appropriate supports for the student.

In addition to disciplinary requirements, the Threat Assessment Team may conduct interviews with your child, you, teachers, other affected students, and witnesses to events, if applicable. If your child has worked with a counselor in the community, the Team may ask to contact them by having you sign a Release of Information form. If there are legal ramifications to the risk or threat, the School Resource Officer will become involved, and if necessary, may ask your assistance in searching your child's room and computer.

At the conclusion of the Threat Assessment, the team will develop a Student Success & Safety Plan, (which will be shared with you). The Threat Assessment Team will ask for your support and assistance in developing and following the Plan. Together, we can make every effort to help your child and all students be successful and feel safe at school.

The Threat Assessment Procedure has been reviewed with me and I understand the expectations for this Assessment.

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---

*Parent/Guardian/Adult Student Signatures*

---

*Date*

Parent notified by phone on \_\_\_\_\_ (date)

---

*School Representative*

---

*Date*

*The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm themselves or others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a Success and Safety plan.*

**Parent/Guardian Interview (to be completed by TAT member)** [Use at discretion but required for very serious substantive threat]

|                                |  |                             |
|--------------------------------|--|-----------------------------|
| Parent Name                    |  | Relationship to Student     |
| Person(s) Conducting Interview |  | Location, Date of Interview |

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

**Parent knowledge of the threat**

1. What do you (the parent) know about the threat?
2. Have you heard your child (or use child's name) talk about things like this before?
3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)
4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)
5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

**School adjustment**

1. Has your child ever been suspended or expelled from school?
2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?
3. Has your child ever needed special help in school? Ever been retained?
4. Has your child ever been tested in school for any special services?
5. How does your child like school?
6. How often does your child do homework?

**(Parent/Guardian Interview continued)**

**Family relationships and current stressors**

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:

Move, divorce/separation, losses

Financial status, employment changes for parents

Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

**Peer relations and bullying**

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

**(Parent/Guardian Interview continued)**

**Delinquent behavior**

1. Has your child been in trouble with the law or with police before? What happened?
2. Has your child ever gone to juvenile court? What was it about?
3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?
4. Does your child drink beer, wine, or other alcohol?
5. Does your child smoke marijuana?
6. Has your child used any other drugs?

**History of aggression**

1. How does your child handle frustration?
2. When your child gets angry, what does he/she do?
3. Has your child gotten into fights in the past? When, where, with whom?
4. Has your child's temper ever gotten him/her into trouble?
5. Has your child ever hit you or other family members?
6. Has your child destroyed his or her own things, or someone else's property?
7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

**Access to weapons**

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?
2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?
3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?
4. What can you do to restrict your child's access to weapons?

**(Parent/Guardian Interview continued)**

**Exposure to violence**

1. Has your child ever been a victim of abuse?
2. Is your child exposed to violence in the neighborhood?
3. Do people argue much at home? Has there been any physical aggression at home?
4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

**History**

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?
2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?
3. Has your child ever been hospitalized? Had any serious illnesses?
4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

**Mental health**

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?
2. What has your child's mood been like the past few weeks?
3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?
4. Has your child had problems with sleep? Appetite? Energy level? Concentration?
5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?
6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?
7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?
8. Has your child had any involvement with other agencies/programs in the community?

***End of Parent/Guardian Interview***



**INTERVENTION AND FOLLOW UP (use optional page 8 as needed, to guide interventions)**

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

|                          |  |  |
|--------------------------|--|--|
| <input type="checkbox"/> | 1. Increased contact/monitoring of subject   |  |
| <input type="checkbox"/> | 2. Reprimand or warning  |  |
| <input type="checkbox"/> | 3. Parent conference   |  |
| <input type="checkbox"/> | 4. Student apology   |  |
| <input type="checkbox"/> | 5. Contacted target of threat, including parent if target is a minor                         |  |
| <input type="checkbox"/> | 6. Counseling (note number of meetings)  |  |
| <input type="checkbox"/> | 7. Conflict mediation  |  |
| <input type="checkbox"/> | 8. Schedule change   |  |
| <input type="checkbox"/> | 9. Transportation change   |  |
| <input type="checkbox"/> | 10. Mental health assessment (Notify Student Services)                                       |  |
| <input type="checkbox"/> | 11. Mental health services in school   |  |
| <input type="checkbox"/> | 12. Mental health services outside school  |  |
| <input type="checkbox"/> | 13. Assess need for additional education services  |  |
| <input type="checkbox"/> | 14. Review of Individualized Education Program (IEP) for students already receiving services |  |
| <input type="checkbox"/> | 15. 504 plan or modification of 504 plan.  |  |
| <input type="checkbox"/> | 16. Student Success and Safety Plan created or modified                                      |  |
| <input type="checkbox"/> | 17. In-school time out or suspension   |  |
| <input type="checkbox"/> | 18. Out-of-school suspension (number days)   |  |
| <input type="checkbox"/> | 19. Other disciplinary action  |  |
| <input type="checkbox"/> | 20. Change in school placement (e.g., transfer, homebound instruction)                       |  |
| <input type="checkbox"/> | 21. Services for other persons affected by threat  |  |
| <input type="checkbox"/> | 22. Law enforcement consulted  |  |
| <input type="checkbox"/> | 23. Legal actions (e.g., arrest, detentions, charges)  |  |
| <input type="checkbox"/> | 24. Other actions  |  |

**Threat Assessment Conclusion**

|  |  |   |
|--|--|---|
| <b>Student Name</b>  |  | <b>School</b>   |
| <b>LEVEL OF THREAT</b> <input type="checkbox"/> No Threat <input type="checkbox"/> Transient<br><input type="checkbox"/> Serious Substantive <input type="checkbox"/> Very Serious Substantive |  | <b>PARENT NOTIFICATION</b><br>DATE _____ TIME _____   |
| <b>STUDENT SUCCESS AND SAFETY PLAN COMPLETED IF NEEDED</b><br><input type="checkbox"/> YES    DATE _____ <input type="checkbox"/> N/A  |  | <b>DATE FILED IN BLACK CUMULATIVE FOLDER</b><br>_____ |
| <b>THREAT ASSESSMENT TEAM SIGNATURE BELOW (only those team members involved with this assessment)</b>  |  |   |
| <b>Administrator</b>   |  | <b>Date</b>   |
| <b>Mental Health Professional</b>  |  | <b>Date</b>   |
| <b>Law Enforcement/School Resource Officer</b>   |  | <b>Date</b>   |
| <b>Instructor</b>  |  | <b>Date</b>   |
| <b>Other</b>   |  | <b>Date</b>   |

## APPENDIX A: Threat Level Points for Consideration

*The points for consideration which are listed below are not intended to be an exhaustive list. Each case involves many pieces of information and assessors should consider the totality of facts and circumstances. No individual factor listed below should be determinative in arriving at a level of concern. Conversely, it is not necessary for each factor to be present in a case before assessors are able to assign the corresponding level of concern.*

| <b>UNFOUNDED:</b><br><i>Following a threat assessment, the threat could not be corroborated or substantiated.</i>   |
|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> False accusation of a threat</li> <li><input type="checkbox"/> Due to the lack of supporting evidence (e.g., documentation, witness statements, etc.) the student was not deemed to have made or pose a threat.</li> </ul>  |
| <b>TRANSIENT THREAT:</b><br><i>Person/situation does not appear to pose a threat of violence and any underlying issues can be resolved easily.</i>  |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> A communication has been received or reported that causes some concern about potential for violence; it may be confusing, unrealistic or <i>improbable</i> (e.g., “I will plant a nuclear bomb at work.”) or make no allusions to violence at all.</li> <li><input type="checkbox"/> A clear <i>grievance</i> may not be stated or implied. If the person seems to have developed a grievance, it may not be to the level where violence appears justified in addressing it.</li> <li><input type="checkbox"/> The threat or other behavior may serve as venting rather than actually warning of future predatory violence.</li> <li><input type="checkbox"/> Even though the individual may have made a threat, it may appear through his/her actions and communications that he/she appears to be seeking a peaceful resolution of an issue.</li> <li><input type="checkbox"/> The communication or person may not have offered details to establish <i>credibility</i> or <i>viability</i> of the threat.</li> <li><input type="checkbox"/> The communication may reference information that is <i>inaccurate</i> about the target, suggesting a lack of inside knowledge.</li> <li><input type="checkbox"/> The person is unlikely to have access to the means or the potential target in order to carry out the threat.</li> <li><input type="checkbox"/> The communication is <i>vague</i> and <i>indirect</i> or may suggest a lack of overall commitment to follow through on a threat.</li> <li><input type="checkbox"/> The method of delivery is <i>indirect</i> (e.g., anonymous letter versus a letter hand-delivered to the target).</li> <li><input type="checkbox"/> Acting out violently may not currently be an acceptable means for him/her to achieve justice; this may be influenced by moral codes, spiritual/religious beliefs, a fear of legal sanctions, or other reasons.</li> <li><input type="checkbox"/> There does not appear to be a pressing time/deadline for resolution.</li> <li><input type="checkbox"/> The person may have evidenced few to no warning behaviors.</li> <li><input type="checkbox"/> The person may not have a significant number of <i>risk factors</i> and <i>protective factors</i> (e.g., parental support, counseling, peer relationships) are in place that mitigate the risk of violence.</li> <li><input type="checkbox"/> A <b><i>Transient Threat</i></b> suggests that the concern for future violence is low. Additional data gathering may be desirable and monitoring for any changes in violence risk factors or warning behaviors may be appropriate.</li> </ul> |

## APPENDIX A: Threat Level Points for Consideration

### SERIOUS SUBSTANTIVE THREAT:

*Person/situation does not appear to pose a threat of violence at this time but exhibits behaviors that indicate a continuing intent to harm, and/or potential for future violence, and/or exhibits other concerning behavior that requires intervention.*

- ☐ The person may have a *grievance* and is more likely to be considering violence as an option for resolution or as a means to achieve justice.
- ☐ There may be no sense of urgency in the communication; the person may still be pursuing peaceful alternatives to resolving his/her grievance. If a deadline is given, it may allow time for the threat assessment team to respond and find a resolution to the grievance.
- ☐ The person may not have made a decision about whether to act out violently (e.g., “I don’t want to hurt them, but no one is helping me.”)
- ☐ The person may have surpassed some of the low level of concern factors, or there is an absence of significant *protective factors* (e.g., parental support, peer relationships).
- ☐ Others may be concerned about the person potentially acting out violently.
- ☐ The person may exhibit a cluster of *warning behaviors*, potentially combining both expression and action.
- ☐ The person may be engaged in the *research and planning* phase of a possible attack (e.g., information gathering and basic research pertaining to a target.)
- ☐ The person may have an increased number of *stressors or risk factors* (e.g. acting out violently, disappointment/failure, a paranoid personality disorder, substance abuse, or instability in employment and relationships). At this point in time, these factors may or may not be appropriately managed by the person or those around him.
- ☐ There may be significant information lacking from the investigation about the person, the potential victim, the context of the threat, or other substantial aspects, which make pinpointing a level of concern difficult. Critical factors which could impact the assessment one way or another are missing.
- ☐ A ***Serious Substantive Threat*** suggests that violence could possibly occur, although the situation is not urgent. Violence cannot be ruled out. The threat assessment team may not have complete or accurate information to guide the outcome of the assessment. Monitoring and additional actions are necessary or desirable.

## APPENDIX A: Threat Level Points for Consideration

### VERY SERIOUS SUBSTANTIVE THREAT:

*Person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan, and may also exhibit other concerning behavior that requires intervention.*

- ☐ The communication may reflect an increase in **intensity** and/or **severity** in the tone and content—particularly in a series of communications, as well as the person’s use of multiple methods of delivery (e.g., in-person, telephone, fax, mail, electronic, etc.).
- ☐ The language of the threat appears less emotionally driven and more action-oriented, suggesting that the person is operating in a predatory, as opposed to an emotional, reactive, or impulsive mode.
- ☐ The person has the means and ability to carry out the threat.
- ☐ The person has conducted research on the target and has necessary inside, personal, or background information on potential victim(s). It strongly suggests he/she has the knowledge necessary to approach and attack.
- ☐ The communication may indicate directions are being received from a higher power or that the person is experiencing delusions that encourage violent action.
- ☐ The communication may be **directed** and **fixated** on a cause or a person. There is a **terminal** theme to the communication, as if the relationship between the communicator and his/her target will soon be over.
- ☐ The individual may convey that action may be taken to end the *grievance* and achieve resolution.
- ☐ The person may feel violence is the only available method of achieving justice and/or appears willing to accept all negative consequences resulting from violence.
- ☐ Highly concerning communications do not generally name the precise time, place, or target in advance. However, communications may reference a time/deadline or suggest the person is losing patience.
- ☐ The person appears to have begun preparing or finalizing **plans** for a violent act. Such preparations may include: weapons acquisition or training/practice that are out of character for the individual and an escalation from his/her norm; evidence suggests increased focus and time spent on research and planning (e.g., surveillance, suspicious investigating, or approaches to the target location.)
- ☐ The person may have virtually or actually **rehearsed** the attack as a means to ensure he/she has both the ability and the internal will to commit violence.
- ☐ The person has exhibited highly concerning *warning behaviors*. Suicidal/homicidal ideation is likely to be present.
- ☐ The person may exhibit a combination of serious mental illness, substance abuse or dependence, a history of violence or family of origin violence exposure, and/or other *risk factors*.
- ☐ The person of concern may desire recognition and fame and believe that violence can help him achieve this.
- ☐ *Stressors* in the person’s life appear to be escalating and his/her abilities to cope with them appear diminished.
- ☐ A ***Very Serious Substantive Threat*** suggests the person of concern is reaching a critical point on a pathway to violence from which he/she perceives it may be difficult to turn back. This level suggests that violence is possible and could occur within the near future following any precipitating events. Immediate and continuing attention is required from threat management resources to ensure violence does not occur.

## APPENDIX B: Student Success and Safety Plan – Sample Copy

\*\*The Threat Assessment Report and Student Success and Safety Plan will be maintained in Student Records and shared with receiving schools should student transfer. (s.1003.25, F.S.) Revised July 27, 2020.



### Santa Rosa County District Schools Student Success and Safety Plan

Date: \_\_\_\_\_ School: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**Reason for Follow-up (briefly summarize situation, date, level of threat, etc.):**

- ☐ Baker Act: \_\_\_\_\_
- ☐ Threat Assessment: \_\_\_\_\_
- ☐ Suicide Assessment: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_
- ☐ MRT (Attach plan if applicable): \_\_\_\_\_

Date of Student Interview: \_\_\_\_\_

Date of Parent Interview: \_\_\_\_\_

**Actions to take:**

Support Team members informed of Safety Plan:

- |                                       |  |  |
|---------------------------------------|--|--|
| <input type="checkbox"/> Parent       | <input type="checkbox"/> Teacher             | <input type="checkbox"/> Administrator |
| <input type="checkbox"/> Counselor    | <input type="checkbox"/> School Psychologist | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> SRO          | <input type="checkbox"/> Outside Agency      |  |
| <input type="checkbox"/> Other: _____ |  |  |

**Specific Interventions Developed by Threat Assessment Team (referrals to community-based mental health agencies needed for Moderate/High Suicide Risk Assessment or Serious/Very Serious Substantive threat):**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Change of class/schedule | <input type="checkbox"/> Supervision               | <input type="checkbox"/> Change of seating       |
| <input type="checkbox"/> Modified transitions     | <input type="checkbox"/> Search student belongings | <input type="checkbox"/> After-school activities |
| <input type="checkbox"/> Other: _____             |  |  |

**\*\*The Threat Assessment Report and Student Success and Safety Plan will be maintained in Student Records and shared with receiving schools should student transfer. (s.1003.25, F.S.) Revised July 27, 2020.**

**OTHER CONSIDERATIONS TO BE DISCUSSED:**

- |   |   |
|---|---|
| <input type="checkbox"/> Technology support (cyberbullying) | <input type="checkbox"/> Counseling (School or Community Based)     |
| <input type="checkbox"/> FBA/BIP                            | <input type="checkbox"/> 504 evaluation/eligibility meeting         |
| <input type="checkbox"/> Mental Health Screening            | <input type="checkbox"/> MTSS for possible behavioral interventions |
| <input type="checkbox"/> Additional academic supports?      | <input type="checkbox"/> Consideration of ESE evaluation            |
| <input type="checkbox"/> Outside Agencies: _____            |   |

**Specific Information:**

**Student will seek support from the following individuals** (3 trusting adults student can to go to for help):

- 1.) \_\_\_\_\_
- 2.) \_\_\_\_\_
- 3.) \_\_\_\_\_

**ADDITIONAL INPUT FROM STUDENT OR PARENT/GUARDIAN:**

**MONITORING:**

- ☐Daily      ☐Weekly      ☐Bi-weekly      ☐Monthly

**Is student receiving academic services in another setting? (Locklin College, Online, Santa Rosa Adult, Dual Enrollment) If yes, notify and provide documents to administrator and counselor.**

**Yes   or   No**

\*\*The Threat Assessment Report and Student Success and Safety Plan will be maintained in Student Records and shared with receiving schools should student transfer. (s.1003.25, F.S.) Revised July 27, 2020.

**Was a Consent Form for Mutual Exchange of Information signed?**

Yes                      No

**SUPPORT TEAM MEMBER SIGNATURES -Including student and parent/guardian**

- COPIES TO:**  
Cumulative record (black folder)  
Parent  
Student  
Support Team members  
Certified School Counselor  
CDAC or Community-Based agency (if applicable)  
Mental Health Coordinator, District Office  
Other schools providing services if applicable  
All classroom teachers and personnel who need to be informed

TAT team has determined that student is progressing and no longer needs to be monitored with this SSSP. If at anytime there is an indication that this plan needs to become active again, the team will meet and make that determination.

Date SSSP discontinued: \_\_\_\_\_

Administrative  
Signature: \_\_\_\_\_

## APPENDIX C: SCHOOL DISTRICT THREAT ASSESSMENT POLICY

### CHAPTER 3.00 - SCHOOL ADMINISTRATION

- D. The Superintendent shall present the findings of the safety and security review meeting to the Board for review and approval appropriate school safety, emergency management and preparedness plans. The Superintendent shall make any necessary recommendations to the Board that identify strategies and activities that the Board should incorporate into the School Safety and Security Plan and/or implement in order to improve school safety and security. The School Safety and Security Plan is, however, confidential and is not subject to review or release as a public record.
  - E. The Superintendent shall report the self-assessment results and any action taken by the Board to review the School Safety and Security Plan to the Commissioner of Education within thirty (30) days after the Board meeting.
  - F. Emergency management and preparedness plans shall include notification procedures for weapon use and hostage situations, hazardous materials and toxic chemical spills, weather emergencies, and exposure resulting from a manmade emergency.
  - G. Emergency management and preparedness procedures for active shooter situations shall engage the participation of the district school safety specialist, threat assessment team members, faculty, staff and students for each school and be conducted by the law enforcement agency or agencies designated as first responders to the school's campus.
  - H. Each school shall develop and maintain an up-to-date plan based upon the uniform guidelines and including the provisions of Florida law, State Board of Education rules, and other applicable regulations.
  - I. Copies of school plans shall be provided to county and city law enforcement agencies, fire departments and emergency preparedness officials.
- IV. Threat Assessment
- A. The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. The Board's threat assessment process is designed to be consistent with the process set forth in the joint U.S. Secret Service and U.S. Department of Education publication. Threat Assessment in Schools: a Guide to Managing Threatening Situations and to creating Safe School Climates for identifying, assessing, and managing students who may pose a threat. The goal of the threat assessment process is to take appropriate preventative or corrective measures to maintain a safe school environment, protect and support potential victims, and provide



## APPENDIX C: SCHOOL DISTRICT THREAT ASSESSMENT POLICY

### CHAPTER 3.00 - SCHOOL ADMINISTRATION

assistance, as appropriate, to the student being assessed. The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

- B. The Board authorizes the Superintendent to create building-level, trained threat assessment teams. Each team shall be headed by the principal and shall include a person with expertise in counseling (school/psychological), instructional personnel, and law enforcement (school resource officer) and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self.
    - 1. The threat assessment team will be responsible for the assessment of individuals whose behavior may pose a threat to the safety of school staff and/or students and coordinating resources and interventions for the individual.
    - 2. Upon a preliminary determination that a student poses a threat of violence or physical harm to him/herself or others, the threat assessment team may obtain criminal history record information. The team must immediately report its determination to the Superintendent who must immediately attempt to notify the student's parent or legal guardian. The team will coordinate resources and interventions to engage behavioral and or mental health crisis resources when mental health or substance abuse crisis is suspected.
    - 3. The threat assessment team must plan for the implementation and monitoring of appropriate interventions to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes.
- IV. Safety - Procedures
- A. School alarms shall be monitored and malfunctions shall be reported for immediate repair.
  - B. A safety program shall be established consistent with the provisions of Policy 8.10.