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SCHOOL-BASED BEHAVIORAL THREAT ASSESSMENT & MANAGEMENT: BEST PRACTICES GUIDE FOR SOUTH CAROLINA K–12 SCHOOLS

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FOREWORD

In response to recent acts of violence on school campuses, law enforcement officials and school safety experts have cited research which indicates that before a student commits a violent act on a school campus, warning signs are usually evident. Research indicates that if appropriate action is taken in light of the warning signs, the risk of violence can be mitigated. The South Carolina Department of Education is pleased to release the *School-based Behavioral Threat Assessment and Management: Best Practices Guide for South Carolina K–12 Schools.* This guide is intended to help schools establish threat assessment teams and implement protocols more effectively.

In schools where threat assessment teams and protocols exist, educators and other staff are more likely to work collaboratively to share information about students who may pose danger to themselves or others. The goal of behavioral threat assessment and management is to intervene and help the student of concern onto a more positive pathway. Thus, the timely and appropriate sharing of information could enhance the safety of all students, including the student at risk.

I would like to thank Dr. Melissa Reeves for serving as the lead author on this project, along with the other committee members and contributors. Because of their work, South Carolina schools will have access to a resource designed to keep our students, educators, and staff safe.

Molly M. Spearman
State Superintendent of Education

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DISCLAIMER

This guide and the documents contained herein do not predict future violence nor are they a foolproof method of assessing an individual's or group's risk of harm to others. The guide and accompanying documents are not checklists that can be quantified. They are designed to assist in the inquiry/investigation of potential danger (identify circumstances and risk factors that may increase risk for potential youth aggression) and to assist school districts in development of a threat assessment and management plan. Furthermore, as circumstances change, so too does risk potential; therefore, if you are reviewing the guide and accompanying documents at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

INTRODUCTION

The safety of South Carolina's students is paramount. South Carolina law (S.C. Code Ann. § 59-63-910) requires that all public schools conduct fire, active shooter/intruder, and severe weather/earthquake drills annually at least twice year. In addition, state law mandates that each school in the state identify key staff to serve on a threat assessment team. This guide and accompanying resources complement state law. Multiple reports and government agencies have recommended schools establish threat assessment policies, procedures, and teams (e.g., Arapahoe High School post incident reports, U.S. Departments of Homeland Security, U.S. Secret Service, U.S. Department of Justice, U.S. Department of Education, Sandy Hook Advisory Commission, and the Marjory Stoneman Douglas High School Public Safety Commission). Effective threat assessment increases focus on violence prevention and resolution, increases access to counseling services and supports, and decreases long-term suspensions and alternative placements (Cornell, et al, 2012).

To support the implementation of effective threat assessment protocols and procedures, school boards should adopt a threat assessment policy, which establishes authority for school professionals to act upon reported threats and/or concerning behaviors. While policies are specific to each district, a policy addressing threat assessments should include the following:

- Establishment of threat assessment teams at the school and/or district level;
- Who shall establish these teams;
- Roles and duties to be performed by designated threat assessment team (TAT) members;
- Expertise and training of professionals who will serve on the TAT;
- Awareness training for staff, students, and parents;
- Reporting procedures and requirements (i.e. mandatory reporters);
- Threat assessment protocol, procedures, and documentation, including exceptions to confidentiality;
- Procedures for implementation of interventions, supports, and community services;
- Timeframe required to responsibly act upon reported concern;
- Engagement of school resource officers (SRO)/law enforcement in threat assessment process, to include parameters of information sharing; and
- Procedures for disciplinary actions and/or change of educational placement, if warranted.

Establish Procedures and Guidelines:

The information contained in this guide is based upon a synthesis of best practices and established standards of practice pertaining to behavioral threat assessment in K–12 schools. This guide is not intended to be prescriptive but rather to inform the establishment of threat assessment teams and protocols within South Carolina schools. It is also important to note that behavioral threat assessment is not an exact science and it is impossible to 100 percent predict human behavior. However, there are identifiable indicators to notice when a person(s) of concern is on the pathway to violence. Even more importantly, there are intervention and supports that can be put in place to help mitigate a potential threat to safety and help that person(s) toward a more positive pathway. Behavioral threat assessment and management is a key component to keeping our schools safe.

Comprehensive Supports:

Threat assessment is most effective when embedded within a comprehensive multi-tiered system of supports. Efforts to improve school climate, safety, and learning are not separate endeavors but require interdisciplinary collaborative partnerships that focus on prevention before there is a need for threat assessment. The document, *A Framework for Safe and Successful Schools* (Cowan, et al, 2015), specifies best practices for establishing safe and successful schools:

- Establish a process for universal screening for academic, behavioral, and emotional barriers to learning.
- Implement high-quality, rigorous curricula that address core academic competencies, social–emotional learning principles, mental and behavioral wellness, and positive behavior.
- Establish a process for regularly reviewing student data (both behavioral and academic).
- Require a multidisciplinary, data-based decision-making team comprised of diverse stakeholders, including principals/administrators, teachers (general and special education), parents, school-employed mental health professionals (e.g., school psychologists) and other specialized instructional support personnel.
- Ensure access to a range of high-quality, evidence-based interventions to address the comprehensive needs of students.

These actions can help to identify students before they enter onto the pathway to violence and also help to identify students who are in need of a threat assessment and additional supports.

The threat assessment process is designed to be collaborative in nature and interface with other processes already established in schools. The results may lead to increasing school engagement activities (e.g., mentoring program), additional interventions and supports within and outside of the school (student assistance teams, school/community mental health services), the initiation or current revision of plans (e.g., Individualized Education Program (IEP), 504 plan, Functional Behavioral Assessment, Behavior Intervention Plan, etc.), and/or engaging in a problem-solving process. The goal is *not* to focus on punishment but to focus on supports that lead a student to a pathway of success. Thus, collaborative partnerships between schools, community agencies and providers, parents, and students themselves, help to support successful educational and life outcomes.

Encourage Reporting: Overcoming the "Bystander Effect"

In order to identify safety concerns, school communities must be willing to report. In order to overcome the "bystander effect" (noticing a concern and not reporting), ongoing awareness training is needed for students, staff, and parents on what, when, and how to report. It is also critical for reports to be taken seriously and handled responsibly (i.e. source remains confidential, actions taken are appropriate to the level of threat). Thus, if they SEE SOMETHING they must SAY SOMETHING… and more importantly DO SOMETHING."

BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT (BTAM)

What is BTAM?

BTAM is a fact-based, systematic, process designed to identify, assess, and manage potentially dangerous or violent situations. A key goal is to distinguish between *making* a threat and ***posing*** a threat.

A threat is an expression of intent to cause harm. It can be communicated through behavior, orally, visually, in writing, electronically, or through other means and has the potential to significantly disrupt the school or workplace environment.

The threat may be:

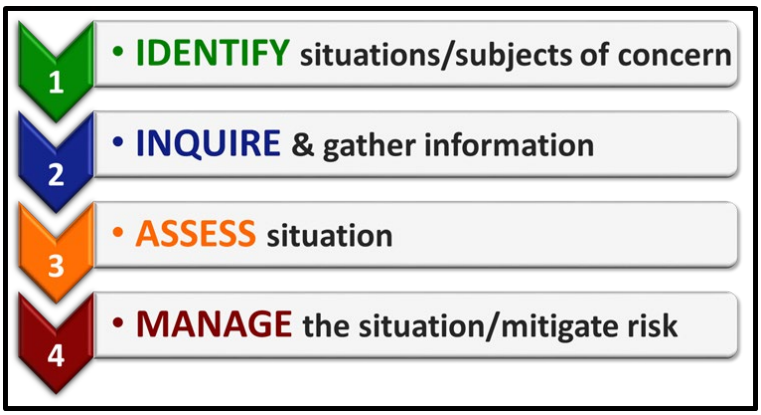
- Direct Threat - statement of clear, explicit intent to harm;
- Indirect Threat - violence is implied or phrased tentatively;
- Conditional Threat - made contingent on set of circumstances; and
- Veiled Threat - vague & subject to interpretation.

It is important to note that *context is more important than content* as most offenders do not threaten targets directly (US Departments of Justice/FBI, 2017).

BTAM Process, Elements and Principles

Figure 1. Overview of BTAM Process

The BTAM process is designed to:



Source: SIGMA Threat Management Associates (2017)

An effective BTAM process includes the following:

- Clear and confidential reporting mechanisms help to ***identify*** the subject(s)/situation(s) whose behavior or impact has raised concern.

- A BTAM school/district team to conduct an ***inquiry*** to gather additional information in a lawful and ethical manner,
- ***Assess*** information regarding situation, context, developmental, and disability factors to determine if the subject/situation *poses* a threat of violence or harm to self and/or others. If there is a significant concern for safety, the BTAM team will engage law enforcement who will determine if an official investigation via law enforcement needs to begin.
- ***Manage*** the threat by implementing problem solving supports, and if warranted, an intervention and monitoring plan to prevent harm where possible and to reduce/mitigate impact of the situation. Progress monitoring should also occur.

Note: The focus of BTAM is to understand the situation and how best to mitigate safety concerns. It is not the same as a criminal or disciplinary investigative process, nor is it profiling. Profiling involves making generalizations about an individual based on the individual's similarity to high risk groups; whereas threat assessment is an individualized assessment of the person of concern, considering their particular situation at a particular point in time. Behavioral threat assessment and management is a deductive, dynamic process that is responsive to the nature and process of the threatening situation (SIGMA Threat Management Associates, 2017).

Elements of a quality BTAM process are to

1. Establish authority and leadership to conduct inquiry;
2. Develop a multi-disciplinary threat assessment team and provide ongoing training;
3. Establish integrated and interagency systems relationships and partnerships; and
4. Provide awareness training for staff, students, parents, and community partners.

Principles of BTAM include understanding the following

1. Distinction between *making* a threat and ***posing*** a threat;
2. Targeted violence is the end result of understandable, process of thinking and behavior;
3. Violence stems from interaction among subject, target, environment, and precipitating events (STEP);
4. Having an investigative and inquisitive mindset is critical;
5. Threat assessment is based upon facts and observations of behavior, not characteristics, traits, or profiles; and
6. Threat assessment utilizes an integrated systems approach.

Implementing the essential elements and principles of BTAM is critical to making informed decisions based upon objective data. This minimizes risk of erroneous decisions being based upon profiling characteristics, personal biases, or misperceptions. Threat assessment is <u>not</u> the same as profiling and individuals "don't just snap" but engage in a process of thought and behavior that escalates.

ESTABLISHING & IMPLEMENTING THE BTAM PROCESS

BTAM Process at a Glance:

1. Assemble team;
2. Gather preliminary information and conduct screening;
3. If proceeding to full assessment, gather information from multiple data sources;
4. Organize and analyze information;
5. Determine level of concern/risk;
6. Develop intervention and support plan;
7. Document; and
8. Monitor progress – stay engaged!

*Refer to Appendix G for a sample flow chart of the BTAM process.

1. ASSEMBLE TEAM

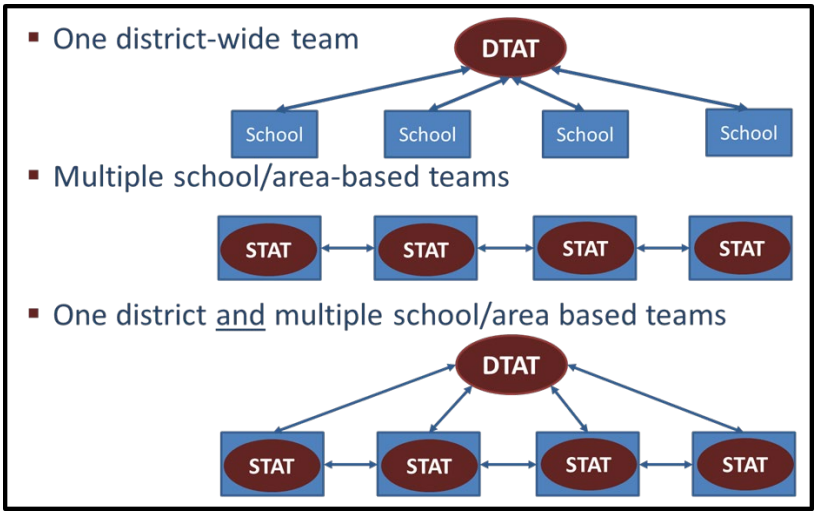
Prior to conducting threat assessments, the BTAM team must be carefully selected and receive appropriate training. The district also needs to decide which BTAM team structure below will work best given resources and size of district.

BTAM Team Structure:

Districts should structure BTAM team(s) to meet their needs and based on the resources available. Options include:

- One district-level team that handle all threat cases, typically supported by triage teams in schools or areas of operation.
- Establishing teams at each school.
- Having one central team that provides oversite, consistency and accountability for all BTAM processes (and manages threats impacting whole district) <u>and</u> individual teams at each school that address their respective cases and will consult with the district team if situation warrants.

Figure 2. BTAM Team Structures



DTAT=Division/District Threat Assessment Team STAT=School Threat Assessment Team
Source: © SIGMA Threat Management Associates, LLC, Deisinger, G., & Randazzo, M. (2017)

A district-level team is more commonly done in smaller school districts or in more remote areas where access to resources (e.g., mental health professionals, law enforcement, etc.) at the individual school level is limited.

BTAM Team Membership

The BTAM team is to be multi-disciplinary and must include individuals with expertise in school administration, mental health, instruction, and law enforcement. Involving members from an array of disciplines enhances the team's ability to:

- Identify developing concerns/threats;
- Gather information from multiple sources and organizational "silos;"
- Maximize skills and resources to address concerns;
- Monitor outcomes;
- Communicate within the team and to other community support providers;
- Collaborate regarding effective awareness and outcomes; and
- Coordinate and engage in purposeful planning of actions and interventions to help mitigate risk and engage the individual(s) of concern onto a more positive pathway.

BTAM Team Roles and Responsibilities

The core BTAM team must include an administrator, at least one school mental health professional, and law enforcement (for moderate, high, imminent risk situations).
Roles and responsibilities for school BTAM teams typically include:

BTAM Case Manager

- Ensures the threat assessment process is conducted thoroughly, ethically, legally, and with fidelity.
- Ensures proper documentation is completed and retained according to district guidelines, and federal and state laws.
- A member of the BTAM team may perform duties below and also be assigned as case manager.

School Administrator

- Consults with team members to screen cases and determine when to conduct an initial screening versus mobilize a full threat assessment inquiry.
- Assists in conducting interviews of subjects, targets, witnesses, teachers, staff, parents, and students.
- Assists in gathering additional information (e.g., school records).
- Determines and enforces disciplinary consequences, if appropriate.
- Ensures that any threat management plan is followed and monitored.
- Works closely with the public information officer or communications director to respond to community concerns and questions.

School Mental Health Professional (School Psychologist/Social Worker/Counselor)

- Leads and/or assists in conducting interviews of subjects, targets, witnesses, teachers, staff, parents, students.
- Serves as a liaison with community mental health providers.
- Advises the team on school-based and community interventions and supports, including possible mental health assessments, where appropriate.
- Assists with next steps and possible referrals.
- May provide interventions and supports.

School Resource Officer (SRO)

- Assists in conducting interviews of subjects, targets, witnesses, teachers, staff, parents, and students.
- Assists with efforts to ensure safety and security.
- Conducts independent criminal investigations, as needed.
- Serves as a liaison with law enforcement, court personnel, juvenile justice, probation, etc.
- Uses discretion to determine the need for welfare checks, weapons checks, and home searches, where permissible.
- Assists with next steps and possible referrals.

Educators, Coaches, and Mentors

- Individuals who know the person(s) of concern the best and can provide information pertaining to the situation.

Persons with expertise in: (if situation warrants)

- Human Resources – informed on personnel policy and practices, if case involves staff.
- Legal Counsel.
- Other relevant areas (e.g., special education case manager, behavioral specialist) to serve as ad hoc members.

Persons with access to external consultants (as needed)

- *Threat Management Specialist* - relevant education, training, and experience to assist with challenging cases, provide consultation and coaching regarding consistency and implementation of process, and provide ongoing professional development.
- *Independent medical/psychological evaluator* **-** expertise in conducting clinical violence risk assessments; best to have a pre-established relationship with at least one, and preferably two qualified evaluators – allows for better opportunity to vet potential providers for competence and to understand costs and process for assessments, and for them to understand the needs and resources of your school/district, in addition to appropriate sharing of information with appropriate consent.
    - *Important Note*: This evaluation should never replace the school/district's BTAM process. It is to be used to provide additional information to be helpful in mitigating risk and planning interventions.

Others members as team deems appropriate.

**Back-up team members need to be identified when primary team members are unavailable.*

Effective BTAM teams understand and value (Amman et al., 2017):

- caretaking and interventions to support individuals;
- the need for urgency when responding to a concern;
- collaboration among team members;
- the need for establishing BTAM rules and boundaries;
- the limits of confidentiality;
- the importance of providing guidance and follow-through;
- ensuring implementation of management plans;
- continually re-evaluating active cases and re-engaging when necessary; and
- that patience is needed throughout this process.

2. GATHER PRELIMINARY INFORMATION & CONDUCT SCREENING

Based on the initial report(s) and a quick review of relevant records, an administrator and at least one school mental health professional will screen the case for imminence. The screening decision will determine if the threat is transient or substantive (Cornell, 2018).

Table 1. Transient Threat vs. Substantive Threat

Transient Threat	***Substantive Threat***
• Made a threat but does not pose a threat • No "true" threat (person on receiving end does not feel threatened) • Acknowledges threat was in response to a specific situation; and/or perceived as a joke; no intent to harm • Situation can be resolved or managed through problem-solving process or existing supports	• Context and meaning support a legitimate safety concern • Threat communicated with intent to harm others (verbal, non-verbal, electronic, written, pictures, gestures, social media) • Person(s) on receiving end is concerned/ threat was not perceived as a joke • Needs further assessment to more specifically determine level of concern and the actions needed to assure safety

***If there is any weapon involvement or threat with specificity, immediately proceed to full behavioral threat assessment and engage SRO/law enforcement in process.**

See Appendix H for the *School-Based Behavioral Threat Assessment – Screening Tool*. This form can be used to guide and document the screening process.

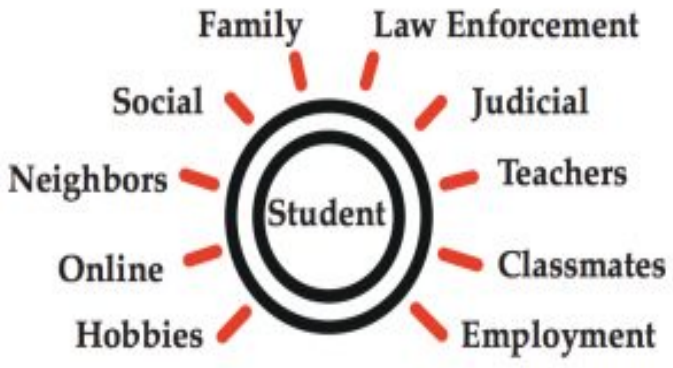
Appendix B also provides specific examples of transient and substantive threats.

- If transient, resolve situation through problem solving process or existing supports
- If substantive, proceed and conduct full BTAM assessment.

3. FULL ASSESSMENT, GATHER DATA FROM MULTIPLE SOURCES

Data must be gathered, corroborated, and thorough in order to facilitate good decision making. Key data sources include the following:

Figure 3. Key Data Sources for Decision Making



Source: National Threat Assessment Center (2018).

Specific data sources may include the following:

- Current school academic and discipline records; including previous threat and suicide assessments.
- Previous school academic and discipline records.
- Law enforcement records of student.
- Search of student, locker, car (if applicable) on school property, according to district policy.
- Search (or search warrant) of room/home/vehicle with law enforcement, if appropriate.
- Interview with student of concern.
- Parent/guardian interview.
- Interview with school staff and/or classroom teacher(s).
- Interview with target individual(s) of threat.
- Interview with other student(s).
- Internet histories/activities; written and artistic material, etc.
- Social media history/activity.
- Information from probation, juvenile diversion, social services, and/or other involved agencies.
- Additional information determined necessary/helpful.

Data collection using multi-method and multi-source approach in order to conduct a contextual assessment is critical. Contextual assessment involves the STEP approach as *targeted violence stems from an interaction among the Subject(s), Target(s), Environment and Precipitating Incidents (STEP).*

Figure 4. STEP Approach for Contextual Assessment

Subject	Person of concern; insight into how the individual perceives and deals with conditions in his or her life; intensity of effort they direct toward planning and preparation for violence.
Target	Identified target; persons are fearful as a result of person(s) of concerns behavior
Environment	Circumstances/situations affecting the person of concern; external influences that encourage and/or discourage violence
Precipitating Events	Events that have a positive (protective) impact and/or those that have a negative impact that accelerate risk

Source: SIGMA Threat Management Associates, LLC (2017)

Thus, interviews with the person(s) of concern and potential targets, in addition to those who know the subject, are critical. Interviews can gather information not always captured by observations or records. In addition, interviews allow the BTAM team to assess if the subject(s) "story" is consistent with their actions. It is strong recommended that interviews are led by a school mental health professional as they have received specialized training in interviewing skills. In addition, they are typically not seen as a disciplinarian, thus oftentimes the subject will be more comfortable responding to questions.

**Note: If law enforcement/school resource officer leads the questioning, they could be perceived as acting as agents of law enforcement and thus Miranda Rights may need to be read as it can be considered investigative in nature. Thus, school officials are strongly encouraged to conduct the interviews as part of the inquiry process and involve law enforcement in the questioning when information reveals a potential high or imminent safety risk.*

The **TOADS** acronym helps to facilitate data collection and determine imminence and intent. The person of concern should be asked about the following:

Figure 5. TOADS Approach for Data Collection and Determination

Time	Has the time to execute their plan; if time imperative, immediate containment is needed
Opportunity	Has the opportunity to carry-out plan; is able to access targets
Ability	Cognitive and physical capabilities to carry-out plan
Desire	Strong desire to carry-out plan and sees no other option besides violence
Stimulus	Stressors are negatively impacting life and decision making, thus can be a trigger for carrying out the harmful act

Source: Nicoletti (2002)

In addition, data needs to be gathered to assess for *risk factors* and *warning signs*. Risk factors are variables that increase the probability of a student becoming violent. While far from perfect predictors, they signal the need to increase vigilance for warning signs. Research has identified multiple risk factors:

Table 2. Risk Factors for Targeted School Violence

Risk Factors for Targeted School Violence	
• Socially withdrawn	• Occupational goals thwarted
• Isolated and alienated	• Mental illness
• Feels rejected	• Poor impulse control
• Violence/bullying victim	• Access to, and possession of, firearms
• Feels persecuted/having been picked on	• History of …
• Low school interest and performance	○ violent expressions in writings and drawings
• Intolerance and prejudice	○ serious threats of violence
• Drug and alcohol use	○ uncontrolled anger
• Affiliation with gangs	○ impulsive and chronic hitting, intimidating, bullying
• Expresses personal grievance/moral outrage	○ discipline problems
• Thinking framed by ideology	○ criminal violence
• Failure to affiliate with prosocial groups	○ cruelty to animals
• Dependent on virtual community(ies)	

Note. Adapted from Amman et al. (2017); Dwyer et al. (1998); Meloy et al. (2011, 2014, 2015); Reeves & Brock (2017); U.S. Department of Education (2016).

Warning signs indicate a person of concern is actually considering an act of violence and is on the pathway to violence. Warning signs in isolation are concerning, but warning signs combined with a number of risk factors and stressors are especially worrisome. Direct special attention to the student who has suicidal thoughts, as such are often paired with homicidal thoughts. It is also important to note that the absence of violent behavior in one's past might be irrelevant as some of these individuals do not display outward signs of violent behavior before carrying out an act of violence (de Becker, n.d., 2017). The table below summarizes multiple factors associated with potential warning signs, which in turn indicate the need for BTAM team action. None of these factors alone are sufficient when it comes to predicting aggression and violence; thus, it is inappropriate, and potentially harmful, to use the risk factors and warning signs in simple checklist fashion.

Table 3. Warning Signs for Targeted School Violence

Warning Signs for Targeted School Violence

• Targets identified
  ○ Persons
  ○ Places
  ○ Programs
  ○ Processes
  ○ Philosophies
  ○ Proxies of the above
• Articulates motives
  ○ Personal
  ○ Political
  ○ Religious
  ○ Racial/ethnic
  ○ Environmental
  ○ Special interest
	• Increasing intensity of violence related
	  ○ Efforts
	  ○ Desires
	  ○ Planning
	• Direct and/or indirect communications about violence
	  ○ Words consistent with actions
	  ○ Sees violence as acceptable/only solution
	• Access to weapons or methods of planned harm
	• Leakage of ideations
	• Social withdrawal
		• Emotional state
		  ○ Hopelessness
		  ○ Desperation
		  ○ Despair
		  ○ Suicidal thinking
		• Feelings of being picked on, teased, bullies, or humiliated
		• Increasing capacity to carry-out threats
		• Engagement with social media facilitating or promoting violence
		• Intimate partner problems
		• Interpersonal conflicts
		• Significant losses or personal failures

Note. Amman et al. (2017); de Becker (n.d.); Fein et al. (2004); Langman (2009, 2015); Meloy et al., (2011, 2014, 2015); Nicoletti & Spencer (2002); Reeves & Brock (2017).

See Appendix I for the *Behavioral Threat Assessment and Intervention Plan (BTAIP).* This form can be used to guide data collection, decision-making, and documentation of the full threat assessment process.

4. ORGANIZE AND ANALYZE INFORMATION

Best practice guidelines highly recommend analyzing the information by answering the Secret Service key investigative questions.

Answer Key Investigative Questions:

1. What are the person's motive(s) and goals?
   - What first brought the person to the attention of the team? Do those conditions or situation still exist? Does the person of concern feel they are being addressed?
2. Have there been any communications suggesting ideas or intent to attack or harm others?
3. Has the person shown inappropriate interest in any of the following?
   - Workplace, terrorism, school or campus attacks or attackers;
   - Weapons (including recent acquisition of any relevant weapon);
   - Incidents of mass violence (terrorism, workplace violence, mass murderers);
   - Obsessive pursuit, stalking or monitoring others.
4. Has the person engaged in attack-related behaviors (i.e., any behavior that moves an idea of harm forward toward actual harm)?

5. Does the person have the capacity to carry out an act of targeted violence?
6. Is the person experiencing hopelessness, desperation and/or despair?
7. Does the person have a trusting relationship with at least one responsible person (e.g., a teacher, family member, coach, counselor, advisor, etc.)?
8. Does the person see violence as an acceptable, desirable, or only way to solve problems?
9. Is the person's conversation and "story" consistent with his or her actions?
10. Are other people concerned about the person's potential for violence?
11. What circumstances might affect the likelihood of violence – either increase it or decrease it?

The BTAIP in Appendix I is organized according to the key questions. Additional risk and protective factors are also included to further assess the key questions and help provide information for intervention programming.

The data sources are then analyzed to help determine if the subject POSES a threat. The threat concern and need for directed attention increase as the situation moves further along the pathway to violence. SIGMA Threat Management Associates developed the figure below to demonstrate the violence continuum and how specificity and intent can increase over time in absence of appropriate interventions at earlier stages.

Figure 6. The Pathway to Violence

Source: © G. Deisinger and Randazzo, SIGMA Threat Management Associates (2017)

5. DETERMINE LEVEL OF RISK/CONCERN

The BTAM team is to consider ALL data, including risk and protective factors, to determine level of risk/concern. In turn, this decision guides the team in directive actions and supports to be taken. The higher the level of concern, the more directive and intensive the supports must be. ***It is important to note that levels of concern/risk are <u>not</u> to be used to predict human behavior or to automatically determine a change of educational placement, but are to be used to design interventions and support***.

Table 4. Levels for Consideration

The chart below provides guidelines on the various levels for consideration.

LEVEL OF RISK/CONCERN	DEFINITION
Low risk/concern	Individual/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily. • Threat is vague, indirect, inconsistent, and implausible. • Information contained within the threat lacks detail or realism; no "true" threat. • Misunderstanding of what was communicated. • Taken out of context. • Student lacks developmental understanding. • Available information suggests that the person is unlikely to carry out the threat or become violent. • No identified grievances; thought was in passing to a specific circumstance/made in heat of the moment. • Subject is remorseful. • Supports are available and accessible. • Can be resolved with clarification, explanation, retraction, and/or an apology. • Managed through existing educational programming already in place.
Moderate risk threat	Person/situation does not appear to pose a threat of violence, or serious harm to self/others at this time but exhibits behaviors that indicate potential intent for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention. • Threat is plausible but lacks specifics. • No clear indication the student has taken preparatory steps, although there may be ambiguous or inconclusive references pointing to that possibility. • Some grievances but does not view situation as helpless • Moderate or lingering concerns about a student's potential to act violently but willing to access supports. Open to help. • Has at least some protective factors present.

High risk 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 require intervention. • Threat is specific and plausible. There is an identified target or strong indication of target(s). • Information suggests concrete steps have been taken to act on the threat and has means (e.g., acquired or practiced with weapon, has victim under surveillance) but no plans for immediate execution of plan. • Information suggests a strong concern about a student's potential to act violently in absence of interventions. • Strong grievance; intent on violence as only solution. • Minimal to no supports; resistive to problem solving/interventions.
Imminent threat	Person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that require intervention. • Same indicators as high risk but immediate containment is needed to address safety and/or mental health issues. • Notify law enforcement immediately.

Adapted from: VA Center for School and Campus Safety (2016); Amman, et al (2017)

Two key questions guide actions to be taken after determining level of concern:

1. Does the subject pose a threat of violence, whether to others, to self, or to both? (i.e. moderate, high, imminent risk)?

2. Does the student need additional interventions, and *on-going* supports and engagement for a period of time, to mitigate risk, decrease stressors, and build protective factors?

If "NO" to both (i.e. low risk) then:

- Document the BTAM process followed and actions taken to resolve the concern.
- *If the subject shows a need for help or intervention, such as mental health care,* then provide the subject/subject's family with appropriate referrals and document.
- Close the case.

If "YES" to one or both then:

- Take appropriate actions.
- Develop an intervention and monitoring plan, appropriate for level of risk.
- Provide the subject/subject's family with appropriate mental health/support referrals.
- Document the case, including referrals made.
- Assign a case manager for progress monitoring, accountability, and follow-up.

The BTAIP in Appendix I provides guidance in determining level of risk/concern, developing an intervention and monitoring plan, and documenting actions taken/to be taken.

6. DEVELOP INTERVENTION AND MANAGEMENT PLAN

To effectively manage and mitigate potential risk, interventions and supports need to be put in place to help the person of concern off the pathway to violence. ***It is critical to note that punitive measures such as suspension and expulsion can increase risk!*** Actions that further disconnect the subject from monitoring and supports can further escalate emotions and disenfranchise the person from the school and social environment. Thus, these types of consequences should be implemented only after careful team consideration and should always be paired with supportive interventions.

The **STEP** acronym can also be used in case management:

Figure 7. STEP and Case Management

S	De-escalate, contain, or control the ***subject*** who may take violent action
T	Decrease vulnerabilities of the ***target***
E	Modify the physical and cultural ***environment*** and systems to discourage escalation
P	Prepare for and mitigate against ***precipitating events*** that can trigger escalation

Source: © G. Deisinger and Randazzo, SIGMA Threat Management Associates (2017)

Below are various strategies to be considered to help manage threatening situations, in addition to building resiliency and protective factors for the subject. Consider existing support and resources available within the school (i.e. multi-tiered systems of supports; MTSS, PBIS, etc.), and if the student is receiving special education services, it is important to follow special education procedures and guidelines. *It is important to note that completion of a threat assessment does not automatically necessitate a referral for special education.*

Table 5.1. Strategies to Manage Threatening Situations – Discipline

DISCIPLINE

• Letter of Apology • Conflict Resolution • Confrontation/warning • Restorative Practice • Behavior Contract • No-contact order	• Parent Meeting • Ticketed by law enforcement • Charges filed by law enforcement • Law Enforcement Diversion Program • Court issues protective orders	• Detention • Suspension • Alternative to Suspension: • Habitually Disruptive Plan • Expulsion

Table 5.2. Strategies to Manage Threatening Situations – Monitoring

MONITORING

• Check-in, checkout • Searches • Safety contract • Adult monitoring • Adult escorts from class-to-class, etc. • Modify daily schedule	• Restrictions • No contact agreement • Ongoing collaboration between school and parent/guardian • Parent/guardian will provide increased supervision • Monitor for precipitating events (i.e. anniversaries, losses, perceived injustice, etc.)	• Ongoing collaboration with agency supports, probation/juvenile diversion, mental health professionals • Detained, incarcerated, or placed under intensive supervision

Table 5.3. Strategies to Manage Threatening Situations – Skill Development/Resiliency Building

SKILL DEVELOPMENT/RESILENCY BUILDING

• Academic supports • Conflict resolution • Anger management • Social skills group • Social-emotional learning curriculum	• Supports from behavior specialist • Counseling – in school • Counseling – outside of school	• Conduct functional behavioral assessment (FBA) • Develop behavioral intervention plan (BIP)

Table 5.4. Strategies to Manage Threatening Situations – Relationship Building

RELATIONSHIP BUILDING

• Establish system for student to seek support proactively from an adult • Peer mentor • Adult mentor	• Increase engagement in school activities • Increase engagement in community activities • Provide feedback and mentoring	• Engage in leadership activities • De-escalation training for staff • Decrease isolation • Monitor reactions to grievances, precipitating events and provide supports

Table 5.5. Strategies to Manage Threatening Situations – Additional Intervention

ADDITIONAL INTERVENTIONS

• Revise IEP/504 Plan • Intervention team referral • Change in transportation	• Evaluation – psychiatric/psychological • Special education assessment • Change of placement to access more intensive services	• McKinney-Vento/foster care referral • Social service referral

It is also important to address school climate and culture. Thus, the following also need to be considered:

Table 5.6. Strategies to Manage Threatening Situations – Environment

ENVIRONMENT

• Address systemic, procedural, or policy problems that may serve as precipitating events
• Build a caring and supportive climate and culture
• Implement effective threat and suicide assessment procedures
	• Enhance social-emotional learning to include:
	  ○ Bullying prevention
	  ○ Violence prevention
	  ○ Suicide prevention
	  ○ Emotional regulation
	  ○ Conflict management
	• Ensure positive dynamics among staff (serves as modeling for students)
		• Early intervention with emerging problems
		• Explicitly teach about confidential reporting procedures
		• Give permission to "Break the Code of Silence" and get help for a peer who is struggling

7. DOCUMENT

BTAM Records

With the exception of imminent risk to safety, there is little legal guidance on the development, storage, and retention of threat assessment records. Thus, each district should obtain guidance from their own legal counsel in regards to the management of threat assessment records. Decisions on record keeping are important as maintaining records establishes a legal and behavioral justification for intervention. Case law has supported that if a school had foreseeability (even the slightest inclination there was a safety concern), the school is obligated to act upon the concern; otherwise claims of negligence could be made. Thus, it is critical for BTAM teams to document the actions taken to support their good faith efforts to identify, inquire/investigate, assess, and manage threatening situations.

Teams are also encouraged to retain BTAM records as long as allowed under relevant laws or regulations. Retention of such records can be important as individuals may pose an ongoing

threat after leaving school, graduating, or losing employment. At minimum, school-level BTAM teams need to establish a confidential record-keeping system. Ideally, school-level BTAM teams should provide a copy of the completed BTAM protocol to a district-level coordinator/administrator. This allows for accountability that the process is being done with fidelity, creates a back-up record in case the record needs to be referenced in the future, and also allows for the gathering of statistics to inform strategic investment of future needed BTAM resources.

Last, it is important for documentation to be recorded fairly, objectively, reasonably, and timely.

Figure 8. FORT – Recording of Documentation

F: Fair – seek to understand situations and give individuals an opportunity to be heard and understood;
O: Objective – seek information based on facts and observations of the case, not on speculation or bias;
R: Reasonable – engage in responses that are effective and appropriate to the level of concern; and
T: Timely – quickly and responsively addresses reports of threatening behavior.

Source: © G. Deisinger and Randazzo, SIGMA Threat Management Associates (2017)

Centralized Database

More districts are developing and maintaining a centralized database to record completed threat assessments. The district needs to decide which database is preferred: a) an incident-tracking system (a simple spreadsheet with information to track statistics and basic information) or b) a database system (more specific, detailed information about specific situations/individuals). A database system allows for accessibility at a later date and follow-up on specific individuals that have previously been assessed. Regardless of preference, all of these records should be stored in a secure, centralized location that is accessible to members of the team, but restricts unauthorized persons from having access.

Due to the sensitivity of information contained in threat assessment records, districts also need to ensure records are encrypted. If cloud storage is being used, it is important to ensure the district owns the student records (and not an off-site storage company) and that the records are encrypted. Thus, consultation with technology professionals is often warranted as districts establish record keeping protocols.

8. PROGRESS MONITOR – Stay Engaged

For subjects determined to be low risk, informal monitoring may be sufficient. For those subjects determined to be moderate, high, or imminent risk, more formalized progress monitoring will need to be implemented and it is highly recommended a follow-up meeting is scheduled to review progress and responsiveness to interventions and supports. It is important to reevaluate the plan and make adjustments as needed.

As for closure of the case, this is done when the BTAM team feels that formal monitoring is no longer needed and the subject has responded well to interventions and is on a more positive pathway.

INFORMATION SHARING

"School officials with a legitimate educational interest" may access Family Educational Rights and Privacy Act (FERPA) protected education records (see chart below for those records considered "educational records"). Schools determine the criteria for who is considered a "school official with a legitimate educational interest"; this generally includes teachers, counselors, school administrators, and other school staff. Members of a threat assessment team who are not school employees may be designated as school officials if they are:

- under the direct control of the school with respect to the maintenance and use of personally identifiable information (PII) from educational records;
- are subject to the requirements of 34 CRF § 99.33(a) governing the use and re-disclosure of PII from educational records; and
- otherwise meet the school's criteria for being school officials with legitimate educational interest.
    - For example, an SRO/law enforcement officer employed by the city police department that serves on a school's threat assessment team could not disclose, without consent, PII from a student's educational records unless the situation met the health or safety emergency exception.

When there is a safety concern, schools must balance safety with student privacy interests. FERPA contains a "health or safety emergency exception." This exception allows for school officials to ***disclose PII from educational records without consent to appropriate parties only when there is an actual, impending, or imminent emergency, such as an articulable and significant threat.***

Schools have discretion to determine the following:

- What constitutes a health and safety emergency?
- "Appropriate parties" – typically these include law enforcement/SRO's (thus why a Memorandum of Understanding, MOU, is important), first responders, public health officials, trained medical personnel, and parents (i.e. potential targets).

The information that is disclosed must be related to the specific presenting concern and may be disclosed only to protect the health and/or safety of students or other individuals. Within a reasonable time after a disclosure is made, a notation must be made in the student's educational record to the articulable and significant threat that formed the basis for the disclosure, and the parties to whom the information was disclosed. Parents and eligible students have a right to inspect and review the record of disclosure but do not need to be proactively informed that records have been disclosed.

Other parameters for consideration include:

- FERPA exception is temporarily limited to the period of the emergency and does not allow for a blanket release of PII.
- Does not allow for disclosures for those emergencies that *might* occur (thus need to substantiate evidence that supports strong likelihood emergency will occur without disclosure).
- Only covers educational records.
- Must document disclosure in subject's educational records (basis of disclosure and to whom the PII was shared).

The U.S. Department of Education would not find a school in violation of disclosing FERPA protected information under the health and safety exception as long as the school had a rationale based upon information available at the time, for making determination there was a significant and articulable threat to the health and safety of the student or other individuals. It is also important to note that FERPA does not cover personal knowledge or observations, thus professionals may share their personal observations if asked about a significant safety concern (e.g., a teacher overhears a student making threatening remarks to another student, the teacher is not prohibited from sharing that information with appropriate parties.) However, if a school official learns of information about a student through his or her official role in creating or maintaining an educational record (e.g., suspension), then that information is covered by FERPA and must meet the FERPA exceptions to disclose.

Misinterpretations of FERPA exceptions can hinder efforts to conduct a thorough threat assessment and provide assistance and appropriate interventions. Therefore, it is important for schools understand when to appropriately utilize the health or safety emergency exception.

Table 6. Educational Records Covered Under FERPA

EDUCATIONAL RECORDS	***NOT EDUCATIONAL RECORDS***
Transcripts	Records that are kept in the sole possession of the maker and used only as personal memory aids
Disciplinary records	Law enforcement unit records
Standardized test results	Grades on peer-graded papers before they are collected and recorded by teacher
Health (including mental health) and family history records	Records created or received by a school after an individual is no longer in attendance and that are not directly related to the individual's attendance at the school
Records on services provided to students under the Individuals with Disabilities Education Act IDEA/IDEIA	Employee records that relate exclusively to an individual in that individual's capacity as an employee

EDUCATIONAL RECORDS	*NOT EDUCATIONAL RECORDS*
Records on services and accommodations provided to students under Section 504 of the Rehabilitation Act of 1973 and Title II of ADA	Information obtained through a school official's personal knowledge or observation and not from a student's educational records

School officials should consult with district legal counsel if clarification is needed. Additional guidance and information can be found below:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-8520
FERPA@ed.gov
http://rems.ed.gov/K12FERPA.aspx - click on information sharing tab
HIPPA: https://www.hhs.gov/hipaa/index.html
IDEA: https://www2.ed.gov/policy/gen/guid/ptac/pdf/idea-ferpa.pdf

U.S. Department of Education (2019). "School Resource Officers, Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA)"
https://studentprivacy.ed.gov/sites/default/files/resource_document/file/SRO_FAQs_2-5-19_0.pdf

National School Boards Association (2018). Fostering Safer Schools: *A Legal Guide for School Board Members on School Safety. National School Boards Association.*
https://www.nsba.org/fostering-safer-schools

Pursuant to **S.C. Code Ann. § 63-19-810(C)** When a child is charged by a law enforcement officer for an offense which would be a misdemeanor or felony if committed by an adult, not including a traffic or wildlife violation over which courts other than the family court have concurrent jurisdiction as provided in Section 63-3-520, the law enforcement officer also shall notify the principal of the school in which the child is enrolled, if any, of the nature of the offense. This information may be used by the principal for monitoring and supervisory purposes but otherwise must be kept confidential by the principal in the same manner required by Section 63-19-2220(E).

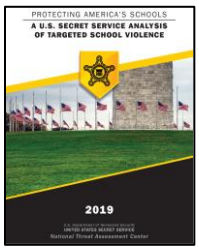
WORKPLACE VIOLENCE

Workplace violence can also impact school safety. Disgruntled or former employees, or personal relationships that become hostile and/or violent, can also pose a risk to school safety. Thus, districts must also have a formal process for assessing workplace-related threats of violence. The district's Department of Human Resources often works in collaboration with the Office of School Safety and Security, school system mental health resources, and law enforcement, as

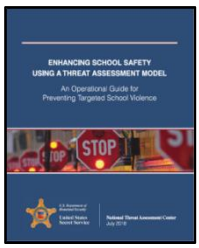
needed. Protocols need to be established regarding who will conduct the threat assessment, how to train staff in reporting procedures and problem solving, mandated reporting requirements for protective and/or restraining orders, and support to help those involved. Due to an employee's right to privacy and confidentiality, information disclosed must be to protect the safety of individuals in the workplace and be limited to that reasonably necessary to protect the employees and others.

KEY RESOURCES

There are several resources that inform and guide behavioral threat assessment and management. Following is a list of key resources:



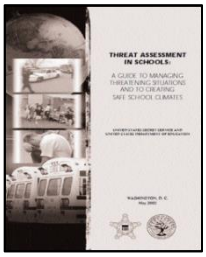
Protecting America's Schools. A U.S. Secret Service Analysis of Targeted School Violence (2019)
Available at: https://www.secretservice.gov/protection/ntac/



Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence (2018)
Available at:
https://www.dhs.gov/sites/default/files/publications/18_0711_USSS_NTAC-Enhancing-School-Safety-Guide.pdf

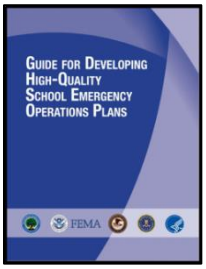
Making Prevention a Reality: Identifying, Assessing & Managing the Threat of Targeted Attacks (2017)
Available at: www.fbi.gov/file-repository/making-prevention-a-reality.pdf

The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States (2004) Available at:
www.secretservice.gov/data/protection/ntac/ssi_final_report.pdf



Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates (2004)
Available at: www.secretservice.gov/data/protection/ntac/ssi_guide.pdf

Reeves, M.A. & Brock, S.B. (2017). **School Behavioral Threat Assessment and Management.** *Journal of Contemporary School Psychology*, 1-15. Doi: 10.1007/s40688-017-0158-6. Available at: http://link.springer.com/article/10.1007/s40688-017-0158-6.



Guide for Developing High-Quality School Emergency Plans (2013)
Available at: www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

School Resource Officers, School Law Enforcement Units, and Family Educational Rights and Privacy Act (FERPA). (2019)
https://studentprivacy.ed.gov/sites/default/files/resource_document/file/SRO_FAQs_2-5-19_0.pdf

ADDITIONAL RESOURCES

Colorado School Safety and Resource Center

- https://colorado.gov/CSSRC

National Association of School Psychologist – Safety and Crisis Resources

- https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/a-framework-for-safe-and-successful-schools
- http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis
- http://www.nasponline.org/professional-development/prepare-training-curriculum

Positive Behavior Interventions and Supports (PBIS)

- https://www.pbis.org/
- https://www.pbis.org/community/interconnected-systems-framework

Readiness and Emergency Management for Schools (REMS) Technical Assistance Center

- https://rems.ed.gov/

South Carolina Department of Education – School Safety Resources

- https://www.ed.sc.gov/districts-schools/school-safety/

Virginia Center for School and Campus Safety

- https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety

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APPENDIX A: THE NATURE AND PROCESS OF TARGETED VIOLENCE

The Safe School Initiative

These findings come from Vossekuil, B., Fein, R., Reddy, M., Borum, R. & Modzeleski, W. (2002). *The Final Report and Findings of the Safe School Initiative*. Washington, DC and were summarized by SIGMA Threat Management Associates. The findings serve as the basis for the Secret Service key investigative threat assessment questions. The study focused on mass shootings in which the perpetrator was a student or former student. It is important to note that while students (or former students) are likely to represent the largest group of perpetrators, mass casualty incidents are also conducted by teachers, staff, administrators, parents, visitors, community members, and those with no relationship to the school. Thus, BTAM must account for a variety of potential threat sources.

1. Acts of targeted violence are rarely impulsive; these attackers typically don't "just snap." Even though the media has often described these attacks as occurring "out of the blue," in reality subjects think about and plan their violent acts in advance – sometimes a few days in advance, sometimes over a year in advance. The attacks appeared to be the end result of a comprehensible process of thinking and behavior: behavior that typically began with an idea, progressed to the development of a plan, moved on to securing the means to carry out the plan and culminated in an attack. This is a process that potentially may be knowable or discernible from the attacker's behaviors and communications.

2. Prior to the attacks, others usually knew aspects of subject's grievances, ideas, plans or preparations. In most cases (75 percent[+]), other people knew about the attack before it took place; suggesting that students and other peers are an important part of prevention efforts. Schools must encourage students/staff to report this information and break down barriers in the school environment that inadvertently may discourage witnesses from coming forward with this information. Schools also may benefit from ensuring that they have a fair, thoughtful and effective system to respond to whatever information witnesses do bring forward. If students have concerns about how adults will react to information that they bring forward, they may be even less inclined to volunteer such information.

3. Most subjects did not threaten the targets directly. The majority of the attackers in the targeted school violence incidents examined under the Safe School Initiative did not communicate threats to their target(s) beforehand. Thus, BTAM teams cannot wait for a direct threat before beginning an inquiry.

4. There is no accurate or useful profile of a "school shooter". There is no useful set of traits that described all–or even most–of the attackers. Reliance on profiles to predict future school attacks carries two substantial risks: (1) the great majority of subjects who fit any given profile of a "school shooter" will not actually pose a risk of targeted violence; and, (2) using profiles will fail to identify some subjects who in fact pose a risk of violence but share few, if any, characteristics with prior attackers.

Rather than trying to determine the "type" of subject who may engage in targeted violence, an inquiry should focus instead on a subject's behaviors and communications to determine if that subject appears to be planning or preparing for an attack and, if so, how fast the subject is moving toward attack, and where intervention may be possible.

5. Most subjects had seriously concerned others prior to their act of violence. Nearly all of the subjects engaged in behaviors--prior to their attacks—that caused concern or alarm to at least one person, usually an adult, and most concerned or alarmed at least three people.

6. Most subjects had significant difficulties with losses or failures. Most were suicidal. Most attackers appeared to have difficulty coping with losses, personal failures or other difficult circumstances. Almost all the attackers had experienced or perceived some major loss prior to the attack. These losses included a perceived failure or loss of status; loss of a loved one or of a significant relationship, including a romantic relationship; and a major illness experienced by the attacker or someone significant to him. Although most attackers had not received a formal mental health evaluation or diagnosis, most attackers exhibited a history of suicide attempts or suicidal thoughts at some point prior to their attack (78 percent).

7. Many subjects felt bullied, persecuted or injured by others prior to their act of violence. Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or injured by others prior to the incident. Bullying was not a factor in every case, and clearly not every child who is bullied in school will pose a risk for targeted violence in school. Nevertheless, in a number of the cases studied, attackers described being bullied in terms that suggested that these experiences approached torment and schools play an important role in ensuring that students (and others) are not bullied in schools, and empower other students to let adults in the school know if students are being bullied.

8. Most subjects had access to weapons, and had used weapons, prior to the attack. Experience using weapons and access to them was common for many attackers. Nearly two-thirds of the attackers had a known history of weapons use, including knives, guns and bombs (63 percent, n=26). Over half of the attackers had some experience specifically with a gun prior to the incident (59 percent, n=24), while others had experience with bombs or explosives (15 percent, n=6).

Access to weapons among some subjects may be common. However, when the idea of an attack exists, any effort to acquire, prepare or use a weapon or ammunition may be a significant move in the attacker's progression from idea to action. Any inquiry should include investigation of and attention to weapon access and use and communications about weapons. Attention should also be given to indications of any efforts by a subject to build a bomb or acquire bomb-making components.

9. In many cases, other students were involved in some capacity. Although most attackers carried out their attacks on their own, many attackers were influenced or encouraged by others to engage in the attacks. Any investigation of potential targeted school violence should include attention to the role that a student's friends or peers may be playing in that student's thinking about and preparations for an attack. It is possible that feedback from friends or others may help

to move a student from an unformed thought about attacking to developing and advancing a plan to carry out the attack.

10. Despite prompt law enforcement response, most incidents were brief in duration, and were stopped by means other than law enforcement intervention. Even though law enforcement responded very quickly to these shootings once notified, most school-based attacks were stopped through intervention by school administrators, educators and students-or by the attacker stopping on their own. The short duration argues for the importance of developing preventive measures in addition to any emergency planning for a school or school district. The preventive measures should include protocols and procedures for responding to and managing threats and other behaviors of concern.

APPENDIX B: TRANSIENT vs. SUBSTANTIVE THREATS

TRANSIENT THREATS	SUBSTANTIVE THREATS
Transient threats are statements that do not express a lasting harm to someone. These include statements intended as figures of speech or reflect feelings that dissipate in a short period after reflection. ***Transient threats can be easily resolved.***	Substantive threats are statements that express a continuing intent to harm someone. They may express emotion like a transient threat, but they also indicate a desire to harm someone that extends beyond the immediate incident when the threat was made. Context and meaning are more important than verbal content. ***Substantive require additional assessment and supports.***

Presumptive Indicators of Substantive Threats:

- Contains specific, plausible details, "I'm going to shoot Mr. Smith with my shotgun."
- The threat has been repeated over time or the student has told multiple parties of the threat.
- The threat is reported to others as a plan, or there are suggestions that violent action has been planned, "Wait and see what happens next Tuesday in the cafeteria!"
- There are accomplices or student has sought out accomplices.
- Student has invited peers to observe the threat.
- Physical evidence of intent to carry out the threat (e.g., written plans, lists of victims, drawings, weapons, materials).

Factors to Consider:

Age, credibility, and discipline record of the student who made the threat. Judge credibility based on student's presentation of what happened as well as on all other information you have about this student and accounts by other students. In general:

- An older student is considered more likely to make a substantive threat than a younger student.
- A student with discipline record that indicates previous aggressive behavior, dishonesty or both is considered more likely to make a substantive threat.
- Student with disabilities may not fully understand the implications of words or actions chosen and/or their behaviors may be consistent with disability (e.g., difficulties managing emotions), but pose no true threat.

Transient Threat Examples	Substantive Threat Examples
Two students use their fingers to "shoot" at one another while playing cops and robbers.	Two students exchange threats and then throw rocks at each other.
"I'm gonna kill you" - said as a joke	"I'm gonna kill you" - said with an intent to injure
"I'm gonna kill you" - said in the heat of competition	"I'm gonna kill you" - while holding a weapon and not jokingly

Transient Threat Examples	Substantive Threat Examples
“I’m gonna bust you up” - said in anger but then retracted after student calms down	“I’m gonna bust you up” and not retracted later
“I could break you in half” - said to intimidate someone but retracted after student calms down	“I could break you in half” - said in intimidating manner, followed by stony silence
“I’ll get you next time” - said after a fight but retracted after the two students reconcile	“I’ll get you next time” - said after a fight and the student refuses mediation.
“Watch out or I’ll hurt you” - said to intimidate someone but retracted after student calms down	“Watch out or I’ll hurt you” - said by a student with a history of bullying
“I oughta shoot that teacher” - said in anger but retracted after student calms down	“I oughta shoot that teacher” - later denies making the statement
A student is found with a pocket knife that he accidentally left in his backpack	A student who threatened to stab a classmate is found to have a pocket knife in his backpack.

Sources: Cornell & Shears (2016); Charleston Co. Schools, SC (2018)

APPENDIX C: KEY THREAT ASSESSMENT QUESTIONS

A threat assessment inquiry should seek to answer the key questions below identified by the Secret Service. BTAM teams need to examine all evidence for behaviors and conditions that suggest the individual of concern POSES a threat by planning and preparing for an act of violence or to cause harm to self or others.

1. What are the subject's motive(s) and goals? / What first brought him/her to someone's attention?

- Does the subject have a major grievance or grudge? Against whom?
- Does the situation or circumstance that led to these statements or actions still exist?
- What efforts have been made to resolve the problem and what has been the result?
- Does the subject feel that any part of the problem is resolved or see any alternatives?
- Has the subject previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

Notes:

2. Have there been any communications suggesting ideas, intent, planning or preparation for violence?

- What, if anything, has the subject communicated to someone else (targets, friends, co-workers, others) or written in a diary, journal, email, or Web site concerning his or her grievances, ideas and/or intentions?
- Do the communications provide insight about ideation, planning, preparation, timing, grievances, etc?
- Has anyone been alerted or "warned away"?

Notes:

3. Has the subject shown any inappropriate interest in, fascination, and/or identification with other incidents of mass or targeted violence (e.g., terrorism, rampage violence, school/workplace shootings, mass murderers):

- Previous perpetrators of targeted violence;
- Grievances of perpetrators
- Weapons / tactics of perpetrators;
- Effect or notoriety of perpetrators

Notes:

4. Has the student engaged in attack-related behaviors?

- Developing an attack idea and plan
- Making efforts to acquire or practice with weapons
- Investing possible sites
- Rehearsal

Notes:

5. Does the subject have (or are they developing) the capacity to carry out an act of targeted violence?

- How organized is the subject's thinking and behavior?
- Does the subject have the means (e.g., access to a weapon) to carry out an attack?
- Are they trying to get the means to carry out an attack?
- Have they developed the will and ability to cause harm?
- Are they practicing or rehearsing for the violence?
- What is the "intensity of effort" expended in attempting to develop the capability?

Notes:

6. Is the subject experiencing hopelessness, desperation, and/or despair?

- Is there information to suggest that the subject is feeling desperation and/or despair?
- Has the subject experienced a recent failure, loss and/or loss of status?
- Is the subject having significant difficulty coping with a stressful event?
- Has the subject engaged in behavior that suggests that he or she has considered ending their life?

Notes:

7. Does the subject have a positive, trusting, sustained relationship with at least one responsible person?

- Does the subject have at least one friend, colleague, family member, or other person that he or she trusts and can rely upon for support, guidance or assistance?
- Is that trusted person someone that would work collaboratively with the team for the well-being of the subject of concern?
- Is the subject emotionally connected to other people or becoming more socially isolated?

Notes:

8. Does the subject see violence as an acceptable, desirable – or the only – way to solve a problem?

- Does the subject still perceive alternatives to violence to address their grievances?
- Does the setting around the subject (friends, colleagues, family members, others) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- Has the subject been "dared" by others to engage in an act of violence?
- Has the subject expressed sentiments of finality or desperation to address grievances?

Notes:

9. Are the subject's conversation and "story" consistent with his or her actions?

- Does information from collateral interviews and from the subject's own behavior confirm or dispute what the subject says is going on and how they are dealing with it?
- Is there corroboration across sources or are the subject's statements at odds with their actions?

Notes:

10. Are other people concerned about the subject's potential for violence?

- Are those who know the subject concerned that he or she might take action based on violent ideas or plans?
- Are those who know the subject concerned about a specific target?
- Are persons around the subject engaging in protective actions (e.g., distancing, avoiding, minimizing conflict, etc.)?

Notes:

11. What circumstances might affect the likelihood of an escalation to violent behavior?

- What events or situations in the subject's life (currently or in the near future) may increase or decrease the likelihood that the subject will engage in violent behavior?
- Are threat assessment team interventions escalating, de-escalating, or having no effect on movement toward violence?
- What is the response of others who know about the subject's ideas or plans?
    - Actively discourage subject from acting violently,
    - Encourage the subject to attack,
    - Deny the possibility of violence, and/or
    - Passively collude with an attack, etc.?

Notes:

Considering and answering the key questions above serves as a solid foundation for the BTAM team determination of: ***Does the individual of concern pose a threat of targeted violence toward the school or its staff or students?***

APPENDIX D: INTERVIEW GUIDELINES

When interviewing a student, it is critical for the adult to convey a neutral, non-biased, calm tone. The subject of concern and potential victims must feel heard and understood. Below are guidelines and examples of questions that can be used in the threat assessment process. Questions should be modified, as appropriate/necessary, to obtain an account of the threat and to begin to determine the student's intent.

Nonverbal Behaviors

Be aware of own body posture. To convey interest and understanding, make good eye contact (be aware of cultural norms as eye contact between a student and someone of authority is not seen as culturally acceptable for some cultures), orient your body towards them, and maintain a physical posture of interest. Keep focused on the story/narrative of what the other person is disclosing.

Ask Skillful Questions

How questions are phrased can be critical to the amount of detail you receive. Questions show you are interested in their perspective. There should be a balance between open and closed ended questions and avoid rapid firing of questions as you don't want the person to feel they are being interrogated. Questions should be interspersed with reflective statements, affirmations, and other ways that show the youth you're listening.

Open-Ended Questions

The goal of open-ended questions is to get the interviewee talking and to provide more detail. It's best to start with open-ended questions the interviewee will respond to an easy acronym to facilitate a good skill set with open-ended questions is OARS—**o**pen-ended questions, **a**ffirmations, **r**eflective statements, and **s**ummarizing. Examples of open-ended questions:

Subject of Concern:

- Tell me what happened as your perspective is important.
- How are you feeling right now?
- What happened when you were [place of incident]?
- What exactly did you say and do? (write down exact words)
- What was meant when you said (or did) that?
- How did you think he/she feels about what you said (or did)?
- What was the reason you said (or did) that? (note prior history of conflict)
- What are you going to do now that you have made this threat?
- How did the fight between you two start?
- How could this situation get in the way of what you want to accomplish?
- How do you think this situation will help you accomplish what you want?
- What do you perceive as the consequences of carrying out this act of violence?

- How do you think your actions might affect your family? Your future?
- Who are the people you turn to for support?

Witness/Victim Interview

- What exactly happened when you were [place of incident]?
- What exactly did [student] say or do? (write down exact words)
- What do you think he/she meant when saying that?
- How do you feel about what he/she said (or did)? (gauge level of fear and if perceive as a true threat)
- Why did he/she say or do that? (note prior history of conflict)

Close-Ended Questions

Close-ended questions can help provide clarification and help an uncomfortable youth to still engage in a conversation. Be careful not to ask too many closed-ended questions as the dynamics can then feel like an interrogation. Examples of close-ended questions:

Subject of Concern:

- "Do you know why I wanted to talk with you?"
- "Are you feeling upset right now?"
- "Did the fight start because she upset you?"
- "Do you think carrying out your plan will solve all your problems?"
- "Do you think it'll be difficult for your family to deal with what you did?"

Witness/Victim Interview:

- Are you concerned (scared, fearful, worried….)?
- Are others concerned?
- Are you scared to come to school?
- Do you think this can be resolved peacefully? If so, how?

APPENDIX E: FULL THREAT ASSESSMENT INQUIRY: Summary Worksheet

**This worksheet may be used to help guide the decision-making process when teams proceed to a full risk assessment.*

	Low Risk	***Moderate Risk***	***High Risk***
Plans			
A. Details	__ Vague and/or no true threat __ No targets or vague mention of target(s)	__ Some specifics __ Target(s) are identified but not accessible and/or no actions taken to seek out targets	__ Direct, plausible, specific, very detailed __ Specific targets mentioned and actions taken to seek out/encounter targets
B. How prepared	__ Means not available; lacks realism	__ Has means close by, or thoughts as to how would carry out	__ Has means in hand; steps taken toward carrying out plan
C. Immediacy	__ No specific time __ No known reason to act	__ Vague indication of timeframe __ Possible reasons to act due to recent stressors/accumulation of stressors	__ Immediately – imminent __ Strong reasons to act due to recent stressors/accumulation of stressors
D. Lethality	__ No weapons mentioned __ No access to weapons	__ General statement about availability of weapons __ Access to weapons	__ Weapons or statement including acquiring __ Access to weapons and has used weapons in the past
E. Chance for Intervention	__ Good adult supervision/engagement	__ Some adult supervision/engagement	__ Little to no adult supervision/engagement
Negative Emotions			
A. Tolerance	__ Emotions are bearable	__ Emotions are somewhat bearable	__ Emotions are unbearable
B. Desperation	__ Wants emotional pain to stop, invested in problem solving	__ Wants relief from emotional pain, open to positive resolution but needs supports	__ Desperate for relief from emotional pain/no longer cares about emotional pain
C. Coping	__ Identifies non-violent ways to stop emotional pain	__ Has limited ways to cope with emotional pain	__ Has few or minimal ways to cope with emotional pain
Resources			
A. Availability/Quality	__ Help available; student acknowledges that significant others and/or friends are concerned and available to help	__ Family and friends are available, but are not perceived by the student to be willing to help or help is needed to activate supports	__ Family and friends are not available and/or are hostile, injurious, or exhausted
B. Openness to help/supports	__ Often seeks help __ Responsive to problem solving/adult support	__ Does not seek help but open to help if offered __ Responsive to problem solving with right supports	__ Does not care to seek help __ Unresponsive/resistant to help
C. Caregiver Engagement	__ Caregiver actively involved __ Willing to collaborate with school/agencies __ No accomplices for their plan and/or friends/family concerned	__ Caregiver involved but needs guidance and support __ Somewhat hesitate to collaborate with school/agencies __ Friends and/or family members are ambivalent, unconcerned or unaware of plan	__ Caregiver is absent __ Resistive/unavailable to collaborate with school/agencies __ Indicates active support from friends and/or family members to carry out plan
D. Peer Supports	__ Multiple friends or a few close friends __ Positive prosocial peer influence	__ A few close, prosocial friends __ Peer influences can be somewhat negative	__ Socially disconnected and/or negative peer groups __ Peers encourage violence/retaliation

Prior Behaviors			
A. Self	__ No prior violent behavior	__ At least 1 violent incident in the past year; or a history of making threats/stalking	__ History of multiple (2+) violent acts in the past year, and/or following through on a violent threat/stalking
B. Significant Others	__ No significant others have engaged in violent behavior	__ Significant others have recently engaged in violent behaviors	__ Significant others have a significant history of violent behaviors
C. Bullying Others	__ No prior bullying behavior	__ At least 1 bullying incident in the past year	__ History of multiple (2+) bullying acts in the past year
D. Monitoring/Supervision	__ Has not needed monitoring or only informal monitoring needed	__ Has needed more direct monitoring (e.g., behavior/ Supervision plan, safety plan, etc.…)	__ Needs constant and highly directive supervision
E. Empathy	__ Demonstrates remorse __ Has empathy for others __ Cares about the consequences/consequences are a deterrent	__ Shows some remorse __ Typically has empathy for others but experiencing negative emotions towards potential target(s) __ Somewhat cares about consequences/consequences can be a deterrent	__ Displays little to no empathy __ Strong negative emotions towards potential target(s) __ Does not care about consequences/consequences are not a deterrent
Mental Health			
A. Coping Behaviors	__ No history of mental health concerns	__ Mental health concerns, supports needed/already in place	__ Mental health diagnosis/undiagnosed concerns and not currently receiving treatment
B. Medical status	__ No significant medical problems	__ Acute, but short-term, or psychosomatic illness.	__Chronic debilitating or acute catastrophic illness
C. Other Concerns	__ Mostly stable relationships, personality, and school performance	__ Recent acting-out behaviors and substance abuse; acute violent behavior in an otherwise stable personality	__ Violent behavior in unstable personality; emotional disturbance; repeated difficulty with peers, family, and teachers
D. Agency Involvement	__ No history of agency involvement	__ Some agency involvement in past (for a short period of time) or more recently became engaged	__ Current agency involvement and/or strong, ongoing agency involvement in the past
Stress			
A. Current Levels	__ No significant stressors	__ 1 to 2 current life stressors __ Moderate reaction to loss and environmental changes	__ >3 current life stressors __ Severe reaction to loss or environmental changes.
B. Bullying Victim	__ Minimal (1 to 2) incidents of being bullied	__ At least 3-4 bullying incidences of being bullied in the past year	__ History of multiple (4+) bullying incidences of being bullies in the past year

Adapted from Note. Adapted from Cornell & Sheras (2006); Ryan-Arredondo, Remouf, Egyed, Doxey, Dobbins, Sanchez, & Rakowitz (2001).

***NOTE: *This matrix is* not *norm referenced, thus good professional judgment and considerations of all data should be taken into account as a matrix cannot capture all variables.* The threat/risk assessment team should determine the appropriate course of action for each case.

NOTES:

APPENDIX F: THREAT MANAGEMENT OPTIONS

*Suggestions below are provided based upon level of risk. This is not an all-exhaustive list or meant to be prescriptive.

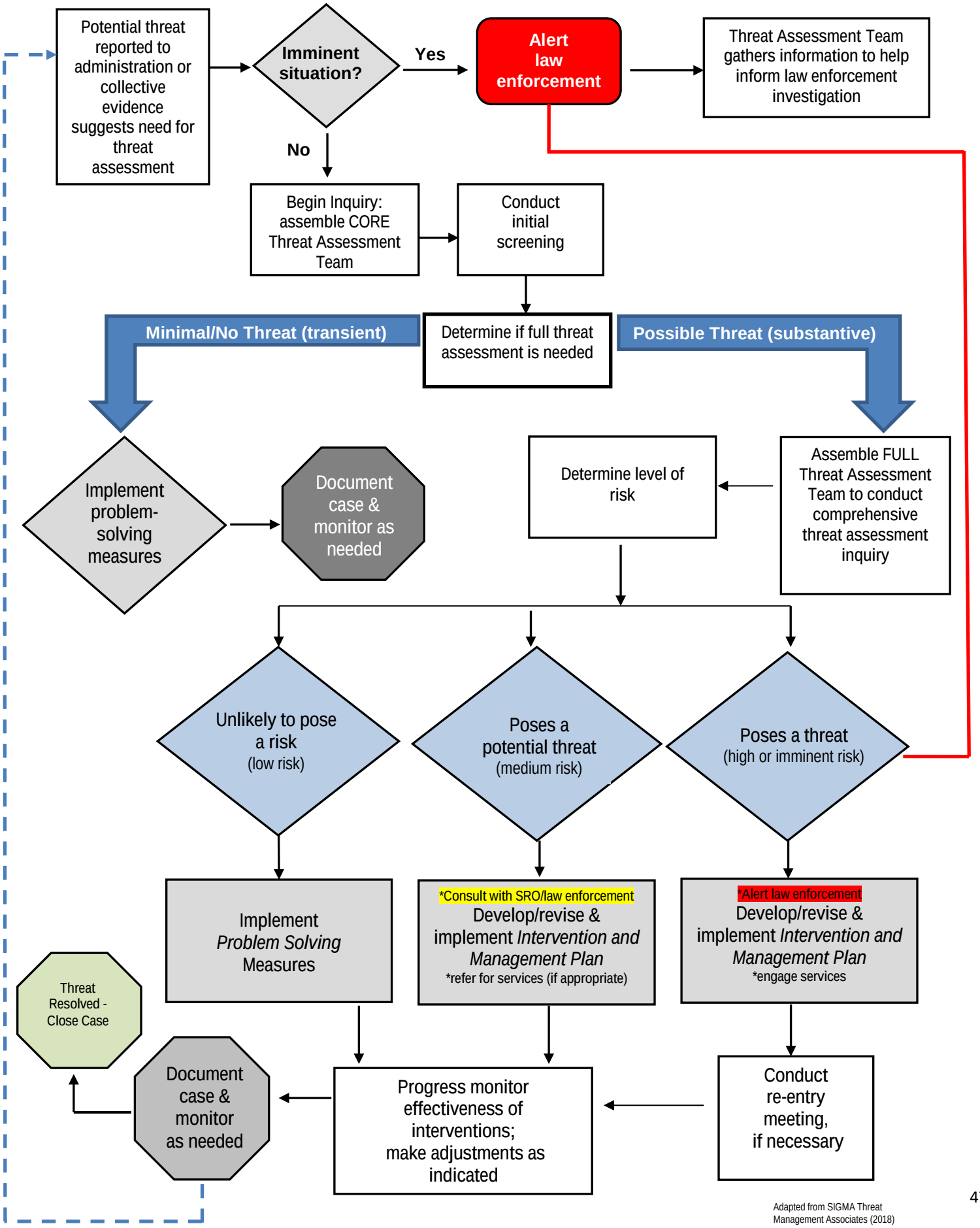
LOW RISK THREAT RESPONSE
☐ Resolved threat with clarification, explanation, retraction, or an apology ☐ Notify intend victim's parent/guardian, if necessary; reassure threat has been resolved ☐ Notify subject's parents, explain situation and steps take to resolve ☐ If subject to disciplinary action, ensure consequences are appropriate to level of concern; follow disciplinary due processes ☐ Resolved with referral to appropriate school or community-based resources, if needed ☐ If new information comes to attention of team, re-assess and update case management plan ☐ Can be managed through existing educational programming
MODERATE RISK THREAT RESPONSE
☐ Take precautions to protect potential victims; notify their parents/guardians ☐ Reinforce actions taken to ensure safety; may need to share identity of subject who made threat ☐ Subject of concern o Provide direct supervision o Explain the consequences of carrying out the threat o Contact parents/guardians to assume responsibility for supervision ☐ Consult with SRO or local law enforcement to assist in monitoring and supervising the subject of concern; can help determine if law enforcement action is needed ☐ Follow disciplinary procedures and due process; ensure consequences are appropriate to level of concern ☐ Provide referrals for counseling, conflict mediation, or other interventions to reduce and/or address underlying conflict ☐ If mental health issues are a contributing factor, a mental health risk assessment may be conducted or recommended ☐ If risk potentially related to a disability, conduct appropriate review according to special education procedures/laws ☐ Develop intervention and supervision plan

HIGH RISK THREAT RESPONSE

☐ Notify law enforcement to help contain and manage threat
☐ Take precautions to protect potential victims
  o Reinforce actions taken to ensure safety and need to share identity of subject who made threat
☐ Subject of concern
  o Provide direct supervision
  o Explain the consequences of carrying out the threat
☐ Contact parents/guardians to assume responsibility for supervision or law enforcement assumes responsibility for supervision
☐ Engage law enforcement to help manage threat
☐ Follow disciplinary procedure in accordance with conduct policy; follow disciplinary due processes
☐ Provide referrals for counseling, conflict mediation, or other interventions to reduce risk of violence and/or address underlying conflict
☐ If mental health issues are a contributing factor, a mental health risk assessment may be conducted by a qualified medical/psychological professional
  o Evaluation needs to be considered ALL available information and a written report needs to be provided back to the school; assessment must identify problem/conflict and recommend strategies to address the problem/conflict
  o Educational services must be provided while excluded from school during assessment process
☐ May be referred for special education or 504 evaluation
☐ School administrator or disciplinary hearing officer will determine conditions of readmission to the school (may include cooperation with a mental health evaluation)
  o A reentry/readmission meeting is highly recommended prior to a subject's return to school
☐ Threat assessment team will make every effort to obtain required signed permission for release of information to exchange information with other providers; document if parents refuse to sign a release(s) of information
☐ If risk may be potentially related to a disability, appropriate review needs to be conducted according to special education procedures/laws
☐ Develop intervention and supervision plan

IMMINENT RISK THREAT RESPONSE
☐ Consider all options provided above for high risk, plus ☐ If student removed from academic setting due to violation of law, Code of Conduct, or school system policy, and/or it is determined student may pose a significant risk to health and/or safety of others, due processes for change of placement must be followed

APPENDIX G:
Threat Assessment and Management Process



Adapted from SIGMA Threat Management Associates (2018)

APPENDIX H:
School-Based Behavioral Threat Assessment – Screening Tool

Student Name:	**School:**	**DOB:**	**Today's Date:**
Does the student have an: ☐ **IEP or** ☐ **504**	**Disability:**	**Grade:**	**Identified Gender:**
Date of Incident:		**Time:**	
Description of Incident that initiated screening:			
Parent/Guardian #1:	**Phone:**	**Parent/Guardian #2:**	**Phone:**

Core threat assessment team members: *At minimum the screening team shall include an **administrator and at *least one* school mental health professional** (e.g., school psychologist, school social worker, school counselor, mental health counselor) to complete screening and determine if a full threat assessment is warranted.
****Consultation with School Resource Officer (SRO) and other school staff who have knowledge of student should be done** *to assess if recent behaviors have been of concern.*

NOTE: weapon involvement or threat with specificity & intent, immediately proceed to full assessment with SRO/law enforcement in involvement.

***Core threat assessment team members complete entire screening, using the chart below, before making a decision.** The decision must consider age, developmental level, credibility, and history of concerns regarding the student who made the threat. Credibility of the threat is based on the student's presentation of what happened, whether others feel threatened, and consideration of other information known about this student.

Refer to *"School-based Behavioral Threat Assessment & Management: Best Practices Guide for South Carolina K–12 Schools"* for additional guidance.

Check the level of concern for each factor to guide the team screening decision.
Note: Screeners do not capture every variable. The team may recommend conducting a full Threat Assessment if other variables warrant.

Factors to Consider	**Minimal to No Threat** (e.g. "Transient" = made a threat but does not pose a threat; can be resolved or managed through problem-solving process or existing supports)	**Possible Threat – Needs Further Assessment** (e.g. "Possible Substantive" = context and meaning support a legitimate safety concern that needs further assessment to more specifically determine level of concern and the actions needed to assure safety)
Type of threat	☐ No "true" threat (person on receiving end does not feel threatened; acknowledges threat was in response to a specific situation; and/or perceived as a joke; no intent) ☐ No threat was made (words/actions expressed were taken from song lyrics, video games, movie, or other sources; no intent)	☐ Threat communicated with intent to harm other (verbal, non-verbal, electronic, written, pictures, gestures, social media) ☐ Person(s) on receiving end is concerned/threat was not perceived as a joke Specify: ☐ Unable to determine at this time
Target/victim	☐ No target/victim ☐ Target/victim not identified	☐ Expressed thoughts of homicide/hurting specific target(s)/victims(s) ☐ Unable to determine at this time
Threat was	☐ Taken out of context (no true threat) ☐ Impulsive/not planned (e.g. anger/frustration in response to a specific situation/event)	☐ Perceived as a serious threat and evidence of forethought/planning Specify: ☐ Unable to determine at this time
The plan itself	☐ No plan ☐ Words/actions expressed were done in response to an assignment/prompt	☐ Plan has potential plausibility. ☐ Unable to determine at this time
Access to weapons	☐ No known access to weapons ☐ Access to weapons but only under careful supervision of adults, responsible use, no risk factors evident, no plan to harm others	☐ Has access to harmful or lethal weapons (e.g., guns) or is known to be trying to gain access and has risk factors of concern Specify: ****Access with warning signs, duty to contact law enforcement/SRO.*** ☐ Unable to determine at this time
Motive	☐ No motive expressed ☐ Typical conflict and no known reason/motive for student to act on plan	☐ Expressed strong motivation/grievances/reasons for the planned violence. Sees violence as desirable/acceptable. Specify: ☐ Unable to determine at this time
Perceptions	☐ No conflict evident. ☐ Perceives as isolated incident and/or perceives problem solving solutions can be effective	☐ A pattern of feeling victimized, bullied, or persecuted and/or perceives solutions to be ineffective or insufficient Specify: ☐ Unable to determine at this time
	☐ No stressors are evident. ☐ Has hope that stressors can be addressed/resolved; wants to live (no expression of disregard/ending life)	☐ Has expressed thoughts of hopelessness, helplessness, desperation, suicidal ideation, and/or disregard for life Specify:

		If suicidal ideation must also conduct Suicide Risk Assessment. ☐ Unable to determine at this time
Developmental factors	☐ Student lacks developmental understanding ☐ Disability impairs social communication and ability to recognize consequences of words, statements, or actions ☐ Recognizes consequences of words/actions and responded appropriately to the concern /consequences/ problem solving	☐ Recognizes consequences of words, statements, or actions but lacks appropriate contrition, is indifferent, or doesn't care ☐ Unable to determine at this time
Management of concerns	☐ Student's current behavior is consistent with baseline behaviors and can be managed safely through 504, IEP, behavior plan, or other interventions ☐ Behavior was rare/isolated occurrence and can be managed effectively through universal supports and problem solving	☐ Need or possible need for ongoing monitoring; supports already in place felt to be inadequate to ensure safety at this time ☐ Unable to determine at this time
Involvement of caregiver(s)	☐ Very supportive involvement of caregiver(s); willing to collaborate with school; actively monitor behaviors at home.	☐ Caregiver(s) inconsistently involved or needs guidance/support with monitoring; lack of supervision, and/or can be resistive to collaboration with school ☐ Unable to determine at this time
Connectedness	☐ Student identifies with prosocial peer group; adult mentor(s)	☐ Lacks connectedness and/or affiliation with prosocial groups and/or adult mentor(s) ☐ Unable to determine at this time

TEAM DECISION - SCREENING RESULTS:

If the team does not have enough information determine if transient or substantive threat, then must proceed to full threat assessment.*

Based upon known and accessible information, the expressed threat is a:

(See Appendix B "School-Based Behavioral Threat Assessment & Management Guidelines for South Carolina K-12 Schools" for additional guidance regarding transient vs substantive threats)

☐ **Transient threat:** statement did not express a lasting intent to harm someone; statement(s) was intended as figure of speech or reflects feelings that dissipate in a short period after reflection. **Transient threats can be resolved or managed through problem solving and/or existing supports.** COMPLETE RATIONALE AND FOLLOW-UP STEPS BELOW.

☐ **Possible Substantive threat:** Statement expressed a possible continuing intent to harm someone; expressed emotion like a transient threat, but also indicates a desire to harm someone that extends beyond the immediate incident when the threat was made; context and meaning indicate possible safety concern. **Additional assessment and supports needed.**
COMPLETE RATIONALE AND MOVE TO FULL THREAT ASSESSMENT.

RATIONALE FOR TEAM DECISION: (*Must complete this section*). Attach additional information if needed.

Follow Up Steps (check all that apply)	**Person Responsible for Facilitating Action**	**Date Completed**
☐Possible substantive threat identified – move to full assessment		
☐Conference with student and parent(s)/guardian(s)		
☐Mediation / Restorative conference / Problem-solving process		
☐Schedule IEP review / 504 Plan review		
☐Develop behavior plan and/or safety plan		
☐Revise current behavior plan and/or safety plan		
☐Other		
☐Other		

Screening completed by:
Core Team Members: Administrator: _____ **School Mental Health Professional:** _____
Other Staff: _____ **Other Staff:** _____

Date: _____

DOCUMENTATION:
1. Print, sign, & send copy to (district department who oversees threat assessments)
2. If substantive threat, enter any applicable discipline actions into database system (software used to track behaviors of concern) indicating that a threat assessment was conducted
3. THE SCHOOL SHALL MAINTAIN THE ORIGINAL SCREENER AND ANY SUPPORTING DOCUMENTS IN A SECURE, CONFIDENTIAL LOCATION

APPENDIX I:

Behavioral Threat Assessment and Intervention Plan (BTAIP)

Student Name:	**District/School:**		**Today's Date:**
Grade:	**DOB:**	**Was screener completed?** ☐ **yes** ☐ **no**	
Does the student have an identified educational disability under IDEA or Section 504? ☐ **yes** ☐ **no** If yes ☐ IEP or ☐ 504 Identified Disability: Case Manager:			
Parent/Guardian #1: **Phone:** **Email:**		**Parent/Guardian #2:** **Phone:** **Email:**	
BTAM Team Lead/Case Manager:			

This protocol does not predict future violence nor is it a foolproof method of assessing an individual's or group's risk of harm to others. This protocol is not a checklist that can be quantified. It is a guide designed to assist in the inquiry/investigation of potential danger (identify circumstances and risk factors that may increase risk for potential youth aggression) and to assist districts in development of a threat assessment and management plan. Furthermore, as circumstances change, so too does risk potential; therefore, if you are reviewing this protocol at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

INCIDENT DETAILS THAT INITIATED FULL ASSESSMENT:

Date of Incident: _____ **Time:** _____

Description of Incident (*include specific behavior/comments heard or reported):*

Location: ☐ school property: specify: ☐ school bus ☐ school sponsored activity ☐ other:

Threat Type: ☐ suspicious behavior ☐ stalking ☐ assault ☐ physical ☐ sexual
☐ harassment ☐ suicidal/self-harm ☐ other:

Mode: ☐ in-person ☐ text ☐ email ☐ letter ☐ social media ☐ internet ☐ other:

Demonstrates: ☐ risk factors ☐ warning signs ☐ escalating patterns of behavior

Motive: ☐no known reason to act on plan at this time ☐possible reasons due to recent circumstances
☐definite triggers or events that would make student likely to act now

Potential Targets: ☐ another student ☐ school staff ☐ group ☐ school community ☐ other:

Referral Source: ☐ another student ☐ school staff ☐ parent ☐ community member ☐ tip line/phone call
☐ other:

Additional Information:

Reason for FULL Assessment: (Describe cause for concern that student *may pose a continued threat.* If screener was completed, please attach/submit with this document.)

ASSESS LEVEL OF RISK AND DOCUMENT BELOW

To align with best practice, review and complete *ALL* of the following steps:

1. **Assemble the school threat assessment team and determine facts. If there is risk of imminent danger, contact the SRO or local police immediately.**

Check and provide names of those school team members involved. At minimum must include administration, school mental health professional, and law enforcement (if a weapon involved/suspected to be involved) or another threat assessment team member.		
☐ Administrator: _____	☐ Nurse: _____	☐ Special Education: _____
☐ School Psychologist: _____	☐ Classroom Teacher: _____	☐ Other: _____
☐ School Counselor: _____	☐ SRO: _____	☐ Other: _____
☐ Social Worker: _____	☐ Mental Health Professional: ___	☐ Other: _____

2. **Information gathering (consider all of the following and check sources of information used in this assessment):**

☐ Current school academic and discipline records, including previous threat assessments
☐ Previous school academic and discipline records
☐ Law enforcement records of student (if moderate, high, imminent risk): Agency checked: _____
☐ Search of student, locker, car (if applicable) on school property, according to district policy
☐ Search (or search warrant) of room/home/vehicle with law enforcement, if appropriate
☐ Interview with student of concern
☐ Parent/guardian interview
☐ Parent/guardian has not been notified because:
☐ Interview with school staff and/or classroom teacher(s)
☐ Interview with target individual(s) of threat
☐ Interview with other student(s)
☐ Internet histories/activities; written and artistic material, etc.
☐ Social media history/activity
☐ Contact with: ___ Probation ____ Diversion ____ Social Services ____ other involved agencies
☐ Other contact(s): _____
☐ Other: _____

3. Evaluate information. Consider both risk and protective factors.

The following risk assessment questions are based upon the Secret Service Model for threat assessment. Protective factors also need to be assessed. Together this information helps: 1) determine the individual's current intent, ideation, and feasibility of plan to harm others and/or self; 2) determine if the individual ***POSES*** a threat; 3) guides intervention planning.

All data gathered needs to be taken into consideration to answer the questions below. An interview with the individual of concern is to be conducted in private, conveying nonjudgmental support for the individual and their reported feelings, perceptions, and thoughts. Others with knowledge are also to be interviewed. Regardless of specific responses, if the individual is believed to be at imminent risk of harming others and/or self, DIRECT SUPERVISION AT ALL TIMES is required until the student is released to approved individuals to pursue immediate mental health assessment or law enforcement intervention. Use your p*rofessional discretion but err on the side of caution.*

DIRECTIONS: Answer each question with Yes, No, or Unable to Determine

Critical Risk Factors			Assessment Questions	Yes	No	Unable to Determine
Motives/goals		1.	Has expressed strong motivations, reasons, or goals for the planned violence? Grievances, grudges? Specify:			
		2.	Grievances against: ☐other student(s) ☐teacher(s) ☐parent ☐sibling ☐other:			
		3.	Situation/circumstances that led to threat still exist? Specify:			
		4.	Efforts were unsuccessful to resolve the perceived problem/grievance? Specify:			
Communicated Intent		5.	Communicated ideas and/or intent to harm others now or in near future? (includes verbal, non-verbal, electronic, written, pictures, gestures, social media) Specify:			
		6.	Told others of plan to harm/kill others? Who:			
Identification & Fixation		7.	Has shown inappropriate interest in previous attacks, weapons, incidents of mass violence? Specify:			
		8.	Identifies with previous acts/perpetrators of violence (e.g., Internet writings, news accounts, music, etc.)? Specify:			
Capacity and Will	**Behaviors**	9.	Has engaged in attack-related behaviors?			
		10.	Has capacity to carry out the act of violence?			
		11.	Previously tried to hurt others/animals? Specify:			
		12.	Previously practiced violent acts? (e.g. stalking, rehearsal) Specify:			
	Time	13.	Plan is *specific* in regards to time and location? Specify:			
	Opportunity	14.	Has means/access to guns/weapons? Specify:			
		15.	Has made efforts/preparation to get hold of a gun(s)/weapons? Specify:			
	Ability	17.	Is the plan *viable* (i.e., can access means and enact plan)? Specify:			
		16.	Plan is organized. Thoughts of how to get around security measures?			
	Desire (Planning)	17.	Plan is d*etailed* (including materials, means, and method to be used)? Specify:			
		18.	Has taken steps to carry out plan? Specify:			
		19.	Specific thoughts about how he/she would get close to target (i.e., persons or building)?			

Critical Risk Factors		Assessment Questions	Yes	No	Unable to Determine
Stimulus/ Stressors	20.	Experiencing/expressing hopelessness, helplessness, desperation, and/or despair? Specify:			
	21.	Expressed thoughts of hurting self (e.g., suicidal ideation)? Specify: ***Must conduct suicide risk assessment.***	*		
	22.	Had a recent death of a loved one or a significant loss of person/ relationship? (e.g., breakup of a romantic relationship) Specify:			
	23.	Experienced a new trauma/stressor and/or perceives current stress as high**?** Specify:			
	24.	Experienced chronic/ongoing stressors? (e.g., feelings of loneliness, life stress) Specify:			
	25.	Experienced a significant health concern? (self or other) Specify:			
	26.	Experienced abuse or victimization at home and/or school? Specify:			
	27.	Violent/chaotic/inconsistent structure in home			
Changes in Mood /Behavior	28.	Demonstrated abrupt changes in behaviors? (e.g., aggression, thoughts of revenge; changes in eating, sleeping, decline in school performance, quit club/sports, activities, gave away personal possessions). Describe:			
	29.	Demonstrated recent, dramatic changes in mood? (e.g., change from depression to contentment, happiness to depression, etc.)			
Mental Illness	30.	Has a history of mental illness/difficulties? (i.e., depression, conduct, or anxiety). Specify:			
	31.	Has delusional ideas, feelings that others are out to get him/her (i.e., paranoia)? Explain.			
	.32.	Has hallucinations where someone is commanding him/her to do something? Explain.			
	33.	Has acted on delusions and/or hallucinations? Explain:			
Personal Risk Factors	34.	Sees violence as an acceptable, desirable and/or only way to solve problems?			
	35.	Student has been victim of bullying/harassment: Specify:			
	36.	Student has engaged in bullying/harassment of other students: Specify:			
	37.	Has a history of substance abuse? Specify:			
	38.	Presenting Affect: ☐ Calm ☐ Elated ☐ Depressed/Despondent ☐ Irritable ☐ Enraged ☐ Labile Indicate "yes" if concern is present			
	39.	Presenting Behavior: ☐ Cooperative ☐ Withdrawn ☐Avoidant ☐Defensive ☐Hostile ☐Varied Indicate "yes" if concern is present			
Other Circumstances Affecting Likelihood of Attack	40.	Environment explicitly or implicitly supports/endorses violence as acceptable way to solve problems?			
	41.	Others have encouraged student to engage in violence?			
	42.	Conversation and "story" provided by student are inconsistent with actions.			
	43.	Behaviors are of concern to others. (e.g., seen as impulsive, acting-out, quickly escalates, flees/runs away, adults have had to intervene)?			

Critical Risk Factors		Assessment Questions	Yes	No	Unable to Determine
Protective Factors (can help to mitigate risk)	44.	Has a trusting relationship with at least one responsible adult? Specify:			
	45.	Has a support system of family? Specify:			
	46.	Has a support system of prosocial friends? Specify:			
	47.	Demonstrates empathy towards others? Specify:			
	48.	Has a sense of purpose in his/her life? (e.g., commitments, goals) Specify:			
	49.	Readily identifies plans for the future/indicates a reason to live? Specify:			
	50.	Views homicide and/or suicide as taboo (e.g. religious, spiritual, cultural belief systems)			
	51.	If previous concerns, interventions are in place and have been mostly effective Specify:			
	52.	When distressed student seeks help: If yes, name(s) of resource sought: _____			
	53.	Identifies prosocial ways that he/she has coped with angry or depressed feelings in the past? Specify.			
	54.	Has shown ability to self-monitor or self-restrain?			
	55.	Has engaged adults that help to provide monitoring when concerns expressed?			
	56.	Currently in counseling? With whom:			
	57.	Wants help/willing to access help when offered? Specify:			
	58.	Efforts were successful to resolve perceived problem/grievance? Specify:			
	59.	Supportive agencies involved providing help to student/family?			

ADDITIONAL RISK FACTORS TO CONSIDER:

- ❑ Student has been disciplined by school: ☐truancy ☐suspensions ☐expulsion(s) Details: _____
- ❑ Legal concerns: ☐prior assault charges ☐other charges ☐probation _____ Details: _____

Additional Assessment Notes:

EVALUATE INFORMATION AND DOCUMENT BELOW: Consider both risk and protective factors.

4. **A contextual assessment was performed**. Team looked at: ☐ Subject ☐ Target(s) ☐ Environment ☐ Precipitating Event ☐ Developmental understanding ☐ Disability, if applicable (504/special ed.)

5. **Based on the factors listed above and after consideration of risk and protective factors, determine the level of risk.**

Assessment Results – Level of Concern: (Check the appropriate level of risk below and follow appropriate procedures.)

☐ Yes ☐ No The decisions made below regarding level of risk and the interventions, monitoring and supervision to be conducted were a team decision involving at least the three core team members of the threat assessment team.

❑ **LOW LEVEL: Risk to target(s), students, staff, and school safety is minimal.**

- Threat is vague, indirect, inconsistent, implausible
- Information contained within the threat lacks detail or realism; no "true" threat; student lacks developmental understanding
- Available information suggests that the person is unlikely to carry out the threat or become violent
- No identified grievances; thought was in passing to a specific circumstance, remorseful
- Supports available and accessible

Actions (Check actions taken):

☐ Parent/guardian called and briefed about the situation:
Parent/guardian:_____ Date: _____ Time: _____
Student released to: ☐ parent/guardian ☐ routine after-school transportation. ☐ Other:

☐ Notified victim/victim's parents (if target identified)
Notified on: Date: _____ Time: _____ By whom: _____

☐ Threat/situation resolved through mediation, restorative conference, and/or problem-solving process

☐ Assisted with connecting to school and community resources, including follow-up supports, if needed.
Specify action: ☐ Develop/revise *Intervention and Monitoring Plan* ☐ Schedule IEP/504 review ☐ Other:
☐ Refer for evaluation _____ ☐ Consulted with community provider

☐ Provided information regarding community resources

☐ Notified building principal of outcome, if he/she was not a member of the assessment team

☐ Followed discipline procedures (if applicable), per conduct policy. ☐ Other:

❑ **MODERATE LEVEL: The threat could be carried out but supports are available and student willing to access supports.**

- Threat is plausible but lacks specifics.
- No clear indication that the student has taken preparatory steps, although there may be ambiguous or inconclusive references pointing to that possibility.
- Some grievances but does not view situation as hopeless.
- Moderate or lingering concerns about a student's potential to act violently but willing to access supports. Open to help.
- Has at least some protective factors present

Actions (Check actions taken):

☐Consulted with law enforcement and/or they participated in the assessment as a team member.

☐Parent called and briefed about the situation. Parent to report to school or other identified location.
Parent:_____ Date: _____ Time: _____

☐ Secured/removed weapon(s) or item(s) mentioned in the student's plan (involve law enforcement support, as appropriate).

☐ Provided direct supervision of student at all times (including restroom).

☐ Protect(ed) and notified intended victims(s) and their parents/guardians (if specific individuals were identified).
Notified on: Date: _____ Time: _____ By whom: _____

☐ Notified school principal and superintendent/designee. Date: _____ Time: _____ By whom: _____

☐ Released student to (do not allow student to be released to routine after school transportation):
___ Parent/guardian committed to constant supervision and seeking additional mental health supports.
___ Law enforcement/SRO took child into protective custody.
___ Department of Social Services (if warranted due to concerns in the home environment).

☐ Developed an *Intervention and Monitoring Plan* involving parents and school and/or community mental health

☐ Referred to school and community resources, as identified in the *Intervention and Monitoring Plan*.

☐ Followed discipline procedures, per conduct policy.

☐ Other:

❑ **IMMINENT: Clear and imminent safety risk. NEEDS IMMEDIATE CONTAINMENT via law enforcement intervention and/or mental health hold/hospitalization. Has means, method, and desire to execute plan in short-term if no containment.**

❑ **HIGH LEVEL: The threat or situation of concern appears to pose a serious danger to the safety of others. Immediate containment is not needed but immediate safety planning is necessary and constant supervision is needed.**

- Threat is specific and plausible. There is an identified target or strong indication of target(s).
- Information suggests concrete steps have been taken to act on the threat and has means (e.g. acquired or practiced with weapon, has victim under surveillance).
- Information suggests a strong concern about a student's potential to act violently.
- Strong grievance; intent on violence as only solution.
- Minimal to no supports; resistive to problem solving/interventions.

Actions (ALL boxes should be checked):

☐ **NOTIFIED LAW ENFORCEMENT IMMEDIATELY FOR SUPPORT TO CONTAIN THREAT**
Notified on: date: _____ time: _____ by whom: _____

☐Parent called and briefed about the situation. Parents to report immediately to school or law enforcement facility.
Parent:_____ Date: _____ Time: _____

☐ Provided direct supervision of student at all times (including restroom).

☐ Protect(ed) and notified intended victims(s) and their parents/guardians (if an intended target).
Notified on: Date: _____ Time: _____ By whom: _____

☐ Notified principal and superintendent/designee. Date: _____ Time: _____ By whom: _____

☐ Follow procedures, per conduct policy.
If **imminent** risk, only release student to:
☐ Law enforcement/SRO took child into protective custody
☐ Ambulance transport to hospital requested by: parents, school, or unable to contact parent.
If **high** risk, only release student to:
☐ Primary caregivers if agree to provide constant supervision and seek supports *(if caregivers refuse to supervise, it rises to imminent risk)*
☐ Department of Social Services (if warranted due to concerns in the home environment or parents refuse to supervise).

☐ Consider if mental health and/or law enforcement assessment is necessary/required before returning to school.

☐ If student to return, develop an *Intervention and Monitoring Plan* involving parents, school, community mental health and/or law enforcement/SRO.

☐ Assign team member(s) to monitor student and ensure *Intervention and Monitoring Plan* is followed, including follow-up meetings to review progress.

☐ Prepare a *Re-Entry Plan*/meeting involving parents, school, law enforcement, and/or community mental health personnel.

☐Other:

The analysis is based upon information available at this time. Should additional information or case materials become available at a later date, certain aspects of this analysis and therefore, the conclusion, may be subject to modification or change.

TEAM RATIONALE FOR DECISION:

6. **Develop *Intervention and Monitoring Plan* (attach; optional for low risk)**
   - ☐ Plan will be reviewed on _____
   - ☐ Assigned team member to monitor student(s) and ensure Intervention and Monitoring Plan is followed
     Team member to monitor: _____ Back-up team member: _____

7. **Obtain parent/guardian signature(s) on the *Parent Notification & Agreement* (attach)**

8. **Documentation and Review**.

   - ☐ Print, sign, & send copy to: [district department who oversees threat assessments]
     Date sent: by whom:
   - ☐ School shall maintain the original documentation in a secure, confidential location
   - ☐ Enter applicable discipline actions in student information system to indicate a threat assessment was conducted

Signatures:

_____	_____
Administrator	SRO/Law Enforcement (if situation warranted involvement)
_____	_____
School Mental Health	Other
_____	_____
Other	Other

This protocol does not predict future violence nor is it a foolproof method of assessing an individual's or group's risk of harm to others. This protocol is not a checklist that can be quantified. It is a guide designed to assist in the inquiry/investigation of potential danger (identify circumstances and risk factors that may increase risk for potential youth aggression) and to assist districts in development of a threat assessment and management plan. Furthermore, as circumstances change, so too does risk potential; therefore, if you are reviewing this protocol at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

INTERVENTION & MONITORING PLAN

Student: _____ **Grade:** _____ **Age:** _____ **Date of Birth:** _____

School: _____ **Date:** _____

Check appropriate actions to implemented below:

DISCIPLINE MEASURES

☐ Confrontation/warning	☐ Letter of Apology
☐ Restorative Practice (Specify):	☐ Conflict Resolution (Specify):
☐ Behavior Contract	☐ Parent Meeting
☐ Detention: # of days _____	☐ Ticketed by Law Enforcement (Specify):
☐ Suspension: # of days _____ ☐ ISS ☐ OSS	☐ Charges Filed by Law Enforcement (Specify):
☐ Alternative to Suspension (Specify):	☐ Law Enforcement Diversion Program (Specify):
☐ Habitually Disruptive Plan. Level:	☐
☐ Expulsion (Length of Expulsion): _____ Code of Conduct Violation: _____	☐

MONITORING MEASURES

☐ Check in: With Whom: _____ How Often: _____ When: _____ Back up adult: _____
☐ Check out: With Whom: _____ How Often: _____ When: _____ Back up adult: _____
☐ Ongoing collaboration between school and parent/guardian: How Often: _____ When: _____ By Whom: _____
☐ Parent/guardian will provide increased supervision: Specify: _____
☐ Ongoing collaboration with agency: Name of Agency: _____ Agency Professional: _____ School Professional: _____ How Often: _____ By: ☐ phone ☐ email ☐ Other: _____
☐ Ongoing collaboration with probation/juvenile diversion: Name of Agency: _____ Agency Professional: _____ School Professional: _____ How Often: _____ By: ☐ phone ☐ email ☐ Other: _____
☐ Ongoing collaboration with mental health professional: Name of Professional: _____ School Professional: _____ How Often: _____ By: ☐ phone ☐ email ☐ Other: _____
☐ Items to be Searched: Items: _____ By Whom: _____ How Often: _____ When: _____
☐ Safety Contract: (Attach to BTAIP)
☐ Whereabouts on campus monitored, by whom: _____
☐ Daily schedule modified: Specify: _____
☐ Restrictions: Specify: _____
☐ Student will be detained, incarcerated, or placed at/by:
☐ No contact agreement: Specify: _____
☐ Permission to exchange information obtained: ☐ Name professional/agency: _____ Date: _____ ☐ Name professional/agency: _____ Date: _____ ☐ Name professional/agency: _____ Date: _____

SKILL DEVELOPMENT MEASURES:

☐ Student will begin: ☐conflict resolution ☐anger management ☐social skills group ☐ Other: _____ Provider: _____ ☐ at school ☐ community provider	
☐ Counseling provided by community provider (clinical psychologist, LPC, LCSW, etc.)	☐ recommended ☐ being implemented - Professional: _____
☐ Counseling provided by school-based staff (school psychologist, counselor, or social worker)	☐ recommended ☐ being implemented - Professional: _____
☐ Counseling provided by district staff (mental health counselor, behavior interventionist)	☐ recommended ☐ being implemented: Professional: _____
☐ Student referred for a special education assessment by (date): _____	
☐ Student will be considered for a change in placement: Specify: _____	
☐ Functional Behavioral Assessment (FBA) will be conducted	
☐ Behavior Intervention Plan (BIP) to be developed	
☐ Behavior Interventionist/Support Assistant referral	
☐	☐

RELATIONSHIP BUILDING MEASURES:

☐ Student will seek support from: ☐counselor ☐mental health ☐administrator ☐mentor ☐other: _____	
☐ Student will participate in school activities. Specify: _____	
☐ Student will participate community-based program(s). Name of program: _____Agency involved: _____	
☐ Peer Mentoring Program	
☐ Adult Mentor: Name of mentor: _____	
☐	☐

ADDITIONAL INTERVENTIONS:

☐ Revise IEP/504 Plan	☐ McKinney-Vento/Foster Care referral
☐ Intervention team referral	☐ Social Service referral
☐ Change in transportation Specify: _____	☐
☐ Evaluation Specify: _____	☐

Additional Notes:

Intervention & Monitoring Plan Developed on: Date: _____

Plan Distributed to (list personnel on a need to know basis only):

Primary School Contact: _____ Secondary School Contact: _____

- These shall be qualified school professionals, who will meet regularly with the student and monitor the *Intervention and Supervision Plan*.

Reentry Meeting ☐ Required - Date: _____ ☐ Not Required - Date of Follow-Up Meeting to Review Progress: _____

Note: documentation from reentry/follow-up meetings should be attached to this form and maintained with the other Threat Assessment records.

Team Member Signatures:

_____ _____ _____

_____ _____ _____

PARENT NOTIFICATION & AGREEMENT - THREAT ASSESSMENT

STUDENT: _____ SCHOOL: _____

PARENT/GUARDIAN: _____ DATE: _____

The parent/guardian of the student noted above has been called into a conference to discuss a threat made by their child. In an effort to keep all students safe, the parent/guardian has been advised of the following:

☐ I have been advised that my child has expressed a substantive threat

☐ The threat assessment process and the Intervention and Monitoring Plan to be implemented has been explained to me/us.

☐ I have been advised of home safety and the need for supervision

☐ I have been given a provider list of available community supports

☐ I have been advised to seek an evaluation for my child: ☐ Immediately ☐ Within 24 hours ☐ Other
Type of evaluation: _____

☐ I understand that _____ School District is not financially responsible for community-based evaluation or treatment, but is simply alerting me to this emergency as they would inform me of any health problem.

☐ District mental health professional was consulted

☐ School disciplinary action: _____

☐ Law enforcement was contacted

☐ I understand that upon further investigation additional action may be taken by the school or law enforcement

☐ Staff: ☐ request ☐ require a re-entry meeting to the student returning to school

☐ Other:

Agreement: (Note: interventions required to help ensure safety in the school environment may be implemented regardless of agreement)

☐ I agree to follow the recommendations of the Threat Assessment Team understanding that fulfilling those recommendations comes at my expense, unless otherwise identified through the Intervention and Monitoring Plan.

☐ I accept the recommendations of the Threat Assessment Team with the following exceptions:

_____

☐ I do not agree to follow the recommendations of the Threat Assessment Team.

_____ _____
Parent or Guardian Date Parent or Guardian Date

_____
Student Date

REENTRY or FOLLOW-UP MEETING

☐ **RE-ENTRY MEETING** ☐ **FOLLOW-UP MEETING TO ASSESS PROGRESS** ☐ **RE-ENTRY/FOLLOW-UP MEETING NOT NEEDED**

Student: _____ **Grade:** _____ **Age:** _____ **Date of Birth:** _____

School: _____ **Date of Threat Assessment:** _____ **Today's Date:** _____

Attendees:

Discussion Notes:

Next Steps:

☐ Implement/continue to implement *Intervention and Monitoring Plan*

☐ Adjust the *Intervention and Monitoring Plan*. Specify:

☐ Discontinue Intervention and Monitoring Plan as satisfactory progress has been made. Student will continue to be supported through other means (e.g., informal monitoring, 504/IEP, counseling services), as appropriate

Date of Follow-Up to Review Progress (if applicable): _____

Team Member Signatures:

_____	_____	_____
(Print)	(Print)	(Print)
_____	_____	_____
(Sign)	(Sign)	(Sign)