Foresthill Union School District

School Threat Protocol

The mission of this protocol is risk reduction and violence prevention to promote the safety of students and staff on district and school sites.

Goal

To reduce the risk of an incident of targeted violence in through the formalization of a comprehensive protocol for the Foresthill Union School District that helps identify individuals whose behavior causes concern and facilitates communication of those concerns to the involved parties. Once identified and communicated, the involved parties will collaborate to conduct a threat assessment and refer the individual to appropriate services.

History

From April 1999 through September 2021, acts of targeted violence committed by individuals under the age of twenty-one on elementary, middle, and high school campuses caused the death of 109 students and staff members across the nation. On April 20, 1999, a 17 and 18-year-old student killed 12 students and one teacher at Columbine High School in Littleton, Colorado. Thirteen years later on December 14, 2012, 20 first graders and six staff members were murdered at Sandy Hook Elementary School. On February 14, 2018, a 19- year-old killed 14 students and three staff members at Marjory Stoneman Douglas High School in Parkland, Florida. On May 18, 2018, a 17-year-old student killed eight students and two teachers at Santa Fe High School in Santa Fe, Texas. On May 24, 2022, a teenage gunman shot and killed 19 children and two adults at Robb Elementary School in Uvalde, Texas. The perpetrators of these crimes exhibited warning signs that went overlooked or were not reported.

Following the Columbine massacre in 1999, the U.S. Secret Service and the Department of Education launched a collaborative effort to determine what could be done to prevent future attacks from occurring. After studying 37 incidents of targeted school shootings and school attacks that occurred between 1974-2000, the *Safe School Initiative* was created. The *Safe School Initiative* paid particular attention to identifying pre-attack behaviors and

communications. There were a number of important findings from the 2004 *Safe School Initiative,* including:

1. 98% of the attackers experienced or perceived a major loss prior to the attack.

2. 78% of the attackers had a history of suicide attempts or suicidal thoughts prior to their attack.

3. 71% of attackers felt persecuted, bullied, threatened, attacked, or injured by others prior to the incident.

4. 73% of attackers had a grievance against at least one of their targets prior to the attack.

5. 93% of the attackers planned out the attack in advance of carrying it out.

6. In 81% of the incidents, at least one person had information that the attacker was thinking about or planning the school attack.

7. In 59% of the incidents, more than one person had information about the attack before it occurred.

8. 95% of the attackers were current students, where they carried out their attacks.

9. More than 50% of the attacks occurred during the school day.

Three important studies on targeted school violence have been released by the Secret Service's National Threat Assessment Center (NTAC). *Averting Targeted School Violence*, analyzed 67 disrupted plots against K-12 schools between 2006-2018. Key findings of the study included:

1. Targeted school violence is preventable when communities identify warning signs and intervene.

2. Schools should seek to intervene with students before their behavior warrants legal consequences.

3. Students were most often motivated to plan a school attack because of a grievance with classmates.

4. Students are best positioned to identify and report concerning behaviors displayed by their classmates.

5. The role of parents and families in recognizing concerning behavior is critical to prevention.

6. School resource officers play an important role in school violence prevention.

7. Removing a student from school does not eliminate the risk they might pose to themselves or others.

8. Students displaying an interest in violent or hate-filled topics should elicit immediate assessment and intervention.

9. Many school attack plots were associated with certain dates, particularly in the month of April and the anniversaries of other high-profile, mass-casualty attacks.

10. Many of the student plotters had access to weapons, including unimpeded access to firearms. It is important to note that in seven cases, the plotters were able to acquire firearms secured in a locked safe because they were either given access to the safe, were able to access keys to the safe, or pried the safe open.

11. Students who plotted school attacks shared many similarities with students who perpetrated school attacks (including exhibiting behaviors indicating the presence of a mental health issue).

These studies reinforce the importance of developing a School Threat Protocol in a multi-agency, collaborative approach. They highlight the need for ongoing education to the community to help identify warning signs and how critical it is to encourage students to report concerning behaviors.

Schools, mental health professionals, and law enforcement agencies must intervene early to support and redirect an individual in need.

Need for a Community-Wide Protocol

These incidents do not occur in isolation. What the *Safe School Initiative* and NTAC findings highlight is the ability of the community to greatly reduce such tragedies from occurring by working collaboratively. This protocol commits Foresthill Union School District to a coordinated response to threats of targeted school violence. We are committed to a thorough, practical, and prompt response with the cooperation of law enforcement and county mental health professionals. We will utilize best practices that include continuing education, rehabilitation, and open communication with other entities dedicated to preventing threats of targeted school violence.

SCHOOL RESPONSE

Include the following prevention, mitigation, response, and recovery strategies in Comprehensive School Safety Plans.

Prevention Strategies

1. Designate a district safety coordinator or designee to participate in annual coordination meetings with community stakeholders, including but not limited to Foresthill Union School District (FUSD), law enforcement representatives, and the Psychiatric Emergency Response Team (PERT).

2. To facilitate access to student information and designated emergency contacts in the event of targeted school violence, utilize the *school emergency contact application,* which consists of three major interfaces:

   - **After-hours emergency contacts** for each school within the district, as well as the district itself. These contacts should only be used in the event of an emergency when school is not in session.

- **Law enforcement agencies and other emergency personnel** (i.e., PERT) emergency contact information during critical after-hours, weekends, and holidays.
- **Individual school users** enables schools to provide law enforcement the ability to contact individual school officials during critical after-hour emergency situations.

3. Adopt an anonymous student reporting system and application and implement the following steps:

- Feature a link to the anonymous reporting site prominently on the school district website's homepage and on the school website's homepage.
- Install the anonymous reporting app on all school-issued devices.
- Promote the use of anonymous reporting applications on an ongoing basis and in communications related to school safety.

4. Establish procedures to document events that could aid a threat assessment team in identifying potential warning signs:

- Document in the student's discipline record all reports of **suspected warning signs** **or threats**, and the school's response, including those threats determined to be transient. These incidents may reveal a pattern of escalation.
- Document in the victim's student record the circumstances and the response of the school to any reports of bullying, harassment, or intimidation, regardless of the outcome. These incidents may reveal a real or perceived loss or wrong/grievance.

5. Adopt the following violence prevention programs available from **Sandy Hook Promise**:

- *Start with Hello*: Social isolation is the overwhelming feeling of being left out, lonely, and treated like you are invisible. Young people who are isolated can become victims of bullying, violence and/or depression. As a result, many further pull away from society, struggle

with learning and social development and/or choose to hurt themselves or others. *Start with Hello* teaches students in grades K through 12 the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school.

- *Say Something*: *Say Something* teaches students in grades 6 and up how to look for warning signs, signals, and threats, especially in social media, of an individual who may be a threat to themselves or others and to say something to a trusted adult to get help.

6. Train all school employees to recognize and report the warning signs associated with an escalation toward violence, which are identified in **Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence** (Cornell, 2018)

    - Train staff on the circumstances that warrant a report directly to 911.
    - Train staff to report all warning signs and threats to their school administrator.

Mitigation Strategies

1. Incorporate the following in Acceptable Use of Technology policies and agreements: *"Users of the Foresthill Union School District network must be aware that information accessed, created, sent, received, or stored on network or its school sites are the property of the Foresthill Union School District. Account users do not have any right to or expectation of privacy regarding such materials. Foresthill Union School District reserves the right to monitor all traffic on the Foresthill Union School District network."*

2. Incorporate in all school site Comprehensive School Safety Plans active assailant resources.

3. Train all school employees in Options-Based Responses (Run, Hide or Fight) to Active Assailant Situations.

4. Conduct the following drills with design input or observation feedback from a law enforcement or safety professional:

   - At least one lockdown drill annually on each school campus.
   - At least one drill annually on each school campus to practice reunification procedures.
   - At least one district drill annually to practice offsite evacuation and reunification procedures.

5. To assist occupants in identifying their exact location in an emergency, label the interior of every room, classroom, bathroom, and common area with the room number or name.

Targeted School Violence Response Strategies

1. Adopt the School Response Protocol from **Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence** that begins on the following page of the recommendations for schools.

2. If during the school threat assessment it is believed the individual currently poses a danger to themselves or others, consider available external mental health services such as the Psychiatric Emergency Response Team ("PERT").

3. In instances where a longer-term assessment of risk is necessary, schools should consider engaging the services of a psychologist who specializes in threat assessment and threat management to serve as an external consultant, particularly under the following circumstances:

   - The school site team is uncertain how to proceed with a juvenile that makes or poses a threat and would benefit from expert consultation on the threat assessment and threat management

process. Ensure the enlisted professional has experience working with juveniles and understands the juvenile justice system.

- The individual making or posing a threat is an adult or does not attend the school. School site teams are not equipped to assess and manage cases involving adults or non-students.
- When psychiatric records must be accessed to avert a serious threat to health or safety as authorized by 45 CFR 164.512(j) (**see Attachment 7**)

Recovery Strategies

1. Utilize Catapult Connect system (text, voice call, e-mail, and social media) with parents and other stakeholders, to aid in family reunification following a crisis event.

2. Train school-based mental health crisis intervention teams to support student and staff recovery needs following a traumatic event.

Targeted School Violence Protocol

Establish a School Threat Assessment Team. It is important to remember individuals can pose a threat without verbally articulating one. Oftentimes these threats come to light through a behavior or series of behaviors observed by others.

While the team composition for this model can be adapted to meet the staffing patterns of each school, school threat assessment teams are typically composed of personnel from each school site who work in the following roles:

- School site administrator
- School psychologist
- School counselor or school social worker
- School resource officer or juvenile service officer

Five Steps in Student Threat Assessment

Step 1: Evaluate the threat.

A threat assessment begins when a student is reported to have made a threat, which is defined as any expression of intent to harm someone. Threats may be oral, written, graphic, or behavioral. They may be communicated to the intended target or to third parties. Behavior that implies a threat, such as carrying a weapon or acting in a menacing manner, should be assessed to determine whether a threat is present. If a threat is identified, obtain a specific account of the threat by interviewing the student who made the threat, the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the student's intentions.

Step 2: Attempt to resolve the threat as transient.

The team should gather information from witnesses and the student to determine the context and meaning of the threat. A transient threat is not a serious threat and may be an expression of momentary anger. It may be an expression of humor or hyperbole that does not convey genuine intent to harm. A transient threat is resolved with an explanation or apology, and although disciplinary consequences and counseling may be appropriate, safety precautions are not needed.

Step 3: Respond to a substantive threat.

If a threat cannot be resolved as transient, it should be treated as a substantive threat, which means there is some ongoing intent to harm someone. The team must take precautions to protect potential victims, including warning victims and taking appropriate actions to supervise the student. An attempt should be made to resolve any apparent problem or conflict underlying the threat. Disciplinary measures are applied as appropriate to the circumstances, after safety measures have been successful. A threat to hit, assault, or beat up someone is termed "serious," whereas a threat to kill, rape, use a weapon, or severely injure someone is termed "very serious." Serious threats are resolved at this step, but very serious threats require a safety evaluation.
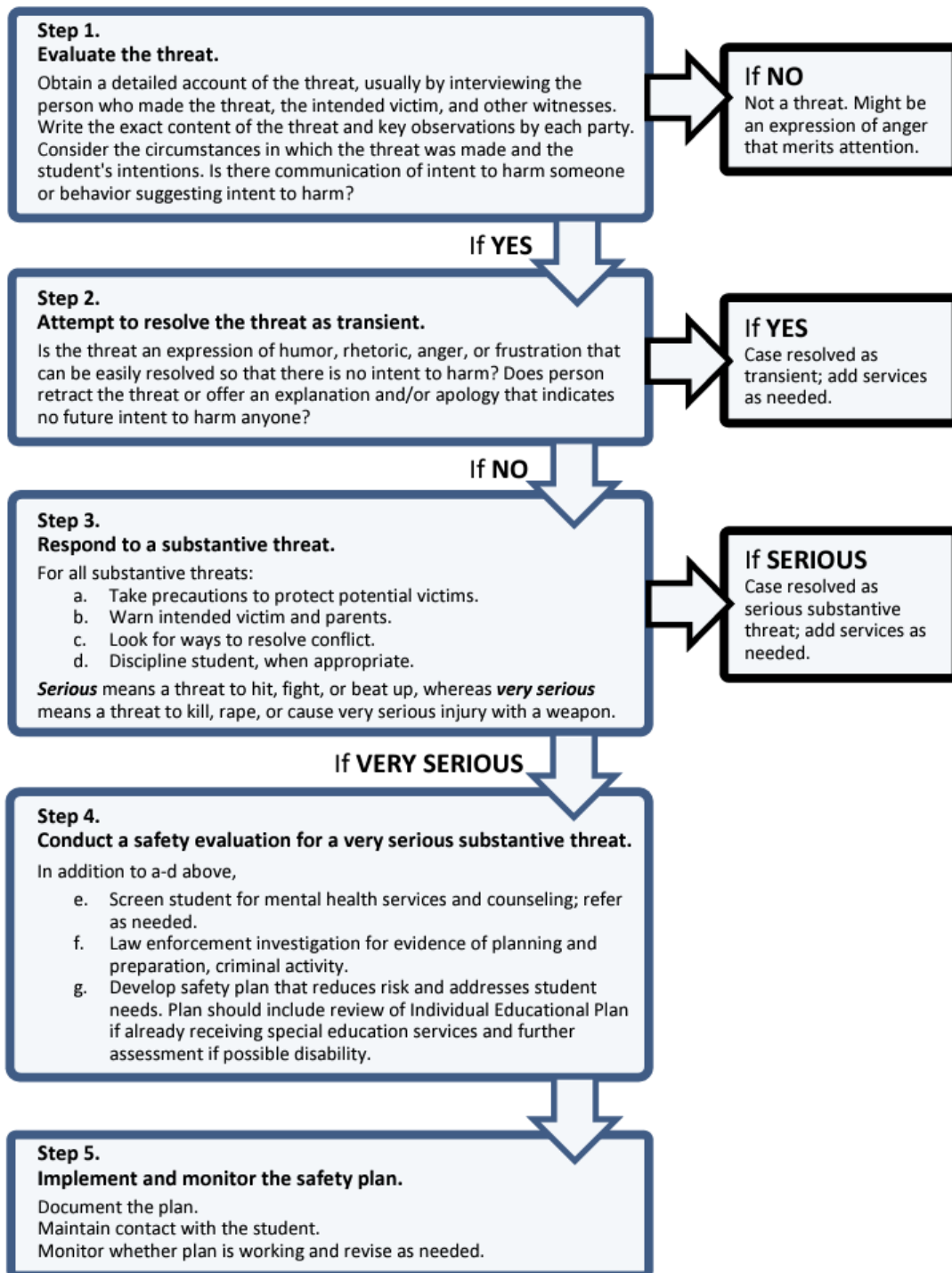
Step 4: Conduct a safety evaluation for a very serious substantive threat.

Very serious threats require immediate protective action, including contact with law enforcement, followed by a comprehensive safety evaluation. The safety evaluation typically includes both a law enforcement investigation conducted by the school resource officer and a mental health assessment conducted by a school mental health professional. The mental health assessment is designed to determine referral and support needs and to identify the subject's reasons for the threat. Based on both law enforcement and mental health input, the team develops a safety plan that is designed both to reduce the risk of violence and respond to the student's needs for services or support. The safety plan should include a review of the student's Individual Educational Plan, if the student is already receiving special education services or a referral for special education evaluation or "child find" procedures if a disability is suspected.

Step 5: Implement and monitor the safety plan.

The threat assessment team implements the safety plan and maintains contact with the student to monitor the plan's effectiveness. The plan and follow-up actions are documented. The plan is revised as needed.

School Threat Assessment Decision Tree

Step 1.
Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

If NO
Not a threat. Might be an expression of anger that merits attention.

If **YES**

Step 2.
Attempt to resolve the threat as transient.

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

If YES
Case resolved as transient; add services as needed.

If **NO**

Step 3.
Respond to a substantive threat.

For all substantive threats:
   a. Take precautions to protect potential victims.
   b. Warn intended victim and parents.
   c. Look for ways to resolve conflict.
   d. Discipline student, when appropriate.

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

If SERIOUS
Case resolved as serious substantive threat; add services as needed.

If **VERY SERIOUS**

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

In addition to a-d above,
   e. Screen student for mental health services and counseling; refer as needed.
   f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
   g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

Step 5.
Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

Threats Posed by Students

1. If imminent danger is present, the school administrator or a school staff member will call 911 immediately.

2. If the identity of the person posing or making the threat is known, school staff may request a Psychiatric Emergency Response Team (PERT) be dispatched.

3. All threats or concerning behavior will be reported to a school site administrator. In all cases the school administrator will attempt to get a written account from the student who made or posed a threat and any witnesses.

4. The school administrator will follow the five-step decision-making process described above. *NOTE: **The school administrator will document in the student's discipline record information on all threats made by a student (including transient threats and substantive threats that are serious) and the school's response.***

5. If the school administrator determines that a threat is "very serious" (a substantive threat to cause serious injury or death) the school administrator will activate the school site threat assessment team and brief the team on the facts.

6. The school administrator will, as part of the school's investigation, determine if a search of the student's possessions is appropriate. Parental consent and/or notification is not required. Start by asking the student's permission. If the student refuses, the search must be supported by reasonable suspicion that a school rule or law has been violated and that the search will uncover evidence of that violation.

   - Prior to authorizing a search, the school administrator will document the threat, and the purpose of the search, making a clear connection between the suspected violation, and the scope of the search. More specifically:

- ○ Is there reasonable suspicion that the search will turn up evidence that the student has violated the law or a school rule?
- ○ Is the extent of the search reasonably related to the suspected infraction? Reasonableness may be determined by school policies, consent, or exigent circumstances.
- ○ Is the search not "excessively intrusive" in light of the student's age, sex, and the nature of the infraction?
- ○ The scope of the search is limited to the evidence sought.
- If the school administrator determines a search is appropriate, the administrator may access electronic device information only under the following circumstances as specified in Penal Code Section 1546.1:
  - ○ Pursuant to a warrant, wiretap order, order for electronic reader records, subpoena, or order for a pen register or trap and trace device or both.
  - ○ With the specific consent of the authorized possessor of the device.
  - ○ If a school official, in good faith, believes that an emergency involving danger or death or serious physical injury to any person requires access to the electronic device information.

7. The site threat assessment team conducts a comprehensive safety evaluation. The student may be suspended pending the completion of the evaluation. Expulsion may also be recommended. It is important to note that threat assessment is separate and distinct from discipline. Disciplinary consequences for threats are appropriate if the behavior is sufficiently disruptive and/or violates school rules and education code.

8. The site administrator will summarize the evaluation and threat management plan in a Safety Evaluation Report.

9. The site administrator will act as case coordinator for all students who have a threat management plan. The site administrator will convene

the site threat assessment team monthly to review student progress and modify threat management plans as needed. Modifications will be documented as addendums to the Safety Evaluation Report.

10. The site administrator will convene the school site threat assessment team whenever he/she suspects that the threat management plan is not adequate to ensure safety.

11. If the student moves to a new school, the site administrator will contact the school administrator at the new school to review the Safety Evaluation Report, and to share updates on the student's threat management plan. When possible, this contact will take place before the student enrolls in the new school. The school administrator will provide a copy of the Safety Evaluation Report and Mental Health Assessment Report as a part of this contact.

Threats Posed by Adults or Unidentified Parties

1. If imminent danger is present, school staff will call 911 immediately and notify an administrator.

2. In all other instances, the school administrator will contact the law enforcement agency's dispatch number to report the threat or concerning behavior.

3. The school administrator will report the threat or concerning behavior to the district office.

4. In cases in which it is unclear whether the person poses a threat to the school, the district will consider engaging the services of a threat assessment professional.

Characterizing Threats in Public Communications

Schools will avoid characterizing articulated threats as "lacking credibility." In communications designed to reassure, schools should emphasize their partnership with law enforcement and the determination that it is safe for students to attend school. For example:

"We take every threat seriously and work closely with our law enforcement partners to be certain that our schools are safe for students. We have been in close contact with the [name of law enforcement agency] throughout the course of this investigation and have been assured that it is safe to operate our schools and that our students are not in danger."

Communications should only come from the highest-ranking individual in the school **(i.e., Superintendent**).

Communicating with Victims

School administrators should communicate with a student or staff member that was threatened by a student attending the same school. This communication should include whether a safety plan was put into place and when the student who made the threat is expected to return to campus. Ensuring timely communication with the victim will assist in alleviating safety concerns. Additionally, it is important to acknowledge the impact a threat can have on an individual's physical and emotional well-being.

School Threat Assessment Team (Stat)

The School Threat Assessment Team (STAT) is comprised of members of law enforcement, mental health professionals, and the Foresthill Union School District Administrators, who will convene to review and evaluate any threat of targeted school violence. The purpose of the review is to assess the risk presented and recommend appropriate treatment options of the individual.

Investigative Questions

A threat assessment is not profiling. No checklist, form, assessment, or evaluation will ever be able to fully predict whether someone will commit a future act of violence. However, not paying attention to certain behaviors or prior actions could certainly prove to be detrimental and might very well lead to a retrospective…*why didn't we see that!*

A school threat investigation should consider a number of different factors and the assessment should be based on the totality of the observations made by the assessor.

It is important to remember that even though the number of people who might ultimately become a mass shooter is small, these assessments are still important even when they don't lead to that end. They can still be valuable in helping identify behaviors that can ultimately lead to other problems such as helping to identify a student who is suicidal or might engage in a more limited act of violence such as assaulting another student.

The following is a list of possible questions an investigator might ask in order to obtain relevant background information that can help to assess a person:

<u>Victim Questions</u>:

- Who is the intended or actual victim(s)?
- Is the victim seen as an individual or a representation of the group the subject hates?
- Do you feel you were targeted as an individual, a group, or something you identify/associate with?
- What is their relationship to the suspect?
- How would you characterize the relationship (friends, acquaintances, classmates)?
- How long have you known the suspect?

- How well do you know them?
- What possible grievance might the suspect have with the victim?
- Any prior incidents/cases between the two parties?
- Was a weapon involved or mentioned in the threat?
- Were there direct threats made to the victim?
- Were the threats of death or violence inferred?
- How were the threats communicated? (In Person, Phone, E-Mail, Letter, Etc.)
- If communicated through a third party, is the suspect aware of the relationship between the third party and the victim?
- Is the victim involved in something controversial?
- Does the victim have a history as a suspect?

School Administrative Questions:

- How are their grades? Attendance?
- What is their school / class schedule?
- Is this student a recent transfer?
- What is their discipline history?
- Do you have a copy of the cumulative file?
- Does student have an IEP or 501(c) plan? (which may trigger the need to establish PC 26)
- Any other service providers that assist with this student?
- Are there administrators / teachers with a background on this student?
- Does the student follow school rules? Are they respectful to staff?
- Are there any school disciplinary issues regarding the offending student as the aggressor?
- Are there any school disciplinary issues regarding the offending student as the subject of bullying or physical violence?
- How truthful have you found them to be during prior encounters?
- Do they demonstrate remorse or empathy appropriately? How?
- Do they seem to know the difference between right and wrong? How? (Ensure PC 26 is completed for any juvenile under the age of 14. Due to

WIC 625.6 which changed the Miranda rights for all individuals under that age of 18, do not establish PC 26 with a juvenile if they are in custody and subject to interrogation. Establish PC 26 through a parent, guardian, or school employee with sufficient knowledge of the juvenile)

- Have you searched anyone? What did you find?
- Do you have any witness statements?
- Do you have any evidence?
- Does the student have any aberrant behaviors, interests, or hobbies?
- Do you have any social media names, passwords, or accounts for the student?

Criminal History Questions:

- Is the suspect known, or believed to be a user of alcohol?
- Is the suspect known, or believed to be a user of narcotics/drugs?
- Does the suspect have a history of violent crimes?
    - Violence at Home
    - Violence at School
    - Violence at Work
    - Violence Directed at Public Figures
    - Hostile/aggressive opinions or commentary expressed on social media
- Does the suspect have a history of aggressive, explosive, or assaultive behavior?
- Does the suspect have a history of problems with authority figures?
- Does the suspect have a history of targeted violence? (Harassing, Menacing, Protective Orders, Stalking)
- Does the suspect have a history of trauma?
- Have you checked with CPS for prior history?
- Any known fixations?
- Would describe subject as lonely or isolated?
- Does the suspect have any history of a violation of protective/restraining order?

Mental Health Questions:

- Is there a history of mental health problems?
- Any history of suicidal or homicidal ideations?
- Any history of cutting, self-harm?
- Any prior suicide attempts? Documented?
- Are they currently under a doctor's care?
- Are they currently receiving mental health services?
    - If so, have you asked for the provider names and contact information?
- Who was their most recent doctor when they were under care?
- Are they taking any prescription medication(s)? If so, what?
- Are they taking any other medications? If so, what medication(s)?
- Are they medication compliant?
- Is there any history of animal abuse?
- Is there any history of fire starting?
- Any history of psychiatric hospitalizations?
- Any family history of mental health issues or hospitalizations?

Fraternal Orders / Affiliations:

- Do they belong to any organizations?
- Do they frequent websites with any violent extremists?
- Any symbols on property (notebooks, backpacks, room, etc.) of known hate groups?
- Any family members belong to such organizations?
- Is there evidence of affiliation with groups known to be connected to violence?
- Is there any indication of connection to "fringe" groups?
- Is there any observable interest in "fringe" groups or organizations?
- Are they a documented street gang member or associate?

Weapons Questions:

- Do they own any firearms? If so, what?
- Do they have access to firearms? (Who, where?)
  - If firearms in the home, how are they secured (eyes on check as well as running all occupants of home including adult siblings for guns registered to them. Note significant county increase in "ghost guns")
- Is hunting / shooting-sports-enthusiast a hobby of the family?
- Is there evidence of stockpiling or preparation?
- Is there any evidence of weapons modification?
- Have they ever experimented with explosives? To what extent?
- Is there any evidence they are making explosives?
- Do they possess any non-firearm weapons? (Type, number, collections, etc.)
- Do they have a history of carrying weapons?
- Do they have a fascination with weapons and killing?
- Do they have a fascination with the military? Which branch, why?
- Is there any on-line evidence of searches for weapons, manufacturing, and use?
- Is there any indication of use of weapons to train for killing or harming?
- Have they fired a gun before (been to gun range, practiced with parent/relative)?

Relationship / Employment / Life Circumstances:

- Are they currently in a relationship? With whom?
- How has their relationship been? Any issues or concerns?
- Have they suffered any recent breakups?
- How is family life? Are mother and father present? If not, who cares for subject?
- Any recent stressors? (relationship / peer, financial, divorces, death, illness, legal issues for family members, etc.)
- Where do they live?

- Does suspect have any social support?
- What social groups or networks do they have?
  - How do these help them, or harm them?
- Have there been any changes in life routine?
- Have they been in any kind of significant accident? Any head injury?
- Has there been any recent type of loss? (Status, Friendship, Job, Family Member)
- Has there been any significant failure? (Job, School)
- Has there been any significant rejection? (Relationships)
- Do they have any grievances or resentment you are aware of? (Economic, Family, Government, School, Person)

Suspect Questions:

- Tell me what happened?
- Did you make the threats?
- Why would someone think you did?
  - Do you have a problem with that person? What / Why?
- If you made the threats, can you tell me why?
- What did you think would happen when you made the comments?
  - What did you intend to happen?
  - How does that make you feel?
  - Did you think that would cause fear in the person who heard it?
  - If no, why not?
  - What would / could you do differently?
  - Would you be willing to write an apology letter?
  - If someone said that to you, how would you feel?
- Did you do anything or say anything that might have been misperceived?
- What would it take to forgive the person you are angry with?
- What are you grateful for?
- Do you have anyone in your life that you trust?
- Do you have a support system?

School Threat Assessment Team (STAT) Sheet

Student Name: _____

Co-participants/suspects: _____

Victim's Name: _____

Suspect's relationship to victim(s):

_____ parents   _____ Unknown person

_____ dating relationship   _____ former dating relationship

_____ friend   _____ acquaintance

_____ school official   _____ relative

_____ teacher   _____ classmate

_____ other

INCIDENT: (Do not leave blank. Write either NA, None, or Unk).

Date of Incident:

Location of Incident:

How reported:

1. FACTS OF THE INCIDENT:

_____

_____

2. VEILED / SPECIFIC THREATS OF VIOLENCE:

_____

_____

3. HOW THE THREAT WAS CONVEYED:

_____

_____

4. WAS VICTIM IN SUSTAINED FEAR:

_____

_____

5. WHO WAS AWARE OR SAW / HEARD THE THREATS:

_____

_____

6. ACTS OF VIOLENCE AGAINST VICTIM:

_____

_____

7. FITS OF RAGE, DISPLAYS OF ANGER, EMOTIONAL OUTBURSTS BY SUSPECT:

_____

_____

8. HISTORY OF VIOLENCE:

_____   Documented history (criminal history – see at

_____   Undocumented history

_____

_____

9. ANNOYING / THREATENING TELEPHONE CALLS:

_____

_____

10. PRIOR SCHOOL ATTENDED:

Name: Date attended:

Address:

Name: Date attended:

Address:

12. SCHOOL DISCIPLINARY HISTORY:

_____

_____

Records Attached:

__ YES

__ NO

13. CURRENTLY SUSPENDED OR EXPELLED DUE TO THREATENING CONDUCT:

__ YES

__ NO

14. SCHOOL SAFETY PLAN IN PLACE:

__ YES

__ NO

__ UNKNOWN

15. UNSOLICITED AND/OR THREATENING CORRESPONDENCE: ☐ YES ☐ NO

16. PROTECTIVE ORDER: ☐ YES ☐ NO DESCRIBE VIOLATIONS:

17. SUBSTANCE ABUSE PROBLEMS: ☐ YES ☐ NO

18. ACTS OF VANDALISM: ☐ YES ☐ NO

19. FASCINATION WITH WEAPONS (guns, knives, photos, blogs): ☐ YES ☐ NO

20. FIREARMS – ACCESS TO WEAPONS- TRIPS TO GUN RANGE ☐ YES ☐ NO

21. THREATS OF SUICIDE OR MURDER / SUICIDE: ☐ YES ☐ NO

22. PRIOR 5150 HOLDS / DIAGNOSIS / MEDICATIONS: ☐ YES ☐ NO

23. DESCRIBE KNOWN GRIEVANCES AGAINST TARGETED VICTIM OR LOCATION:

_____

_____

24. DESCRIBE RECENT TRIGGERING EVENTS (illness, death, break up, bullying):

_____

_____

25. ANY KNOWN PLANS / STEPS MADE TO CARRY OUT THREAT (articulated plan, giving away possessions, acquiring items to carry out threat):

_____

_____

26. CHANGE IN BEHAVIOR AT SCHOOL:

_____

_____

27. CHANGE IN ATTENDANCE AT SCHOOL:

_____

_____

28. ARE PARENTS COOPERATIVE:

_ YES

_ NO

29. OTHER INFORMATION:

Confidentiality, Safety, & Mental Health Laws

Uses and Disclosures to Avert a Serious Threat to Health or Safety

SCHOOLS: FERPA – An Educational Agency or Institution can disclose personally identifiable information from education records germane to health and safety emergencies. _Family Educational Rights and Privacy Act (FERPA) & Safety_ **34 CFR PART 99** – FAMILY EDUCATIONAL RIGHTS AND PRIVACY

> **Subpart D**—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?
>
> **§99.36** What conditions apply to disclosure of information in health and safety emergencies?
>
> > **(a)** An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
> >
> > **(b)** Nothing in this Act or this part shall prevent an educational agency or institution from—
> >
> > > **(1)** Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;
> > >
> > > **(2)** Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student; or

(3) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

(c) In making a determination under paragraph (a) of this section, an educational agency or institution may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination, the Department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.