



Arizona Safety and Security Summit
4-2-24

Case Management with The Comprehensive School Threat Assessment Guidelines

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Dewey G. Cornell, Ph. D.

- Virgil Ward Chair as Professor of Education in the School of Education and Human Development at the University of Virginia.
- Director of the UVA Youth Violence Project

Dr. Cornell became interested in the prevention of youth violence working as a forensic clinical psychologist evaluating and treating violent offenders in the 1980s. He joined the UVA faculty in 1986.

Dr. Cornell has authored more than 300 publications in psychology and education, including studies of bullying, juvenile homicide, school safety, and threat assessment. He led the development of the Comprehensive School Threat Assessment Guidelines in 2001 and has been actively engaged in research, training, and advocacy of school threat assessment for more than 20 years. He is currently directing a national study of CSTAG with funding from the U.S. Department of Justice. Dr. Cornell discloses that he has a financial interest in CSTAG training. Training is provided independently of the University through School Threat Assessment Consultants, LLC.

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Caveats

Warning: This presentation includes disturbing violent content.

The case exercises are derived from real cases, but are not identical and not commentaries on the actual events.

Case details are selected to emphasize a teaching point. In actual cases, you would have more information.

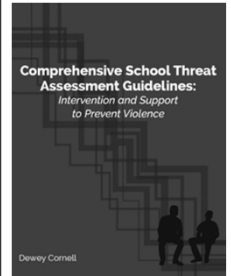
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Topics for Today

1. The Safety Interview

2. Case Management

- Weapons
- Interviewing
- FERPA
- Special Education



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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?

No

Not a threat. Might be expression of anger that merits attention.

Step 2. Attempt to resolve the threat as transient.
Attempt to resolve conflict or threat. Is the threat an expression of humor, rhetoric, anger, or frustration that can be resolved so that there is no intent to harm?

Yes

Case resolved as transient. Add services as needed.

Step 3. Respond to a substantive threat.
For all substantive threats:
a. Take immediate precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when time is 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.
Very Serious

Serious

Case resolved as serious substantive threat. Add services as needed.

Step 4. Conduct a safety evaluation for a very serious substantive threat.
In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan or "child find" procedures if appropriate.

Very Serious

Step 5. Implement and monitor the safety plan.
Document the plan.
Maintain contact with the student.
Revise plan as needed.

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Standard Questions

1. What happened today when you were [place of incident]?


2. What exactly did you say and do?

3. What did you mean when you said/did that?

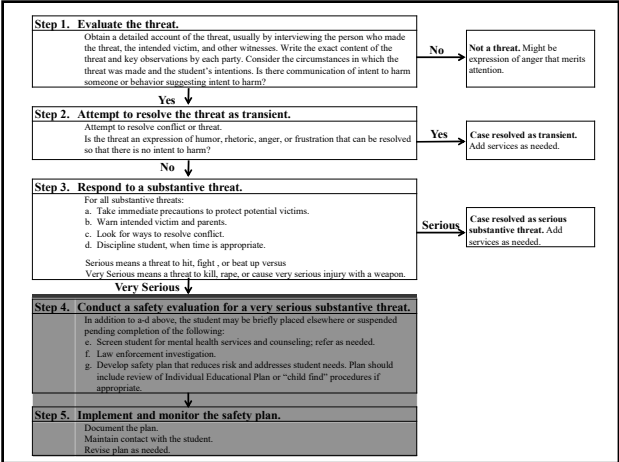
4. How do you think [person threatened] feels about what you said?

5. What was the reason you said that?

6. What are you going to do now?



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Safety Interview

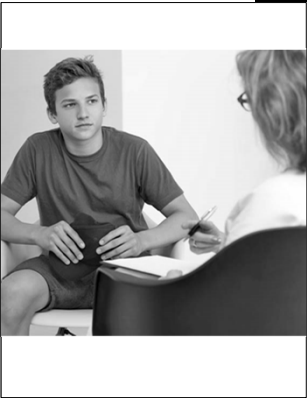
In very serious substantive cases, we want to gather more extensive information beyond the initial interview, so we conduct a safety interview.



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Safety Interview

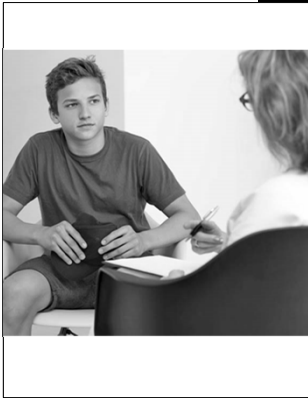
The original term "mental health assessment" was confusing in some districts. Other terms are acceptable, too.



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Safety Interview


- Not a prediction model.
- Identify any mental health needs.
- Identify reasons why threat was made.
- Propose strategies for reducing risk.



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Who can do the safety interview?


Most often someone with a mental health background such as a counselor, psychologist, or social worker. Others may be appropriate.



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Can the safety interview be modified?

Yes. We expect that the questions will be selected and phrased so that they are appropriate to the student's developmental level and relevant to the case. These questions are intended to cover a range of possible topics and are not all required.



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Practices may vary.
Consult your district policies!

<https://azsba.org/policy/policy-advisories/>

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JIH
STUDENT INTERROGATIONS,
SEARCHES, AND ARRESTS

Interviews by School Personnel

School personnel may question students without limitation regarding matters related to school. A school administrator shall contact a student's parent if a student is interviewed and is then subjected to serious discipline.

<https://policy.azsba.org/asba/DocViewer.jsp?docid=406&z2collection=catalina>

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Searches by School Officials

1. Searches and/or Seizures that Require Reasonable Suspicion

School officials may search and/or seize student property if there are reasonable grounds for suspecting that the search or seizure will reveal evidence that the student has violated or is violating the law or a District policy, procedure or school rule. This authority extends to student backpacks, purses, clothes, vehicles, student-owned electronic/technology devices and electronic storage. Asking a student to disrobe beyond a request to empty pockets, remove socks, shoes, jackets or coats, and/or roll up shirt sleeves or pant legs is overly intrusive for purposes of most student searches.

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2. Searches and/or Seizures that Do Not Require Reasonable Suspicion

Items provided to a student by the District are provided as a convenience to the student but remain the property of the school and are subject to the school's control and supervision. Students have no reasonable expectation of privacy concerning the following, and the following may be inspected and/or searched at any time, with or without notice, by school personnel:


- District-owned property including lockers, desks, and other storage areas.
- Electronic devices provided to students by the District, including computers, laptops and tablets, electronic storage devices (e.g., thumb drives, separate hard drives, etc.) and other electronic/technology devices.
- Communications (includes data, words, pictures, drawings, photographs, videos, recordings and sound files) that are sent, received or created using District network electronic information services (EIS), including District-created e-mail accounts, social media communications using District EIS, or District-created storage for electronic communications.

<https://policy.azsba.org/asba/DocViewer.jsp?docid=406&z2collection=catalina>

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Do we need parental permission?


In general, yes. In an urgent situation you might ask some questions right away without parental permission, similar to a suicide assessment. However, it is best to notify the parent and engage their cooperation. Teams should use a consent form that meets the requirements of their district.



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Can the parent attend the interview?

We prefer to interview the student alone so there is no potential parental influence. You should discuss parental concerns and review the types of questions you will ask. In some cases, we will allow a parent to attend part of the interview in order to allay their concerns, but most of the interview should be with the student alone.



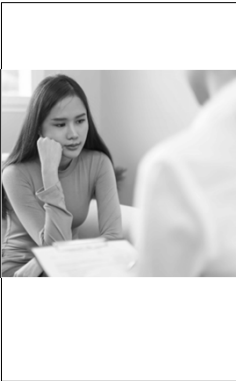
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Who else attends the interview?

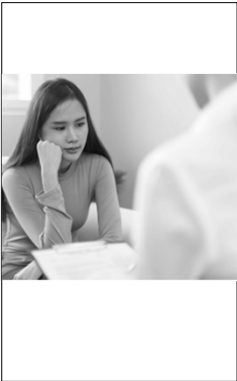
We recommend that one team member conduct the safety interview, but it is okay to have a second team member to take notes. If you are concerned about safety, a law enforcement or security officer could sit outside the office.



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What if we cannot conduct the interview?


There are circumstances where the student is not available, does not cooperate, or is not permitted to participate. The team must determine whether they have enough information from other sources to develop a safety plan. Without direct information from the student, the team may develop a more conservative plan that does not permit the student to return to school.




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Threat Assessment Records

1. Threat assessments of current students are generally considered education records.
2. Education records are subject to FERPA.
3. When are threat assessment records not education records?



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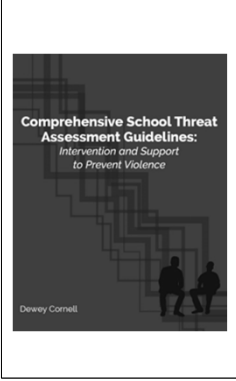
Are law enforcement records considered education records?
"Law enforcement unit records" (i.e., records created by the law enforcement unit, created for a law enforcement purpose, and maintained by the law enforcement unit) are not "education records" subject to the privacy protections of FERPA. As such, the law enforcement unit may refuse to provide a parent or eligible student with an opportunity to inspect and review law enforcement unit records, and it may disclose law enforcement unit records to third parties without the parent or eligible student's prior written consent. However, education records, or personally identifiable information from education records, which the school shares with the law enforcement unit, do not lose their protected status as education records just because they are shared with the law enforcement unit.

Records created and maintained by a school's law enforcement unit are not education records.

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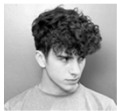
Jeffrey's Social Media Threat

8th grade Jeffrey posted on social media:
"Ethan & Alex
Coming for you!
Bang-bang!"



Coming for you!
Bang-bang!

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Jeffrey’s Threat

- 1. How was the interview conducted?
- 2. What did we learn about the threat?
- 3. What are our next steps in threat assessment?

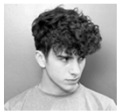
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Jeffrey’s Threat

- 1. How was the interview conducted?
 - Used the 6 questions as a guide, not a rigid script
 - Congenial tone
 - Reflections to show understanding
 - Mild confrontation of resistance
 - Open-ended questions like “Tell me more”
 - No multiple choice or yes/no questions

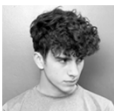
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Jeffrey’s Threat

- 2. What did we learn about the threat?
 - Grievance over loss of dating relationship
 - Anger over being teased
 - Threat intended to scare
 - Denies intent to carry out threat

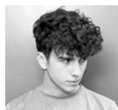
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Jeffrey’s Threat

- 3. What are our next steps in threat assessment?

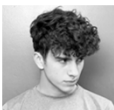
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Jeffrey’s Threat

- 3. What are our next steps in threat assessment?
 - Notify law enforcement, search for weapons
 - Interview Ethan, Alex, Emma
 - Consult with relevant school staff
 - Review school records
 - Contact Jeffrey’s parents
 - Contact parents of Ethan, Alex, Emma

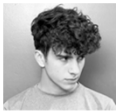
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Jeffrey’s Weapon

The school resource officer and assistant principal searched Jeffrey, his belongings, and his locker. They found a hunting knife with a 5-inch blade in his backpack. Jeffrey seemed surprised and said he left it there accidentally after going hunting over the weekend.

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Additional Information

Ethan and Alex knew about the post, but said they were not worried about it because they did not think Jeffrey was serious. Emma said she was worried because Jeffrey seemed so angry that she broke up with him and started seeing Alex.

School records indicated that Jeffrey is new to the school and had been suspended after a fight early in the year when another student called him a disparaging name. None of the boys are known to be in a gang. There is no information indicating accomplices or planning. Law enforcement visits the home and see that Jeffrey has access to hunting rifles. Parents agree to move them to a relative's house.

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KEY OBSERVATIONS				
These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Report these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.				
Threat is likely to be less serious				
1. Subject admits to threat statement or intent	Yes	Q. Periodically	Q. Yes	
2. Subject has explanation for threat as being made in anger or heat of the moment	Yes	Q. Periodically	Q. Yes	
3. Subject admits to having angry toward target at time of threat	Yes	Q. Periodically	Q. Yes	
4. Subject exhibits threat or access intent to them	Yes	Q. Periodically	Q. Yes	
5. Subject expresses or willing to make threats for threat	Yes	Q. Periodically	Q. Yes	
6. Subject willing to resolve threat through conflict resolution or some other means	Yes	Q. Periodically	Q. Yes	
Threat is likely to be more serious				
7. Subject continues to feel angry toward target	Yes	Q. Periodically	Q. Yes	
8. Subject expressed threat on more than one occasion	Yes	Q. Periodically	Q. Yes	
9. Subject has specific plan for carrying out the threat	Yes	Q. Periodically	Q. Yes	
10. Subject is engaged in preparation for carrying out the threat	Yes	Q. Periodically	Q. Yes	
11. Subject has prior conflict with target or other victims	Yes	Q. Periodically	Q. Yes	
12. Subject has weapons (displacement with weapons assessment)	Yes	Q. Periodically	Q. Yes	
13. Threat received and of weapons other than a firearm, such as a knife or club	Yes	Q. Periodically	Q. Yes	
14. Threat received and of firearms	Yes	Q. Periodically	Q. Yes	
15. Subject has possession of or made access to a firearm	Yes	Q. Periodically	Q. Yes	
16. Subject has or sought accomplices or assistance to carry out threat	Yes	Q. Periodically	Q. Yes	
17. Threat involves gang conflict	Yes	Q. Periodically	Q. Yes	
18. Threat involves prior or other related circumstances	Yes	Q. Periodically	Q. Yes	
19. Threat involves subject in making threat	Yes	Q. Periodically	Q. Yes	
Other relevant observations				
Threat Classification				
Date of initial classification:	Q. Not a threat	Q. Transient	Q. Serious Substantive	Q. Very Serious Substantive

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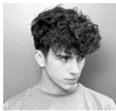
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Date of initial classification:	Q. Not a threat	Q. Transient	Q. Serious Substantive	Q. Very Serious Substantive

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Transparency

- Threat assessment should not be a mysterious event.
- Schools should educate their communities on the threat assessment process.
- Parents should be notified when there is a threat assessment for their child.
- Teams should focus on collaboration with parents and support for persons targeted by the threat.

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What do you tell the parents?

- What information can you share with the parents of Ethan and Alex?
- What about the parents of Emma?

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Does FERPA permit school officials to release information that they personally observed or of which they have personal knowledge?

Yes or No?

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Does FERPA permit school officials to release information that they personally observed or of which they have personal knowledge?

Yes

<https://studentprivacy.ed.gov/faq/does-ferpa-permit-school-officials-release-information-they-personally-observed-or-which-they>

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Does FERPA permit school officials to release information that they personally observed or of which they have personal knowledge?

"...FERPA does not prohibit a school official from releasing information about a student that was obtained through the school official's personal knowledge or observation, rather than from the student's education records. For example, if a teacher overhears a student making threatening remarks to other students, FERPA does not protect that information from disclosure. Therefore, a school official may disclose what he or she overheard to appropriate authorities, including disclosing the information to local law enforcement officials, school officials, and parents."

<https://studentprivacy.ed.gov/faq/does-ferpa-permit-school-officials-release-information-they-personally-observed-or-which-they>

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Are there any limitations to sharing information based on personal knowledge or observations?

Yes or No?

<https://studentprivacy.ed.gov/faq/are-there-any-limitations-sharing-information-based-personal-knowledge-or-observations>

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Are there any limitations to sharing information based on personal knowledge or observations?

Yes. There is a limitation if the school's official's personal knowledge or observation is obtained through their official role in making a determination maintained in an education record about the student. For example, a principal who took official action to suspend a student may not disclose that information without parental consent or an exception under §99.31 that permits disclosure.


<https://studentprivacy.ed.gov/faq/are-there-any-limitations-sharing-information-based-personal-knowledge-or-observations>

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Ethan's Parents

When can we disclose information from the student's record?



Parent notification

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How does a school know when a health or safety emergency exists so that a disclosure may be made under this exception to consent?

FERPA permits disclosure of student records in a health or safety emergency.

<https://studentprivacy.ed.gov/faq/how-does-school-know-when-health-or-safety-emergency-exists-so-disclosure-may-be-made-under>

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How does a school know when a health or safety emergency exists so that a disclosure may be made under this exception to consent?

Schools make this determination on a case-by-case basis, taking into account the totality of the circumstances. Information from student records can be disclosed to a third party to protect a student or others from an articulable and significant threat.

<https://studentprivacy.ed.gov/faq/how-does-school-know-when-health-or-safety-emergency-exists-so-disclosure-may-be-made-under>


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What do you tell the parents?

- Name of student making threat
- Nature of threat, including copy of post
- School took action, including involvement of law enforcement
- Will continue to investigate, take appropriate actions to prevent violence
- Student currently not at school
- Address their concerns and invite their cooperation.

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What do you tell the community?

What information can you share with larger community:

- **students**
- **staff**
- **parents?**


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What do you tell the community?

- Nature of threat but not student name
- School took action, including involvement of law enforcement
- Will continue to investigate, take appropriate actions to prevent violence
- Student currently not at school
- Address their concerns and invite their cooperation.
- Encourage them to provide relevant information.

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Parent Interview

Parents report that Jeffrey takes medication for ADHD. Has inattentiveness, restlessness, and difficulty concentrating, with poor grades. Easily frustrated and angered. They did not tell school of 504 plan at previous school.

Since fall he has been depressed and started on antidepressant medication. He has trouble making friends, behaves impulsively and "says things he doesn't mean" that get him rejected by peers. Devastated by loss of girlfriend and feeling betrayed by two friends.

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Safety Interview

[illegible]

Safety Interview

Video of Jeffrey being interviewed

What are your reactions to the interview so far?

Psychologist: You know why you're here don't you, Jeffrey?
Jeffrey: Yes, ma'am. (eyes averted)

Psychologist: You are in very serious trouble, young man. I can help you, but I need you to tell me the truth.
(silence, head down)

Psychologist: Did you understand what I just said? Are you going to tell me the truth, today?
Jeffrey: Yes, ma'am.

Psychologist: What were you thinking when you posted that threat to kill Ethan and Alex?
Jeffrey: I don't know what I was thinking. I didn't mean it.

Psychologist: Well, why did you do it?
Jeffrey: I don't know.

Psychologist: Well, were you mad at them?
Jeffrey: I guess so.

Psychologist: Did they do something to hurt your feelings?
Jeffrey: I guess so.

Psychologist: Did they make fun of you somehow?
Jeffrey: Sorta.

Psychologist: So, they made fun of you and hurt your feelings and you got mad at them, right?
Jeffrey: Yeah.

Psychologist: Well, I have a lot more questions to ask you, so let's move on.
Jeffrey: Let's get this over with.

Safety Interview

2nd Video of Jeffrey being interviewed

How does version 2 compare to version 1?

Psychologist: Do you know what I want to talk to you about?

Jeffrey: No, ma'am. (eyes averted)

Psychologist: Let me explain why I want to talk to you. I want to understand what happened between you and Ethan and Alex. You are the only one who knows the whole story.

Jeffrey: So, why do you want to know?

Psychologist: Good question. A lot of people are worried about what happened. My job is to talk to you, try to understand what happened, and then share that with the principal and our school safety team.

Jeffrey: What are they going to do?

Psychologist: I'm not sure, but we need to know more about what happened before making any decisions. I know we want everyone to be safe, including you. I am interested in what you think should happen.

Jeffrey: I don't think I have any say in that.

Psychologist: Well, this is your opportunity to let us know your side of the story. Can I ask you some questions?

Jeffrey: OK.

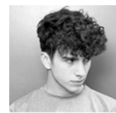
Psychologist: Let's start with what you posted and then we can talk about what led up to it.

Jeffrey: It was stupid and I shouldn't have done it. OK, can we just leave it at that?

Psychologist: Tell me more about what they did.

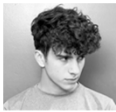
Jeffrey: Ethan made up a story that I was cheating on my girlfriend. So she got mad at me and broke up. Alex then jumped in and started going with her. I think they planned the whole thing.

Psychologist: Sounds awful. How did that affect you?



Safety Interview

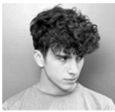
- No close friends at prior school, always in trouble for breaking rules or speaking out in class. At new school he was suspended for fighting a boy who called him a wuss. This was a turning point that made peers respect him. Became friends with Ethan and Alex, with Emma his first real girlfriend.
- Suicidal over break-up. Felt betrayed by Ethan and Alex, so posted a threat to scare them and let them know how he felt. Now realizes this was biggest mistake of his life and is ashamed. Wants to apologize.
- Admits he brought the knife to school on purpose to show off and seem like a tough guy. Has been picked on by bigger kids for years.



Safety Interview continued

- Taking ADHD medication that says helps him be more focused. His doctor added antidepressant medication because he wished he were dead, had no energy, cried in his room at night. Has never hurt himself, but thought about it.
- No symptoms of hearing voices, seeing things, having special powers, etc.
- Had access to father's hunting rifles but they are now in uncle's house and he would not try to use them anyway.
- No illicit drug use, drank at a party and got sick, tried vaping.

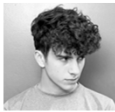
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Safety Interview continued

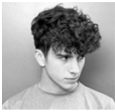
- Has had 1 fight, no gang involvement, no fire-setting or animal cruelty. No thefts. No arrests.
- Has been suspended for fighting and cursing in class, detention for talking back to the teacher, being late to class, skipping class. No good relationships with any school staff.
- No evident preoccupation with violence. No exposure to violence. Parents argue a lot, but no violence. Enjoys shooter video games. Denies bullying others.
- No hobbies, not good at sports. Likes car racing. Enjoys snow boarding, skate boarding. No idea what he will do when he grows up.

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OBSERVATIONS SUGGESTING NEED FOR INTERVENTION		
This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.		
1. History of physical violence.	Does Q Partially QNo QDon't know/Not available	
2. History of criminal acts.	Does Q Partially QNo QDon't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	Does Q Partially QNo QDon't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	Does Q Partially QNo QDon't know/Not available	
5. History of intense anger or resentment.	Does Q Partially QNo QDon't know/Not available	
6. Has grievance or feels treated unfairly.	Does Q Partially QNo QDon't know/Not available	
7. Feels abused, harassed, or bullied.	Does Q Partially QNo QDon't know/Not available	
8. History of self-injury or suicide ideation or attempts.	Does Q Partially QNo QDon't know/Not available	
9. Has been seriously depressed.	Does Q Partially QNo QDon't know/Not available	
10. Experienced serious stressful events or conditions.	Does Q Partially QNo QDon't know/Not available	
11. Substance abuse history.	Does Q Partially QNo QDon't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	Does Q Partially QNo QDon't know/Not available	
13. Night or day ready for special education services due to serious emotional/behavioral disturbance.	Does Q Partially QNo QDon't know/Not available	
14. Prescribed psychotropic medication.	Does Q Partially QNo QDon't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	Does Q Partially QNo QDon't know/Not available	
16. Lacks positive relationships with one or more school staff.	Does Q Partially QNo QDon't know/Not available	
17. Lacks supportive family.	Does Q Partially QNo QDon't know/Not available	
18. Lacks positive relationships with peers.	Does Q Partially QNo QDon't know/Not available	
19. Other factors that suggest need for intervention.	Does Q Partially QNo QDon't know/Not available	

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OBSERVATIONS SUGGESTING NEED FOR INTERVENTION		
This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.		
1. History of physical violence.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>Fight last fall but no other violence known</i>
2. History of criminal acts.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	
5. History of intense anger or resentment.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>Angry at Bob and Alan, seem so short-tempered</i>
6. Has grievance or feels treated unfairly.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>Feels friends engineered his break-up, now took his girlfriend</i>
7. Feels abused, harassed, or bullied.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>Resents being bullied and teased</i>
8. History of self-injury or suicide ideation or attempts.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>Suicidal thoughts, no self-harm attempts</i>
9. Has been seriously depressed.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>On antidepressant medication</i>
10. Experienced serious stressful events or conditions.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>Adjusting to new school, felt bullied, break up with girlfriend, felt betrayed by friends</i>
11. Substance abuse history.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	
13. Night or day ready for special education services due to serious emotional/behavioral disturbance.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>Had SD4 plan at prior school, needs evaluation here</i>
14. Prescribed psychotropic medication.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>ADHD and antidepressant medication</i>
15. Substantial decline in level of academic or psychosocial adjustment.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>No contact with school staff</i>
17. Lacks supportive family.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	
18. Lacks positive relationships with peers.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	<i>Lost 2 friends and girlfriend, feels it is hard to make friends</i>
19. Other factors that suggest need for intervention.	Does <input checked="" type="checkbox"/> Partially QNo <input checked="" type="checkbox"/> Don't know/Not available	

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THREAT RESPONSE	
Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person implementing if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).	
<input checked="" type="checkbox"/> 1. Increased contact/monitoring of subject	
<input checked="" type="checkbox"/> 2. Reprimand or warning	
<input checked="" type="checkbox"/> 3. Parent conference	
<input checked="" type="checkbox"/> 4. Student apology	
<input checked="" type="checkbox"/> 5. Contacted target of threat, including parent if target is minor	
<input checked="" type="checkbox"/> 6. Counseling (note number of meetings)	
<input checked="" type="checkbox"/> 7. Conflict mediation	
<input checked="" type="checkbox"/> 8. Schedule change	
<input checked="" type="checkbox"/> 9. Transportation change	
<input checked="" type="checkbox"/> 10. Mental health assessment	
<input checked="" type="checkbox"/> 11. Mental health services in school	
<input checked="" type="checkbox"/> 12. Mental health services outside school	
<input checked="" type="checkbox"/> 13. Assess need for special education services	
<input checked="" type="checkbox"/> 14. Review of Individualized Education Program (IEP) for students already receiving services	
<input checked="" type="checkbox"/> 15. SD4 plan or modification of SD4 plan	
<input checked="" type="checkbox"/> 16. Behavior Support Plan created or modified	
<input checked="" type="checkbox"/> 17. In-school time out or suspension	
<input checked="" type="checkbox"/> 18. Out-of-school suspension (number days)	
<input checked="" type="checkbox"/> 19. Referral for expulsion	
<input checked="" type="checkbox"/> 20. Other disciplinary action	
<input checked="" type="checkbox"/> 21. Change in school placement (e.g., transfer, nontraditional instruction)	
<input checked="" type="checkbox"/> 22. Services for other persons affected by threat	
<input checked="" type="checkbox"/> 23. Law enforcement consulted	
<input checked="" type="checkbox"/> 24. Legal actions (e.g., arrest, citations, charges)	
<input checked="" type="checkbox"/> 25. Other actions	

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THREAT RESPONSE	
Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person implementing if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).	
<input checked="" type="checkbox"/> 1. Increased contact/monitoring of subject	
<input checked="" type="checkbox"/> 2. Reprimand or warning	
<input checked="" type="checkbox"/> 3. Parent conference	
<input checked="" type="checkbox"/> 4. Student apology	<i>Student apologized to peers and teachers</i>
<input checked="" type="checkbox"/> 5. Contacted target of threat, including parent if target is minor	<i>Several meetings with peers when threatened</i>
<input checked="" type="checkbox"/> 6. Counseling (note number of meetings)	
<input checked="" type="checkbox"/> 7. Conflict mediation	
<input checked="" type="checkbox"/> 8. Schedule change	
<input checked="" type="checkbox"/> 9. Transportation change	
<input checked="" type="checkbox"/> 10. Mental health assessment	
<input checked="" type="checkbox"/> 11. Mental health services in school	<i>Saw counselor from school</i>
<input checked="" type="checkbox"/> 12. Mental health services outside school	<i>Counselor provides services</i>
<input checked="" type="checkbox"/> 13. Assess need for special education services	<i>Referred for special evaluation, now IEP drafted</i>
<input checked="" type="checkbox"/> 14. Review of Individualized Education Program (IEP) for students already receiving services	
<input checked="" type="checkbox"/> 15. SD4 plan or modification of SD4 plan	<i>Prior SD4 plan reviewed</i>
<input checked="" type="checkbox"/> 16. Behavior Support Plan created or modified	<i>Behavior plans developed for social skills</i>
<input checked="" type="checkbox"/> 17. In-school time out or suspension	
<input checked="" type="checkbox"/> 18. Out-of-school suspension (number days)	
<input checked="" type="checkbox"/> 19. Referral for expulsion	
<input checked="" type="checkbox"/> 20. Other disciplinary action	
<input checked="" type="checkbox"/> 21. Change in school placement (e.g., transfer, nontraditional instruction)	<i>Homebound, then summer school</i>
<input checked="" type="checkbox"/> 22. Services for other persons affected by threat	
<input checked="" type="checkbox"/> 23. Law enforcement consulted	<i>No arrest or charges</i>
<input checked="" type="checkbox"/> 24. Legal actions (e.g., arrest, citations, charges)	
<input checked="" type="checkbox"/> 25. Other actions	<i>Summer academic program</i>

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Case Management

Threat assessment includes interventions and case management

