

Marin County School Law Enforcement Partnership



MARIN COUNTY
OFFICE OF EDUCATION

Agenda

Marin County Office of Education Marin / Foundation Room

Wednesday, March 15, 2023 ~ 3:30 - 5:00 PM

Welcome and Introductions	<ul style="list-style-type: none"> • John Carroll, Marin County Superintendent of Schools • Marin County Undersheriff Sylvia Moir
SLEP Group Photo (Stuart Lirette)	<ul style="list-style-type: none"> • In the Courtyard, weather permitting
School District / Law Enforcement Updates	<ul style="list-style-type: none"> • Roundtable • Darryl Horner, California Highway Patrol Start SMART program offerings
Community Partner Updates	
Presentation (Target 4:00 pm) <ul style="list-style-type: none"> • Update on Development of Marin County Behavior Threat Assessment Protocols • SB 906 Schools Perspective 	<ul style="list-style-type: none"> • Dr. Lisa Miller, Assistant Superintendent (and Multidisciplinary Team) • Jennifer Nix, School and College Legal Services (Remote)
Marin SLEP Distribution List Update Community Resources, Upcoming Events and Activities	<ul style="list-style-type: none"> • Mike Grant

Community Resources, Upcoming Events and Activities

- **Behavior Threat Assessment Resources** being reviewed and utilized in the development of Marin County Protocols
 - [National Association of School Psychologist Best Practice Considerations](#)
 - [San Diego County SAMPLE](#)
 - [San Mateo County SAMPLE](#)
 - [Ventura County SAMPLE](#)
- [SB 906](#)
- [HSS Weekly Snapshot](#) (**Updated LINK**)
- **Marin County Parent and Caregiver Wellness Speaker Series** ([English](#) / [Spanish](#))
 - March 21, 2023 Talk Saves Lives
 - March 21, 2023 Supporting Children in Uncertain Times
 - March 29, 2023 The Emotional Lives of Teen Ageds
- [Upcoming Marin Schools Wellness Collaborative Dates](#) - (school wellness staff and mental health providers click here to [register](#)):
 - March 16, 2023
 - April 20, 2023
 - May 18, 2023
- [Discussion Group for Parents/Caregivers/Families/Allies of LGBTQ+ Youth with The Spahr Center](#)
- **Top TIPS for Supporting Kids in Times of Uncertainty and Stress with Julie Kurtz**
 - [Birth - Age 5 English](#), March 23, 2023
 - [Birth - Age 5 Spanish](#), March 28, 2023
 - [Elementary School Age](#), March 14, 2023
 - [Middle / High School Age](#), March 21, 2023
- [March 23-24, Drug Impairment for Educational Professionals \(DITEP\)](#), College of Marin Kentfield Campus
- [Upcoming MERA Emergency Radio Drills:](#)
 - March 29, 2023 ~ Talk Group #1 All Schools
 - April 26, 2023 ~ Local Talk Group
 - May 31, 2023 ~ Talk Group #1 All Schools
- **March 26, 2023, [Marin Teen Girls Conference](#)**
- [April 6, 2023, CHP Start Smart class](#)

- [May 11, 2023 Marin Schools Emergency Preparedness Council Meeting](#)
- [Marin Schools Events Calendar](#)
- [Upcoming SLEP Meeting Dates:](#)
 - May 17, 2023 (Remote)
- [May 12, 2023 National Be Kind Online Day - Beyond Differences](#)

Resources:

- [Recruitment Opens for County Vocational Internships](#). Career Explorers program designed to assist those aged 15-22. Applications are due by May 31st, 2023.
- [California Highway Patrol Start Smart: Driving Smart to Stay Safe Program](#)
[CHP Start Smart Overview](#)
- [Flood Preparedness - Be Prepared for flooding by visiting the County of Marin Emergency Portal](#)
- [Free Sandbags](#)
- Trauma Informed Virtual Trainings and Resources:
 - [Safe and Supportive Learning](#)
 - [National Child Traumatic Stress Network](#)
- [Suicide Prevention and Intervention: Kognito](#) - virtual training available to all educators in Marin County; fulfills California Education Code 215 suicide prevention training mandate
- [Public Emergency Portal for Marin County](#)
- [YVAPE - Youth Vaping Alternative Program Education](#)
- [The Marin Schools Wellness Collaborative](#)
- [Marin County Suicide Prevention Collaborative](#)
- [Let's Talk Discussion Series](#)
- [Marin Gun Safety Collaborative](#)
- [Gun Safety Resources for Marin Schools](#)
- [Human Trafficking Prevention Education Resources](#)
- [Marin Schools Staff Emergency Training](#)
- [The Drug Impairment Training for Educational Professionals \(DITEP\)](#)
- [What US Schools Can Learn From Finland's Approach to Education \(Stanford Social Innovation Review, Vanessa Wilkins & Emily Corrigan, November 6, 2019\)](#)
- [MCOE Speaker's Bureau Flier](#) and [Registration](#)
- [Family Urgent Response System \(FURS\)](#)
- [Foster our Future. Marin County Children and Family Services](#)
- [Ketamine Overdose Facts and Statistics](#)

- [Keeping Kids Safe from Predators](#)
- [Technology and Digital Wellness](#)
- [Training and Presentation Requests for Suicide Prevention or Mental Health](#)

Marin County Behavior Threat Assessment Protocol

Brief review of protocol development

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Process

- Marin County SELPA Operations Steering Committee (OSC)
 - Development of Suicide Prevention and Intervention Risk Assessment Protocol - established procedure
- Establish multidisciplinary team
- Compile research and evidence based practices
- Schedule a series of collaboration meetings
- Next steps

Multidisciplinary Team

- District Administrators
- School Site Administrators
- School Mental Health Providers
- Law Enforcement Partners

Jim Larson	NUSD- Novato HS Assistant Principal
Nicole Janson	Wellness Coordinator TLHSD of SRCS
Kelly Lara	TUHSD Director Student Services TUHSD
Scott Eberly	Lieutenant, San Rafael Police Department
Hugh Baker	Detective Sergeant Marin County Sheriff
Devon Gasparini	School Resource Officer, Marin County Sheriff
Andrew Weiher	Behavior Specialist (Sped), Novato USD
Megan Williams	School Psychologist, Sausalito-Marin City Schools
Itoco Garcia, Ed.D.	Superintendent, Sausalito Marin City Schools
Christopher Duncan	Sergeant, San Rafael Police Department

Research & Evidence Based Practices

Review Existing Protocols from Other Counties

- National Threat Assessment Center
 - US Department of Homeland Security
 - “Averting Targeted School Violence,” 2021
- National Association of School Psychologists
 - “Behavioral and Threat Assessment and Management Best Practice Considerations for K-12 Schools,” 2021
- Senate Bill 906
- Readiness and Emergency Management for Schools (REMS) - various resources
- University of Virginia, Dr. Dewey Cornell
 - “Comprehensive School Threat Assessment Protocol”
- Various COE existing protocols

Multidisciplinary Team Meetings

- Learn existing practices from each team member
- Discuss research and evidence based practices
- Collaborate to identify elements to include in Marin County Behavior Threat Assessment Protocol
- Identify additional actions to consider for implementation of the protocol

Next Steps

- Formalize DRAFT protocol based upon feedback from Multidisciplinary Team
- Review DRAFT with Multidisciplinary Team in early April
- Engage SELPA Operating Steering Committee for input/guidance
- Update DRAFT as necessary
- Inform all partners of Protocol
- Identify training dates
- Roll out for 2023-2024 school year

Input from Multidisciplinary Team



Thank you!

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Behavioral Threat Assessment and Management (BTAM) Best Practice Considerations for K–12 Schools

Behavioral threat assessment and management (BTAM) is a fact-based, systematic process designed to identify, assess, and manage potentially dangerous or violent situations. School safety experts, law enforcement officials, and the United States Departments of Education, Justice, Secret Service, and Federal Bureau of Investigation (2017, 2018) have cited research indicating that before a student commits an act of violence on a school campus, warning signs are usually evident. Research and best practice guidelines provided by these entities also indicate that a collaborative, multidisciplinary approach to behavioral threat assessment and management can identify effective interventions and supports that mitigate a potential threat and help the person(s) toward a more positive pathway.

Research has also shown that when BTAM is implemented according to best practices and implemented with fidelity, students on which a threat assessment has been conducted are more likely to receive counseling services and a parent conference and are less likely to receive long-term suspension or an alternative placement (Cornell et al., 2012). Preliminary research has also shown that, when implemented correctly, no disparities were found among Black, Hispanic, and White students in out-of-school suspensions, school transfers, or legal actions; thus, a threat assessment process may reflect a generalizable pathway for achieving parity in school discipline (Cornell et al., 2018). The primary goal of BTAM is intervention. Violence is preventable, and school threat assessment teams are a critical component to school safety.

COMPREHENSIVE SUPPORTS

Threat assessment is most effective when embedded within a comprehensive multitiered system of supports (MTSS) that involves interdisciplinary, collaborative partnerships focusing on prevention. *A Framework for Safe and Successful Schools* (Cowan et al., 2015) specifies best practices for establishing safe and successful schools utilizing MTSS. This framework can help to identify students before they enter onto the pathway to violence and also identify students in need of additional supports. The outcomes of an effective BTAM process can lead to an increase in 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), or engagement in a problem-solving process. The goal is to focus on providing interventions and supports, not just punishment. While punitive outcomes are a possibility, particularly if a law or district conduct code has been violated, the overuse of punishment or punishment used in absence of also engaging interventions and supports can do more harm than good. Collaborative partnerships between schools, community agencies and providers, parents, and students themselves, help lead a student to a pathway of successful educational and life outcomes. In addition, MTSS can be used to effectively manage and mitigate risk while also providing needed interventions and supports (Reeves, 2021).

LEGAL AND ETHICAL RESPONSIBILITIES

An increased number of states have passed legislation that requires the establishment of a threat assessment team or process¹. In addition, multiple government agencies have recommended schools establish threat assessment

¹ As of April 2020, Virginia, Florida, Maryland, Rhode Island, Texas, Tennessee, Oregon, South Carolina, Kentucky, and Minnesota require establishment of teams/process; Georgia requires training but does not mandate establishment of teams. (Note. Other states have proposed legislation, so list may not be exhaustive.)

policies, procedures, and teams (e.g., U.S. Departments of Education, Justice, and Homeland Security; the Federal Bureau of Investigation [FBI]; and the U.S. Secret Service National Threat Assessment Center).

In addition, when there is a safety concern, schools must balance safety with student privacy interests. While many school professionals are hesitant to share information out of fear of violating confidentiality, FERPA contains a “health or safety emergency exception.” This exception allows for school officials to disclose personally identifiable information from educational records without consent to appropriate parties only when there is an articulable and significant threat. In addition, FERPA does not cover personal knowledge or observations. Thus, professionals may share their personal observations if there is a potential safety concern—for example, if a teacher overhears a student making threatening remarks to another student, the teacher is not prohibited from sharing that information with appropriate parties who are responsible for school safety (e.g., designated BTAM team members, administrators, law enforcement/school resource officers, school mental health professionals).

One of the questions that arises is: Can information from educational records be shared with members of the BTAM team who are not employees of the school district? Information from educational records can be shared with the BTAM team, and this can include law enforcement and community mental health providers. This information can be shared without getting consent when a school system demonstrates that members of the BTAM have a legitimate educational interest. The BTAM process can ensure that members of the team do not redisclose personally identifiable information. By having members sign a written agreement specifying any FERPA requirements and responsibilities, it helps members to understand that the disclosure can only be made for BTAM purposes.

For additional guidance on legal and ethical guidelines contact FERPA@ed.gov or see:

- <https://studentprivacy.ed.gov/faq/does-ferpa-permit-sharing-education-records-outside-law-enforcement-officials-mental-health>
- https://studentprivacy.ed.gov/sites/default/files/resource_document/file/SRO_FAQs_2-5-19_0.pdf
- <https://www.nsba.org/fostering-safer-schools>

SPECIAL EDUCATION

Threat assessment teams must be mindful of the need to balance a student’s rights afforded by the Individuals with Disabilities Act (IDEA) with school safety. Thus, threat assessment and special education teams must work together to ensure their disability needs are balanced with school safety. Schools must increase efforts to intervene and provide interventions to students who have deficits in communication, self-regulation, social skills, and coping skills, as these supports have the potential to prevent violence and build positive skills. The “M” (management) in BTAM requires a strong focus on interventions and supports.

If a student is receiving special education services, an expert in special education (e.g., professional who is on the special education team) must be on the threat assessment team. It is highly recommended that person be a school psychologist, as they are well-trained and knowledgeable professionals regarding special education disabilities, legal issues, child and adolescent development, and meeting the educational, developmental, academic, and social–emotional needs of students with various disabilities. Special education expertise on the threat assessment team helps provide context and understanding regarding the potential threatening behavior, and it is critical to ensuring special education processes and protocols and the threat assessment processes and protocols are separate yet complementary.

A threat assessment is NOT an educational evaluation or manifestation determination review (MDR). A threat assessment is used to analyze whether the observable concrete behaviors presented by a student *poses* a risk of harm to others. Because the BTAM team is *not* an IEP team and, because threat assessment is *not* a special education function, the threat assessment team makes recommendations for next steps for students in special education with the awareness that the IEP team may make different decisions. For example, the threat assessment team may recommend a functional behavioral assessment or that changes be considered in programming to better address the presenting concerns, or they may provide information to be considered in an MDR, but the threat

assessment team does not make decisions for students in special education, nor does the BTAM process replace special education protocols and procedures. See <http://www.nasponline.org/btam-sped> for more information regarding threat assessment and special education.

PARENT ENGAGEMENT

While parent or primary caregiver permission is not needed to engage the threat assessment process, their involvement is critical. Thus, BTAM teams must interview parents and listen to their perspectives as they have important insights into potential contributing dynamics. The decisions made regarding risk should be explained to the parents. The home–school collaborative partnership is critical to engaging successful interventions and supports to help the student and family.

If the parent or primary caregiver refuses to engage or cooperate, the team should document the attempts made and limitations to obtaining first-hand information. If the parent or primary caregiver removes their child from school, the BTAM team is still obligated to complete the threat assessment with the information available.

Because threat assessment is *not* a special education process covered by IDEA, there are no legal requirements that parents are to be involved in team meetings where analysis of the data and risk determination is made, and standard practice is they are not involved in this part of the team process. The BTAM process often involves very sensitive and confidential information. Anonymity of those who reported the concern and the confidentiality of other information potentially disclosed during the assessment and decision-making process must be maintained. Otherwise, retaliation or unfair accusations directed towards team members or reporting sources may occur, or confidential information about others may be disclosed. Thus, the threat assessment process must not be confused with a special education eligibility or review meetings where parents must consent and are involved in the decision-making process.

ESTABLISH PROCEDURES AND GUIDELINES

Elements of a quality BTAM include: (a) establishing authority and leadership to conduct inquiry; (b) developing a multidisciplinary threat assessment team and provide ongoing training; (c) establishing integrated and interagency systems relationships and partnerships; (d) providing awareness training for staff, students, parents, and community partners; and (e) establishing proactive and preventive social and emotional initiatives that prevent or mitigate the concerns of those that want to harm others. This includes initiatives that support bullying and suicide prevention, trauma informed practices, social–emotional learning (SEL), sexual harassment prevention, and more. Thus, school boards should adopt threat assessment policy and procedures which establish the authority for school professionals to act on reported threats or concerning behaviors and provide guidance on the establishment of a best practice model. While the details will vary by school/district, all BTAM policies and procedures should include:

- Establishment of threat assessment teams at the school and/or district level;
- Roles and duties to be performed by designated BTAM members;
- Expertise and training of professionals who will serve on the team;
- Awareness training for staff, students, and parents;
- Confidential reporting procedures and requirements (i.e., mandatory reporters);
- Time frame required to responsibly act on a reported concern;
- BTAM protocol, procedures, and documentation, including exceptions to confidentiality;
- Establishment of policies and procedures for the development of proactive and preventive interventions and supports for students and staff members;
- Establishment of policies and procedures for providing mental health supports with a combination of school and community-based mental health professionals that provide a continuum of services for students and staff;
- Engagement of school resource officers (SROs)/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.

Implementing the essential elements listed above is critical to making informed decisions based on objective data and to minimizing the risk of making erroneous decisions based upon profiling characteristics, personal biases, or misperceptions. Threat assessment is also *not* the same as profiling, and individuals don't "just snap" but engage in a process of thought and behavior that escalates.

WORKPLACE VIOLENCE

While beyond the scope of this document, workplace violence can also affect school safety. Disgruntled or former employees, or personal relationships that become hostile 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. Human resources officials most often work in collaboration with the school safety and security, the school system's mental health resources, and law enforcement, as needed. Protocols need to be established regarding who will conduct the threat assessment if the person of concern is an adult, how staff members report concerns for personal safety or safety of colleagues, and mandated reporting requirements for protective or restraining orders, and support must be provided to help those involved. Because of an employee's right to privacy and confidentiality, information disclosed must be to protect the safety of individuals in the workplace and may be limited to that reasonably necessary to protect the employees and others.

ESTABLISHING AND IMPLEMENTING THE BTAM PROCESS

It is important to note that BTAM is not a predictive model for future violence, nor is it a foolproof method of assessing an individual's or group's risk of harm to others. However, BTAM can help to identify potential threats and assist schools in development of an intervention and management plan that addresses both physical and psychological safety. The National Threat Assessment Center (NTAC; 2018) of the U.S. Secret Service and Department of Homeland Security has outlined a best practice threat assessment model for schools based on their 20 years of research, training, and consultation on threat assessment and preventing targeted acts of violence. The eight steps below outline the critical components to be included in a high-quality BTAM process.

Step 1. Establish a Multidisciplinary Threat Assessment Team

Prior to conducting threat assessments, the BTAM team must be carefully selected and given appropriate BTAM training. They must have expertise in school administration, mental health, academic instruction, and law enforcement. The core BTAM team must include an administrator, *at least* one school mental health professional (e.g. school psychologist) and an SRO/law enforcement officer (see Step 4 for guidance on appropriate SRO engagement). A team leader, who may or may not be a core BTAM team member, should be identified to ensure the process is conducted thoroughly, ethically, legally, and with fidelity, and that it ensures proper documentation is completed and retained according to district guidelines, and federal and state laws. Back-up team members, also need to be trained and accessible to fill in when primary team members are unavailable (e.g., administrator is out of the building attending a conference). In addition, the BTAM team should consist of individuals who have an understanding of working with individuals with disabilities and those who speak a language other than English. This should be required when the person of concern or potential target has a disability or speaks a language other than English (Maryland Center for School Safety, 2018). The school administrator maintains ultimate responsibility for ensuring team members carry out their assigned roles.

In addition to the core team members above, other professionals with knowledge of the person of concern and situation are asked to contribute information and ideas for supports and resources. These professionals may include teachers, a special education case manager, a behavior specialist, coaches, mentors, relevant community mental health providers, school security, and specialized instructional support personnel. If the situation is serious, the involvement of legal counsel may be necessary and, if the situation involves staff, human resources may also be a contributing member.

Below is an example of typical duties assigned. Each team will need to determine the specific roles and responsibilities for their respective team members.

School Administrator

- Consults with core team members to determine if a full threat assessment inquiry is necessary.
- 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.
- Conducts or authorizes search of student property, if deemed necessary.
- 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.

School-Employed Mental Health Professional

- Consults with administration and other core team members to determine if a full threat assessment inquiry is necessary.
- Leads or assists in conducting interviews with subjects, targets, witnesses, teachers, staff, parents, and students.
- Serves as a liaison to 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-employed mental health professionals may include school psychologists, counselors, social workers, and nurses

School Resource Officer (SRO)

- Helps with critical data collection, particularly social media.
- Identifies any concurrent safety concerns in the community.
- Provides information regarding prior involvement with law enforcement, as privacy guidelines allows.
- If appropriate, assists in conducting interviews of subjects, targets, witnesses, teachers, staff, parents, and students.
- Assists with efforts to ensure safety and security (e.g., provides safety escorts/increased supervision to and from school, in hallways, and in common areas; works with local law enforcement to ensure community safety after school hours).
- Conducts independent criminal investigations, as needed and appropriate.
- Serves as a liaison to law enforcement, court personnel, juvenile justice, probation, and others to help students onto a more positive pathway.
- Uses discretion to determine the need for welfare checks, weapons checks, and home searches, where permissible.
- Assists with next steps and possible referrals.
- Provides mentoring and community supports.

If the threat is serious and valid, there may also be situations where the school team consults with outside experts such as a threat management specialist, a psychological evaluator, or a mental health therapist. It is important to note that outside experts must work collaboratively with the school/district BTAM team and should never replace the school team. The school team has access to critical data and knowledge of situational and relationship dynamics the outside expert may not be able to access, or if the evaluation is delayed, the stressors may be minimized by the client. An outside evaluation should also *never* replace the school/district's BTAM process, nor does it absolve the school/district team from completing a thorough BTAM process. This includes law enforcement officers who may go to the home of

the person of concern to conduct wellness checks that determine the threat is not imminent. All parties have critical information and perspectives needed to help mitigate risk, and thus intervention planning needs to be collaborative.

Step 2. Define Prohibited and Concerning Behaviors

A key distinction is the difference between **making** a threat and **posing** a threat. Schools serve students with a variety of developmental ages, disabilities, and emotional maturity levels. There are times when students may make a threat, but there is no genuine intent to harm. This type of threat may be in response to a specific frustrating situation, be stated as a sarcastic joke, or be impulsive in nature with no intent to harm. The BTAM team needs to assess if the individual who made the threat “in the heat of the moment” wants to implement the threat. Previous research suggests that as many as 70% of threats may be transient (Cornell, 2018). When BTAM is properly implemented, if the threat is identified as low level/minimal/transient, it can often be resolved or managed through a problem-solving process or existing supports. Thus, while the individual of concern made a threat, they do not pose a threat, and this situation can be used as a learning opportunity or as an opportunity to increase supports.

However, there are individuals who may pose a threat, and the school community needs to be educated on behaviors that are unacceptable. Thus students, staff, and parents need to be explicitly taught to recognize and report when someone is struggling and is at risk for potential harm to self or others. These threats have communications, context, and meaning to support a legitimate safety concern (medium/high/imminent; substantive); a possible intent to harm others was expressed (verbal, nonverbal, electronic, written, pictures, gestures, social media); the person(s) on receiving end is concerned; and the threat was not perceived as a joke or taken out of context. Thus, the BTAM assessment identifies more specifically the level of concern and actions needed to assure safety.

It is critical that the BTAM team stay objective when reviewing the facts of the case, as fear and emotions frequently affect why a person considers a threat an actual threat. BTAM team decisions need to be based on objective facts, not emotions. The BTAM team also needs to take into consideration their own biases to ensure this process does not contribute to the disproportionality that exists within disciplinary practices.

Step 3. Develop a Central Reporting Mechanism

In order for the BTAM team to appropriately identify safety concerns, school communities must be willing to overcome the bystander effect (noticing a concern and not reporting) and report. Ongoing awareness training is needed on what, when, and how to report, and 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). If overly punitive actions are taken, students will stop reporting, as they do not typically want to be responsible for getting a peer suspended or expelled from school or for receiving serious punitive consequences only to find out the threat was not legitimate.

The BTAM teams also need to be aware of any cultural implications that may impact others’ willingness to report. Because of past community traumas or historical incidents, some communities may believe that it is not acceptable to disclose serious incidents to those in authority. Community beliefs may reflect “not sharing your dirty laundry” or “snitches get stitches.” It is important to understand community beliefs to help schools create a safe school climate where others feel safe enough to report to authority figures.

Various methods for reporting can include directly reporting to a trusted adult, a tip line, a reporting app, email, voice mail, a link on the school/district website to report, and calling 911. It is important to have more than one confidential method to report, and students, staff, and parents need to be explicitly trained on how and what to report and what is not appropriate to report via these methods (e.g., difference between tattling and telling). Regardless of methods selected, they need to be constantly monitored and all information needs to be funneled to the BTAM team.

Step 4. Determine the Threshold for Law Enforcement Intervention

As noted, a key goal and principle of BTAM is to distinguish between **making** a threat and **posing** a threat. If an individual makes a threat but it is found to be not true, low level, or transient, then law enforcement will not likely

need to be directly involved. School personnel can work with the student and parents by implementing a problem solving or conflict resolution process. However, if the threat is legitimate and mitigation actions need to be taken, an SRO/law enforcement officer may become engaged in a consultative or direct role to help with the investigation, actions to mitigate risk, or actions that promote interventions and supports. Reports involving weapons, threats of violence, and physical violence should immediately be reported to local law enforcement. If the law enforcement officer is not a district staff member, a memorandum of understanding (MOU) may need to be developed that outlines the relationship between school staff and law enforcement and outlines what law enforcement responsibilities will be in the BTAM process.

School resource officers/law enforcement officers must be properly selected and well-trained to work in schools and serve on BTAM teams. Their role is not to take punitive actions towards a student but to serve as a resource. SRO/law enforcement involvement can range from consultation by helping to identify positive interventions and supports to help a student off the pathway to violence; to taking directive action if there is an imminent threat or weapon on campus.

In addition, when following BTAM best practices, behavior is *not* first reported to criminal authorities unless there is imminent risk (i.e., weapon on campus, assault, imminent threat of violence). The first step is to engage the school/district multidisciplinary threat assessment team to conduct a screening, followed by a full threat assessment, if deemed appropriate.

Step 5. Establish Assessment Procedures

An effective BTAM process is designed to identify, inquire, assess, and manage. Clear and confidential reporting mechanisms help to *identify* the subject/situation whose behavior or impact has raised concern. The BTAM school/district team then conducts an *inquiry* to gather additional information in a lawful and ethical manner and assesses information regarding situation, context, developmental, and disability factors to determine if the subject/situation poses a threat of violence or harm to self 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. The situation is then managed 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 (Deisinger et al., 2017).

In addition, the focus of BTAM is to understand the situation and how best to mitigate safety concerns. BTAM 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 (Deisinger et al., 2017).

Data

The decisions a BTAM team makes are only as good as the data gathered, and data must be corroborated as much as possible. Thus, a multimethod and multisource approach is needed to look at the context and the interaction among the subject(s) of concern, potential target(s), and environmental stressors and precipitating factors that can increase or mitigate risk (STEP).

Key data sources to consider gathering include the following:

- Current school academic and discipline records, including previous threat and suicide assessments;
- Previous school academic, mental health, and discipline records;
- Law enforcement records of the person of concern;
- 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;
- Internet histories/activities; written and artistic material, etc.;

- Social media history/activity;
- Information from probation, juvenile diversion, social services, or other involved agencies; and
- Additional information, if determined necessary/helpful.

Interviews should also take place with the individual of concern, parent/guardian, school staff, potential target of threat, and others who may have information. 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 strongly recommended the interview process is 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 (i.e., they may reflect a supportive stance); thus, the subject will often be more comfortable responding to their questions. School policy may dictate who can conduct the interview with students and staff members². The BTAM team needs to remember that this is not a disciplinary process, so if the person that normally conducts disciplinary interviews is also the person who conducts interviews in the BTAM process, students may not be as forthcoming during the interview.

The TOADS acronym helps to facilitate data collection and determine imminence and intent. Does the person have the: (a) time to execute their plan (if time is imperative, immediate containment is needed); (b) opportunity to carry out the plan and/or ability to access targets; (c) ability and desire to carry out plan (e.g., they see no other option besides violence); (d) stressors that are negatively impacting life and decision making, which can serve as a stimulus/trigger for carrying out the harmful act. (Nicoletti & Spencer, 2002).

In addition to being guided by the TOADS acronym, data need to be gathered to assess for other 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. Risk factors fall into the following categories: history of violence, health/mental health challenges, access to weapons, problematic behavioral history, and social/environmental stressors. Table 1 summarizes key risk factors. It is important to reinforce that there is no set amount of risk factors or formula that can predict if an individual will go on to demonstrate warning signs (e.g., pathway behaviors).

Table 1. Risk Factors for Targeted School Violence

<ul style="list-style-type: none"> • Socially withdrawn • Isolated and alienated • Feels rejected • Violence/bullying victim • Feels persecuted/having been picked on • Low school interest and performance • Intolerance and prejudice • Drug and alcohol use • Affiliation with gangs • Expresses personal grievance/moral outrage • Thinking framed by ideology • Failure to affiliate with prosocial groups • Dependent on virtual communities 	<ul style="list-style-type: none"> • Occupational goals thwarted • Mental illness • Poor impulse control • Access to, and possession of, firearms • History of ... <ul style="list-style-type: none"> ▪ violent expressions in writings and drawings ▪ serious threats of violence ▪ uncontrolled anger ▪ impulsive and chronic hitting, intimidating, bullying ▪ discipline problems ▪ criminal violence ▪ cruelty to animals
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Note. Adapted from Amman et al. (2017); Dwyer et al. (1998); Meloy et al. (2011, 2014, 2015); Reeves & Brock (2018); Vossekui, et al. (2002).

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 particularly worrisome. Key warning signs fall into the following categories: pathway behaviors, fixation,

² *Note.* If law enforcement/SRO 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.

identifying with previous acts of violence or seeing act as carrying out a cause, novel aggression (e.g., practicing), increase in actions toward implementation, communicating threat (e.g., “leakage”), end-of-life planning or increase in actions demonstrating desperation, despair, and seeing no other options besides violence. Direct special attention to the individual who has suicidal thoughts, as such are often paired with homicidal thoughts, and thus a suicide risk assessment may also need to be conducted. Table 2 summarizes key warning signs. It is important to reinforce that there is no set amount of warning signs or a formula that can predict if an individual will act upon the warning signs. Again, it is a complex interaction between the subject, target, environment, and precipitating events, with contextual and developmental factors also needing to be taken into consideration.

Analyzing Information

Best practice guidelines highly recommend analyzing the information according to the U.S. Secret Service key investigative questions:

1. What are the person’s motives and goals?
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? (a) Workplace, terrorism, school, or campus attacks or attackers; (b) Weapons (access to or recent acquisition of weapons); (c) Incidents of mass violence (terrorism, workplace violence, mass murderers); (d) Obsessive pursuit, stalking, or monitoring others.
4. Has the person engaged in attack-related behaviors (i.e., planning; 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, 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)?
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 their actions?
10. Are other people concerned about the person’s potential for violence?
11. What circumstances might increase or decrease the likelihood of violence (stressors or protective factors)?

Table 2. Warning Signs for Targeted School Violence

<ul style="list-style-type: none"> • Targets identified <ul style="list-style-type: none"> ▪ Persons ▪ Places ▪ Programs • Processes • Philosophies • Proxies of the above • Articulates motives • Personal • Political • Religious • Racial/ethnic • Environmental • Special interest 	<ul style="list-style-type: none"> • Increasing intensity of violence related <ul style="list-style-type: none"> ▪ Efforts ▪ Desires ▪ Planning • Direct or indirect communications about violence <ul style="list-style-type: none"> ▪ Words consistent with actions ▪ Sees violence as acceptable/only solution • Access to weapons or methods of planned harm • Leakage of ideations • Social withdrawal 	<ul style="list-style-type: none"> • Emotional state <ul style="list-style-type: none"> ▪ Hopelessness ▪ Desperation ▪ Despair ▪ Suicidal thinking • Feelings of being picked on, teased, bullied, 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
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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 (2018).

Pathway to Violence

The data sources are then analyzed to help determine if the subject actually *poses* a threat, meaning they demonstrate behaviors on the pathway to violence. Pathway behaviors include *ideation, planning, preparation/acquisition* of methods to carry out act, and *implementation*; it begins with ideation and escalates to implementation without interventions. An effective BTAM process can interrupt this pathway and help an individual off the pathway (Deisinger et al., 2017).

Step 6. Develop Risk Management Options

The BTAM team should consider ALL data, including risk and protective factors. The FBI (2017) proposes BTAM teams identify levels of concern, which in turn guide the team in directive actions and supports to be taken. *It is important to note that levels of concern are **not** 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 supports*; there is no magic or mathematical formula or a specific number of risk factors and warning signs that determine any specific level. Risk factors and warning signs are considered along with situational and contextual factors, and the higher the level of concern, the more directive and intensive the supports must be. Levels of concern can also help to ensure that appropriate interventions are recommended. For example, suspension or expulsion should not be used for a low-level concern. The following are offered as guidance in assisting BTAM teams to conceptualize each level of concern (FBI, 2017; Virginia Center for School and Campus Safety, 2016).

Low level 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 through problem solving measures.

Moderate level concern – Person/situation does not appear to pose a threat of violence or of serious harm to self/others at this time, but exhibits some behaviors that indicate potential intent for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.

High level concern – Person/situation appears to pose a threat of violence, is exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; may also exhibit other concerning behavior that requires immediate interventions to mitigate risk.

Imminent concern – Person/situation appears to pose a clear and immediate threat of serious violence toward others that requires immediate containment to protect self (law enforcement or mental health hold/admission) and actions to protect identifiable target.

Interventions and Management

The BTAM team should develop a written plan that assists the individual of concern who engaged in threatening behaviors. To effectively manage and mitigate potential risk, interventions need to focus on building resiliency and protective factors for the subject while also addressing safety concerns. Thus, schools need to consider existing supports and resources available within the school (i.e., MTSS, PBIS, skill-building groups, academic supports, counseling services) and community-based resources. Other strategies to manage threatening situations may include more restrictive measures such as increased monitoring, disciplinary actions (must be appropriate for the level of concern), or a change in programming to better meet the individual's academic and social-emotional needs. However, more restrictive measures must always be paired with strategies that promote skill building, such as academic and social-emotional supports, and increased opportunities for relationship building and mentoring. Environmental stressors such as bullying and discrimination may also need to be addressed by implementing universal prevention programming and positive school climate initiatives (Maryland Center for School Safety, 2018; Reeves, 2020).

It is critical to note that punitive measures, such as suspension and expulsion, can increase risk! Actions that further disconnect the person of concern from monitoring and supports can further escalate emotions and disconnect the person from the school and social environment. Thus, these types of consequences should be implemented only after careful team consideration, and they should always be paired with supportive interventions. For example,

mitigation may best be done by not suspending the student of concern and keeping them at school in order to implement interventions and supports. This keeps the student connected and supervised and also decreases the opportunity for them to be at home alone where they have more time to conduct research and plan how to carry out the act of violence. In addition, further disconnecting the student can increase grievances.

A recent analysis of K–12 school shootings (NTAC, 2019) showed grievances to be the most common motive. In addition, 41% of school attacks took place within the first week back to school following a break in attendance (i.e., suspension, school holidays, absence due to illness or truancy). Twenty-four percent of the attacks took place on the first day the attacker returned to school after an absence, and in two of the incidents, the attacker was suspended from school at the time of the attack. These findings support the importance of facilitating positive student engagement following discipline. This can be a significant change in thinking and culture as many individuals falsely think that suspending or expelling makes a school safer with the individual of concern gone. However, that only shifts the potential threat to the community. Thus, the BTAM team will need to work with school administration to manage victim fear and address any potential school/community political tension that may occur.

In addition, 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 or a change in placement. While some moderate to high-risk cases may require the need for a special education referral, the BTAM team must be careful to not inappropriately refer students for special education because of individual fears of the student. A referral to special education is only appropriate if the student may potentially have a disability to warrant special education qualification.

Table 3 lists various interventions and supports for consideration. Please note this list is not exhaustive, and schools can customize based on available supports and resources.

For each case, a member of the BTAM team should be designated as a case manager to monitor the status of the individual of concern. The case manager should notify the BTAM team of any change in status, response to intervention/referrals, or additional information that would be cause for a reassessment and changes in intervention strategies. Updates regarding the case should be regularly documented in accordance with school system policy and should occur until the case is resolved. Resolution and closure of the case should be documented in accordance with school system procedures (Maryland Center for School Safety, 2018; Virginia Center for School and Campus Safety, 2016).

Table 3. Interventions and Supports

Disciplinary/Punitive Actions		
<ul style="list-style-type: none"> • Letter of apology • Conflict resolution • Warning • Behavior contract • Parent meeting • No-contact agreement 	<ul style="list-style-type: none"> • Alternatives to suspension • Detention • Suspension • Habitually disruptive plan • Expulsion 	<ul style="list-style-type: none"> • Law enforcement actions: <ul style="list-style-type: none"> ▪ Restraining order ▪ Ticketed ▪ Charges filed ▪ Diversion program ▪ Court issued protective orders
Monitoring		
<ul style="list-style-type: none"> • Check-in, check-out • Searches • Safety contract • Adult monitoring • Adult escorts from class to class • Modify daily schedule to increase monitoring opportunities • Restrictions 	<ul style="list-style-type: none"> • No-contact agreement • Modify school start/ending time • Increase monitoring collaboration between school and parent/guardian • Parent/guardian will increase supervision • Monitor for precipitating events (i.e., anniversaries, losses, perceived injustice) 	<ul style="list-style-type: none"> • Ongoing collaboration with agency supports, probation/juvenile diversion, mental health professionals • Detained, incarcerated, or placed under intensive supervision

Skill Development/Resiliency Building		
<ul style="list-style-type: none"> • Academic supports • Conflict resolution • Anger management • Social skills group • SEL curriculum 	<ul style="list-style-type: none"> • Increase engagement in school activities • Increase engagement in community activities • Provide feedback and mentoring 	<ul style="list-style-type: none"> • Engage in leadership activities • Decrease isolation • Monitor reactions to grievances, precipitating events and provide supports
Additional Interventions		
<ul style="list-style-type: none"> • Revise IEP/504 plan • Intervention team referral • Change in transportation • Restorative justice practices 	<ul style="list-style-type: none"> • Evaluation, psychiatric or psychological • Special education assessment • Change of placement to access more intensive services 	<ul style="list-style-type: none"> • McKinney-Vento/foster care referral • Social service referral
Environment		
<ul style="list-style-type: none"> • 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 • Deescalation training for staff 	<ul style="list-style-type: none"> • Enhance social–emotional learning to include: <ul style="list-style-type: none"> ▪ Bullying prevention ▪ Violence prevention ▪ Suicide prevention ▪ Emotional regulation ▪ Conflict management ▪ Sexual harassment prevention ▪ Digital citizenship • Ensure positive dynamics among staff (modeling for students) 	<ul style="list-style-type: none"> • 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

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 regarding 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. Districts also need to develop guidelines of how the records are moved when a student transitions between schools and outside of the school district (Maryland Center for School Safety, 2018).

Centralized Database

More districts are developing and maintaining a centralized database to record completed threat assessments. 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. 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.

Monitor Progress and Stay Engaged

For subjects determined to be of low risk, informal monitoring may be sufficient. For those subjects determined to be of moderate, high, or imminent risk, more formalized progress monitoring will need to be implemented, and it is highly recommended that follow-up meetings are scheduled to review progress and responsiveness to interventions and supports. It is important to reevaluate the plan and make adjustments as needed. Closure of the case, or placing a case on inactive status, can be done when formal monitoring is no longer needed and the subject has responded well to interventions and no longer poses a safety concern.

Step 7. Create and Promote Safe School Climates

Prevention and mitigation rely on relationships and connectedness amongst students, staff members, and the community. Individuals must respect, trust, and empower one another to report concerns, and all must feel as if they belong. Research has also shown that violence was prevented because individuals reported concerns to authorities who could investigate. Daniels (2019) concluded that most school attacks were averted because students reported their concerns about another student's concerning behavior and prompt response by school personnel and police was critical to successful prevention.

Prevention and social-emotional learning (SEL) curricula should include lessons on the following topics that help to promote and sustain a safe school climate: diversity and inclusion, emotional regulation, conflict resolution, problem-solving skills, bullying, suicide, and violence prevention. Each school should analyze their academic, behavioral, and social-emotional data in order to make data-based decisions regarding prevention and intervention programs needed. While this document cannot review decades of research on the development of safe school climates, additional information can be found in the [Framework for Safe and Successful Schools](#) (Cowan et al., 2013).

Step 8. Conducting Training for All Stakeholders

School safety is the responsibility of all. Thus, direct and explicit training must take place for all stakeholders (students, teachers, support staff, coaches, mentors, parents, community members) so they know how and when to report threats. Confidential reporting procedures must be easily accessible and monitored so concerns can be responded to quickly. Again, the effectiveness of the BTAM process relies greatly on the information coming forth.

The BTAM team needs high-quality training that focuses on the knowledge and skills needed to effectively implement the pre-K–12 BTAM process with fidelity. When selecting high-quality training, it is important to ensure the BTAM model is validated and uses a multidisciplinary approach. The model must be standardized yet flexible to meet varying resources. Because of the unique educational environment and populations served in schools, it is strongly encouraged that BTAM trainers have experience in conducting and working actual K–12 threat assessment cases, have experience with K–12 implementation, have worked in K–12 schools, have served on a K–12 threat assessment team, and/or have served on a BTAM team that actively works K–12 cases. At minimum, administrators, school mental health professionals (school psychologists, counselors, social workers), and SROs should all be trained, preferably together in teams. The training should focus on protocols and processes of systematic implementation, biases that can impact decision making, and integrate case studies. Thus, a good BTAM process mitigates biases and assumptions from occurring and requires a thorough analysis of the variables, context, and behaviors before making any determination. Lastly, ongoing coaching and supports should be provided, as implementation of the process and learning how to effectively assess BTAM cases of concern takes time and experience. Systems should also be developed to support new members joining the team each year.

In summary, an effective BTAM process integrates the above-mentioned best practice guidelines. However, learning about best practices is just a first step. Knowing how to implement BTAM effectively, and with fidelity, is critical to saving lives, enhancing school safety, and ensuring legal and ethical guidelines are followed.

KEY RESOURCES

Averting Targeted School Violence. A US Secret Service Analysis of Plots Against Schools. Available at:

<https://www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf>

Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence. Available at:

<https://www.schoolsafety.gov/resource/protecting-americas-schools-us-secret-service-analysis-targeted-school-violence>

Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence. Available at: <https://www.cisa.gov/publication/enhancing-school-safety-using-threat-assessment-model-%20operational-guide-preventing>

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

The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States. Available at: <https://www.secretservice.gov/protection/ntac>

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates. Available at: https://www.secretservice.gov/sites/default/files/2020-04/ssi_guide.pdf
<https://www.secretservice.gov/protection/ntac>

Guide for Developing High-Quality School Emergency Plans. Available at: https://rems.ed.gov/docs/School_Guide_508C.pdf

ADDITIONAL RESOURCES

Colorado School Safety and Resource Center

- <https://colorado.gov/CSSRC>

National Association of School Psychologists

- Upholding Student Civil Rights and Preventing Disproportionality in Behavioral Threat Assessment and Management <https://www.nasponline.org/btam-sped>
- A Framework for Safe and Successful Schools <https://www.nasponline.org/schoolsafetyframework>
- School Safety and Crisis Resources <http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis>
- PREPaRE School Crisis Prevention and Intervention Training Curriculum <http://www.nasponline.org/professional-development/prepare-training-curriculum>

Positive Behavior Interventions and Supports (PBIS)

- <https://www.pbis.org/>

School Safety

- <https://www.schoolsafety.gov/>

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

- <https://rems.ed.gov/>

Virginia Center for School and Campus Safety

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

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SAN DIEGO COUNTY SCHOOL THREAT PROTOCOL



The mission of this countywide protocol is risk reduction and violence prevention to promote the safety of students throughout the county. This protocol commits San Diego County to a coordinated community response to threats of targeted school violence.

Prepared by:
The San Diego County
District Attorney's Office
in collaboration with
the San Diego County Office of Education,
San Diego County Sheriff's Department,
Police Departments, PERT, and Allied Agencies

November 2021

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I. INTRODUCTION

Goal

To reduce the risk of an incident of targeted violence in San Diego County Schools through the formalization of a comprehensive protocol for San Diego School Districts, law enforcement, and mental health professionals 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.

Purpose

The objective of this countywide protocol is risk reduction and violence prevention to promote the safety of students, parents/guardians, staff, and community members. Partners will take any additional actions they deem necessary to ensure safety regardless of the involvement or availability of other community partners.

All community partners will commit to ongoing participation, staff development in threat assessment training, and program review. Partners agreeing to this protocol share a vision of schools as safe and caring environments. Partners agree to work together for the common goal of threat and risk reduction and school community safety by pro-actively sharing information, advice, and support to assist in the prevention of traumatic events.

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 nation¹. 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. San Diego County was touched personally by such violence on March 5, 2001, when a 15-year-old student killed two students at Santana High School. 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

¹ Shootings that involved suspected gang activity, those that occurred after school hours at school sporting events, and those that took place in school parking lots were not included in this number.

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.

In 2018, the San Diego County District Attorney's Office, in collaboration with our community partners, released the San Diego County School Threat Protocol. Between 2018-2021, local law enforcement agencies submitted approximately 150 school threat incidents to the District Attorney's Office to review for formal charges. Three important studies on targeted school violence were released by the Secret Service's National Threat Assessment Center (NTAC) during that time. The most recent study, *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 the San Diego County School Threat Protocol and the collaborative approach it is built upon. 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 Countywide 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 San Diego County to a coordinated community response to threats of targeted school violence. We are committed to a thorough, practical, and prompt response with the cooperation of law enforcement, the forty-two school districts, 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.

II. 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 quarterly coordination meetings with county stakeholders including but not limited to San Diego County Office of Education (SDCOE), law enforcement representatives, Psychiatric Emergency Response Team (PERT), Office of Emergency Services, and the San Diego County District Attorney's Office.
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:
 - **District users** (namely the designee responsible for managing system and/or emergency contacts for the district) access the first interface which allows the district to provide three 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.
 - Each district should define the responsibilities of the after-hours contacts.
 - **Law enforcement agencies and other emergency personnel** (i.e., PERT) access the second interface which provides emergency contact information during critical after-hours, weekends, and holidays.
 - **Individual school users** access the third interface that 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:
 - Include the anonymous reporting website and phone number on the back of all student ID cards.
 - Feature a link to the anonymous reporting site prominently on the school districts website's homepage and on each 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 all 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. (*See attachment 11* for threat assessment resources that identify important warning signs including *Averting Targeted School Violence* (2021) & *Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks* (2017)).
 - 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 through 12, 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.
7. Additional information can be found in the San Diego County Office of Education’s Online Safety Resources Folder (see link listed below). These resources include warning signs for students that might be in distress, mental health resources for students and parents, virtual and in-person education decision making scenarios, information on threat assessment training, and decision trees for elevating issues and tips for safe and successful online classes & meetings.
- <https://drive.google.com/drive/folders/1lvQ94hsCpro-w9lUSWxifqd5pvaDMnqC?usp=sharing>

Mitigation Strategies

1. Incorporate the following in Acceptable Use of Technology policies and agreements:
“Users of the [school district name] network must be aware that information accessed, created, sent, received, or stored on network or its school sites are the property of the [school district name]. Account users do not have any right to or expectation of privacy

regarding such materials. [School district name] reserves the right to monitor all traffic on the [school district name] network.”

2. Incorporate in all school site Comprehensive School Safety Plans the active assailant resources developed by SDCOE’s School and Law Enforcement Workgroup and endorsed by the San Diego County Police Chiefs’ and Sheriff’s Association.
 - Options-Based Responses to Active Assailant Situations training of trainers workshops available from SDCOE.
 - Active Assailant Emergency Action Plan template available from SDCOE.
 - Standardized Emergency Action Terms available from SDCOE.
3. Train all school employees in Options-Based Responses (Run, Hide or Fight) to Active Assailant Situations.
4. Adhere to the guidance provided by the National Association of School Psychologists and National Association of School Resource Officers in their paper “*Best Practice Considerations for Armed Assailant Drills in Schools*” when planning training and drills on this topic.
5. Conduct the following drills with design input or observation feedback from a law enforcement or safety professional:
 - At least one lock down 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.
6. Add rooftop numbers to all school site buildings to improve identification for law enforcement and medical rescue helicopters.
7. To assist occupants in identifying their exact location in an emergency, label the interior of every room, classroom, bathroom, and common area with the building number and 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 in San Diego County 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 clinical and/or forensic 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. Implement a means for mass communications (text, voice call, e-mail, and social media) for use 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. Training in the National Association of School Psychologists PRePARE model is available from SDCOE.

Targeted School Violence Protocol

The following protocol assumes that schools have threat assessment teams that have been trained in the **Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence** model for school-based threat assessment, by Dr. Dewey Cornell. Training on this model is available to schools through the San Diego County Office of Education. This threat assessment model focuses on verbalized threats.

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 (*see attachment 11* for a list of threat assessment and management resources that identify behaviors of concern).

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

Overview of 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.

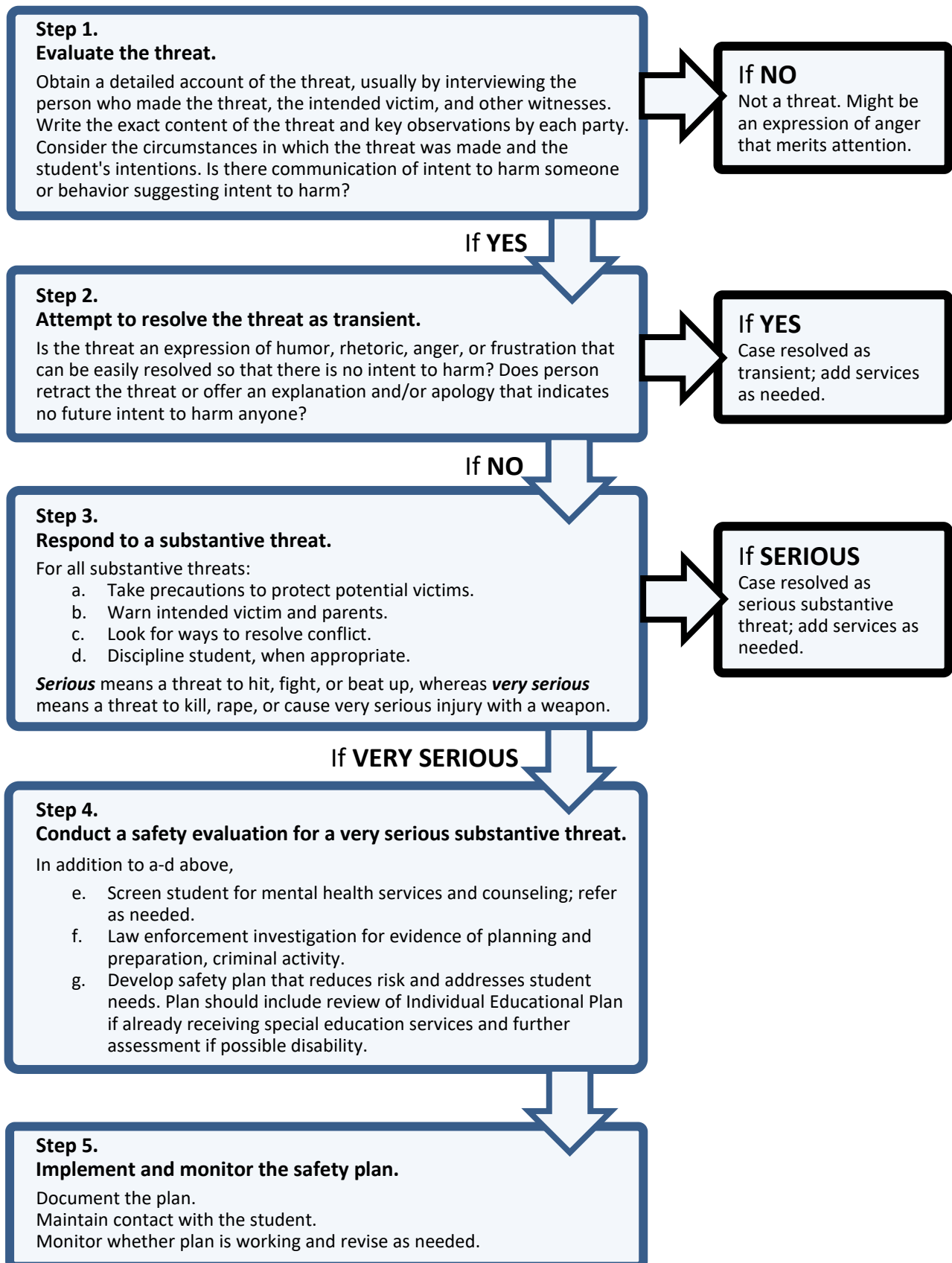
Step 4: Conduct a safety evaluation for a very serious substantive threat.

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



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 from the **Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence**.

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. If the school is not supported by a school resource officer (SRO) the school administrator will contact the law enforcement agency with jurisdiction and request that they dispatch a juvenile service officer (JSO) to participate as a member of the threat assessment team. If a JSO is not immediately available, another officer may be dispatched for immediate assistance, however a JSO will be assigned as a member of the threat assessment team as soon as possible.
 8. 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.
 9. The site administrator will summarize the evaluation and threat management plan in a Safety Evaluation Report.
 10. 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.
 11. 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.
 12. 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.” Such characterization has the potential to undermine the prosecution of the person who made the threat. 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., PIO or 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.

III. LAW ENFORCEMENT RESPONSE

Recommendations for Law Enforcement

The law enforcement response to targeted school violence is a matter of concern being faced by agencies across the nation. One of the fundamental challenges to these investigations is that there is no single formula that will adequately cover the myriad of different circumstances that may be encountered. At the same time, an investigation into threats, particularly within the school environment, is something that could involve a number of different officers and detectives from within a variety of units throughout the various police agencies within San Diego County.

This protocol should be considered as a best practices approach to complement an agency's existing procedures. Law enforcement agencies have different resources which may limit the applicability of certain parts of the protocol. However, every law enforcement agency should approach targeted school violence as a victim centered crime and investigate through this lens.

Targeted School Violence Investigations

1. Whenever possible, agencies are encouraged to identify a consistent initial reporting process followed by the identification of the investigative unit primarily responsible for the investigative follow-up for these threats. The goal of this effort is to develop some level of consistency in how these threats are reported and investigated.
2. Much like a Domestic Violence investigation, an investigation into targeted school violence should be considered an opportunity to identify risks, behaviors, mental health, and potential criminal conduct in an effort to respond proactively and hopefully disrupt more serious future potential events.
3. **A threat should be considered credible until we can reasonably articulate reasons why it is not.** This determination should come through interviews and evidence collection where we gather specific plausible details that either support an increased concern for threat potential, or a lessening of concern.

Unit Responsibilities

Those units tasked with the administration of juvenile operations and the investigative follow-up of school related threats should:

1. Become familiar with best practices for threats of targeted school violence, including ***Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*** by Dr. Dewey Cornell, the ***Safe School Initiative Findings*** by the United States Secret Service and United States Department of Education (2004 & 2008), the National Threat Assessment Center studies including ***Enhancing School Safety Using a Threat Assessment Model***, ***Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence***, and ***Averting Targeted School Violence***, and the Federal

Bureau of Investigation's Behavioral Analysis Unit's ***Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks*** (see attachment 11 for a list of resources).

2. Participate in outreach to raise awareness and education in the community about threats of targeted school violence.
3. Participate in preventative efforts by raising awareness for parents, students, and members of the community about bullying and cyberbullying. One of the underlying goals of this protocol is to maintain a handle with care approach whenever possible. The hope is to provide the lowest amount of intervention at the earliest possible level to help keep a juvenile on the right path rather than creating a path directly into the juvenile justice system.
4. Have a process in place to ensure that patrol or juvenile services officers responding to a call of a threat at a school have a basic plan to conduct an initial assessment of the threats and to be able to complete a thorough preliminary investigation. (***see Patrol Addendum***)
 - The plan should consider the number of different methods where reporting might occur such as a citizen contact, radio call, LECC tip, other agency referral, or crime stoppers tip.
 - The plan should also consider night and day reporting.
5. Have an identified investigative unit capable of assisting with a field response to a threat investigation. This unit will most likely be the same one charged with completing the subsequent investigative follow-up and preparation of a case for review by the District Attorney's Office. (***see Investigative Addendum***)
6. Submit criminal cases for review or prosecution as appropriate after a thorough case-by-case analysis.
7. Have a process in place for emergency mental health assessments. These assessments should be consistent with the requirements of WIC 5150 (adult subject) and WIC 5585.50 (juvenile subject). Additionally, guidance should be included for the addition of credible third-party information as outlined in WIC 5150.05. They should include:
 - In progress field assessments where officers or detectives are evaluating an identified subject. This should include guidelines for:
 - WIC 5150 or 5585.5 evaluations, documentation, and transport by officers.
 - A plan for enhanced support for a mental health evaluation with regards to a subject who may be a danger to others, a danger to themselves, or gravely disabled as a result of a mental health condition. An example of this support would be the Psychiatric Emergency Response Team ("PERT") (see attachment 8).

- A follow-up referral process for known subjects who are not presently detained and might not have committed a crime but present some potential need for a mental health evaluation (for example, a PERT referral which will allow for potential follow up later with a clinician).
 - Agencies should have a procedure in place for the detention and transport of a person who meets the probable cause standard for WIC 5150 and 5585.5. This should include transports to non-LPS facilities such as San Diego County Psychiatric Hospital, ESU, LPS Hospitals, and free-standing mental health facilities.
 - Agencies should have a procedure for the documentation of an involuntary mental health detention and transport to include the *Application For Up To 72 Hour Detention, And Crisis Intervention, Or Placement For Evaluation And Treatment* which includes information on the officers and/or PERT clinicians:
 - Probable cause documentation
 - Credible third-party information (WIC 5150.05)
 - Checking the box whether weapons were recovered
 - Checking the box on whether there is an officer or detective to be notified upon release from a hospital. The law enforcement contact should be available 7/24 to ensure notification is possible.
 - When it comes to probable cause and the documentation of credible third-party information, all relevant information that would help a doctor or other medical assessment professional determine WIC 5150 or 5585.5 criteria might not fit on the Application for Detention.
 - Agencies should have a procedure in place to outline expectations for the sharing of additional information. This could include related reports, photographs, text messages, social media posts, and the possession of, confiscation of, or access to dangerous weapons.
 - It is important to keep in mind that doctors might be limited in their capacity to seek out additional information when making an assessment which means their decisions could be based entirely on the information provided.
8. Have a process for the notification of potential victims that were threatened so they can make efforts to ensure their own safety. These should include:
- Individual department policies and procedures regarding law enforcement-initiated notifications.
 - Agencies should have an identifiable process for responding to and documenting Tarasoff warnings. These involve a psychotherapist's duty to protect a potential victim when they become aware of a *serious threat of harm to a reasonably identifiable victim*.

- This reporting may be initiated by a PERT clinician or another mental health provider that meets this criteria.
 - A Tarasoff may also be reported by an immediate family member such as a parent who may be aware of the threat (see *Ewing v. Goldstein* (2004) 120 Ca.App.4th 807).
 - Agencies should also have a process to ensure that they make applicable DOJ notifications consistent with current mental health weapons prohibitions. Tarasoff specifically holds a five-year prohibition with regard to the purchase, possession, or ownership of a firearm.
9. Have a process for requesting Gun Violence Restraining Orders (GVRO) with the assistance of the San Diego City Attorney's Office, or other agency counsel, as appropriate. Although there are a number of prohibitions that exist with regard to dangerous weapons, law enforcement should not assume, without documentation, that these restrictions are in place. A GVRO is a useful tool that may be used regardless of whether a restriction is in place.
 10. If the threat investigation involves schools after hours, law enforcement should utilize the *school emergency contact application* to help locate school personnel who can assist with information.
 11. If the investigation occurs during school hours, administrators should be reminded to notify the County Board of Education ensuring the information is cross reported.
 12. Participate in ongoing training and education in the field of targeted school violence.
 13. Achieve consistency and uniformity when possible in case investigation, handling, and resolution.
 14. Ensure that public safety as well as rehabilitative diversion efforts are considered in all cases brought to the attention of a police department.

IV. PROSECUTION RESPONSE

Recommendations for Prosecution

The San Diego County District Attorney's Office Juvenile Branch will dedicate specially trained prosecutors to handle threats of targeted school violence. Prosecutors are strongly encouraged to do the following where legally appropriate:

1. Become familiar with best practices for threats of targeted school violence including; ***Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*** by Dr. Dewey Cornell, the ***Safe School Initiative Findings*** by the United States Secret Service and United States Department of Education (2004 & 2008), the National Threat Assessment Center studies including ***Enhancing School Safety Using a Threat Assessment Model***, ***Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence***, and ***Averting Targeted School Violence***, and the Federal Bureau of Investigation's Behavioral Analysis Unit's ***Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks*** (see attachment 11 for a list of resources).
2. Participate in outreach to raise awareness and education in the community about threats of targeted school violence.
3. Participate in preventative efforts by raising awareness for parents, students, and members of the community about bullying and cyberbullying. One of the underlying goals of this protocol is to maintain a handle with care approach whenever possible. The hope is to provide the lowest amount of intervention at the earliest possible level to help keep a juvenile on the right path rather than creating a path directly into the juvenile justice system.
4. After a thorough case-by-case analysis, file appropriate criminal charges to bring the youth under the jurisdiction of the juvenile courts for rehabilitative efforts if evaluation of the case requires a higher level of intervention. Those charges may include but are not limited to Penal Code section 422 felonies and Penal Code section 148.1(c) felonies.
5. Refer appropriate cases to restorative justice programs which afford strong community intervention to address the harm to the victims as well as the community at large.
6. Provide referrals to appropriate local community services (i.e., Alternatives to Detention Program, wrap services) to assist in rehabilitating a minor and reduce the risk of future harm to the community.
7. Utilize the Psychiatric Emergency Response Team (PERT) on appropriate cases where there appears to be a need for a mental health assessment. This will include:
 - Emergency interventions that may need to be accessed through 911.
 - Non-emergency cases through the PERT law enforcement referral process.

8. When evaluating an individual who makes or poses a threat to school safety, prosecutors will comprehensively review the following; school records (including attendance, academic, disciplinary, school site based threat assessment team paperwork, any existing Individualized Education Program, cumulative file), criminal history, psychological evaluations, mental health issues including expressed suicidal or homicidal ideation, prior WIC 5150/5585.50 detentions or holds, access to firearms (including those registered to parents/guardians/adults residing in the same home or made available at a relative's home), any fixation with weapons as evidenced on social media sites, electronic devices, written documents such as journals and drawings, and any articulated grievances or known losses the individual has experienced.
9. Ensure the School Threat Assessment Team (STAT) worksheet is completed by the responding law enforcement agency and submitted to STAT for follow-up as requested by the District Attorney's Office.
10. Convene STAT on appropriate cases and consult with experts as needed to develop a plan to ensure proper interventions are provided and available services are identified.
11. In every filed case, request a threat assessment psychological evaluation from a qualified evaluator, namely a clinical and/or forensic psychologist with expertise in threat assessment and management. Additionally, the evaluator should have experience with juveniles and be familiar with the juvenile justice system.
12. Review the threat assessment psychological evaluation prior to addressing any change in detention status and prior to any disposition in the case. Note a psychological evaluation provided by defense counsel that includes any redactions will not satisfy this requirement.
13. In filed cases, request stay away orders from all known victims as well as school sites that were threatened at the first court appearance. Consider "no negative contact" orders when a current student who made or posed a threat is allowed by the school administration to return to the campus in question pending resolution of the matter.
14. In all filed cases where threats are made over social media or using an electronic device, request the Court prohibit all social media access and restrict all internet access and use of electronic devices at the first court appearance.
15. Ensure the responding law enforcement agency has requested a Gun Violence Restraining Order (GVRO) with the assistance of the San Diego City Attorney's Office, or other agency counsel, as appropriate. See Penal Code sections 18100-18205 (***see attachment 4***).
16. Ensure in all prosecuted cases where a person is alleged to have committed a PC 422, is subsequently adjudged a ward pursuant to WIC 602, and admits or is true found of PC 422, that the Court admonishes Minor pursuant to PC 29820. This section prohibits any such person from owning/possessing/having custody or control of a firearm until the age of 30 years.

17. Note for the Minor and the Court on the record that firearm restrictions pursuant to PC 29820 remain despite the court sealing a case under WIC 781 & 786 (See In Re Joshua R. (2017) 7 Cal.App.5th 864).
18. Request restitution for schools that experienced a financial loss as a result of a threat of targeted violence.
19. Acknowledge the legitimacy of the victim's fears and recognize that threats of violence on school property can indeed be the precursor of a significant violent incident. Refer victims to District Attorney Victim Advocates as needed.
20. Should a threat be referred to STAT regarding an adult offender, the juvenile branch of the District Attorney's Office will coordinate with the appropriate assigned Deputy District Attorney.
21. Participate in ongoing training and education in the field of targeted school violence.
22. Achieve consistency and uniformity when possible in case issuance, handling, and resolution.
23. Ensure that public safety as well as rehabilitative efforts are considered in all cases brought to the attention of the District Attorney's Office.

Elements of Criminal Threats & Related Crimes

The District Attorney's Office will carefully review the cases submitted to our office for possible prosecution for the appropriate charging options. Those charging options that typically apply to school threat cases include but are not limited to the following:

Penal Code Section 422

Penal Code section 422 defines the crime of criminal threats as:

- i. Any person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety.
- ii. Case law has defined these elements (see In re George T. (2004) 33 Cal.4th 620 and People v. Melhado (1998) 60 Cal.App.4th 1529).
- iii. Penal Code section 422 does not require repeated conduct. One threat is legally sufficient. It does require, however, that the threat be of death or great bodily injury, that it is "unconditional" and "immediate" enough to convey a gravity of purpose, and that it causes "sustained" fear on the part of the victim.

- iv.** Case law has helped define these terms of “unconditional” and “immediate”. Several cases have held that a threat can violate PC 422 even though it is "conditional" (e.g., "If you testify, I'll kill you.") These cases have held that conditional threats are true threats (despite technically conditional language) if their context and the surrounding circumstances reasonably convey to the victim that they are intended. (People v. Bolin (1998) 18 Cal.4th 297; see also, People v. Brooks (1994) 26 Cal.App.4th 142; People v. Stanfield (1995) 32 Cal.App.4th 1152; People v. Gudger (1994) 29 Cal.App.4th 310; People v. Melhado (1998) 60 Cal. App.4th 1529).
- v.** Further, it is clear that a threat can be implied from all of the surrounding circumstances and not just the words alone. (People v. Mendoza, (1997) 59 Cal.App.4th 1333.) The parties’ history is a relevant circumstance, as is the context of the statement. In addition, the manner and tone in which the words were spoken are relevant considerations. (People v. Martinez (1997) 53 Cal.App.4th 1212; see also People v. Butler (2000) 85 Cal.App.4th 745 and In re A.G. (2020) 58 Cal.App.5th 647).
- vi.** "Sustained" fear was defined in People v. Allen (1995) 33 Cal.App.4th 1149, as "a period of time that extends beyond what is momentary, fleeting, or transitory." In that case 15 minutes was sufficient. Some indicators to prove sustained fear are:
- What caused the victim or reporting party to come forward
 - How soon after learning of the threat did they come forward
 - Who did they tell
 - Is the threat interfering with class
 - Is the threat interfering with sleep
 - Is the victim/reporting party anxious due to the threat
 - Has the victim/reporting party altered their routine
 - Did the victim/reporting party obtain a restraining order
 - Did the victim/reporting party change schools
 - Did the victim/reporting party fail to attend school after the threat
- (see also In re Ricky T. (2001) 87 Cal.App.4th 1132 and People v. Solis (2001) 90 Cal.App.4th 1002).
- vii.** In addition, a criminal threat can qualify under PC section 422 even though it was made to a third party and not directly to the victim. It is sufficient if the suspect intended the third party to act as an intermediary. (In re David L. (1991) 234 Cal.App.3d 1655.).
- viii.** People v. Teal (1998) 61 Cal.App.4th 277, held that P.C.422 does not require certainty by the threatener that his or her threat has been received. If one broadcasts a threat intending to induce sustained fear, 422 is violated if the threat is

actually received and induces sustained fear whether or not the threatener knows the threat has hit its mark.

- ix. In some cases where victims recant fear or deny being afraid, in spite of circumstances which suggest they would have reason to be fearful, there is the ability to prosecute the threatener with attempting to make a criminal threat (PC 664/422). (People v. Chandler (2014) 60 Cal.4th 508).
- x. Prosecutors should proceed with caution when threatening language is included in a form of artistic expression such as a poem or song lyrics. In re George T. (2004) 33 Cal.4th 620 held that the text of a poem, when considered in light of the surrounding circumstances, was not as unconditional, immediate, and specific as to convey a gravity of purpose and immediate prospect of executing the threat.

Penal Code Section 71

Penal Code section 71 defines the crime of threatening school officials as:

(a) Every person who, with intent to cause, attempts to cause, or causes, any officer or employee of any public or private educational institution...to do, or refrain from doing, any act in the performance of his duties, by means of a threat, directly communicated to such person, to inflict an unlawful injury upon any person or property, and it reasonably appears to the recipient of the threat that such threat could be carried out, is guilty of a public offense.

Penal Code Section 653m

Penal Code section 653m defines the crime of telephone calls or contact by electronic communication device with intent to annoy as:

(a) Every person who, with intent to annoy, telephones or makes contact by means of an electronic communication device with another and addresses to or about the other person any obscene language or addresses to the other person any threat to inflict injury to the person or property of the person addressed or any member of his or her family, is guilty of a misdemeanor.

(b) Every person who, with intent to annoy or harass, makes repeated telephone calls or makes repeated contact by means of an electronic communication device...to another person is, whether or not conversation ensues from making the telephone call or contact by means of an electronic communication device, is guilty of a misdemeanor.

Penal Code Section 148.1

Penal Code section 148.1 defines the crime of a false report of an explosive bomb as:

(a) Any person who reports to any peace officer...news reporter... television station...occupants of a building..., that a bomb or other explosive has been or will be placed or secreted in any public or private place, knowing that the report is false, is guilty of a crime...

(c) Any person who maliciously informs any other person that a bomb or other explosive has been or will be placed or secreted in any public or private place, knowing that the information is false, is guilty of a crime...

Penal Code Section 148.5

Penal Code section 148.5 defines the crime of making a false police report as:

(a) Every person who reports to any peace officer...that a felony or misdemeanor has been committed knowing the report to be false, is guilty of a misdemeanor.

This code section should be considered for individuals who falsely accuse someone of making a threat of targeted school violence, including instances of “swatting”. Swatting occurs when an individual deceives emergency services into sending a police or emergency response to a specific location by falsely reporting the presence of a bomb, an individual armed with a weapon, a hostage situation, or the presence of a homicidal or suicidal person.

School Threat Assessment Team (Stat)

The School Threat Assessment Team (STAT) is comprised of members of law enforcement, deputy district attorneys, mental health professionals, and the San Diego County Office of Education, 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. Prior to convening STAT, law enforcement will complete the Threat Assessment Worksheet when requested by the District Attorney’s Office (***see Attachment 5***).

V. PROBATION RESPONSE

Upon a youth being adjudged a ward and placed on formal probation supervision, the casework probation officer will meet with the youth and family to develop an individualized case plan. This case plan will be based on a risks/needs assessment, which outlines the youth's criminogenic risk areas and needs in order to be successful. Such needs are characteristics, traits, problems, or issues of an individual that directly relate to the youth's likelihood to re-offend and commit another delinquent act. Examples are history of antisocial behavior/personality pattern/cognition/associates, family, school and/or work, leisure and/or recreation, and substance abuse.

The Probation Officer will work jointly with the youth, family, and other collaborative/treatment partners to identify goals and steps needed for the youth to meet the case plan goals. Probation Officers will refer youth and their family to a range of services, based on their needs and case plan. This can include family/individual therapy, substance abuse treatment, etc. The case plan will be monitored and reviewed regularly for updates and progress. Other supervision services may include anger management, cognitive behavioral therapy, CTE courses/employment opportunities, mentorship, restorative justice, mental health, substance abuse and residential facility treatment.

The Probation Officer will have the responsibility of holding the youth accountable in following the court ordered conditions of probation. The Probation Officer will utilize an evidence-based incentives and sanction model to monitor the youth's behavior, with community safety, as well as the youth's safety as a priority.

Within community probation supervision, a youth could be returned to custody for a probation violation. Based on the type of violation and youth's history of behavior, the probation officer may recommend sanctions such as Home Supervision, community service work, and other sanctions up to a short-term confinement or custodial commitment.

Custodial commitments within the probation juvenile facilities will also provide programming to address the youth's risks and needs, preparing them for transition from custody and back into the community.

The ultimate goal is to see the youth successfully complete their term of probation, reaching their case plan goals and becoming a productive member of the community.

ATTACHMENT 1

Law Enforcement Patrol Addendum

LAW ENFORCEMENT PATROL ADDENDUM

When dispatching patrol officers or school resource officers to an incident involving a school threat, agencies may consider:

1. The method of dispatch. Is there an immediate risk to public safety or is this something less imminent?
 - Since the preservation of life is our first priority, in the event it is determined that there is a high degree of imminent risk, agencies should have and follow their procedures regarding the airing of an emergency or “hot call” and the rapid deployment of officers.
 - During a developing emergency, supervisors shall consider notifying neighboring school sites in the event of an internal or external threat, so those sites may initiate safety precautions such as a lock-down should they feel it appropriate.
 - In cases where there is no indication of immediate risk to life, consideration should also be given to dispatching by use of a telephone or mobile computer system. Some departments refer to these as a “desk call” and they are a useful tool in the effort to contain information of a sensitive nature.
2. Notification should be made to the field supervisor and watch commander who will be responsible for managing the initial response and ensuring the notification of the appropriate investigative unit(s).
 - Though the need for an on-scene supervisor might not be necessary in all investigations or responses, when present a supervisor can afford officers the opportunity to focus on the investigation. The supervisor can assist with rapid development of personnel and safety needs as well as oversight on what are sometimes fast moving and complex events.
3. In the event that another agency has jurisdiction within your city limits, such as San Diego Unified School District Police, there should be a process in place to notify them.
4. Patrol officers, or school resource officers, will generally have the primary responsibility for the preliminary investigation of threats at schools. Upon arrival at the school, officers should do the following:
 - Contact the school administrator (e.g., Principal, Dean of Students, etc.) to assess the threat and determine what actions the school has initiated and any evidence that has been obtained. Where possible, they should consider whether the threat posed is criminal, a result of an articulable mental health concern, or some combination of both factors.
5. Determine if a weapon was involved in the threat.

6. Determine whether this is a potential imminent threat requiring a lock-down, student evacuations, building searches, etc.
 - Officers should look for the presence of any evidence that the threat might be false or that might indicate that the threat is an instance of “spoofing” or “swatting.”
7. Obtain witness statements from school staff, students, parents, and any other witnesses that might have relevant information.
8. Identify whether the suspect is known and is present in the school, is detained, or is outstanding. If the suspect is known, officers should attempt to get a school information printout regarding the suspect, their address, phone numbers, parent contacts, and the names of any friends they might be with or who could help locate the subject.
 - In addition to those who might be helpful contacts, officers should consider whether there are any known students or staff with whom this subject might hold a grievance.
 - Contact information should be gathered for any potential victims to assist in their location and/or notification for safety interventions.
9. Ascertain if the threats were made in person, by phone, or through social media. If possible, officers should determine the suspect’s phone number and related social media sites as well as any identifying “call signs” or social media names, including usernames and vanity names where indicated.
10. Officers should consider whether early notification of investigative personnel would be helpful. If so:
 - Officers should notify their supervisor of the need for additional support.
 - The field supervisor will notify the proper investigative unit or on-call investigative supervisor.
11. Prepare a crime report if the elements of 422 PC, 653M, 148.1 PC or any other crime exists. If the elements of a crime do not exist, have a process to document the investigation on an incident report that will capture observations and actions taken.
 - Threat investigations can be complex, take time, and can include information from a number of different sources. Documentation of actions is a crucial step in helping define patterns of dangerous behavior. For those charged with the longer-term threat assessment component of these cases, it is often these disparate bits of documentation or information that can help provide the context regarding who makes a threat and who poses a threat.

- It is important to continue to assess whether mental health concerns might also be a relevant factor in these instances such as a history of depression, suicidal thoughts, expressed statements of suicide, etc. It is possible that an incident might meet the elements of a crime, or they could fall short of a crime but in either event still meet a need for a mental health intervention. This could include:
 - An adult assessment prior to a jail transport for the completion of a mental health detentions supplemental referral to provide input to detentions staff on how to most appropriately house the person.
 - An assessment that leads to a connection to resources for the subject to address a mental health concern but that leaves the subject in the community with a safety plan and support.
 - An assessment that leads to the identification of probable cause that a subject is a danger to self, a danger to others, or is gravely disabled as a result of a mental health condition and in need of an involuntary transport to a mental health facility for further evaluation pursuant to WIC 5150/5585.50.

12. In the event that there are mental health considerations present, officers should consider separating the criminal investigation portion of the investigation from the mental health evaluation in accordance with their department procedures.

13. In the event of a felony criminal investigation, strong consideration should be given to keep the officers assigned to support any mental health intervention out of the investigative responsibilities for the criminal portion. Mental health interventions, though an important part of a comprehensive process, should not conflict with the criminal investigation and due process.

- Mental health assessments should take place after a scene is rendered safe and after law enforcement has been able to manage any needs with regard to crimes that might have occurred.

14. Juveniles often need to find other means in order to obtain a firearm. Officers should run any adults connected with the case who might provide a juvenile access to firearms to determine firearm registration. Note that juveniles may reside in more than one household (i.e., separated/divorced parents or with extended family members, friends, or adult siblings).

15. Ask for parental consent to search the residence for firearms. If firearms are registered to an occupant of the house the juvenile resides in, ask for consent to do an “eyes on” check of the firearm to ensure it is properly secured. Document how the weapon is stored with photographs or with BWC. If a firearm is not properly secured, educate the registered owner how to properly secure it and/or offer to voluntarily remove the firearm from the residence for a temporary period of time.

- Officers and detectives should follow their current departmental procedures regarding any search related questions.
- 16.** When preparing the probable cause declaration for booking of a minor into juvenile hall, ensure the gravity of the offense including specific threats and numbers of persons affected is articulated in the declaration.
- Due to the probation department recently changing the criteria of who will be booked into juvenile hall, it is important to include as many details as possible about the incident. This includes access to weapons, proficiency with weapons, prior law enforcement contacts, and school disciplinary issues that involve threats or violence.
 - If the minor poses a public safety risk based on the totality of the circumstances, transport the minor to juvenile hall for booking.
 - If the minor presents with a mental health issue at the time of booking, there are mental health services available at juvenile hall. Admitting staff should be notified of any concerns with regards to dangerousness to self or others.
- 17.** If a minor is detained, they should be admonished, and parents should be notified consistent with current policies and procedures regarding juvenile detentions and arrests.
- Where possible, consideration should be given to the possibility of the need for a search of the subject's home, room, vehicle, devices, social media, etc. Consideration should be given to obtaining a search warrant. This determination should be made by a field or investigative supervisor.
- 18.** In the event that a threat subject does not meet the probable cause standard for an arrest, officers should consider conducting a mental health assessment. Though officers have the authority to conduct this assessment on their own, other resources, such as PERT, exist to assist with mental health evaluations whenever possible.
- Officers, detectives, and supervisors throughout the County of San Diego may request that a PERT unit respond to their scene for assistance. This does not have to wait until the investigation is complete. In the event of a negotiation, PERT can provide input on a call that might help facilitate a safe outcome. If the call is "In-progress", the clinician can provide limited support to help determine safe response options.
 - Once safely detained, PERT can provide mental health support whether an individual is transported or not.

19. Decisions and evaluations into the determination of whether to transport a subject for further evaluation as a danger to self, a danger to others, or because of a grave disability should be consistent with WIC 5150, 5585.50 and 5150.05 to include credible third-party information.

- When admitting a subject on an involuntary transport for further evaluation where the subject may be arrested upon release, officers shall check the box on the back of the *Application for up to 72 Hour Detention* form to be notified when the subject is discharged from the treating facility. The listed officer notification should be to a number that can accept that call on nights and weekends as well.
- Officers will check the box on the *Application for up to 72 Hour Detention* if firearms were confiscated pursuant to WIC Section 8102.
- Officers should be prepared to assist with the seizure and impounding of any firearms per WIC 8102.
- Assist as necessary with any identified Tarasoff notifications that might arise during an investigation and assessment. In the event of a Tarasoff notification, officers will complete the appropriate reporting and subsequent DOJ notification.
- When submitting the *Application for up to 72 Hour Detention*, include in the narrative section, and with additional supporting documents, as much relevant information as possible. The doctors and medical staff may not have access to collateral or historical information that can be gathered at the scene if law enforcement does not provide it.
- Officers should consider that a 5150 detainment for evaluation is the start of the process. However, an individual may be released well before a 72 hour period. Officers and school administrators should prepare for the likelihood of the subject's return to the community and the campus.
- Be mindful of the possibility that an individual was not admitted into an inpatient unit, or they were but as a voluntary admission. Under those conditions a firearms prohibition was likely not required. This might also influence the mandatory notification of discharge.
 - Language about firearms restrictions may not be applicable if an involuntary detainment shifts to voluntary, or if the detention does not result in an inpatient psychiatric hospitalization. Officers should consider the use of a Gun Violence Restraining Order as a precaution. Law enforcement should not presume during a mental health detention that a firearms restriction is put into place.

20. In the event that a case is determined to belong to another jurisdiction, officers will ensure that they actually have a contact from that agency to turn over information and will document that contact prior to clearing so that agencies can track this exchange.

- 21.** Upon completion of the booking process, placement on a WIC 5150 (adult), 5585.5 (juvenile) detainment, or the submission of a crime or incident report, an officer should submit a Suspicious Activity Report (SAR) on the San Diego Law Enforcement Coordination Center's (SD-LECC) website.

ATTACHMENT 2

Law Enforcement Investigative Addendum

LAW ENFORCEMENT

INVESTIGATIVE ADDENDUM

1. When determining what efforts should go into the investigative follow-up by detectives looking into an incident involving targeted school violence, agencies may consider:
 - What unit should have the primary responsibility for the threat? (If it is involving schools, then one possibility is to have it assigned to the area juvenile unit regardless of whether the suspect turns out to be an adult, or a juvenile.)
 - If a school is targeted, the agency responsible for that school will have primary jurisdiction regardless of where the suspect lives.
2. Every effort should be made to get the investigative unit that will be responsible for the investigative follow-up aware of the case as early as possible. Threat investigations can require rapid coordination with multiple agencies and units in order to write search warrants and conduct priority checks into phone and social media records that might help identify a suspect.
3. Upon being assigned a school threat, the detective will:
 - Review initial reports to confirm whether or not a crime has occurred and whether or not it constitutes a felony.
 - If a report has not been written and the case is under active investigation in the field, this may require the detective to respond to the location and interview officers at the scene.
 - If the case involves a suspect who is a minor, the detective, or detective sergeant, will contact the Juvenile District Attorney's Office to advise them of the nature of the threat investigation so that they can be prepared to assist with warrants and time-sensitive processing concerns.
 - After hours investigations may require contact with the Department's own legal advisor, and/or the on-call District Attorney Liaison for assistance with searches requiring telephonic search warrants.
 - Contact victims and witnesses to confirm that the content in the report is accurate and complete.
 - Contact school staff to determine any relevant discipline or history of issues in the school where a suspect might have been the victim.
 - Conduct computer background checks / criminal history into all victims, witnesses, and suspects. The detective will note any relevant information regarding WIC 5150 holds.
 - Attempt to identify any other friends or family members that might be of assistance in assessing the threat potential.

- Run any potential suspects, their parents, and any known adult family members who reside with the suspect, for firearms.
- Detective should keep in mind that often subjects come from other states that do not have the same registration requirements or that firearms might have been possessed prior to registration requirements. Therefore, not every firearm should be expected to show up in AFS.
- Conduct an inquiry to the SD-LECC to see if the suspect and potentially family members have been the subject of a previous SAR or are subject to any current investigation that might result in additional safety concerns.
- Review any known, open social media postings for content relevant to the case.
 - Go on-line and file a “Preservation Order” with all known social media and cellular providers as soon as possible, preferably before the end of the first day assigned to the case since this can often be time sensitive.
- If the suspect is known, not at the school, and presents ongoing risk, consideration should be given to the use of tracking tools such as the pinging of a telephone. This should be determined by the detective or a supervisor based on the necessity for a follow-up warrant.
- Attempt to interview the suspect. Note that due to WIC 625.6, prior to any custodial interrogation of a suspect 17 years of age or younger, the suspect must be afforded the opportunity to consult with legal counsel. This requirement does not apply if the suspect is not in custody and not subject to interrogation, or exigent circumstances exist.
- Consider the need to seize the suspect’s school backpack, and secure their vehicle, locker, and room at home for any indicators of planning and any indicators of a threat.
- Evaluate and prepare search and seizure warrants for any potential evidence such as a cell phone, notebooks, journals, tablets, flash drives, and computers.
- Note that all search warrants for juveniles should include sealing language and sealing orders.
- If necessary, warrants should include firearms, firearms related equipment, ammunition, safes, and storage areas such as vehicles that a minor might have access to in and around the home. (Language should be considered with regard to the presence of explosives, fireworks, or other materials that might be present as well.)
 - Prepare any required additional warrants to review electronic devices as required by CalECPA.

- Detectives and supervisors should consider whether they have the legal ability to lock down a residence or vehicle pending the issuance of a search warrant (Because legal authority can vary depending on the circumstances, this determination should be based on input and discussions with their department legal advisor).
- Review social media and electronic devices for content that indicates threat planning, thoughts, preparation, other suspects, conspiratorial actions, or discussions.
 - Depending on the urgency involved in accessing and reviewing digital evidence, detectives should consider the need for involving experts within their department or through task force units such as ICAC and CATCH.
- Ensure that required information is sent to the San Diego City Attorney's Office, or appropriate legal counsel, in an effort to seek a Gun Violence Restraining Order (GVRO) whenever possible.
 - In the event a GVRO is issued and investigators are required to serve the order at a later time, investigators should prepare an Operational Plan consistent with their agency protocols regarding the service of such an order.
- Complete a School Threat Assessment Team (STAT) worksheet with the assistance of the school threat assessment team or reporting school site and submit to STAT when requested by the DDA.
- The detective will submit the completed package to the San Diego County District Attorney's Office with all relevant reports (including the STAT worksheet if requested by the DDA).
 - Ongoing coordination is to be expected since additional warrants might be necessary to complete the broader investigation. This information sharing will potentially be time sensitive.
- The detective will ensure that a Suspicious Activity Report (SAR) is submitted to the SD-LECC with a summary of findings and a note of which unit handled the investigation.

ATTACHMENT 3

Law Enforcement Investigative Questions Addendum

LAW ENFORCEMENT

INVESTIGATIVE QUESTIONS ADDENDUM

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 or officer might ask in order to obtain relevant background information that can help to assess a person:

Victim Questions:

- 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?

Crime Evaluation / 422 PC Questions:

- How was the threat communicated?
- What did it say?
- Do you believe it was directed at you? Why?
 - If not you, who?
- Are you afraid of this person?
- What caused you to come forward?
- Who did you tell/who told you/how did learn of threat?
- How soon after heard/learned of threat did you tell?
- Have you experienced any form of retaliation as a result of reporting it?
- Is this interfering with your ability to participate in class?
- Is it interfering with your sleep?
- Has the threat left you feeling anxious?
- Have you sought, or considered a restraining order?
- Has this caused you to not come to school, or consider not coming to school?
- Have you altered your routine?

- Have you changed schools as a result of fear?
- How long have you felt this way?

(*consider interviewing the victim's parent/guardian to show any change in behavior to establish sustained fear following the threat)

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?

- Is the subject employed? Where? How many hours a week?
 - Who is their supervisor?
 - Any history of employment issues / concerns?
 - How long have they been employed? Are they productive?
- Previous employment history? Reason for leaving?
- 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? (College, Job, Relationships)
- Do they have any grievances or resentment you are aware of? (Employment, 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?

ATTACHMENT 4

Gun Violence Restraining Order (GVRO)

GUN VIOLENCE RESTRAINING ORDER (GVRO)

A Gun Violence Restraining Order (GVRO) is a civil restraining order which prohibits a named person from possessing, purchasing, controlling, receiving, or taking custody of firearms, ammunition, and magazines.

There are two ways of obtaining a GVRO. The first way is through the filing of a temporary emergency GVRO. This type of GVRO can only be obtained by a law enforcement officer and is accomplished by filling out a one-page EPO-002, which can be found online through the San Diego Superior Court website or the State Judicial Counsel's website. A law enforcement officer seeking a temporary emergency GVRO can telephonically obtain an EPO-002 at any time day or night. Law enforcement officers must be able to articulate an immediate and present danger to obtain a temporary emergency GVRO. A temporary emergency GVRO expires 21 days after issuance. After obtaining the order from the court, the EPO-002 must be personally served on the respondent. The officer is then required to report the served order to the DOJ then file the order with the court within 3 days.

The second way to obtain a GVRO is by filing an ex parte GVRO. An ex parte GVRO can be filed by a law enforcement officer or agency, an immediate family member, employer, co-worker, employee, or teacher. The ex parte GVRO filing documents can be found online through the San Diego Superior Court website or the State Judicial Counsel's website. A law enforcement officer seeking an ex parte GVRO must be able to articulate a significant danger in the near future.

After obtaining a temporary emergency GVRO or an ex parte GVRO, law enforcement officers must personally serve the respondent prior to 5 days before the hearing and subsequently attend the GVRO hearing (or have legal representation for the officer appear) that is set no more than 21 days after the temporary emergency GVRO or ex parte GVRO is issued. If the court grants the Permanent GVRO After Hearing, law enforcement must again personally serve the respondent with the Permanent Order only if the respondent is not served in court. The Permanent GVRO After Hearing prohibits the respondent for a renewable period ranging from one to five years. Law enforcement may continually seek to renew the order as long as the respondent remains dangerous.

If a respondent possesses firearms or ammunition in violation of the order, it may constitute a criminal violation of Penal Code section 18205 and/or Penal Code section 166.

ATTACHMENT 5

School Threat Assessment Team (STAT) Sheet



SAN DIEGO COUNTY SCHOOL THREAT ASSESSMENT

SCHOOL THREAT ASSESSMENT TEAM (STAT)

THREAT ASSESSMENT SHEET

Law Enforcement Agency: _____

LE Case #: _____

Name of LE Detective: _____

Date of Offense: _____

Detective's phone #: _____

Law Enforcement Case report(s) attached: ☐ Yes ☐ No

Suspect's Name: _____ aka: _____

Race: _____ Age: _____ Ht: _____ Wt: _____ Hair: _____ Eyes: _____

DL# _____ SSN: _____

Residence Address: _____ Tel#: _____

Who the Suspect Lives with: _____

Suspect's Vehicle: (Year) _____ (Make) _____ (Model) _____

Style: (2dr/4dr) _____ Color: _____ Vehicle Lic #: _____ State: _____

Co-participants/suspects: _____

Suspect's relationship to victim:

<input type="checkbox"/> parents	<input type="checkbox"/> Unknown person
<input type="checkbox"/> dating relationship	<input type="checkbox"/> former dating relationship
<input type="checkbox"/> friend	<input type="checkbox"/> acquaintance
<input type="checkbox"/> school official	<input type="checkbox"/> relative
<input type="checkbox"/> teacher	<input type="checkbox"/> classmate
	<input type="checkbox"/> other

Victim's Name: _____ DOB: _____

Residence Address: _____ Tel#: _____

Name of School: _____ Tel#: _____

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 attached)

____ Undocumented history

9. ANNOYING / THREATENING TELEPHONE CALLS:

10. SCHOOL SUSPECT IS CURRENTLY ATTENDING:

Name: _____ Date attended: _____

Address: _____

11. 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:

16. PROTECTIVE ORDER: __YES __NO DESCRIBE VIOLATIONS:

17. SUBSTANCE ABUSE PROBLEMS:

18. ACTS OF VANDALISM:

19. FASCINATION WITH WEAPONS (guns, knives, photos, blogs, manuscripts):

20. FIREARMS – OWNERSHIP OR ACCESS TO WEAPONS- TRIPS TO GUN RANGE
(If registered, write reg.):

21. THREATS OF SUICIDE OR MURDER / SUICIDE:

22. PRIOR 5150 HOLDS / DIAGNOSIS / MEDICATIONS:

23. ANY KNOWN GRIEVANCES AGAINST TARGETED VICTIM OR LOCATION:

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

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:

PLEASE ATTACH POLICE REPOTS, PHOTOS/SCREENSHOTS OF SOCIAL MEDIA POSTS, TEXTS, PHOTOGRAPHS, ETC:



SAN DIEGO COUNTY SCHOOL THREAT ASSESSMENT

SCHOOL THREAT ASSESSMENT TEAM (STAT)

RECOMMENDATION SHEET

MINOR'S NAME & DOB:

LE Agency:

LE Case #:

Date:

LECC #:

CO-MINOR(S):

Team members present (name & agency):

Recommendations:

Follow Up:

ATTACHMENT 6

Mental Health Evaluations and Threats

MENTAL HEALTH EVALUATIONS AND THREATS

When evaluating a series of behaviors or events that might include dangerousness, to others or to an individual, there are times where arrest is neither possible nor the most appropriate action. Under the California Welfare and Institutions Code, there exists section 5150. This allows for police, or a licensed and approved mental health clinician to determine upon probable cause that a person presents a danger to themselves, a danger to others, or is gravely disabled (unable to provide for food, clothing, and shelter), as a result of a mental health condition. In the event that probable cause exists, officers may transport this person to a designated mental health facility for further evaluation.

This provides a powerful tool when responding to threat investigations since it creates an opportunity to really slow things down and allow for a more methodical, educated assessment of risk and dangerousness at the moment. It does not provide for an assessment of the persons' future threat potential.

The mental health evaluation completed is not a forensic evaluation. The evaluator is required to follow relevant privacy laws (*see Attachment 7*) and can generally only communicate with others with the individual's written consent. The mental health evaluation may result in an inpatient psychiatric hospitalization. It may result in the individual being discharged back to the community.

The path to a successful intervention is often one of collaboration and no single discipline in this instance, whether that be law enforcement, the schools, or behavioral health can do that alone. Each brings different skills, capacity, and even blind spots to an evaluative process. Integration with other partners toward a collaborative approach is not only encouraged, it is largely considered a best practice.

Though the list of mental health laws that might come into play at various times is expansive, the following are three of the primary laws used as framework for the purposes of this protocol:

WIC 5150.

Dangerous or gravely disabled person; taking into custody; procedures:

- (a) When a person, as a result of a mental health disorder, is a danger to others, or to himself or herself, or gravely disabled, a peace officer, professional person in charge of a facility designated by the county for evaluation and treatment, member of the attending staff, as defined by regulation, of a facility designated by the county for evaluation and treatment, designated members of a mobile crisis team, or professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody for a period of up to 72 hours for assessment, evaluation, and crisis intervention, or placement for evaluation and treatment in a facility designated by the county for evaluation and treatment and approved by the State Department of Health Care Services.

- (b) When determining if a person should be taken into custody pursuant to subdivision (a), the individual making that determination shall apply the provisions of Section 5150.05 and shall not be limited to consideration of the danger of imminent harm.

WIC 5585.50.

Custody and placement of a minor in facility.

- (a) When any minor, as a result of mental disorder, is a danger to others, or to himself or herself, or gravely disabled and authorization for voluntary treatment is not available, a peace officer, a member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the minor into custody and place him or her in a facility designated by the county and approved by the State Department of Health Care Services, as a facility for 72-hour treatment and evaluation of minors. The facility shall make every effort to notify the minor's parent or legal guardian as soon as possible, after the minor is detained.

WIC 5150.05.

Determination of probable cause to take person into custody or cause person to be taken into custody.

- (a) When determining if probable cause exists to take a person into custody, or cause a person to be taken into custody, pursuant to Section 5150, any person who is authorized to take that person, or cause that person to be taken, into custody pursuant to that section shall consider available relevant information about the historical course of the person's mental disorder, if the authorized person determines that the information has a reasonable bearing on the determination as to whether the person is a danger to others, to himself or herself, or is gravely disabled as a result of the mental disorder.
- (b) For purposes of this section, "information about the historical course of the person's mental disorder" includes evidence presented by the person who has provided or is providing mental health or related support services to the person subject to a determination described in subdivision (a), evidence presented by one or more members of the family of that person, and evidence presented by the person subject to a determination described in subdivision (a) or anyone designated by that person.
- (c) If the probable cause in subdivision (a) is based on the statement of a person other than the one authorized to take the person into custody pursuant to Section 5150, a member of the attending staff, or a professional person, the person making the statement shall be liable in civil action for intentionally giving any statement that he or she knows to be false.

ATTACHMENT 7

Confidentiality, Safety, & Mental Health Laws

CONFIDENTIALITY, SAFETY, & MENTAL HEALTH LAWS

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

SUMMARY OF PERMITTED DISCLOSURES REGARDING SAFETY

1. **SCHOOLS:** FERPA – An Educational Agency or Institution can disclose personally identifiable information from education records germane to health and safety emergencies.
2. **SCHOOLS & HEALTH CARE PROVIDERS:** 45 CFR 164.512(j) – Permits a covered entity to use or disclose Protected Health Information (PHI) if disclosure is necessary to lessen a serious and imminent threat to the health or safety of a person or the public.
3. **HEALTH CARE PROVIDERS:** HIPAA – Through 45 CFR 164.512(j), disclosure and/or exchange of information, including PHI, is permitted if a good faith belief exists that the disclosure was necessary to lessen a serious and imminent threat to the health or safety of a person or the public.
4. **HEALTH CARE PROVIDERS:** CMIA – Multiple California Civil Codes and Welfare and Institution Codes permits the disclosure and exchange of information, including PHI, to prevent/lessen a serious and imminent threat to the health or safety of a person or the public.

Examples: WIC § 5150 (adults), WIC § 5585.50 (minors), CIV § 56.10(c)(19).

5. **SCHOOLS & HEALTH CARE PROVIDERS:** *Risk Management Considerations* - Disclosing/exchanging sensitive information, to prevent/lessen a serious and imminent threat to the health or safety of a person or the public, may lessen vulnerabilities to risk management issues for the discloser/exchanger.

Examples: lack of due diligence, negligent intervention, professional malpractice, civil litigation (personal injury, wrongful death).

SECTIONS:

1. **SCHOOLS**
Family Educational Rights and Privacy Act (FERPA) & Safety
2. **SCHOOLS & HEALTH CARE PROVIDERS**
Code of Federal Regulations & Safety – 45 CFR 164.512(j)
3. **HEALTH CARE PROVIDERS**
Health Insurance Portability and Accountability Act (HIPAA) & Safety
4. **HEALTH CARE PROVIDERS**
Confidentiality of Medical Information Act (CMIA) & Safety

1. SCHOOLS:

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.

2. SCHOOLS & HEALTH CARE PROVIDERS:

Code of Federal Regulations & Safety – 45 CFR 164.512(J)

Permits disclosure/exchange of information germane to a safety issue, including PHI (Protected Health Information).

45 CFR 164.512(j) Standard: Uses and disclosures to avert a serious threat to health or safety.

(1) Permitted disclosures. A covered entity may, consistent with applicable law and standards of ethical conduct, use or disclose protected health information, if the covered entity, in good faith, believes the use or disclosure:

(i)(A) Is necessary to prevent or lessen a serious and imminent threat to the health or safety of a person or the public; and **(B)** Is to a person or persons reasonably able to prevent or lessen the threat, including the target of the threat.

3. HEALTH CARE PROVIDERS:

Health Insurance Portability and Accountability Act (HIPAA) & Safety

45 CFR 164.512(j) permits the disclosure/exchange of information with regards to HIPAA, to include Protected Health Information. Information gathered through a threat assessment that was conducted by a covered entity may be disclosed, if a good faith belief exists that the disclosure was necessary to lessen a serious and imminent threat to the health or safety of a person or the public.

4. HEALTH CARE PROVIDERS:

Confidentiality of Medical Information Act (CMIA) & Safety

- Regarding psychotherapists and disclosing client information and/or PHI to prevent/lessen a serious and imminent threat, see the below Cal. Civ. Codes, and **WIC § 5150** (adults) and **WIC § 5585.5** (minors) and their 72-hour involuntary psychiatric holds.
- **Cal. Civ. Code 56.10(c)(19)** is similar to the HIPAA provision cited above. It permits disclosures by a psychotherapist (defined under **Evid. Code 1010**) if the psychotherapist believes, in good faith, that the disclosure is necessary to prevent/lessen a serious and imminent threat to the health or safety of a reasonably foreseeable victim/victims and the disclosure is made to a person/persons reasonably able to prevent/lessen the threat, including the target of the threat. This provision is helpful for the reasons cited below in the HIPAA context.
- **Cal. Civ. Code 56.104**, which requires that the requestor of information submits to the patient and to the provider a written request, that includes certain types of information described under Section **56.104** (e.g., a statement that the information will only be used for specific purposes). **56.104** only applies to information that “relates to the patient’s participation in outpatient treatment with a psychotherapist.” A risk/threat assessment is not considered “treatment” and therefore does not require a submission of a written request for information. The definitions section of this chapter of the Civil Code does not define treatment. However, any reasonable definition of “treatment” would not include a risk/threat assessment for purposes of evaluating whether the individual presents a threat to a person or to the public.

ATTACHMENT 8

**Psychiatric Emergency Response Team (PERT)
Addendum**

PSYCHIATRIC EMERGENCY RESPONSE TEAM (PERT) ADDENDUM

The Psychiatric Emergency Response Team (PERT) is a Community Research Foundation (CRF) program that works as a collaborative effort that also includes the County Office of Behavioral Health Services and Law Enforcement. PERT is a resource that may be accessed at virtually any stage of the evaluative process by parents, friends, educators, counselors, and law enforcement.

PERT is an integrated resource that responds with law enforcement and can assist with the evaluation of a person in a mental health crisis to determine and recommend the appropriate community resources. A PERT unit consists of a law enforcement officer and a PERT Clinician. All clinicians are licensed mental health professionals that undergo a significant background investigation and PERT specific training.

PERT responds to emergency and non-emergency requests initiated through calls to police dispatch. They do not respond independent of law enforcement but are there to assist with an evaluation of a person who may present behaviors of dangerousness or grave disability as defined by section 5150 of the Welfare and Institutions Code. PERT can assist if a person is transported to a hospital for further evaluation. If a person is not transported, a clinician can provide referral resources of providers. PERT may assist with safety planning.

ACCESSING PERT:

- 1. School Initiated:** When school staff encounter a student who they believe might present a danger to themselves, a danger to others, or who appears gravely disabled as a result of a mental health condition, they may make a request for a PERT evaluation through police dispatch.
 - a.** In emergencies the call should be made through 911.
 - i.** Schools should have in place pre-existing safety measures to ensure staff and student safety until law enforcement or PERT units arrive.
 - ii.** Schools should understand that in an emergency request, law enforcement will assume the primary contact role until any safety issues have been addressed.
 - iii.** Once safety has been established, officers will evaluate next steps. In the event that behavior constitutes a criminal act, the investigation of that may take precedence over mental health considerations.
 - iv.** Once safety and investigative considerations have been met, a PERT clinician may conduct an assessment.
 - b.** In non-emergency situations schools should request PERT through the non-emergency police dispatch line.

- i. Schools should have in place pre-existing safety measures to ensure staff and student safety until units arrive.
 - 1. Schools should call as soon as they believe an assessment may be necessary as they work within a limited daytime window and there is a possibility of a delayed response for non-emergency calls.
 - 2. Schools should have a safety plan in place for addressing student concerns when a response might come after the conclusion of a school day.
- ii. Schools should have in place a plan for who makes the call to dispatch, who stays with the student, and how information will be communicated.
- iii. A PERT unit may be requested but in the event they are not available, a regular law enforcement unit may be dispatched. In this event,
 - 1. Law enforcement might request PERT from a neighboring area.
 - 2. School staff can request law enforcement evaluate for a PERT referral in the event they do not transport.
- iv. School staff who have specific information regarding the student to be assessed should remain available for input during the gathering of collateral information that may be of assistance with the assessment. In the event that they are not,
 - 1. Schools should have a contact name cell phone number for anyone with information about what has occurred.
 - 2. Schools should consider written statements in the event the person with information will be unavailable.
- v. When conducting an in school assessment, PERT will evaluate the student and review all available collateral information to included credible third party information as defined in section 5150.05 WIC. Outcomes from an assessment may vary but can include:
 - 1. An assessment prior to a jail or juvenile hall transport for the completion of a mental health detentions supplemental referral to provide input to detentions staff on how to most appropriately house the person.
 - 2. An assessment that leads to a connection to resources for the subject to address a mental health concern but that leaves the subject in the community with a safety plan and support.

3. An assessment that leads to the identification of probable cause that a subject is a danger to self, a danger to others, or is gravely disabled as a result of a mental health condition and in need of an involuntary transport to a mental health facility for further evaluation.
- vi. Though collaboration is a key component to good decision making, school staff and administrative personnel will not be allowed to sit in the room with a student during a PERT assessment.
- vii. Transportation of a subject by a PERT unit will be in accordance with the law enforcement agencies policies and procedures.
- viii. Schools should be aware that PERT will not be able to follow-up to provide information regarding the outcome of any transport for further evaluation. If a student is transported and admitted to a behavioral health facility, PERT will similarly not be able to provide that information or details regarding an anticipated length of stay or release.
1. Schools should have in place a plan to address a student who after an evaluation, or transport to a detention facility, is released and could be available to return to school. Considerations might include:
 - a. Is suspension or expulsion in the best interest of the school's ongoing safety concerns or would this be better managed through a return to school with effective safety planning and conditions?
 - b. Quality of collaborative efforts with parents and the student to address concerns.
 - c. The requirement of an independent assessment through a person forensically trained to evaluate ongoing threat potential.
2. **Law Enforcement Initiated:** Officers responding to a report of a school threat should follow their department policies and procedures regarding their response expectations. Considerations for response may also be found in this protocol under the Law Enforcement Patrol Addendum.
 - a. Once safety considerations have been met, law enforcement may consider the need for a PERT unit to assist with a mental health assessment of an individual.
 - b. In an instance where a PERT unit is not available in that area, officers can request that dispatchers seek assistance from nearby commands or jurisdictions.
 - c. If the event also involves a criminal investigation, officers should make efforts to keep the investigative role separate from the mental health part of the process wherever possible.

- i. Due process and privacy considerations should be a deliberate and ongoing part of this process.
 - ii. The officer assigned to the PERT unit should not be the officer assigned to any criminal investigation of a school threat.
- d. When conducting an in school assessment, PERT will evaluate the student and review available collateral information to include credible third party information as defined in section 5150.05 WIC. Outcomes from an assessment may vary but can include:
 - 1. An assessment prior to a jail or Juvenile Hall transport for the completion of a mental health detentions supplemental referral to provide input to detentions staff on how to most appropriately house the person.
 - 2. An assessment that leads to a connection to resources for the subject to address a mental health concern but that leaves the subject in the community with a safety plan and support.
 - 3. An assessment that leads to the identification of probable cause that a subject is a danger to self, a danger to others, or is gravely disabled as a result of a mental health condition and in need of an involuntary transport to a mental health facility for further evaluation.
- ii. Though collaboration is a key component to good decision making, school staff and administrative personnel will not be allowed to sit in the room with a student during a PERT assessment.
- iii. Transportation of a subject by a PERT unit will be in accordance with the law enforcement agencies policies and procedures.
- iv. Schools should be aware that PERT will not be able to follow-up to provide information regarding the outcome of any transport for further evaluation. If a student is transported and admitted to a behavioral health facility, PERT will similarly not be able to provide that information or details regarding an anticipated length of stay or release.
 - 1. Schools should have in place a plan to address a student who after an evaluation, or transport to a detention facility, is released and could be available to return to school. Considerations might include:
 - a. Is suspension or expulsion in the best interest of the school's ongoing safety concerns or would this be better managed through a return to school with effective safety planning and conditions?

- b. Quality of collaborative efforts with parents and the student to address concerns.
 - c. The requirement of an independent assessment through a person forensically trained to evaluate ongoing threat potential.
- v. It is possible that a person making a threat is not at the school upon arrival of the PERT unit. In this instance, the law enforcement jurisdiction will make the determination regarding any potential follow-up to a location outside of the school such as a student's home.

3. PERT Referrals

- a. A PERT referral is enacted with a form used by law enforcement to request a follow-up for mental health related concerns that do not have any emergency need for immediate follow-up. When law enforcement becomes aware of instances where a student's behavior might present non-emergency mental health concerns, officers may complete a PERT referral requesting that a PERT unit make contact with an individual.
 - i. Completed forms should be submitted to the area command PERT unit.
 - ii. Completed forms may be faxed to the PERT Administrative Office
- b. When officers become aware of information that results in the submission of a Suspicious Activity Report (SAR) of a potential school threat, or if a citizen accesses the San Diego Law Enforcement Coordination Center's (SD-LECC) website to complete a SAR, that information may also be submitted directly from SD-LECC Threat Management representatives through a referral to PERT. The decision to deploy a PERT unit to a follow up location will be determined by:
 - i. The law enforcement agency with jurisdiction over where the individual to be contacted lives.
 - ii. The law enforcement agency conducting a criminal investigation when the subject lives outside their area.

ATTACHMENT 9

Behavioral Health Services

BEHAVIORAL HEALTH SERVICES

Note: The Psychiatric Emergency Response Team (PERT) is a County of San Diego Behavioral Health Services contracted program. PERT is presented separately in this Protocol.

The County of San Diego's Behavioral Health Services (BHS) department provides mental health and substance use disorder services. The target population is community members who have Medi-Cal or who have no health insurance and who meet medical necessity criteria set by the State. Clinical treatment services provided via BHS focus on assessment and intervention to address functional impairment. Services are not generally forensic in nature. Most treatment is voluntary.

BHS maintains a continuum of care for youth that includes prevention/early intervention, outpatient treatment services, specialty services, crisis stabilization and inpatient psychiatric services. Outpatient treatment services for youth are largely offered through community-based clinics, some of which offer services on school campuses.

Individuals can access information about services by calling the Access & Crisis Line (ACL) at 888-724-7240 to connect to care. Licensed clinicians answer calls to the ACL and provide referrals based on demographic and clinical information.

In addition to the clinical services described above, BHS has a mental health program, Treatment and Evaluation Resource Management (TERM), that serves Child Welfare Services and youth involved in the juvenile justice system. In response to escalating school threats in our nation, TERM has added a threat assessment specialty evaluation that can be requested by the Juvenile Court. These evaluations are completed by professionals with expertise in threat assessment; there are ongoing efforts to recruit additional qualified evaluators.

BHS continuously provides and supports educational trainings for select audiences, including the Children's System of Care and TERM providers. Trainings focus on psychological disorders and treatments. Clinically these are relevant to the comprehensive assessment and treatment of individuals who exhibit threatening behaviors/propensities.

ATTACHMENT 10

**Law Enforcement Coordination Center (LECC)
Tips & Leads Unit**

LAW ENFORCEMENT COORDINATION CENTER (LECC) TIPS & LEADS UNIT

School Threat SAR – After the tragic February 14, 2018, high school shooting in Parkland Florida, the San Diego Law Enforcement Coordination Center (SD-LECC) Tips and Leads Unit (TLU) implemented a School Threat Suspicious Activity Reporting (SAR) procedure. This was done in collaboration with local law enforcement agencies and the San Diego County Office of Education. The training for this new procedure is included in both the Basic TLO course as well as the regular outreach training conducted by the SD-LECC TLU and Terrorist Liaison Officer (TLO) units. The school threat reporting process still involves the standard response from the local law enforcement agencies and their respective school related units and services. However, the TLU has requested that a separate School Threat SAR be submitted to the SD-LECC when appropriate. For example, when a student threatens to bring a gun to school and shoot other students. After the School Threat SAR has been submitted, the TLU will conduct a thorough vetting in order to enhance the existing investigation and assist both the school and the law enforcement agency with the best course of action for all the parties involved.

The TLU investigators are a mixture of sworn police investigators from local law enforcement agencies, who are responsible for preliminarily investigating and enhancing the different types of suspicious activity reports (SARs) that come into the unit. **The primary responsibility for investigating school threats lies with the law enforcement agency that has jurisdiction for the school or the involved student.** All incoming SARs are forwarded to the TLU investigators work phones/computers and acknowledged by a member of the team as soon as possible in the event immediate action is necessary. SARs are classified into two major categories: SAR and School Threat SAR. The categories are further broken down by submission type; submitted by Law Enforcement or by the Private Sector/Private Citizen (see screenshot of the [SD-LECC.org](https://sd-lecc.org) website below).



With respect to School Threat SARs, most of the work for the TLU investigators consists of gathering intelligence and preparing reports. This involves obtaining school records pertaining to the involved minor/adult including a current photograph, biographical information, attendance, grades, and discipline records for the current and previously attended schools. The primary investigating agency should make every effort to obtain the school records of the involved student(s) and attach them to the School Threat SAR submission through the SD-LECC website. The TLU investigator will search through law enforcement data bases, social media platforms, and other data gathering systems.

At the discretion of the TLU investigator, the School Threat SAR may be entered into the eGuardian and/or the Officer Notification System (ONS). The purpose of the ONS entry is to notify both law enforcement and the TLU investigator of additional activity by the school threat actor that may be indicative of further school threat planning or activity.

When a SAR is sent to the TLU, the investigator will examine all the information while searching for behaviors that reflect preoperational planning associated with terrorism or other criminal activity. With respect to School Threat SARs, the TLU member will vet the identified minor/adult and anyone they live/associate with to determine the availability of firearms. A search of Open-Source Intelligence (OSINT) will further enhance the vetting process by providing indicators of motive (e.g., idolizing past school shooters) and mental stability (suicidal/homicidal ideations).

5150 Welfare and Institutions Code / PERT

Sometimes the TLU will receive SAR's that describe actions by a subject which leads the TLU investigator to believe the subject may be a danger to themselves, or a danger to another person (WIC 5150). At other times the TLU receives SAR's that appear to have been sent by a subject who may be a danger to themselves, or a danger to another person, or unable to care for themselves (WIC 5150). In both cases, the TLU investigators will not discount the potential threat or terrorism nexus with these submissions. However, often times a psychological evaluation is the appropriate first step for these individuals and the TLU investigator may initiate a psychological evaluation by submitting a Psychiatric Emergency Response Team (PERT) Evaluation Form to the San Diego County PERT Unit provided the request for assessment hasn't already been initiated by law enforcement or school staff.

How Can L.E. Help the SAR Process?

Fully complete the online form and add attachments including police reports, school discipline records and biographical information on suspect. Attach screenshot and/or copies of social media posted threats and/or photos/posts of weapons.

ATTACHMENT 11

Threat Assessment Resources

THREAT ASSESSMENT RESOURCES

- **Safe School Initiative** (U.S. States Secret Service & U.S. Department of Education):
 - Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates (2002)
 - The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States (2004)
 - Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack (2008)
- **National Threat Assessment Center** (U.S. Department of Homeland Security & U.S. Secret Service):
 - Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence (2018)
 - Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence (2019)
 - Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools (2021)
- Threat Assessment and Management Strategies: Identifying the Howlers and Hunters, Second Edition. Frederick S. Calhoun and Stephen W. Weston (2016)
- Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks, Federal Bureau of Investigation's Behavioral Analysis Unit (2017)
- International Handbook of Threat Assessment, Second Edition (2021)
- The School Shooter: A Threat Assessment Perspective, National Center for the Analysis of Violent Crime (NCAVC) FBI Academy (1999)
- Best Practice Considerations for Armed Assailant Drills in School, NASP & NASRO Safe and Sound Schools (2021)

***Although not an exhaustive list, the above list includes threat assessment and management resources utilized in the development of the San Diego County School Threat Protocol and are recognized by professionals in the field of threat assessment.**

ATTACHMENT 12

Public Agency Telephone List

PUBLIC AGENCY TELEPHONE LIST

Police Departments

California Highway Patrol	(858) 637-3800
California State University San Marcos Police	(760) 750-4567
Carlsbad Police Department	(760) 931-2100
Chula Vista Police Department	(619) 691-5151
Coronado Police Department	(619) 522-7350
El Cajon Police Department	(619) 579-3311
Escondido Police Department	(760) 839-4722
Federal Bureau of Investigations	(858) 320-1800
Grossmont Community College Police	(619) 644-7654
La Mesa Police Department	(619) 667-1400
National City Police Department	(619) 336-4411
Oceanside Police Department	(760) 435-4900
Palomar Community College Police	(760) 744-1150 (Ext. 2289)
San Diego Community College Police	(619) 388-6405
San Diego County Sheriff's Department	(858) 565-5200
San Diego Harbor Police Department	(619) 686-6272
San Diego Police Department	(619) 531-2000
San Diego State University (SDSU) Police	(619) 594-1991
San Diego Unified School Police	(619) 291-7678
Southwestern Community College Police	(619) 482-6380
University of California San Diego (UCSD) Police	(858) 534-4357
San Diego County Crime Stoppers	(619) 275-8240

District Attorney Offices

Hall of Justice Main Line	(619) 531-4040
Vista Branch Office	(760) 806-4004
Juvenile Branch Office	(858) 694-4250
El Cajon Branch Office	(619) 441-4588
South Bay Branch Office	(619) 498-5640

Fire Department

San Diego Fire Department	(619) 533-4300
Metro Arson Strike Team	(858) 974-9891

School Districts

Alpine Union School District	(619) 445-3236
Bonsall Unified School District	(760) 631-5200
Borrego Springs Unified School District	(760) 767-5357
Cajon Valley Union School District	(619) 588-3000
Cardiff School District	(760) 632-5890
Carlsbad Unified School District	(760) 331-5000
Chula Vista Elementary School District	(619) 425-9600
Coronado Unified School District	(619) 522-8900
Dehesa School District	(619) 444-2161
Del Mar Union School District	(858) 755-9301
Encinitas Union School District	(760) 944-4300
Escondido Union School District	(760) 432-2400
Escondido Union High School District	(760) 291-3200
Fallbrook Union Elementary School District	(760) 731-5400
Fallbrook Union High School District	(760) 723-6332
Grossmont Union High School District	(619) 644-8000

Jamul-Dulzura Union School District	(619) 669-7700
Julian Union School District	(760) 765-0661
Julian Union High School District	(760) 765-0606 (Press 2)
La Mesa-Spring Valley School District	(619) 668-5700
Lakeside Union School District	(619) 390-2600
Lemon Grove School District	(619) 825-5600
Mountain Empire Unified School District	(619) 473-9022
National School District	(619) 336-7500
Oceanside Unified School District	(760) 966-4000
Poway Unified School District	(858) 521-2800
Ramona Unified School District	(760) 787-2000
Rancho Santa Fe School District	(858) 756-1141
San Diego Unified School District	(619) 725-8000
San Dieguito Union High School District	(760) 753-6491
San Marcos Unified School District	(760) 752-1299
San Pasqual Union School District	(760) 745-4931
San Ysidro School District	(619) 428-4476
Santee School District	(619) 258-2300
Solana Beach School District	(858) 794-7100
South Bay Union School District	(619) 628-1600
Spencer Valley School District	(760) 765-0336
Sweetwater Union High School District	(619) 691-5500
Vallecitos School District	(760) 728-7092
Valley Center-Pauma Unified School District	(760) 749-0464
Vista Unified School District	(760) 726-2170
Warner Unified School District	(760) 782-3517



www.SanDiegoDA.com

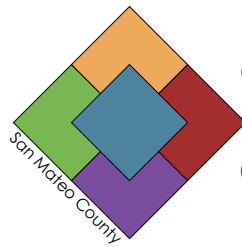
2021



San Mateo County

Student Threat Assessment Team

**Level One Protocol
2022-2023**



**Coalition for
Safe Schools &
Communities**



**SAN MATEO
COUNTY
OFFICE OF
EDUCATION**

This protocol is only for use by staff who have been trained on the Level One Threat Assessment Process

If consultation is needed regarding this process, or if you have yet to be trained in the process, please call Loriann Villanis (650-802-5588) or Molly Henricks (650-802-5434) at the San Mateo County Office of Education, or email Molly Henricks (mhenricks@smcoe.org) and Mary McGrath (mmcgrath@smcoe.org).

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 survey is not a checklist that can be quantified. It is a guide designed to assist in the investigation of potential danger and to assist school staff in development of a management plan.

Each school site should form a Level One Student Threat Assessment Team, which is a multidisciplinary team consisting of an administrator, a school counselor, and a School Resource Officer. The Level One Team will investigate the incident and fill out the assessment form, as set forth below.

The following people should be considered for participation in Level One meetings as sources of additional information:

- Teachers, coaches, case managers, or other educators. (If education staff is unavailable to attend, ask individuals to complete and return the Teacher's Questionnaire prior to the Level One meeting.)
- Campus supervisors, instructional aides, transportation staff, or other people who have contact with student/students.
- Parents/guardians, if time and circumstances allow (If parents/guardians are unable to attend, complete the Parent Interview form).
- Case managers or Probation Officers if adjudicated or a ward of the Court.
- Students should NOT attend this meeting. (Student information is gathered through Student Interview and Student Witness Interview forms)

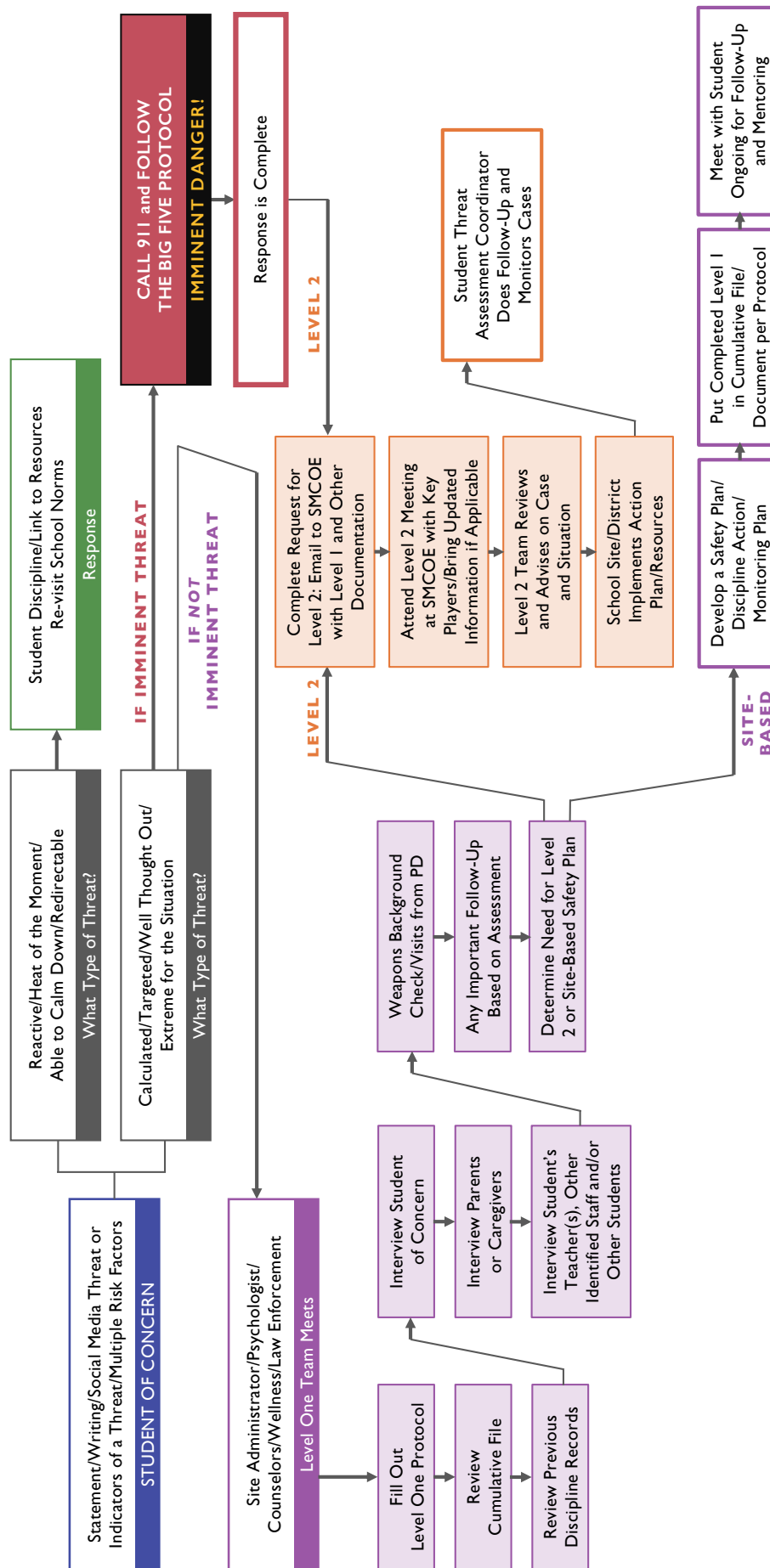
Many cases can be managed through a Level One Assessment with appropriate interventions. The assessment usually takes 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level Two Assessment.

Ensure Student and Staff Safety

If there is **IMMINENT DANGER** to others, call law enforcement and the district office contact. Follow The Big Five immediate response guidelines as appropriate.

- If necessary, take appropriate precautions, such as school-wide security measures, detaining the student(s) of concern, or restricting access to coats, backpacks, etc.
- If law enforcement is involved in the investigation or protective response, provide the name of the investigating officer(s) and case number
- What were the results? (i.e., student arrest, charges, detainment, search of belongings, parent/student interviewed, etc.)

Threat Assessment Protocol



Level One Student Threat Assessment: Summary Information

Student Name: Date of Birth:

Age: Grade: Gender: Ethnicity:

Primary language spoken in the home: English Learner Classification of Student:

District: School:

Student State ID:

Does student have a: ☐ 504 Plan ☐ IEP

If yes, please specify eligibility category:

Is the student in self-contained classroom (Special Education)? ☐ Yes ☐ No

Is student adjudicated (found guilty of committing a delinquent act)? ☐ Yes ☐ No

If yes, name of probation officer: and phone #:

Is student a ward of the court or under other supervision? ☐ Yes ☐ No

If yes, name of caseworker: and phone #:

Is the student experiencing: Foster Care ☐ Yes ☐ No Homelessness ☐ Yes ☐ No

Parent/Guardian(s) Names:

Sibling(s) Name(s):

Sibling(s) School(s):

Primary District Contact Person:

Title: Phone Number:

Email Address:

Date(s) of Level 1 Threat Assessment(s):

Has this student ever been referred to a Level 2 Threat Assessment, to your knowledge? ☐ Yes ☐ No

Has the student been referred to: ☐ SARB ☐ CSEC MDT

Consider reviewing or having these the sources of information available prior to conducting the Threat Assessment.

- Cumulative file review, including confidential folder and discipline records
- Academic-related communications, such as journaling, artwork, etc.
- Student/family criminal history (law enforcement to run weapons check/calls for services at primary and secondary residencies)
- Student of concern interview (Appendix A)
- Student witness interview (Appendix B)
- Parent interview (Appendix C)
- Teacher questionnaire (Appendix D)
- Search of belongings
- Search of social media

1. **Note the location of the threat, behavior or dangerous situation on the following continuum.** Identify level of threat and/or acted out behavior on the continuum and describe details of concerns. (The behaviors listed within the continuum are only examples.)

MILD AGGRESSION	MODERATE AGGRESSION	EXTREME AGGRESSION (VIOLENCE)
<i>Suggested behavior:</i>		
←	→	→
Scratch, bite hit	Fight, hit with object, forceful punch	Rape, strangle, stab, shoot, bomb, kill
<i>Acted-out behavior:</i>		
←	→	→
Scratch, bite hit	Fight, hit with object, forceful punch	Rape, strangle, stab, shoot, bomb, kill

2. **Have there been communications suggesting a potential attack, threats or acts of aggression?** Threats can be direct, through verbal communication, artwork, email, internet research, social media, written assignments, and other modes of communication. Threats can be indirect or veiled (such as ominous warnings), or even include casual references to possible harmful events or previous violent events (such as school shootings).

☐ No ☐ Yes, describe:

3. **Are there indications of a plan, feasible process, or clear intention to harm others?** Many threats are not stated directly but are indicated by vague references combined with behavior. Attack-related behavior may include, but is not limited to, the following:

- A plan to carry out a targeted act of violence against a specific individual or group.
- Acquisition of a weapon, attempted acquisition of a weapon, or research about how to acquire a weapon.
- Rehearsal (practice and simulation) of the event or similar event. Rehearsal can be indicated through artwork, fantasy games, writing or film projects, the use of movies or internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc.
- Scheduling an attack.

☐ No ☐ Yes, describe:

4. **Are there indications of suicidal ideation?** Is there a history of suicidal ideas, attempts, gestures, references, and/or intent? Has someone from the school site completed a Suicide Risk Assessment using the Suicide Prevention Protocol for Schools? Describe the outcome and upload the DORA here.

☐ No ☐ Yes, describe:

5. **Are there indications of a specific, ongoing target or a focus of aggressive or violent ideation?** Is there ongoing consideration or focus on a particular person, group, or student body? Is the student currently in, or have they been in a relationship (romantic, friendship, working, peer group) with the intended target?

☐ No ☐ Yes, describe:

6. **Are there indications of a weapon(s) choice/availability?** If weapons are being considered but not immediately available within the home, are they available through relatives, friends, or other means (law enforcement should run a weapons check at those addresses)? Note your level of confidence in the source of your information. *Be sure to ask both student and parent directly about weapons availability and document their responses by completing the student and parent/guardian interview form.*

☐ No ☐ Yes, describe:

7. **Are there indications of unusual interest in acts of violence, previous school/community attacks or attackers, weaponry, law enforcement or military paraphernalia or appearance, or anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)?** Are there indications of violent revenge fantasies or a desire to be an agent or martyr of a particular cause or belief system?

☐ No ☐ Yes, describe:

8. **Are there indications of a motive, goal, or justification for aggressive behavior or a lethal attack?** If the focus is on a specific target(s), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. A few common motives are revenge for lost love or humiliation, the desire to prove bravery after making a threat or taking a dare.

☐ No ☐ Yes, describe:

9. **Are there indications of hopelessness, overwhelming, or desperate situations (real or perceived)?** It is important to note that the point of this question is to examine the perception of the person or party you are concerned with, not necessarily the reality of what is occurring as observed by others (staff, parents, other students, or the community).

☐ No ☐ Yes, describe:

10. **Are there indications of a capacity or ability to plan and attempt to carry out an act of targeted violence?** Based upon the cognitive or adaptive capacity of the person or party of concern, what is the likelihood of a successfully organized and executed planned attack?

☐ No ☐ Yes, describe:

11. **Is there any indication of a mental health disorder (paranoid, obsessive, a feature of a disability)?** Threatening talk as a feature of mental illness, such as psychosis, Tourette syndrome, or autism, is often grandiose or implausible and usually disconnected from attack-related behavior, specific targeting, and clear motive.

☐ No ☐ Yes, describe and include a history of assessment and services:

Equity Pause

At this point in the assessment, consider assessing for the need to evaluate for special education or increased special education services, linking to mental health services or holding a team meeting with current providers. Continue with the assessment, possibly inviting members of the current support team or special education department to provide insight and inclusive and equitable practices when safety planning.

- 12. Are actions and behaviors consistent with communications?** If threats are made but lack attack-related behaviors, motives, or a specific target(s), consistent with that threat, then risk decreases. Many threats that lack attack-related behavior are a likely means of communicating dissatisfaction or anger, attention seeking, releasing stress, or an affectation of strength or power (bravado).

☐ No ☐ Yes, describe:

- 13. Are caregivers, peers, and/or campus staff concerned about a potential for acting out aggressively?** Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken.

☐ No ☐ Yes, describe:

- 14. Are there trusting and successful relationships with one or more responsible adults either on campus or within the community?** Consider interviewing the adult to gain insight about the student. The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc., the less chance of wanting to disappoint or hurt them and the greater opportunity for fostering positive values, community connections, and prosocial choices. A situation that lacks connection to adults increases risk since there is less to lose by acting out.

☐ No ☐ Yes, describe:

- 15. What circumstances, events, or triggers increase or agitate the likelihood of a violent or aggressive attack?**

What situations agitate or trigger aggressive thinking, threats, and behavior? Is there an indication that the student(s) of concern is awaiting an event or action before making a final decision regarding violent behavior?

☐ No ☐ Yes, describe:

- 16. What circumstances, events, or inhibitors decrease the likelihood of a violent or aggressive attack?** Identify all positive influences (activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. The situation that lacks inhibitors is one of greater risk since there is less to lose by acting out and little motivation toward healthy solutions.

☐ No ☐ Yes, describe:

17. Are there indications that a peer group reinforces delinquent thinking? Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking that supports the use of violence as a solution. Have members of this group been interviewed based on the situation/incident?

☐ No ☐ Yes, describe (include role within peer group):

18. Is there a history of behavioral, drug/alcohol, or developmental issues? Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Indications that the student might be a victim of trafficking, abuse, or recruitment into domestic violent extremism or gang affiliation?

☐ No ☐ Yes, describe:

19. Describe the student's ability to use coping skills, resiliency-based skills:

20. Does the student have language capacity to advocate for their needs, express their thoughts clearly? Developmental ability to comprehend the implications of their behavior?

☐ No ☐ Yes, describe:

21. Other concerns: Are there other concerns not noted elsewhere on this survey? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

Describe:

Do the responses indicate that the situation does pose a potential threat? ☐ No ☐ Yes

If NO, complete a student safety plan.

Always Request a Level Two Assessment If:

- A student(s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearms-related offenses in the community.

Consider Requesting a Level Two Threat Assessment If:

- You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol
- You have confidently answered the questions on this protocol and have safety concerns regarding impulsive or reactive behavior that will likely result in serious or lethal injury to another or threats

of targeted aggression that indicate motive, plan, preparation, scheduling and/or other behavior that suggests the serious consideration of an act of targeted aggression

- You have exhausted school site resources and would like to explore community support to assist with supervision

**[CLICK HERE TO COMPLETE THE REQUEST FORM
FOR A LEVEL TWO ASSESSMENT WITH THE
SAN MATEO COUNTY OFFICE OF EDUCATION](#)**

Request for Level Two Student Threat Assessment Meeting San Mateo County Office of Education

Name of person requesting a Level Two:

List of names and emails of school/district/partner agency staff to attend the Level Two meeting:

Is the student of concern currently being detained somewhere? ☐ No ☐ Yes, Please explain

☐ Juvenile Hall

☐ Inpatient Psychiatric Facility

☐ Otherwise detained, explain:

Currently Suspended: ☐ No ☐ Yes

Date student is supposed to return to campus:

If student is currently suspended and not detained, is there concern that the student may appear on campus and cause harm prior to their return to campus date?

Other concerns regarding urgency:

San Mateo County Office of Education will reach out to you and the team members listed above with the next available date and time for the Level Two Student Threat Assessment Meeting. If you have questions or concerns please feel to contact Molly Henricks, mhenricks@smcoe.org or Mary McGrath, mmcgrath@smcoe.org

Supervision & Support Plan for Student of Concern

- The Supervision and Support Plan for the Student of Concern is designed to assist a school site in identifying strategies and resources that will support the student in being successful in the educational setting, at home and in the community.
- Discipline consequences should be kept separate from the supervision and support plan.
- This plan should be viewed as a supportive and caring measure and not a punitive one.
- Input from the student of concern and their family will help increase the effectiveness of the strategies identified.
- This plan is a great place to problem solve around the barriers that are preventing student safety, success and school connectedness.

If target(s) are identified:

- ☐ Intended victim warned; parent/guardian notified. Requires a phone call notification within 12 hours, followed by a notification letter within 24 hours. Use the Notification Log and Notification Letter to document.
- ☐ Protective Response initiated by law enforcement and district office.
- ☐ Design and implement a safety plan using the form Plan to Protect Targeted or Victimized Student for identified target(s). Consider both physical and psychological safety needs of targeted student.
- ☐ Other:

Individual and family options:

- ☐ Increase supervision (curfew, monitor communications, monitor in community, supervise transportation, etc.)
- ☐ Safety-proof home (secure or remove all weapons, potential weapons, add/test smoke detectors, etc.)
- ☐ Suicide Assessment initiated on: (Use San Mateo County Schools Suicide Prevention Protocol)
- ☐ Review and pursue crisis and/or mental health services: Care Solace for help linking student and family to services
- ☐ Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.
- ☐ Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack. Use a Family Social Media Contract or refer to www.commonssensemedia.org for information on appropriate youth media.

Consider making the following firearms admonition to guardians: “Firearms are the responsibility of the owner. Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.” Document the date, time, and guardian’s response.

Inform the parent/guardian of mandatory reporting laws. Note that the school will contact the parent/guardian when a child is in a dangerous situation or causing considerable disruption to school setting. If the parent/guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform Child Protective Services regarding a potential neglectful situation. Document the date, time, and parent/guardian's response.

Engage student and family in other resources and support when not at school:

- ☐ Anger management program/mediation program alcohol/drug
- ☐ Evaluation
- ☐ Parenting program
- ☐ Mentoring program
- ☐ Faith community youth program
- ☐ Foster positive community activities/interest (sports, tutoring, 4-H club, After School supports, Music, Theatre, Dance Classes)

School options:

(If student is on IEP/504 plan, any change in placement or Special Ed services must be done through Special Education Team process or 504 team process.) Alert staff and teachers on need-to-know basis.

- ☐ Decrease or eliminate pass time or unsupervised time ☐ Modifications of daily schedule
- ☐ Late arrival/early dismissal ☐ Individual Accountability Plan (Check in/Check out)
- ☐ Intermittent/random check of backpack, locker, pocket, purse, etc. by:
 - ☐ Administrator ☐ CDS/Counselor School Resource Officer ☐ Office staff
 - ☐ Other:
- ☐ Notify Probation/Parole Officer
- ☐ Assign identified staff to build trusting relationship through check-in or mentorship:
 - ☐ Administrator ☐ Mentor ☐ Counselor ☐ School Resource Officer ☐ Teacher
 - ☐ Other:
- ☐ Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
- ☐ Referral to appropriate Special Education Team to consider psychoeducational evaluation/special education assessment or behavior team referral. (NOTE: Must be done through Special Education Team Process.)
Referral to appropriate school team to consider alternative placement.
- ☐ Increased supervision in the following settings:

- ☐ Other intervention or supervision strategies that directly address triggers and agitators:

- ☐ Identify and further develop activities, friendships, or experiences of value that inhibit possibility of acting out:

- ☐ School Counselor or Behavior Specialist intervention, including:

Ongoing Administrator tasks:

- ☐ Assign tasks and completion date expectations.
- ☐ Routinely check in with teachers, coaches, campus monitors, counselors, and parents for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- ☐ Status checks should be completed as often as necessary until your Level One Team determines the level of risk has diminished.
- ☐ Document your updates and management steps through the process.
- ☐ If the student moves to another school or program, include the Level 1 Student Threat Assessment form and collateral information in a sealed envelope that is transferred with the student of concerns' educational record (cumulative folder) to the next school.

The San Mateo County Student Threat Assessment Protocol has been adapted from the following:

Developed by John Van Dreal at Salem-Keizer Public Schools using the following information: Pynchon and Borum, *Assessing Threats of Targeted Group Violence: Contributions from Social Psychology*; Reddy, Borum, Berlun, Vossekuil, Fein, and Modzeleski, *Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches*; O'Toole, *The School Shooter: A Threat Assessment Perspective*; Fein, Vossekuil and Holden, *Threat Assessment: An Approach to Prevent Targeted Violence*; Meloy, *Violence Risk and Threat Assessment, Specialized Training Services Publication*; De Becker, *The Gift of Fear*; Johnson, *Assessment of Violent and Potentially Violent Youth In the Schools*; Calhoun, *Hunters and Howlers*; Vossekuil, Pollack, Bourne, Modzeleski, Reddy, and Fein, *Threat Assessment in Schools, A Guide to Managing Threatening Situations and to Creating Safe School Climates*.

All above reference material can be linked from studentthreatassessment.org.

Team Signatures:

_____	<div></div>	_____	<div></div>
ADMINISTRATOR, PLAN SUPERVISOR	DATE	COUNSELOR	DATE
_____	<div></div>	_____	<div></div>
SCHOOL RESOURCE OFFICER	DATE	OTHER	DATE
_____	<div></div>	_____	<div></div>
OTHER	DATE	OTHER	DATE

Notes:

Student Interview

Level One Protocol

Please complete the student interview and parent/guardian interview, so that you have the student's and Family's perspective on what happened prior to the Level 1 questions. If the student is not available please indicate why:

- Student is incarcerated:
- Student is in a Psychiatric Inpatient Facility:
- Student is otherwise detained:

This interview is only to be conducted by an administrator, SRO, or school counselor/mental health or wellness counselor (if possible, utilize the staff person that is closest to the student to complete the interview to help elicit authentic answers through a more collaborative and less punitive conversation with the student).

It is best to hold the student interview prior to answering the Level One threat assessment questions.

Address the following questions through an interview or open-ended inquiry with the student or students of concern (who is/are in a situation that poses a threat).

Do NOT ask the student to read and complete the questions by themselves.

Student's Name:

Interviewer's Name:

Address the student and describe the perceived threat, dangerous situation, or violent action that has brought this situation to your attention.

Equity Pause

What is the interviewer's relationship with the student? ☐ Difficult ☐ Neutral ☐ Positive

- If you feel you may not have the best rapport with the student, or you find yourself triggered by the actions and behaviors of the student of concern, please consider having someone else perform the interview with the student to make sure that it is conducted in a trauma-informed way.
- If you have the artwork or creative writing that school staff find concerning due to perceived content prior to starting the Student Threat Assessment process, asking the student to tell you about the artwork/writing can help determine if there is even a need for a Threat Assessment. Many students write and draw images that they have seen in popular culture media, which has no indications of causing harm to others. Always ask about the images and writing first, if there are concerns of threats or targeted violence after, consider preceding with the assessment.
- If language capacity is a factor, please make sure you provide the interview in their preferred language.

Ask the following questions through conversation or direct inquiry:

1. Do you know why I'm speaking with you? It has been reported that (let the student know what has been reported). What are your thoughts on what is being reported by others?

2. (If student owns the behavior or threat and states they did engage in it) Do you know why you did that? Can you explain, so I can understand better? (If student states they did not engage in that behavior or threat) Why do you think other people are reporting that you (explain), (if you have social media/written evidence that states a threat) can you tell me what these images/writings mean then?

3. How do you get along with your peers at school, what about the adults on campus? Is there anyone in particular that you are upset or angry with?

4. Do you know if others feel this way? How do you know? Was anyone else involved in the (perceived/ actual) threat or behavior?

5. We are here because people are concerned about what happened. Why do you think they are concerned?

6. Do you have a plan to hurt anyone, including yourself? What does that plan look like? Have you practiced or pretended to hurt others or yourself? If so, how?

7. Are you currently in possession of any weapons? Do you have access to weapons, or are you trying to get access weapons (including knives, swords, bats, explosives, etc.)?

8. Are there certain people or things that cause you stress? How do you deal with them? For instance, being bullied, harassed, school work, threats to you or gang issues? Any other type of stress you are experiencing?

9. Do you use any social media (Facebook, Twitter, Snapchat, Instagram, etc.)? Have you ever posted anything that others would be concerned about? Would you be willing to let me see your account activity? *[Remember, school employees can only access student social media if your district has satisfied the requirements of Education Code § 49073.6]*

10. What is school like for you? Is there an adult on campus that you trust and feel you can talk to about this situation? What about at home or in the community? (education staff, relative, adult within the community)

11. Do you currently have positive things or good things happening in your life? What are some good things? Are you involved in sports, clubs, recreational activities, art, music, church, scouts, etc.? Do you enjoy those activities? Would you be interested in joining any of those activities?

12. Who are your friends? How do you feel supported by them? What do they do to make you know they care about you?

13. Do you feel like you have the ability to change this current situation? How so?

14. Is there anything else about this situation or about school you want to let me know?

15. What can we at school do to help you? What type of supports would you like?

--

Student-Witness Interview

Level One Protocol

Please complete the student-witness interview right after the student interview and parent/guardian interview so that you have greater perspective on what happened prior to answering the Level One questions. If a student-witness is not available please indicate why:

- There is no student witness in this case. Student-Witness is currently incarcerated
- The Student – Witness is currently in a Psychiatric Inpatient facility
- Student Witness is otherwise detained
- Student-witness declines to participate

This interview is only to be conducted by an administrator, SRO, or school counselor as a supplement to the Level One Screening Protocol. Address the following questions through an interview or open-ended inquiry with the student or students of concern (who is/are in a situation that poses a threat).

Do NOT ask the student to read and complete the questions by themselves.

Although the student can provide crucial information regarding a situation, do not delay the Level One Assessment if the student is not available or is unwilling.

The following is an examination of current circumstances; as these circumstances change, so too does risk potential. Therefore, review the results of this interview while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Equity Pause

What is the interviewer's relationship with the student? ☐ Difficult ☐ Neutral ☐ Positive

- If you feel you may not have the best rapport with the student, or you find yourself triggered by the actions and behaviors of the student of concern, please consider having someone else perform the interview with the student to make sure that it is conducted in a trauma-informed way.

Student's Name: Date:

Interviewer's Name:

Address the student and describe the perceived threat, dangerous situation, or violent action that has brought this situation to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

Ask the following questions through conversation or direct inquiry:

1. It has been reported that you witnessed a threat. Can you tell me what happened?

2. When did this happen? Who is/are involved in the threat/situation? If yes, do you know how they are involved?

3. What exactly was said (written, posted, drawn, filmed, or otherwise communicated)? Do you have any screen shots of the potential threat that you can share with us?

4. Do you know exactly who was threatened? Do you have an idea as to why they might have been threatened?

5. Do you know if there is a plan to hurt anyone? What is that potential plan?

6. Do you know if any of the students who are involved with the threat have weapons or access to weapons (including knives, swords, bats, explosives, etc.)?

7. Have any of the students involved done anything that would make you think they are practicing or preparing to follow through on the threat and harm someone?

8. Are there multiple people involved in this situation? Do you know if there is a clear leader/main student or adult that seems to be leading the group?

9. What do you think of this situation? Is this something that happens frequently at school? Is the potential threat, behavior, or concern we raised typical for this school site?

10. Is there anything else you think we should know about this situation?

11. What do you think would help this situation or the student(s) of concern?

Parent/Guardian Interview

Level One Protocol

Please complete the student and parent/guardian interview so that you have the student's and family's perspective on what happened prior to the Level One questions. If the student is not available, please indicate why:

- Student is incarcerated
- Student is in a Psychiatric Inpatient Facility
- Student is otherwise detained

Equity Pause

What is the interviewer's relationship with the student? ☐ Difficult ☐ Neutral ☐ Positive

- If you feel you may not have the best rapport with the student, or you find yourself triggered by the actions and behaviors of the student of concern, please consider having someone else perform the interview with the student to make sure that it is conducted in a trauma-informed way.
- If language capacity is a factor, please make sure you provide the interview in their preferred language.

This interview is only to be conducted by a school counselor or administrator as a supplement to the Level One Screening Protocol (by phone or in person). Address the following questions through an interview or conversation with open-ended inquiry. Do NOT ask the parent/guardian to read and complete the questions by themselves.

Student's Name: Date:

Parent/Guardian's Name:

Interviewer's Name:

Contact parent/guardian and describe the threat, dangerous situation, or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

Ask the following questions through conversation or direct inquiry:

1. Do you (or other family/community member) have concerns about behaviors, potential violence, or issues specific to the incident?

2. Has your student communicated any threats, ideas of violence, or wishes/intentions to harm anyone or themselves (at school, at home, in the community)?

3. Are there any fascinations, identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, or internet usage)? Does the student justify the use of violence to solve problems?

4. Has your student become increasingly focused or agitated about a particular issue (such as local/global political problems, justice, social problems, girlfriend/boyfriend, bullying, revenge, etc.)? How has it changed their behaviors? Have there been any relationship changes (peers, family) or belief changes?

5. Are there certain situations that your student faces that seem to increase agitation, aggression, or anger? What are they? Have there been any changes at home that may have increased stress? What concerns do you have, if any, about these changes?

6. How do you think your student perceives themselves? (Leader, follower, victim, outcast, etc.) How do you perceive your student?

7. Are there concerns or previous issues with drug/alcohol issues with the student, family, or friends? Would you like help getting services for these concerns?

8. Is the student involved with the Juvenile Probation Department, Police, Children & Family Services (CPS), Mental Health, or other agencies? Could we obtain a Release of Information for these providers to better coordinate care and services for your student? Would you like assistance in accessing mental health services?

9. What are student's positive activities, interests, relationships (scouting, church, sports, clubs, recreation, pets, family, friends, community)?

10. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? Has the student attempted or communicated a desire to obtain a firearm or weapon? If needed, are you able to search the student's room or possessions? Would you be willing to safely store the firearms/weapons during this time?

11. To your knowledge, does the student use social media (e.g., Facebook, Snapchat, Instagram, Twitter, Kik, etc.)? What method do you use to monitor the student's social media use? Have you ever been concerned by a post, link, or comment?

12. Are there any other concerns not addressed by these interview questions?

Teacher/Staff Interview

Level One Protocol

- This questionnaire is only to be completed as a supplement to the Level One Assessment Protocol if a teacher or staff does not attend the Level One Assessment.
- Explain our obligation and responsibility to investigate and assess any situation that may be dangerous for the student, other staff, and/or staff.
- Request that teacher/staff complete this questionnaire as thoroughly as possible and maintain confidentiality by not discussing the situation except with school administrators and members of the Level One Team.

Student's Name: Date:

Teacher/Staff Name:

Directions to Teacher/Staff:

Please address the following questions regarding the student noted above and return to administration:

1. Do you have concerns about disruptive behavior or potential aggression?

2. Has the student communicated any threats, ideas of aggression, or wishes/intentions to harm anyone, animal, or object (at school, at home, in the community, or himself/herself/themselves)?

3. Does the student discuss or reference the availability of or the desire to obtain firearms or other weapons?

4. Does the student discuss or reference interests, fascinations, or identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, and internet usage)? Does the student justify the use of aggression to solve problems?

5. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend/boyfriend, justice, bullying, revenge, grades, etc.)?

6. Are there certain situations that agitate the student or his/her/their inclination to aggressive activity, ideas, or communication? Has the student experienced any relationship changes (peers, family) or belief changes?

7. What is the student's self-perception? (Leader, follower, victim, outcast, etc.)

8. Are there indications of drug/alcohol issues with the student or family?

9. What are student's positive activities, interests, and relationships (clubs, church, sports, recreation, hobbies, pets, family, friends, community)?

10. Do you have any other concerns not addressed in the above questions?

11. What is your relationship like with the student of concern?

Notification Letter

Level One Protocol

Use this letter as written communication to legal guardians of threatened or victimized students. Sending both via email and regular mail is recommended.

[Date]

[Parent/Guardian Address]

Dear Parent/Guardian:

This letter is a follow-up to our phone conversation of *[date of phone call]*. To further ensure the safety of all our students, the district provides written notification to the parent of a student who may be at risk for potential harm.

This matter has been referred to the *[police agency]*. The contact officer will be the School Resource Officer *[name of officer]* who may be reached at *[phone number]* for information regarding the law enforcement investigation.

The validity of this threat will be investigated by a multi-disciplinary team, which will include law enforcement, school administration, and a school counselor, as well as other disciplines and community agencies as needed. This team is currently assessing risk and implementing safety measures for your student. If you have any further questions, I am the contact person for this team and you may call me at the above number.

Sincerely,

[Signature]

[Administrator Name]

Notification Log

Level One Protocol

Use this log as documentation for notification to legal guardians of threatened or victimized students.

☐ An interpreter was used for non-English communications

☐ Attached copy of District Incident Report

School:

Student's Name: Date:

Date/Time of Incident: Name of Administrator Completing Form:

Parent/Guardian Name: Home #: Work #:

Parent/Guardian Name: Home #: Work #:

#1 Emergency Name*: Home #: Work #:

#2 Emergency Name*: Home #: Work #:

**No information regarding the incident should be given to the emergency contact person—only parent/guardian*

Document Contacts or Attempts to Contact in Log Below:

Name	Number Used	Attempted Date and Time	Message Left

Notification Checklist

☐ Identified myself as the contact person regarding the school's investigation of this incident and provided the name of the School Resource Officer for the Law Enforcement portion of the investigation (provided officer's contact information).

☐ Described incident to parent/guardian. Parent/guardian comments below.
(Attach additional sheet if necessary.)

☐ Informed the parent/guardian that San Mateo County Student Threat Assessment Team personnel, law enforcement, and other agencies as necessary are investigating the validity of this threat.

☐ Described to parent/guardian any immediate safety measures that have been taken - parent/guardian's comments (attach additional comment sheet if necessary):

☐ Notified parent/guardian that a follow-up letter to this conversation will be arriving within a couple of days.

☐ Notified parent/guardian of meeting scheduled on to develop a Plan to Protect their student from harm.

Plan to Protect Targeted or Victimized Student

Level One Protocol

Student's Name: DOB: Today's Date:
Student #: School: Date of Incident:

INCIDENT

The following is a plan to protect from harm.

Attach copy to Level 1 and place in student's Confidential Folder.

SAFETY CONCERNS

The safety issues of concern are:

SUPPORT PLAN

After meeting with:

<input type="checkbox"/> Administration	<input type="checkbox"/> Counselor	<input type="checkbox"/> School Resource Officer*
<input type="checkbox"/> Parent/Guardian*	<input type="checkbox"/> Security*	<input type="checkbox"/> Special Education*
<input type="checkbox"/> Student Threat Assessment*	<input type="checkbox"/> Other:	

the following will be implemented:

☐ Law Enforcement has been notified
☐ The parent/guardian of the above student was notified of this incident on
and a follow-up letter was sent to parent/guardian on .

*Further assessment will be pursued through the Student Threat Assessment Team. The student will aid in his/her own protection by:

The student will receive the following support from the school:

The student will receive the following support from the community:

The student will receive the following support from home:

The student will receive the following support from law enforcement:

ADMINISTRATOR, PLAN SUPERVISOR

DATE

COUNSELOR

DATE

SCHOOL RESOURCE OFFICER

DATE

PARENT/GUARDIAN

DATE

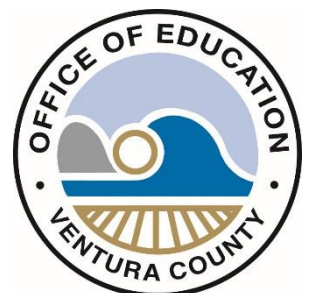
STUDENT



THREAT ASSESSMENT PLAN

January 2018

These guidelines are provided for School Districts in Ventura County to assist in developing and adopting threat assessment policies / procedures.



LEGAL IMPLICATION DISCLAIMER

**Nothing in this publication should
be construed as legal advice.**

Although the opinions in this document are based on published literature and research, the contents should not be expected to replace the advice and counsel of experts in the applicable fields. The reader should seek the advice and counsel of experts in law, public safety, security, law enforcement, mental health and school safety for assistance.

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RISK FACTORS FOR POTENTIAL VIOLENCE

Risk factors are the ecological and personal features in a student's life than increase the statistical probability of the student engaging in violent behavior.

Risk Factors

The following are possible risk factors but are not all-inclusive.

Family History:

- Divorce
- Domestic Violence
- Substance abuse
- Emotional, physical and sexual abuse
- Neglect
- Violent, ineffective, antisocial or toxic role models
- Frequent moves

Early Indicators of Violent Tendencies:

- Fire setting
- Cruelty to animals
- Interested in real and / or fictional violence
- Early initiation of problem behaviors (K-3rd grade)

Individual Factors:

- Low commitment to school
- Early academic failure
- Aggression

Mental Health Factors:

- Suicidal / Homicidal
- Substance abuse or dependence
- Real or perceived loss / grief
- Low / inflated self-esteem
- Impulsivity
- Acceptance of violent behavior
- Other mental health issues

Criminal Background:

- Past violent acts / crimes
- Past non-violent crimes
- Police contacts
- Probation / Incarceration

Social Factors:

- Institutionalization
- Foster care
- Homelessness
- Violent or antisocial peer group membership
- Seen as “geek” or “nerd” by others

Environmental / Situational Factors:

- Inconsistent implementation of policies and /or other discipline
- Feeling of isolation
- Real or Perceived demeaning and oppressive treatment
- Organization that “looks the other way”
- Lack of safe school plan
- Lack of adequate security and security measures
- No reporting mechanism in place for students or staff to anonymously report “threats”
- Faculty that do not respond to complaints/threats

Precipitating Event:

- Teasing / humiliation
- Significant personal rejection
- Loss of personal relationship
- Personal failure
- Discipline by authority figures
- Extreme jealousy
- Victim of bullying or ridicule

Warning Signs of Potentially Violent Behavior

(Adapted, Monhandie, 1999)

Many students exhibit warnings signs; yet pose no immediate danger to themselves or others. It is important to recognize patterns of behavior or combinations of warning signs that indicate the need for further assessment. Many of these are present in non-violent individuals and there is evidence that some violence prone individuals demonstrate no evidence of any of these signs. However, observations and feedback will be helpful in the investigation and resolution of potential violent incidents upon the review of a threat assessment team. School personnel should report their observance or suspicion of violent thoughts or behavior to the school administration, psychologist, or counselor and request further assessment.

Verbal Clues:

- Direct and indirect threats
- Verbalizing a violent plan
- Recurrent suicide threats or statements
- Expresses a wish to kill, a wish to be killed, and a wish to die
- Threatens or brags about bringing a weapon to school
- Threatening / harassing phone calls or e-mails
- Hopeless statements
- Bragging of violent behavior or fantasies
- Excessive profanity (contextually inappropriate)
- Challenging or intimidating statements
- Name calling or abuse language

Behavioral or Physical Clues

- Physical altercation / assault upon another person – frequent fighting
- Inappropriate weapons possession or use
- Drawings and other creative outlets with persistent or intense violent themes
- Violent attire (camouflage, violent message shirts)
- Physically intimidates peers / younger children
- Following / surveilling targeted individuals
- Short-fused, loss of emotional control
- Destruction of property
- Bullying or victim of bullying
- Deteriorating physical appearance and self-care
- Inappropriate possession of violent literature and information pertaining to known or suspected hate groups
- Inappropriate displays of emotion, particularly anger, depression or rage
- Isolating and withdrawn
- Signs or history of substance use / abuse / dependence
- Signs of depression / severe mood swings
- Rebellion against school authority
- Identifiably violent tattoos

Bizarre Thoughts:

- Persecutory delusions with self as victim
- Paranoid
- Delusions in general
- Command hallucinations
- Grandiose delusions that involve power, control, destruction
- Significantly deteriorated thought processes

Obsessions:

- Self as victim of an individual
- Grudges and resentments
- Object of desire
- Perceived injustices, humiliations, disrespect
- Thoughts of death or other incidents of violence
- Narrow focus – “sees no way out” – tunnel vision
- Publicized acts of violence
- Historically violent figures
- Violent music and other media
- Weapons and destruction
- Stalking

Threat Assessment



Threat Assessment

Threat assessment is the process of evaluating the risk of violence posed by someone who has expressed the intent to inflict harm on another. Threat assessment evaluates the context and circumstances of the threat in order to uncover any evidence that the threat may be carried out. A priority of threat assessment is the development of interventions and follow-up activities that are developed to manage and reduce the risk of violence.

What is a threat?

A threat is an expression of intent to harm someone. Threats can be verbal, gestured or written. They may also be direct or indirect. Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.

Types of threats:

Direct - "I'm going to stab you with a hunting knife after school."

Indirect - "I have the means to do some major destruction here."

Third Party - "He is going to get what is coming to him. Wait and see."

Conditional - "You better change my grade or I will kill you."

Veiled - "My brothers in Columbine knew how to set things right."

Who conducts a threat assessment?

The Threat Assessment Team (TAT) is a multi-disciplinary team including:

- School administrator
- Mental health professional (school psychologist, school counselor, social worker)
- School resource officer
- Other professionals (school nurse, teacher)

Components of threat assessment:

1) IDENTIFICATION (done by TAT)

- Identify threats made by student(s).
- Interview student(s).
- Complete: *Threat Assessment Incident Report* (located in sample forms).

2) EVALUATION

- Evaluate the seriousness of the threat and danger that it poses to others. Discriminate between threats in acknowledgment that not all are the same. Making a threat is not the same as posing a threat. Is the student on the path toward an attack?
- Complete: *Threat Assessment Initial Review* and if necessary, *Threat Assessment Comprehensive Review* (located in sample forms).

3) INTERVENTION

- Use counseling and other interventions to reduce risk of violence.
- Complete: *Coordination and Monitoring of Interventions* (located in sample forms).

4) FOLLOW-UP

- TAT will review outcomes of intervention strategies and assess the need for additional or ongoing interventions.

How to proceed with a threat assessment inquiry (Kanan, 2002)

- Use a neutral tone that is professional and non-confrontational.
- Ensure physical safety and security.
- Assemble the team and determine the facts.
- Gather information from a variety of sources (student, staff, targeted individual, parent interviews).
- Evaluate information gathered and determine level of risk.
- Develop an action and supervision plan.
- Document information.
- Consult with district level administrators as needed.

Purpose of student interview

- Let the student know that behavior has been noticed and has raised concerns.
- Let the student tell story.
- Allow staff to assess and redirect behavior and to plan supportive interventions.

Key questions to guide inquiry (Secret Service/DOE Guide)

- ☐ What are the student's motives and goals?
- ☐ Have there been any communications suggesting ideas or intent to attack?
- ☐ Has the student shown inappropriate interest in school attacks or attackers, weapons, incidents of mass violence?
- ☐ Has the student engaged in attack related behaviors?
- ☐ Does the student have the capacity to carry out the act?
- ☐ Is the student experiencing hopelessness, desperation or despair?
- ☐ Does the student have a trusting relationship with at least one responsible adult?
- ☐ Does the student see violence as an acceptable or desirable way to solve problems?
- ☐ Is the student's conversation and "story" consistent with his/her actions?
- ☐ Are other people concerned about the student's potential for violence?
- ☐ What circumstances might cause the likelihood of violence?

Determine the seriousness of the threat

Following the completion of the Threat Assessment Team's Initial Assessment and Incident Report, determine Category of Risk.

Action plans and interventions (Goal to reduce risk of violence)

- Describe concerning behavior.
- Develop goal and plan to address behavior, teaching, and supporting new behavior.
- Document and describe success.
- Set up a timeline to review plan and monitor interventions.

Actions following a transient threat

- Safety precautions may not be necessary.
- See that the threat is resolved through apologies, explanations, making amends.
- Provide counseling and education.
- Take disciplinary actions if necessary.

Actions following a serious or substantive threat

- The threat requires protective action. If danger is imminent notify police immediately.
- Police intervention or consultation may be required to address legal violations.
- The safety of the campus must be maintained if the student is suspended.
- Take precautions to protect potential victims.
- Warn intended victim and victim's parents.
- Notify parents of student who has made threat.
- Conduct mental health evaluation.
- Alternate placement may be considered.

Duty to Warn

Following a serious or substantive threat, the potential victim(s) and their parents must be warned. Physicians, psychologists, psychiatrists and other mental health professionals have a duty to warn. When a patient presents a danger of violence to another, a therapist must use reasonable care to protect the intended victim against such danger (Tarasoff v. Regents of University of California (1976) 17 Cal.3d 425).

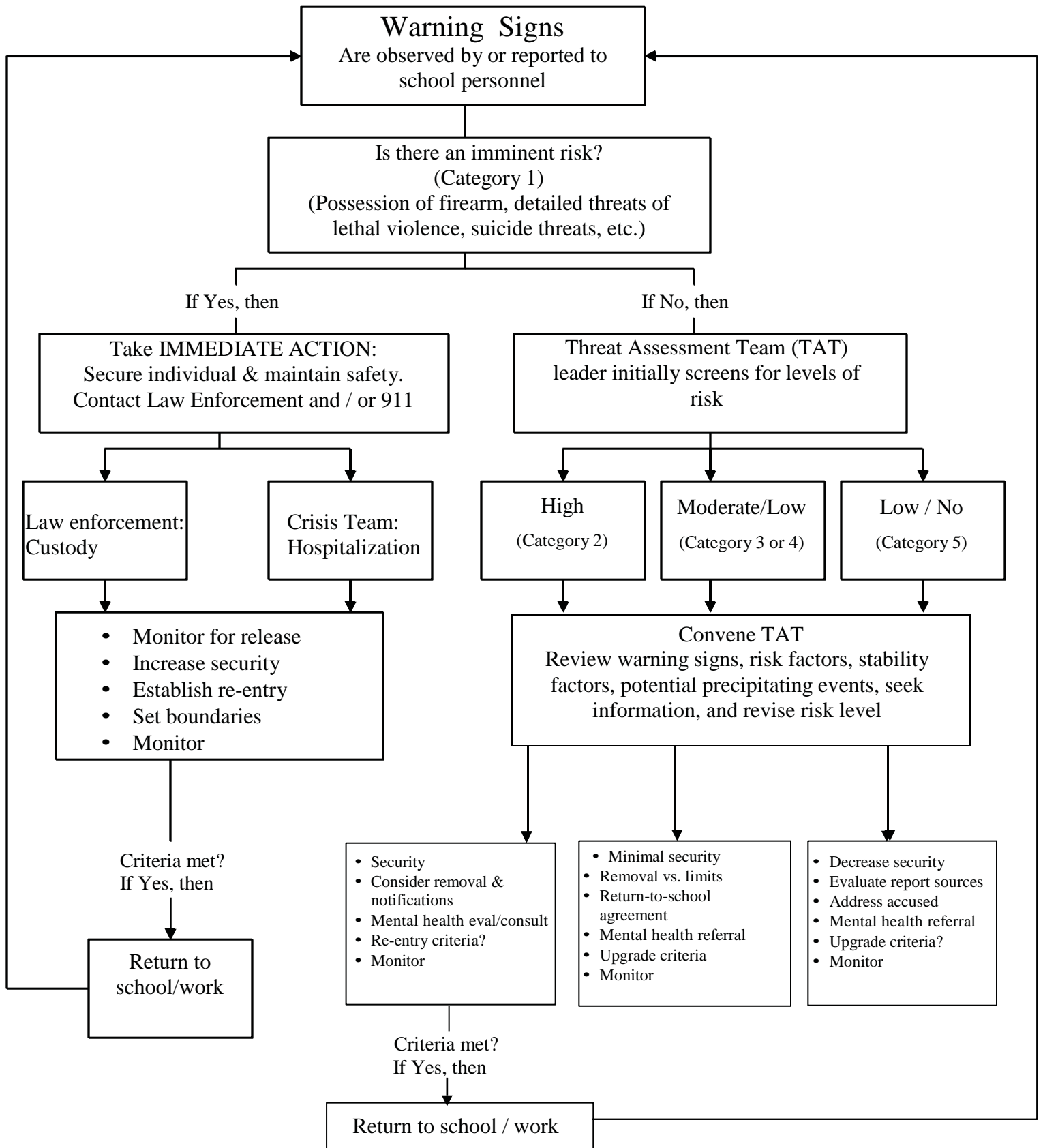
- School districts have a duty to warn if threats are specific and substantive.
- School psychologists/counselors and others have a duty to breach patient confidentiality and warn if threat is specific and substantive.
- School districts may release confidential pupil records (general and special education records) to protect the safety of others.

Acknowledgments

Sonoma County Superintendent of Schools Sonoma - Resource Guide
Ventura County Sheriff/Thousand Oaks Police Department

SAMPLE THREAT ASSESSMENT FORMS

Threat Assessment Decision Tree



Threat Assessment

CATEGORIES OF RISK

Category 1: High violence potential, qualifies for immediate arrest or hospitalization.	Imminent Risk for Harm: An individual is, or is very close to behaving in a way that is potentially dangerous to self or others. Examples include detailed threats of lethal violence, suicide threats, possession / use of firearms or other weapons, serious physical fighting, etc. Most of these individuals will qualify for immediate hospitalization or arrest.
Category 2: High violence potential, does not qualify for arrest or hospitalization.	High Risk for Harm: An individual has displayed significant Early Warning Signs, has significant existing risk factors and / or precipitating events, and has few stabilizing factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management.
Category 3: Insufficient evidence for violence potential, sufficient evidence for repetitive and / or intentional infliction of emotional distress upon students, co-workers, supervisors, or others.	Moderate Risk for Harm: An individual has displayed some Early Warning Signs and maybe existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.)
Category 4: Insufficient evidence for violence potential, sufficient evidence for unintentional infliction of emotional distress upon students, co-workers, supervisors, or others.	Minor Risk for Harm: An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well established. There may be evidence of unintentional infliction of distress on others (insensitive remarks, "teasing" taken too far, etc.)
Category 5: Insufficient evidence for violence potential, insufficient evidence for infliction of emotional distress upon students, co-workers, supervisors, or others.	Low / No Risk for Harm: Upon assessment, it appears there is insufficient evidence for any risk for harm. Situations under this category can include misunderstandings, poor decision- making, false accusations from peers (seeking to get other peers in trouble, etc.)

Threat Assessment Incident Report

Completed by: _____ Title: _____ Date: _____

Threat-maker's Name: _____ Student: __ Parent: __ Staff: __ Other: __

If a student: School: _____ DOB: _____ Grade: _____

Person(s)/site threatened: _____

Name of reporting party: _____ Relationship to Student: _____

Other Students involved as witnesses or participants: _____

Date of Incident: _____ Time of incident: _____

And/or date school official was notified of concern: _____ Time: _____

Content of Threat: _____

Incident

Describe the facts of the incident. Include the language of the threat and the sequence of events.

When and where did this take place? _____

Who was there? Include any witnesses: _____

What happened immediately prior to the incident? _____

What was the Teacher/Admin/Staff/Student response? _____

Describe immediate impact/result of what happened? _____

What is the current status of the person making the threat? _____

Action Taken

Threat-Maker Interviewed by: Name: _____ Title: _____ Date: _____

Parent Notified: Yes / No Name: _____ Date: _____ Time: _____

Action Taken Continued -

Action Taken By Whom: _____ Title: _____

Threatened Parties Notified:

1. Name: _____ Date: _____ Time: _____ By Whom: _____

2. Name: _____ Date: _____ Time: _____ By Whom: _____

3. Name: _____ Date: _____ Time: _____ By Whom: _____

4. Name: _____ Date: _____ Time: _____ By Whom: _____

School Resource Officer Notified: Date: _____ Time: _____ By Whom: _____

Counselor Notified: Name: _____ Date: _____ Time: _____ By Whom: _____

Consultation – Crisis Team (Mental Health Services) – Contact person: _____

Date: _____ Time: _____ By Whom: _____

Consultation – Site Threat Assessment Team (always consult at least one person)

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Consultation – District Threat Assessment Team (when appropriate)

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Disposition of Case – School Involvement

Disciplinary action? Suspension/expulsion: _____

Search completed by (school staff): Name: _____ Title: _____ Date: _____

Student: _____ Clothing/Belongings: _____ Vehicle: _____ Computer/Web: _____ Classroom: _____

Items found: _____

Initial meeting with student/parent(s)/guardian – Date: _____

Threat Assessment Team Intervention/Support Meeting: Date: _____

Law Enforcement Involvement

Officer Responding: _____ Case Number: _____

Student cited: Yes / No

Student taken to mental health facility: Yes / No Held: _____ Released: _____ Unknown: _____

Search completed: Yes / No Student clothing/belongings: _____ Vehicle: _____

Computer / Web: _____ Home: _____ Unknown: _____

Items found: _____

Attach: Written evidence, drawings, incident reports, student statements, grades, attendance, and discipline file.

Copy to: Site Administrator _____ School Counselor _____ School Resource Officer _____ Other: _____

Threat Assessment Initial Review

This form may assist you in defining the category of risk and determining necessary follow-up. The threat should be assessed within the same school day that the administrator is made aware of the threat. Only school staff trained in threat assessment should complete the threat assessment interview. Any written evidence should be attached to this form. Any verbal evidence should be quoted as clearly as possible.

Anyone threatened by a student should be notified immediately.
Parents of students who are threatened should be notified of the threat as soon as possible.

Risk Factors

1. Does the student intend to harm anyone? Yes: ___ No: ___ Unsure: ___
Evidence: _____
Discussion: _____
2. Does the student have access to weapons/explosives?
 - a. Does the student have any weapons/explosives in his/her possession? Yes: ___ No: ___ Unsure: ___
 - b. Does the student have access to weapons in his/her own home or someone else's home?
Yes: ___ No: ___ Unsure: ___
 - c. If guns/weapons/explosives are in the home, are they locked-up? Yes: ___ No: ___ Unsure: ___
If yes, where are the keys? _____Evidence: _____
Discussion: _____
3. Does the student have the ability to use the weapon(s)? Yes: ___ No: ___ Unsure: ___
Evidence: _____
Discussion: _____
4. Has the student been moving towards violence in his/her thoughts, actions, areas of interest, knowledge of weapons, and/or anger towards victims? Yes: ___ No: ___ Unsure: ___
Evidence: _____
Discussion: _____
5. Is the student able to appropriately verbalize his/her anger and explain the reasons for the threat?
Yes: ___ No: ___ Unsure: ___
Evidence: _____
Discussion: _____
6. Does the student understand/or take responsibility for the effect of his/her statements/actions on other people?
Yes: ___ No: ___ Unsure: ___
Evidence: _____
Discussion: _____
7. Is the student currently under the influence of controlled substances including prescription and/or non-prescription drugs? Yes: ___ No: ___ Unsure: ___
Evidence: _____
Discussion: _____
8. Does the student have a history of emotional disturbance or appear to be emotionally disturbed at the present time?
Yes: ___ No: ___ Unsure: ___
Evidence: _____
Discussion: _____
9. Does the student have a history of violent behavior/discipline/truancy problems? (Review student information system file for student.) Yes: ___ No: ___ Unsure: ___
Evidence: _____
Discussion: _____

10. Does the student have a history of poor achievement or declining school performance? (Review student information system file for student.) Yes: ___ No: ___ Unsure: ___

Evidence: _____

Discussion: _____

Precipitating Events (Recent events which may trigger violent behavior)

11. Might intervention (interviews, being found out, etc.) become a precipitating event to violent behavior?

Yes: ___ No: ___ Unsure: ___

Evidence: _____

Discussion: _____

12. Has the student recently experienced a loss or emotional trauma? Yes: ___ No: ___ Unsure: ___

_____ - Death of family member, friend, or pet

_____ - Girlfriend / boyfriend relationship problems

_____ - Rejection, humiliation or victimization by peers

_____ - Recent school failure

_____ - Other

Evidence: _____

Discussion: _____

Stabilizing Factors

13. Does the student have any stabilizing factors in his/her life that might help to minimize or mitigate the likelihood of violent behavior? Yes: ___ No: ___ Unsure: ___

Consider:

_____ - Close alliance with a supportive adult

_____ - Effective parental involvement

_____ - Mental health counselor

_____ - Positive peer relationships

_____ - Positive involvement in school or outside activities

_____ - Personal strengths

Evidence: _____

Discussion: _____

Category of Risk Assigned

Please summarize your findings by selecting the most appropriate category of risk. Be aware that Category 1 and 2 risks may require immediate containment and removal of the threat-maker. Plans for monitoring the safety of the threat-maker and possible victims may require removal of either party from the school setting as a short-term or long-term solution.

_____ - Category 1: High violence potential. Qualifies for immediate arrest or hospitalization.

_____ - Category 2: High violence potential. Does not qualify for arrest or hospitalization.

_____ - Category 3: Insufficient evidence for violence potential. Sufficient evidence for repetitive and / or intentional infliction of emotional distress upon students, co-workers, supervisors, or others.

_____ - Category 4: Insufficient evidence for violence potential. Sufficient evidence for unintentional infliction of emotional distress upon students, co-workers, supervisors, or others.

_____ - Category 5: Insufficient evidence for violence potential. Insufficient evidence for infliction of emotional distress upon students, co-workers, supervisors, or others.

Additional Notes:

Threat Assessment Comprehensive Review

When the results of the Initial Review present any uncertainty about the possibility that a threat maybe carried out, the Comprehensive Review should be completed. As the continuing investigation may require communications with many people and/or agencies, a case manager should be identified. This person will coordinate continuing investigations and be the central communicator of information surrounding the case. An administrator, psychologist or counselor is the most likely person to act in this capacity. Information may be gathered from students, parents, faculty, staff, community members, police, county mental health, private counselors and others.

1. What motivated the student to make the statements, or take the action, that caused him/her to come to the attention of school personnel? What are the student's goals?

2. What has the student communicated to students, teachers, staff, parents, and community members concerning his/her intentions to attack? (Please interview persons who may be aware of the student's intentions.)

3. Has the student shown inappropriate interest in targeted violence (violence toward particular people for particular reasons), school attacks or attackers, perpetrators of targeted violence, weapons including recent acquisitions, extremist groups, incidents of mass violence such as terrorism, work place violence or murder?

4. Has the student engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?

5. Does the student have a history of mental illness involving command hallucinations (voices telling him/her what to do), delusional ideas, and feelings of persecution, etc. with indications that the student has acted on those beliefs?

6. How organized is the student? Is he/she capable of developing and carrying out an act of targeted violence? Does he/she know how to use the intended weapon?

7. Is the student experiencing hopelessness, desperation and/or despair? Has the student experienced a recent loss and/or loss of status?

8. Corroboration – What is the student saying, is the student’s conversation and “story” consistent with his/her actions?

9. Does the student have a trusting relationship with at least one responsible adult? If so, what is the adult’s name and relationship to the student?

10. Does the student see violence as an acceptable - or desirable – or the only way to solve problems?

11. Is there concern among those who know the student that he/she might act based on inappropriate ideas?

12. What factors or circumstances in the student’s life and/or environment might increase/decrease the likelihood of the student attempting to attack a target? (Access to weapons, ability to use weapons, substance use.)

COORDINATION & MONITORING OF INTERVENTIONS

Student: _____ Age: _____ Date of Birth: _____ Date: _____

Address: _____ Phone: (____) _____ - _____

Parent Name(s): _____

School: _____ Home Room/Class: _____

Disability? ☐ Yes ☐ No If yes, describe: _____

Need for further assessment or IEP changes? ☐ Yes ☐ No If yes, date of anticipated completion: _____

School-based case manager: _____ Phone: (____) _____ - _____

Is there a need for a Behavior Plan that teachers will receive? ☐ Yes ☐ No Why? _____

(For behavior plans, consider teacher need for monitoring and referrals to case manager, specification of check-in (am) and check-out (pm) procedures to assess student stress levels, specifying how student will be treated, and other methods of stress reduction or teaching strategies to employ, etc.)

INTERVENTION PLANNING

Possible Interventions:

- Conflict resolution/restorative justice meeting scheduled for (Date): _____

Contact person: _____ Phone: (____) _____ - _____

- No harm/harassment contract (attach)

- Modification of daily schedule: _____

- Late arrival/early dismissal time: _____

- Inspection or searches as follows: _____

Contact person: _____ Phone: (____) _____ - _____

- School will provide increased supervision in the following settings: _____

Contact person: _____ Phone: (____) _____ - _____

- Off-limit areas: _____

- Parents will provide the following supervision/intervention: _____

- Other: _____

Continued

SCHOOL AND AGENCY REFERRALS AND CONTACTS

1. Outside agency involvement and/or in-school service(s): _____

Case manager for service: _____ Phone: () - Date of Service: _____

Frequency/Type of Service/Anticipated Length of Service: _____

2. Outside agency involvement and/or in-school service(s): _____

Case manager for service: _____ Phone: () - Date of Service: _____

Frequency/Type of Service/Anticipated Length of Service: _____

3. Outside agency involvement and/or in-school service(s): _____

Case manager for service: _____ Phone: () - Date of Service: _____

Frequency/Type of Service/Anticipated Length of Service: _____

COMMUNICATION PLAN

How frequently will service provider/parents routinely communicate with school-based case manager? _____

Who initiates and documents contact? _____

What is the scope and topic(s) of communication? _____

Under what conditions will immediate communication occur? _____

Parent(s) involvement in interventions and communication (describe): _____

Team members involved in developing this communication plan:

Name: _____ Title: _____ Phone: () - _____

Name: _____ Title: _____ Phone: () - _____

Name: _____ Title: _____ Phone: () - _____

Name: _____ Title: _____ Phone: () - _____

Please obtain parent/guardian consent to exchange information with outside agencies.

POWER POINT PRESENTATIONS

Senate Bill No. 906

CHAPTER 144

An act to add Article 8 (commencing with Section 49390) to Chapter 8 of Part 27 of Division 4 of Title 2 of the Education Code, relating to school safety.

[Approved by Governor July 21, 2022. Filed with Secretary of State July 21, 2022.]

LEGISLATIVE COUNSEL'S DIGEST

SB 906, Portantino. School safety: homicide threats.

Existing law requires school districts and county offices of education to be responsible for the overall development of a comprehensive school safety plan for each of their schools operating a kindergarten or any of grades 1 to 12, inclusive. Existing law requires a comprehensive school safety plan to include, among other things, the development of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses. Existing law prohibits school employees from conducting a body cavity search or visual inspection under the clothing of a pupil, as provided. Under existing law, pupil and pupil property searches at a schoolsite by school officials are generally justified at their inception if reasonable grounds suggest a search will lead to relevant evidence.

This bill would require, on or before July 1, 2023, the State Department of Education, in consultation with relevant local educational agencies, civil rights groups, and the Department of Justice, to develop model content that includes, at a minimum, content that informs parents or guardians of California's child access prevention laws and laws relating to the safe storage of firearms. The bill would require, commencing with the 2023–24 school year, local educational agencies maintaining kindergarten or any of grades 1 to 12, inclusive, to, informed by the model content, include information related to the safe storage of firearms in an annual notification provided to the parents or guardians of pupils. The bill would require a school official whose duties involve regular contact with pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school, and who is alerted to or observes any threat or perceived threat to immediately report the threat or perceived threat to law enforcement, as provided. The bill would require, with the support of the local educational agency, the local law enforcement agency or schoolsite police, as applicable, to immediately conduct an investigation and threat assessment, as specified. The bill would require the investigation and threat assessment to include a review of the firearm registry of the Department of Justice and, if justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat, a

schoolsite search. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. Under the bill, a local educational agency serving pupils in kindergarten or any of grades 1 to 12, inclusive, and a school of a local educational agency, is immune from civil liability for any damages allegedly caused by, arising out of, or relating to these provisions.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

The people of the State of California do enact as follows:

SECTION 1. Article 8 (commencing with Section 49390) is added to Chapter 8 of Part 27 of Division 4 of Title 2 of the Education Code, to read:

Article 8. Threats of Homicide at School

49390. For purposes of this article, unless the context requires otherwise, the following definitions apply:

(a) "Law enforcement" means any of the following:

(1) A peace officer employed or contracted by a school, school district, or local educational agency for school safety purposes.

(2) A police or security department of a local educational agency.

(3) A local law enforcement agency or agencies with geographic jurisdiction over a local educational agency.

(b) "Local educational agency" means a school district, county office of education, or charter school serving pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school.

(c) "Reasonable suspicion" means articulable facts, together with rational inferences from those facts, warranting an objective suspicion.

(d) "School official" means any certificated or classified employee of a local educational agency or member of the school district governing board, county board of education, or governing body of a charter school whose official duties bring the individual in contact with pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school, on a regular basis.

(e) "Threat or perceived threat" means any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a

social media post, journal, class note, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual.

49391. (a) (1) On or before July 1, 2023, the department shall develop model content, in consultation with relevant local educational agencies, civil rights groups, and the Department of Justice.

(2) The model content developed pursuant to paragraph (1) shall include, at a minimum, content that informs parents or guardians of California’s child access prevention laws and laws relating to the safe storage of firearms, including, but not limited to, Division 4 (commencing with Section 25000) of Title 4 of Part 6 of the Penal Code.

(b) The department shall update the model content on a yearly basis as necessary to reflect any changes in law.

49392. (a) Commencing with the 2023–24 school year, and each school year thereafter, a local educational agency serving pupils in kindergarten or any of grades 1 to 12, inclusive, shall, informed by the model content developed by the department pursuant to Section 49391, include in the annual notification pursuant to Section 48980, to the parents or guardians of pupils in kindergarten or any of grades 1 to 12, inclusive, information related to the safe storage of firearms.

(b) For purposes of this section, “local educational agency” means a school district, county office of education, or charter school.

49393. (a) A school official who is alerted to or observes any threat or perceived threat, as described in subdivision (e) of Section 49390, shall immediately report the threat or perceived threat to law enforcement. The report shall include copies of any documentary or other evidence associated with the threat or perceived threat.

(b) When two or more school officials jointly have an obligation to report pursuant to subdivision (a), and when there is agreement among them, the report required by this section may be made by any of them in a single report. A school official who has knowledge that the designated reporting school official has failed to make the single report shall thereafter make the report.

(c) Law enforcement shall keep a record of any report received pursuant to this section.

49394. (a) Upon the notification described in Section 49393, the local law enforcement agency or the schoolsite police, as described in paragraphs (1) and (2) of subdivision (a) of Section 49390, as appropriate, with the support of the local educational agency, shall immediately conduct an investigation and assessment of any threat or perceived threat described in subdivision (e) of Section 49390.

(b) The investigation and threat assessment under subdivision (a) shall include a review of the firearm registry of the Department of Justice.

(c) The investigation and threat assessment under subdivision (a) shall include a search conducted at the schoolsite, only if the search is justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat.

49395. A local educational agency serving pupils in kindergarten or any of grades 1 to 12, inclusive, and a school of a local educational agency, is immune from civil liability for any damages allegedly caused by, arising out of, or relating to the requirements of this article.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.



Health, Safety, and Support (HSS) Department Weekly Snapshot - March 6, 2023



Parent/Guardian/Family Focused Opportunities

- **Marin County Parent & Caregiver Wellness Speaker Series** for Winter-Spring, 2023
Flyer in [English](#), in [Spanish](#)

Combined Audience Opportunities

- **Scorecard for Marin Kids – “2023 CA County Scorecard of Children’s Well-Being”**
Date: March 10 @ 10:00am | Access: Virtual. [Registration](#) is required.
- **Educator and Caregiver focus: Mental Health First Aid Training**
Date: March 11 @ 8:30am | Access: In-person
- **Discussion Group for Parents/Caregivers/Families/Allies of LGBTQ+ Youth with The Spahr Center**
Dates: March 15, April 5, May 3, May 17 | All sessions are from 12:00 - 1:00 pm
Access: Virtual. [Registration](#) is required; you do not need to attend all sessions.
- **Teens Can Narcan: Narcan training for teens at The Spahr Center**
Dates: March 15 and 22 @ 6pm and March 25 @ 11am | Access: [Registration](#) is required.
- **Top TIPS for Supporting Kids in Times of Uncertainty and Stress with Julie Kurtz.** Ms. Kurtz is an author and national speaker and provides consultation and training on trauma and resilience.

Birth-Age 5: Dates: March 9 & March 23 @ 6:00 pm (in English) -Flyer in [English](#)
Dates: February 28, March 7, March 28 6:00 pm (in Spanish) -Flyer in [Spanish](#)
Access: Virtual. [Registration](#) is required.
- **Elementary School Age:** Date: March 14 @6:00 pm | Access: Virtual. [Registration](#) is required.
- **Middle/High School Age:** Date: March 21 @ 6:00 pm | Access: Virtual. [Registration](#) is required.
- **Marin Teen Girls Conference:** Date: March 26 @ 9:00 am | Access: In-Person. [Registration](#) is required.
- **The Emotional Lives of Teenagers: Raising Connected, Capable, and Compassionate Adolescents with Dr. Lisa Damour.** (Flyer in [English](#) & Flyer in [Spanish](#)).
Date: March 29 @ 6:00pm | Access: In-person has reached capacity. [Registration to join virtually is required.](#)

Ongoing Meetings

- **[MSEPC & Maintenance Directors Meeting](#)**
Date & Time: March 9 @ 8:30 am
Access: via invitation only
- **[SLEP \(School/Law Enforcement Partnership\) Meeting](#)**
Date & Time: March 15 @ 3:30pm
Access: via invitation only
- **[The Marin Schools Wellness Collaborative](#)**
Date & Time: March 16 @ 8:00 am
Access: Virtual. [Registration](#) is required
- **[Marin Emergency Radio Authority \(MERA\) Radio Drill \(Talk Group #1 All Schools\)](#)**
Date & Time: March 29 @ 9:30 am
Access: via invitation only

Resources - Women’s History Month

HSS Celebrates [Women's History Month and International Women's Day:](#)

- Marin County Free Library - [Feminist Titles for Women's History Month](#)
- PBS Learning Media - [Women's History Month Resources](#)
- [National Women's History Museum](#)

Marin County Parent & Caregiver Wellness Speaker Series

Winter & Spring of 2023

LGBTQ+ Inclusivity: The Spahr Center

Parent/Caregiver/Family/Ally of LGBTQ+ Youth Discussion Group:
Join Janna Barkin, Family Program Manager at The Spahr Center, for ongoing heart-to-heart discussions to deepen your understanding of LGBTQ+ identities and receive customized support. All sessions are at noon on the following Wednesdays: February 15, March 15, April 5, May 3, and May 17.

***Registration is required, you do not need to join all sessions*

**REGISTER
HERE**

Substance Use

Let's Talk Community Discussion Series

Engage in discussions about adolescent substance use and dive into the Let's Talk booklet with guest speakers and topic experts. All sessions are at 7 pm

- Parenting to Support Our Teens: Wednesday, Feb 1
- Mental Health & Substance Use: Wednesday, May 3

**REGISTER
HERE**

Vigilant Parent Initiative

Protect Your Child Online in a Fast-Growing Digital World

Engage in discussions on how to navigate social media basics, privacy settings, and location services to shape digitally responsible youth and start the conversation about online dangers.

Wednesday, February 1 from 6:00-7:15 pm

**REGISTER
HERE**

Talk Saves Lives

American Foundation for Suicide Prevention Suicide can be prevented. Learn about this leading cause of death and what we can do to prevent suicide. Sessions are 3:00-4:00pm

- Tuesday, March 21
- LGBTQ+ Session: Tue, May 16

**REGISTER
HERE**

Supporting Children in Times of Uncertainty and Stress

Center for Optimal Brain Integration

Join Julie Kurtz to learn trauma-responsive approaches to building resilience, healing, and wellness. All sessions 6:00-7:30 pm.

- Elementary Focus: March 16
- Middle/High Focus: March 21

**REGISTER
HERE**

The Emotional Lives of Teenagers

Lisa Damour Raising connected, capable, and compassionate adolescents. In-person or virtual on Wednesday, March 29, 6:00-7:30 pm

In-person at The MCOE,
1111 Las Gallinas Ave, San Rafael

**REGISTER
HERE**

Virtual option available
via Zoom Webinar

**REGISTER
HERE**

ALL SESSIONS PRESENTED IN ENGLISH WITH SIMULTANEOUS SPANISH INTERPRETATION



American
Foundation
for Suicide
Prevention



Serie de oradores de bienestar para padres y cuidadores del condado de Marín invierno y Primavera de 2023

Inclusión LGBTQ+: El Centro Spahr

Grupo de discusión de padres /cuidadores /familiares /aliados de jóvenes LGBTQ+: Únase a Janna Barkin, Gerente de Programas de Familias en el The Spahr Center, para discusiones continuas y sinceras para profundizar su comprensión de las identidades LGBTQ+ y recibir apoyo personalizado. Todas las sesiones son al mediodía los siguientes miércoles: 15 de febrero, 15 de marzo, 5 de abril, 3 de mayo y 17 de mayo.

***Es necesario registrarse, no es necesario unirse a todas las sesiones*

REGISTRARSE
AQUI

Uso de sustancias

Conversemos. Serie de debates comunitarios

Participe en debates sobre el uso de sustancias por parte de los adolescentes y sumérjase en el folleto Hablemos con oradores invitados y expertos en el tema. Todas las sesiones son a las 7 pm.

- Paternidad para apoyar a nuestros adolescentes: miércoles. 1 de febrero
- Salud mental y uso de sustancias: miércoles 3 de mayo

REGISTRARSE
AQUI

Iniciativa de Padres Vigilantes

Proteja a su hijo de las redes sociales en un mundo digital de rápido crecimiento

Participe en debates sobre cómo navegar los conceptos básicos de las redes sociales, la configuración de privacidad y los servicios de ubicación para formar jóvenes digitalmente responsables e iniciar la conversación sobre los peligros en las redes sociales. Miércoles 1 de febrero de 6:00-7:15 pm

REGISTRARSE
AQUI

Hablar salva vidas

Fundación Americana para la Prevención del Suicidio

El suicidio se puede prevenir. Aprenda sobre esta principal causa de muerte y lo que podemos hacer para prevenir el suicidio. Las sesiones son de 3:00PM a 4:00PM.

- martes 21 de marzo
- Sesión LGBTQ+: martes 16 de mayo

REGISTRARSE
AQUI

Apoyando a los Niños en Tiempos de Incertidumbre y Estrés

Centro para la Integración Óptima del Cerebro

Únase a Julie Kurtz para aprender enfoques sensibles al trauma para desarrollar resiliencia, curación y bienestar. Todas las sesiones 6:00-7:30 pm.

- Enfoque escuela primaria: 16 de marzo
- Enfoque escuela intermedia/ escuela secundaria 21 de marzo

REGISTRARSE
AQUI

La vida emocional de los adolescentes

Lisa Damour Criar adolescentes conectados, capaces y compasivos. Miércoles, 29 de marzo, 6:00-7:30 pm

En persona en el MCOE,
1111 Las Gallinas Ave, San Rafael

REGISTRARSE
AQUI

Opción virtual disponible con Zoom

REGISTRARSE
AQUI

TODAS LAS SESIONES PRESENTADAS EN INGLÉS CON TRADUCCIÓN SIMULTÁNEA AL ESPAÑOL



American
Foundation
for Suicide
Prevention



The Marin Schools Wellness Collaborative

2022-2023 MEETING SCHEDULE

8:00 AM - 9:30 AM MEETING

9:30 AM - 10:00 AM "LOBBY"

September 15, 2022

October 20, 2022

November 17, 2022

December 15, 2022

January 19, 2023

February 16, 2023

March 16, 2023

April 20, 2023

May 18, 2023

TOP TIPS FOR SUPPORTING CHILDREN IN TIMES OF UNCERTAINTY & STRESS

This virtual series is designed for parents, guardians, and caregivers of **young children**, birth-5 years. Participants learn concrete strategies to support young children when faced with BIG and SMALL life events. Sessions will be recorded and available to view for 5 days afterwards.

Please register to join.

*Sessions will be presented
in English on Thursdays
and Spanish on Tuesdays*

Thursdays, 6:00-7:00 p.m.

Part 1: March 2

Part 2: March 9

Part 3: March 23

Register Here: <https://forms.gle/hpko72QBSqtmnZRc9>

Questions? Contact the Early Childhood Department at 415.499.5889



LOS MEJORES CONSEJOS PARA APOYAR NIÑOS EN TIEMPO DE INCERTIDUMBRE Y ESTRÉS

Estos seminarios virtuales están diseñados para padres, tutores y cuidadores de **niños jóvenes**, 0-5 años. Participantes aprenden estrategias concretas para apoyar a los niños pequeños cuando se enfrentan a eventos de vida GRANDES y PEQUEÑOS. Las sesiones se grabarán y estarán disponibles para ver durante 5 días después..

Por favor regístrese para unirse.

Las sesiones se presentarán en español los martes y en inglés los jueves.

martes, 6:00-7:00 p.m.

Parte 1: 28 de febrero

Parte 2: 7 de marzo

Parte 3: 28 de marzo

Registrarse Aquí: <https://forms.gle/hpko72QBSqtmnZRc9>

¿Preguntas? Comuníquese con el Departamento de Niñez Temprano al 415.499.5889





2023 Marin Teen Girl Conference

Created by the 2023 Teen Ambassadors – A Conference for Girls by Girls!

Admission is Free with Registration!

Breakfast and Lunch Provided

Who: Teen Girls in grades 8 -12 in Marin County
"Girls" refers to gender expansive youth (cis girls, trans girls, non-binary youth, gender non-conforming youth, gender queer youth and any girl-identified youth)."

When: Sunday, March 26, 2023 **Time:** 9:00 am to 3:30 pm

Where: Embassy Suites - 101 McInnis Pkwy, San Rafael, CA 94903

Sample Workshops Offered This Year:

- Career Possibilities Panel
- Healthy Relationships
- Let Your Self Love Grow: Exploring Mental Health and Self Care
- Self Defense
- Changing the World Through Community Building and Activism
- Get Involved: Youth Engagement Opportunities Showcase

Please register at www.marinteengirls.org or use the QR code below.

 facebook.com/MarinTeenGirl  [@marinteengirlconference](https://instagram.com/marinteengirlconference)

Sponsored by the Board of Supervisors and the Marin Women's Commission

For disability accommodations please phone (Voice) (415) 473-6159, CA Relay 711, or e-mail cmartinez@marincounty.org at least fourteen days in advance of the event. The County will do its best to fulfill requests received with less than fourteen days' notice. Copies of documents are available in alternative formats, upon request.





2023 Conferencia de Chicas Adolescentes de Marin

Creado por los Embajadores Adolescentes de 2023: ¡Una conferencia para niñas hecha por niñas!

¡La entrada es gratuita con la inscripción!

Desayuno y Almuerzo Proporcionado

Quien: Niñas adolescentes en los grados 8-12 en el condado de Marin
"Niñas" se refiere a jóvenes expansivos de género (niñas cis, niñas trans, jóvenes no binarios, jóvenes no conformes con el género, jóvenes queer de género y cualquier joven identificado como niña).

Cuando: Domingo, 26 Marzo 2023 **Horario:** 9:00am a 3:30pm

Where: Embassy Suites - 101 McInnis Pkwy, San Rafael, CA 94903

Ejemplos de Talleres Ofrecidos Este Año:

- Panel de Posibilidades de Carrera
- Relaciones Saludables
- Deje Crecer Su Amor Propio: Explorando la Salud Mental y el Cuidado Personal
- Autodefensa
- Cambiando el Mundo a Través de la Construcción de Comunidades y el Activismo
- Participe: Exhibición de Oportunidades de Participación Juvenil

Regístrese en <https://conta.cc/3L4C7Dd> o use el código QR a continuación



facebook.com/MarinTeenGirl



[@marinteengirlconference](https://instagram.com/marinteengirlconference)

Patrocinado por la Junta de Supervisores y la Comisión de Mujeres de Marin

Para adaptaciones para discapacitados, llame a (Voice) (415) 473-6159, CA Relay 711, o envíe un correo electrónico cmartinez@marincounty.org al menos catorce días antes del evento. El condado hará todo lo posible para cumplir con las solicitudes recibidas con menos de catorce días de anticipación. Las copias de los documentos están disponibles en formatos alternativos, previa solicitud





Marin County Office of Education Marin Emergency Radio Authority (MERA) 2022– 2023 Drill Schedule

**Drills are scheduled for the last Wednesday of each month during
the school year at 9:30 a.m. from September through May**
*(*except for the drills in November and December 2022, due to the holidays)*

September 28, 2022 ~Talk Group #1 All Schools

October 26, 2022 ~ Local Talk Groups

* November 16, 2022 ~ Talk Group #1 All Schools

* December 14, 2022 ~ Local Talk Group

January 25, 2023 ~ Talk Group #1 All Schools

February 22, 2023 ~ Local Talk Group

March 29, 2023 ~ Talk Group #1 All Schools

April 26, 2023 ~ Local Talk Group

May 31, 2023 ~ Talk Group #1 All Schools

**PLEASE MAKE COPIES OF THIS LIST FOR ALL RESPONDERS
AND POST A COPY NEAR YOUR RADIO.**

For questions or additional information, please contact:

Lisa Miller, Director
Marin County Office of Education
(415) 499-5857
FAX: (415) 491-6619
Email: lmiller@marinschools.org

Talk Group #1 = All Schools

<i>Local Talk Group 2 MCOE</i>	<i>Local Talk Group 3 North</i>	<i>Local Talk Group 4 Central</i>	<i>Local Talk Group 5 South</i>	<i>Talk Group 6 West</i>
<i>MCOE 1 MCOE 2 MCOE 3 Walker Creek</i>	<i>Novato San Rafael Miller Creek MCOE 1, 2, 3</i>	<i>Kentfield Ross Ross Valley Larkspur-Corte Madera</i>	<i>Mill Valley Reed Sausalito Marin City Tamalpais Union</i>	<i>Nicasio Shoreline Walker Creek Ranch</i>

COMBINED
Marin Schools Emergency Preparedness Council
and Maintenance Directors Collaborative
2022-23 Meeting Schedule



**Meetings are scheduled for the second Thursday of every other month during the year
from 8:30am – 10:00am from September through May**

Virtual or Location To Be Determined

- September 8, 2022, (8:30am – 10:00am) - Zoom Meeting
 - November 10, 2022, (8:30am – 10:00am)
 - January 12, 2023, (8:30am – 10:00am)
 - March 9, 2023, (8:30am – 10:00am)
 - May 11, 2023, (8:30am – 10:00am)

For more information please contact:

Lisa Miller, Director
lmiller@marinschools.org
Phone: (415) 499-5857

School Law Enforcement Partnership



2022-23 Meeting Dates

Marin County Office of Education In-Person or Remote (TBD)*

September 21, 2022 (3:30 - 5:00 pm) -Remote

November 16, 2022 (3:30 - 5:00 pm) -*In-Person*

January 18, 2023 (3:30 - 5:00 pm) -Remote

March 15, 2023 (3:30 - 5:00 pm)

May 17, 2023 (3:30 - 5:00 pm)

** Zoom link will be provided for remote meetings.*



Start Smart began as a local program at the Monterey CHP area office in 2002. After seeing much interest and participation by teens and parents, Start Smart developed into a statewide grant funded by the Office of Traffic Safety.

Recently, several counties throughout the state have begun mandating Start Smart attendance to juvenile traffic offenders and/or offering Start Smart attendance as an alternative to traditional traffic schools.



www.chp.ca.gov



CALIFORNIA OFFICE
OF TRAFFIC SAFETY

START SMART PROGRAM



Start Smart program is a driver safety education class which targets new and future licensed teenage drivers between the age of 15 - 19 and their parents/guardians.

START SMART



During a Start Smart class, officers discuss:

- collision avoidance techniques***
- collision causing elements***
- driver/parent responsibilities***
- seat belt restraints***

testimonials are provided by officers who have investigated fatal collisions involving teens, in addition to testimonials from parents whose children have perished in collisions.



driving smart to stay safe

start smart



Contact your local CHP office to enroll in a Start Smart class.

[Click here for our Office Locator page.](#)

[Questions? Send an email by clicking here.](#)

MARIN SCHOOLS

GUN SAFETY RESOURCES & UPCOMING REQUIREMENTS

RESOURCES FOR SCHOOLS

Information about Gun Safety in Marin County can be found on the Marin Gun Safety Collaborative Website. Resources are available for School Administrators, Teachers, and Staff, as well as for Parents/Guardians and Families. <https://bit.ly/MarinGunSafety>

COMMUNICATING WITH FAMILIES

ADD AN ICON TO YOUR WEBSITE

The icon to the right can be added to your home page and/or any pages dedicated to Safety. This icon can link to the Marin Gun Safety Website which holds all the resources you would normally send via email. This icon can also be used with parent notification systems like PeachJar and Parent Square. [LEARN MORE](#)



IMPORTANT INFO TO COMMUNICATE TO FAMILIES

- Gun Storage Laws in California – No access under age 18
- Gun Violence Restraining Orders – What are they?
- How to ask other families about firearms in the house.
- What kids can do if they discover a firearm.
- More coming soon! Gun Buyback, Social Media Campaigns and more!

SB 906: SCHOOL SAFETY BILL – 2023–2024 SY

Starting July 1, 2023, all perceived threats MUST IMMEDIATELY be reported to local law enforcement so they can conduct threat assessment and investigate with urgency. In addition, information about gun storage laws MUST be communicated to families at least once a year. Additional information regarding upcoming requirements for schools is forthcoming.

<https://bit.ly/MarinGunSafety>



MARIN COUNTY OFFICE OF EDUCATION

Human Trafficking and Commercial Sexual Exploitation of Children (CSEC) Recommended Protocols for Schools (Updated 3.1.19)

Adapted from "Human Trafficking in America's Schools" by the U.S. Department of Education, January 2015, and materials from the San Mateo County Office of Education, and San Diego County Office of Education.

EITHER - At-Risk Factors – Criteria 1

Student meets at-risk concern if at least one factor is present:	Student exhibits behaviors or otherwise indicates that she/he is being controlled or groomed by another person.
	Student spends time with people known to be involved in commercial sex.
	Student's internet, cellphone, or social media use involves social or sexual behavior that is atypical for his/her age.

OR - At-Risk Factors – Criteria 2

Student meets at-risk concern if at least two factors are present:	Student has a history of running away or unstable housing, including multiple foster care placements or periods of homelessness, including couch surfing.
	Student has had prior involvement with law enforcement or the juvenile justice system*.
	Student is frequently missing from school.
	Student's relationships are of concern, placing him/her at risk or in danger of exploitation.
	Student has a history of substance abuse.

At-Risk for Human Trafficking or CSEC - Recommended Protocol

Step 1	The appropriate, pre-determined* school personnel should meet with student to co-create an action plan* to address school-related concerns. Call Children and Family Services.
Step 2	Setup regular contact with student and monitor action plan* and student's progress.
Step 3	If at-risk factors are present, submit mandated report* to Children and Family Services.

Mandated Reporting of CSEC
(effective Jan. 1, 2016)
Child Abuse Hotline

(415) 473-7153

Law Enforcement

Call your local law enforcement
agency or 911 for emergencies

National Human Trafficking
Hotline

(888) 373-7888

AB 1227 (Bonta): Human
Trafficking Prevention
Education and
Training Act

School districts are
required to include
human trafficking
training and prevention
education at least once
in middle school and
once in high school as
part of sexual health
education.

Suspected RECRUITMENT or EXPLOITATION of Students for Human Trafficking or CSEC - Recommended Protocol

Step 1	Involve local law enforcement and/or school resource officer (SRO) for possible investigation. Call Children and Family Services.
Step 2	Local law enforcement, SRO, and/or school site administration investigate possible impact on school campus, including harassment and/or recruitment, threats to school safety, etc.
Step 3	Provide school consequence, if appropriate per EC Section 32282. Law enforcement may make an arrest, depending on outcome of investigation.

Suspected VICTIM of Human Trafficking or CSEC - Recommended Protocol

Step 1	Involve local law enforcement and/or school resource officer (SRO) for possible investigation. Call Children and Family Services.
Step 2	If Human Trafficking or CSEC is suspected, submit mandated report* to Children and Family Services.
Step 3	Investigate potential impact on school campus, including harassment, recruitment, threats to school safety.
Step 4	If appropriate, and in consultation with the victim, contact and inform parent or guardian of potential victimization, unless victimization is occurring by parent/guardian, in which case refer to Children and Family Services.
Step 5	Offer potential victim and/or parent/guardian a referral to appropriate counseling or social services.
Step 6	Set up regular contact with victim and periodically check on status (most appropriate for counselor or social worker).

CONFIRMED VICTIM of Human Trafficking or CSEC - Recommended Protocol

Step 1	Involve local law enforcement and/or SRO for investigation.
Step 2	Submit a detailed mandated report* to Children and Family Services.
Step 3	Investigate potential impact on school campus, including harassment, recruitment, threats to school safety.
Step 4	SRO or law enforcement to conduct investigation.
Step 5	If appropriate, and in consultation with victim, contact and inform parent/ guardian of victimization, unless victimization is occurring by parent/guardian, in which case refer to Children and Family Services.
Step 6	Investigate whether the school placement is appropriate for the student; if not, work with the appropriate department to transfer student.
Step 7	Offer potential victim and/or parent/guardian a referral to appropriate counseling or social services.
Step 8	Set up regular contact with victim and periodically check on status (most appropriate for counselor or social worker).

*See Glossary of Terms on the next page.

For more information regarding Human Trafficking and CSEC Protocols for Schools, training, or support - call (415) 499-5849.

FOR EMERGENCIES CALL 911 IMMEDIATELY

CHILD ABUSE HOTLINE (415) 473-7153

Local Law Enforcement Contact

Name:

Phone:

Email:

Child Welfare Services Contact

Name:

Phone:

Email:

Probation Department Contact

Name:

Phone:

Email:

Victim Advocate Organization

Name:

Phone:

Email:

Glossary of Terms*

Action Plan	Determine a plan to address any potential school-related safety risks for the student.
Juvenile Justice System	The Division of Juvenile Justice provides education and treatment to California's youthful offenders up to the age of 25 who have the most serious criminal backgrounds and most intense treatment needs. Most juvenile offenders today are committed to county facilities in their home community where they can be closer to their families and local social services that are vital to rehabilitation.
Mandated Report	Mandated reporters are individuals who are mandated by law to report known or suspected child maltreatment. They are primarily people who have contact with children through their employment. Mandated reporters are required by the state of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency (police or sheriff's department).
	Mandated Reporting of CSEC effective Jan. 1, 2016. Call Marin County Children and Family Services Emergency Response Unit to file a report at (415) 473-7153 .
Pre-Determined School Personnel	School personnel identified as the point of contact who takes a more active role in supporting and advocating for students at-risk for or involved in Human Trafficking or CSEC.



Marin Schools Staff Emergency Training

1.5 Hour In-Person Training



**Hands-Only
CPR**



SAVE A LIFE



**Narcan
Administration**

Save a Life: Designate District Trainers

Emergencies can happen anywhere, even on school campuses. Keep staff up to date on lifesaving skills that will keep injured persons alive until First Responders arrive.

The **Train-the-Trainer Model** is a sustainable way for District and/or School Staff to receive instruction on how to teach these valuable skills to other District and School Employees.

Districts are encouraged to select staff who are able to flexibly set up training sessions for teachers and other staff.

Interest Form:

bit.ly/MarinSchoolsCPR



MARIN COUNTY
OFFICE OF EDUCATION



INTEREST FORM

email mboyd@marinschools.org with questions



Select Language

Programs & Services

DITEP Program

◀ 18

Background:

The Drug Impairment Training for Educational Professionals (DITEP) program was developed by the International Association of Chiefs of Police (IACP) and the National Highway Traffic Safety Association (NHTSA) as a result of the 2003 National Survey on Drug Use and Health (NSDUH). The survey was conducted by the Substance Abuse and Mental Health Services Administration (SAMHSA), and indicated that an estimated 19.5 million Americans (8.2% of the population aged 12 or older) had used an illicit drug during the previous month. Drug abuse, whether it involves controlled substances or the misuse of prescription drugs, has permeated almost every level of society to some degree.

This training is intended to provide school administrators and nurses with a systematic approach to recognizing and evaluating individuals in the academic environment who are abusing and/or impaired by drugs, both legal and illegal, in order to provide early recognition and intervention. DITEP is derived from the national Drug Evaluation and Classification (DEC) Program, a successful law enforcement program used to detect drug and alcohol impaired drivers. The methods employed in this training are based on medical and scientific facts. The information is supported by research conducted in both laboratory and field studies. The DEC Program was validated in the laboratory by studies conducted at the Johns Hopkins University, and in the field by the Southern California Research Institute.

The training will enable attendees to determine first whether or not the individual is impaired. If it is determined that there is impairment, they will be able to determine whether the impairment is due to a medical problem or is drug related. And finally, if the impairment is drug related, attendees will be able to determine, through proven diagnostic procedures, what category or categories of drugs are likely causing the observed impairment.

DITEP training enables schools to employ an aggressive evaluation and detection program that will reduce drug usage, disruptions by drug-impaired individuals, and impaired driving in and around schools. This will make our

communities and schools safer places for all. There are two options for DITEP training, either an 8 or a 16 hour course. Both are broken down below.

Course Description:

Day One (or 8 hour only course) covers the following:

- Drugs in Society
- Policy, Procedures and Roles
- Overview of Alcohol
- Drug Identification, Categories and Their Effects
- Contacting the Parents

Day one is geared toward administrators, teachers, nurses, counselors, school resource officers, security officers, and other staff who regularly interact with students.

Day Two (optional) covers the following:

- Eye Examinations Horizontal Gaze Nystagmus
- Lack of Convergence
- Estimation of Pupil Size
- Vital Signs
- Divided Attention Testing Romberg Balance
- Walk and Turn
- One Leg Stand
- Finger to Nose
- Poly Drug Use
- Assessment Procedures

Day two is geared toward nurses and other personnel who will have a more "hands-on" approach to evaluating a student's impairment. Principals and administrators are encouraged to attend to familiarize themselves with assessment procedures.

Pre-requisites:

In order to qualify for this course, prospective students must be currently employed at a school in a capacity that involves regular interaction with students.

Registration:

Upcoming classes may be found in the Schedule of Classes page under [DITEP](#). In order to register for this course, students are required to electronically submit their full name, e-mail address, and school name to the course coordinator.

Fees & Costs:

There is no registration fee to attend this course. If a facility use fee is charged by the hosting agency, it will be noted in the expanded course description. This course is funded through the California Office of Traffic Safety DRE Grant. Travel reimbursement is not available for this course.

Hosting:

If your school district is interested in hosting this course at your training facility, please contact the DITEP State Coordinator, Officer Travis Herbert, at (916) 843-4359.

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[PRIVACY POLICY](#)

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[Education](#)

What US Schools Can Learn From Finland's Approach to Education

Four strategies for creating a positive school culture that focuses on the whole student and fosters long-term, holistic well-being.

By [Vanessa Wilkins & Emily Corrigan](#) Nov. 6, 2019

What happens when a country decides that one of its most precious natural resources is its children? Finland's educational system provides a clue. New scores on the Organization for Economic Cooperation and Development's (OECD's) [Programme for International Student Assessment](#) (PISA) test are set for release in December 2019 and will draw the attention of education leaders as a measure of which countries best educate their children. American students ranked 31st on the most recent iteration of the exam, which tests 15-year-olds around the world on multiple subjects. Finland, on the other hand, has won international acclaim since it first topped PISA's charts in 2000. Not only did it remain there several rankings in a row, but also its students displayed remarkably low variability across schools ([8 percent versus 30 percent OECD-wide](#)) and within schools. In other words, even Finland's below-average schools still prepare students to succeed in their personal and professional lives.

How Finland has achieved these results makes it particularly relevant for US reformers. Rather than focusing efforts on new schools, programs, and technology, it has taken a sustainable approach that leverages education infrastructure and spending similar to that of the United States. In 2016, the Finnish National Education Agency reported that Finland [spent the equivalent of about \\$10,000](#) per student on basic education—[less than the US average](#) and about [half of what top-spending states dole out](#). Furthermore, Finland's success cannot be attributed solely to societal differences. [As Columbia University's Samuel Abrams has noted](#), Finland's scores have surpassed those of other Nordic countries despite similar levels of child welfare, social support, and homogeneity. Improvements within the last few decades are products of sound policy and practices.

Finland has approached education reform as a strategy to leverage the country's scarce natural resources. As one Finn put it, "We have only our forests and our people." Accordingly, its

approach has been holistic, student-centered, and focused on teachers as the main driver of quality. [It has defined education](#) as a way to “support pupils’ growth into humanity and into ethically responsible membership of society and to provide them with knowledge and skills needed in life.” Culturally, this manifests in a focus on student well-being in all of its facets. American education reform, on the other hand, has focused on increasing standards and accountability measures ever since the [1983 Nation at Risk report](#) identified failing schools as a primary threat to American economic dominance.

On the surface, Finnish schools don’t look very different from the traditional American model. Students, grouped by age, visit a brick-and-mortar building and learn from a teacher in a classroom for a defined period of time. Yet underlying the Finnish system are fundamental differences in policy that produce better outcomes for students. Ironically, many of these effective practices stem from American research and thought leadership, at least according to Finnish education expert [Pasi Sahlberg](#). Finland can therefore provide a helpful blueprint to implement what we already know works within the schools we have now, while American innovators continue to experiment with new models for the future.

In November 2018, our organization, [Future School Lab](#), organized an expert-led tour of Finnish schools and meetings with education leaders as part of [HundrED’s Education Innovation Summit](#). When we reflected on the experience, we came away with four main reforms any US state or school could implement to make sustainable improvements within the current system.

1. Articulate a Target Profile for Graduates That Informs Education Policy

Finnish education is based on a clearly stated vision of target abilities, rather than prescriptive, content-based curriculum. In 2016, following a co-creation process that included public input and 30 working groups, the Finnish government [defined seven transversal skills and knowledge areas](#) important to students’ success in life:

- Thinking and learning to learn
- Cultural competence, interaction, and self-expression
- Taking care of oneself and managing daily life
- Multi-literacy
- Information and communications technology competence
- Working life competence and entrepreneurship
- Participation, involvement, and building a sustainable future

These competencies are aspirational rather than fixed benchmarks; they define a relevant vision of how all students can function in society, rather than specific content knowledge. Local municipalities and schools adapt this curriculum to their context and classrooms, and since there are no national achievement tests, the Finnish National Agency for Education can focus on effectively integrating this shared vision into curriculum and school policy, rather than on accountability.

In the United States, some schools, districts, and even a few states are beginning to reorient education toward the development of a more-holistic set of skills, similar to Finland. The [Mastery Transcript Consortium](#), founded by a group of elite private schools with increasing public school membership, for example, is cocreating a digital transcript that reflects each student's skills, strengths, and interests far beyond the course completion version schools use today. And to help schools looking to articulate a more-holistic vision for their graduates and engage communities in a visioning process, Transcend Education (with which the authors are affiliated) has created [a database](#) that provides research-based measures to evaluate learning outcomes for social-emotional skills like empathy and sense of purpose.

2. Recruit Talented Teachers, Train Them Well, Then Give Them Autonomy

Finland [attributes its success](#) in education to getting the right people to become teachers, developing them into effective instructors, and putting systems and supports in place to ensure that all children benefit from excellent instruction. Teacher training programs are competitive (admitting [about 1 in 10 students](#)) and rigorous. The profession is highly regarded despite average pay as compared to other OECD countries, and according to the [Finnish National Agency for Education](#), 90 percent of teachers report being satisfied with their job.

These high marks are due in part to the trust and autonomy Finnish teachers have. Local governance elevates their voices in policymaking. School boards must, by law, include teachers alongside parents, classified staff, and students. Freed from teaching to the test, teachers can focus on [project-based learning](#) (called “phenomenon-based learning” in Finland), and other, deeper learning approaches that we know work for students but that American teachers sometimes avoid for fear of sacrificing content standards.

Finnish teachers also have more time. Because school days are shorter and teachers spend fewer hours in classroom instruction—[about 55 percent of US teachers' annual hours](#)—they devote more time to preparing lessons, collaborating with colleagues to create engaging projects, and meeting with parents and kids.

In the United States, on the other hand, districts struggle to recruit and retain qualified teachers. Recent teacher walkouts reflect frustration over more than pay and insufficient school funding. [Seventy-one percent](#) of teachers in a 2015/2016 survey reported a lack of influence over what they teach, [50 percent](#) said they lacked support and encouragement from administration, and 62 percent didn't experience a great deal of cooperation among colleagues.

To develop a larger pool of qualified teachers, schools can make use of alternative pathways to certification by recruiting high-potential teachers with skills and lived experiences that are relevant to students. For example, Roosevelt High School in Portland, Oregon, recruited award-winning journalist S. Renee Mitchell through a professional track that leveraged her career experience but required college courses to learn classroom skills. Mitchell quickly became an important role model and impactful educator. She entered the school, one of Oregon's most diverse, as its only black teacher, and created the nationally recognized [I Am M.O.R.E.](#) program

to elevate the voices of students who have experienced trauma. In the longer term, policy makers need to create and fully fund career pathway programs for promising teachers from all backgrounds. Beyond recruitment, we need to invest in ongoing training and support systems, and give teachers time and autonomy to collaborate and integrate new methods and ideas.

3. Give Students Rights and Agency Over Their Own Learning

In Finland, the [1998 Basic Education Act](#) entitles students to pre-primary education, a safe learning environment, and instruction that includes guidance counseling and learning support. In our experience, teachers and administrators routinely referenced children's rights to explain shorter days, healthier lunches, less homework, and 15 minutes of physical activity for every 45 minutes of class. Legislation based explicitly on students' rights not only informs practices, but also supports underlying expectations of how education should work. This model places students at the center, creating a decision-making framework that prioritizes their learning and interests over pleasing parents or reporting high test scores. It also justifies giving students more of a say in the policies that affect them. After all, who better to advocate for student interests than students themselves? As a result, students in Finland have real responsibility, including authority over parent-teacher meetings and positions on school boards, and teachers expect students to be the primary agents in their own educational journeys.

In the United States, a missing parent permission slip can exclude a child from the best field trip of the year or an important learning opportunity in class. Such policies reflect the expectation that students should receive the education given to them, rather than take a proactive role in it. Perhaps one way to engage students and encourage them to take ownership of their own education and school experience is to quite literally give them ownership. Some districts, such as Los Angeles, have already introduced ballot measures that would lower the legal voting age to 16 for school board elections. Others have given students voting positions on school boards and site councils. In Maryland, student board members have advocated for their young constituents by introducing resolutions to dismantle student ranking systems and diversify schools by redrawing boundaries. Absent legislative changes, individual schools can develop student ownership by giving students voice and choice in how they learn. The Achievement Gap Institute at Harvard University's "[The Influence of Teaching](#)" provides a useful study of teaching practices that drive student agency.

4. Align Schools and Social Support Services

In Finland, [education legislation](#) guarantees free pupil welfare, meaning it integrates health care referred to in the Public Health Act, and mental and social services referred to in the Child Welfare Act. This legislation forms the basis for Student Welfare Committees comprised of principals, special education teachers, nurses, psychologists, social workers, and counselors. Committees meet regularly to discuss individual students and staff, and to create personalized support plans. These may include emotional or academic support services or intensive

supplemental support, which benefits 10 percent of Finnish students. While a similar 14 percent of students receive special education services in the United States, what's unique in Finland is the integration of health and welfare into the school day for both students and staff. School psychologists and social workers on the Welfare Committees meet with students individually and then make referrals to outside services as needed. During school, all students and staff eat free, healthy meals prepared on site, and active, outdoor play and social breaks throughout the day are the norm.

Many schools and programs in the United States, such as [Communities in Schools](#), have already created successful local partnerships with social service providers. However, the onus is on schools to find and partner with community resources and creatively meet students' needs. Funders and policy makers should support the coordination and development of wrap-around services to take the burden off of schools, and foster community and family engagement, which [we know helps students succeed](#).

A Path Forward for All Kids

Educators and policy makers interested in adapting Finnish approaches to the American context must be mindful to create culturally competent learning environments that serve all children. Finnish policies are intended to promote equity by balancing socio-economic diversity across school boundaries, providing native language services to immigrants, and reducing barriers to nutritious food, health, and social services that contribute to disparities in the United States. However, student rights in Finland prevent the disaggregation of data to determine whether these inclusive measures truly do result in better outcomes for immigrants and historically underserved populations. Any effort to improve educational outcomes must include data-driven equity practices and community-led solutions.

Finally, reforms to our current system must coincide with new solutions for excellence and equity. In the United States, collaboration between public and private sectors, and a cultural emphasis on leadership and entrepreneurship have led to the creation of completely new school models in small pockets across the country. The best of these models may help determine the future of education and better prepare kids for the demands of a rapidly changing workforce. However, until we can test and scale them, they are only a drop in the ocean of the American school system. We need to simultaneously make improvements within our current system to better serve all students.

Support *SSIR's* coverage of cross-sector solutions to global challenges.

Help us further the reach of innovative ideas. [Donate today](#).

Read more stories by [Vanessa Wilkins](#) & [Emily Corrigan](#).

Vanessa Wilkins (@futureschoollab) is an expert in global education innovation and the founder of [Future School Lab](#). Building on a highly acclaimed education initiative at NIKE and many years working with some of the most respected nonprofits and education companies in the world, Wilkins helps foundations, businesses, and nonprofits support educators to innovate.

Emily Corrigan is an incoming Peace Corps volunteer with international teaching, learning, and research experience. At [Future School Lab](#), she contributes her cross-cultural perspective and firsthand experience in order to identify and highlight innovative educational practices from around the globe.

MARIN COUNTY OFFICE OF EDUCATION

MARIN COUNTY SCHOOL / LAW ENFORCEMENT PARTNERSHIP
(SLEP)

SPEAKER'S BUREAU

Diversity, Equity, Inclusion

In an effort to bring the voices of Men and Women of Color into our classrooms, we have gathered a group of prominent Marin County professionals who are ready to speak to High School and Middle School classes on a wide-variety of topics.

Industries Include:

Legal
Medical
Education
Law Enforcement
Non-Profit
Public Health
Probation

Possible Topics:

Social Justice
Racial Equity
Antisemitism
Overcoming Barriers
Personal Education Path
Personal Heroes
Women's Rights

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Ideal Classes for the Speaker's Bureau: Ethnic Studies, Social Studies, History, College and Career Readiness, Health

Speaker Request Form

Please fill out the form linked above if you would like to request a speaker or group of speakers.

Join the Speaker's Bureau Form

Please fill out the form linked above if you would like to join our Speaker's Bureau as a speaker.



Family Urgent Response System (FURS)

Overview & Information



Streamlined Components

24/7 statewide hotline provides support to current and former foster youth and their caregivers during situations of instability

1 (833) 939-3877

Regional response teams who are available 24/7 are mobilized to provide in-person support



Goals of FURS



Prevent need for a 911 call
or law enforcement involvement

Prevent placement disruptions

Improve trust and preserve the
relationship between the youth
and caregiver

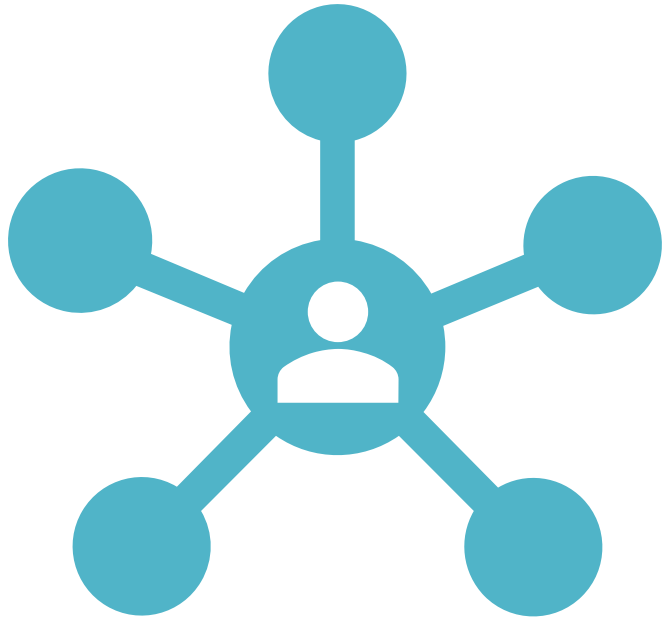


Promote stability for
youth currently in foster care
and extended foster care

Connect
families to ongoing community-
based resources



Staffing Support



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- Teams of two people provide in-person, individualized, and culturally/linguistically responsive services
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- Teams consist of a Clinician and Support Counselor or Parent/Peer Partner
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- Administrator On Call provides coaching and support to FURS staff throughout their response
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- Specialized training in trauma-informed care, crisis intervention, and safety in the community

When To Call FURS

Youth feeling unsupported or caregiver not meeting needs

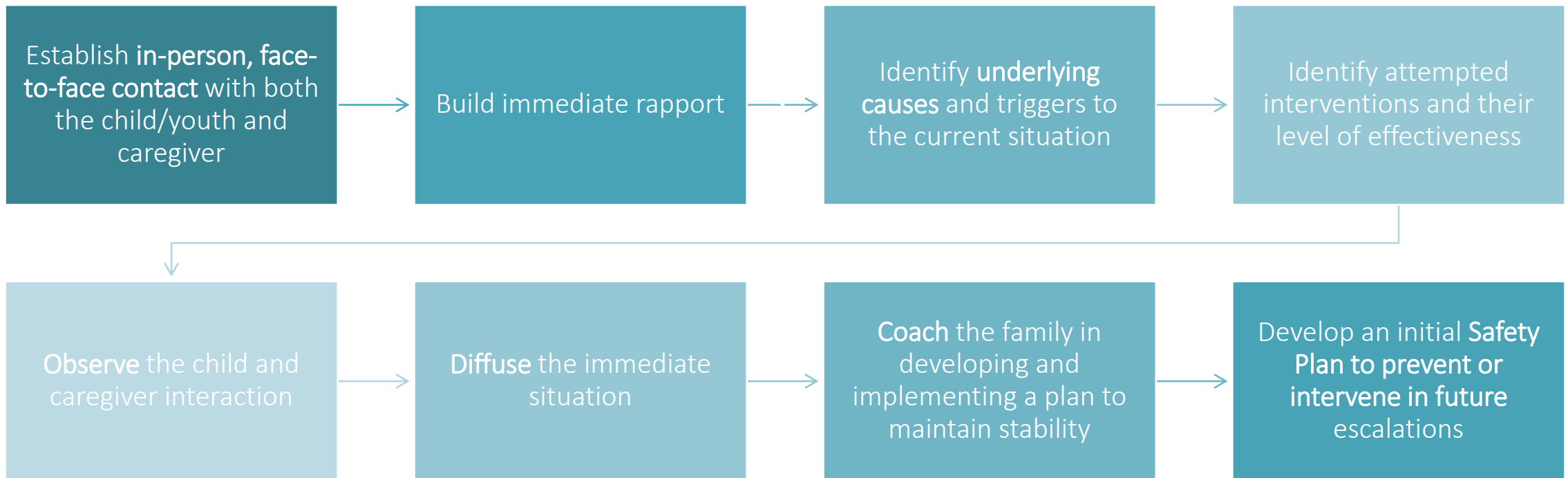
Youth in need of safe space to talk

Caregiver in need of guidance, support, or to debrief after a difficult situation has occurred

When early escalation “warning” signs occur or household is escalated

Youth or caregiver is concerned about their welfare or the welfare of others

During a FURS Response



Coordinate
with existing providers
and team members

Collaborate with public
system partners as
appropriate

Identify and link family
to ongoing community
resources

Follow up with
family for up to 14 days
to provide support and
link to additional
services, as needed

Contribute data to
County and CDSS about
FURS calls, volume,
and effectiveness

After a FURS Response

Example FURS calls

Caregiver asked youth to turn in their cell phone

Youth was dysregulated and was becoming physically aggressive towards caregivers

Youth in a STRTP called the FURS line with suicidal ideation

Youth reported wanting to runaway from the resource family they were placed with 3 hours prior

24/7 SUPPORT

Are you a current or former foster youth? Having problems at home? Frustrated? Need someone to talk to? The 24/7 FURS hotline is here to help.

CALL OR TEXT: 1-833-939-FURS | 1-833-939-3877

Family Urgent Response System (FURS) is a free 24/7/365 hotline for current or former foster youth and your caregivers to call and get **immediate** help for any big or small issues you may be having.

- You will be connected to a trained counselor or peer who will listen to you.
- FURS is a safe, judgement-free, and private space to talk about your worries and vent.
- If you want more support, a team can come directly to where you are to help you work on the problem and to create a plan to help stabilize your situation and keep you safe.
- The team will follow-up by helping connect you and your caregiver to local services and support.



CHECK OUT: CAL-FURS.ORG



www.cdss.ca.gov/inforesources/cdss-programs/foster-care/furs



**Are you a caregiver of a current or former foster youth?
Are you feeling frustrated? Would you like additional support?**

FURS Support is Always Available

- 24/7 hotline support via phone, text, and chat.
- Local mobile response support with COVID-19 precautions in place.
- Personalized support and stabilization at the hotline and local level.
- Relevant aftercare support and follow-up.



Family Urgent Response System

The Family Urgent Response System (FURS) includes a statewide hotline as well as local mobile response teams to provide immediate trauma-informed support to current and former foster youth and their caregivers.

Local mobile response teams are comprised of compassionate, trained professionals who are available to provide face-to-face support during critical moments.

Both the statewide hotline and local mobile response teams are available 24/7/365.

FURS Provides
Support When
Needed Most

Call or Text:
1-833-939-FURS

Online:
CAL-FURS.ORG



www.cdss.ca.gov/inforesources/cdss-programs/foster-care/furs

Questions?

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FURS Website: <https://www.cal-furs.org>



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