Dunmore School District

Student Care and Threat Assessment Team

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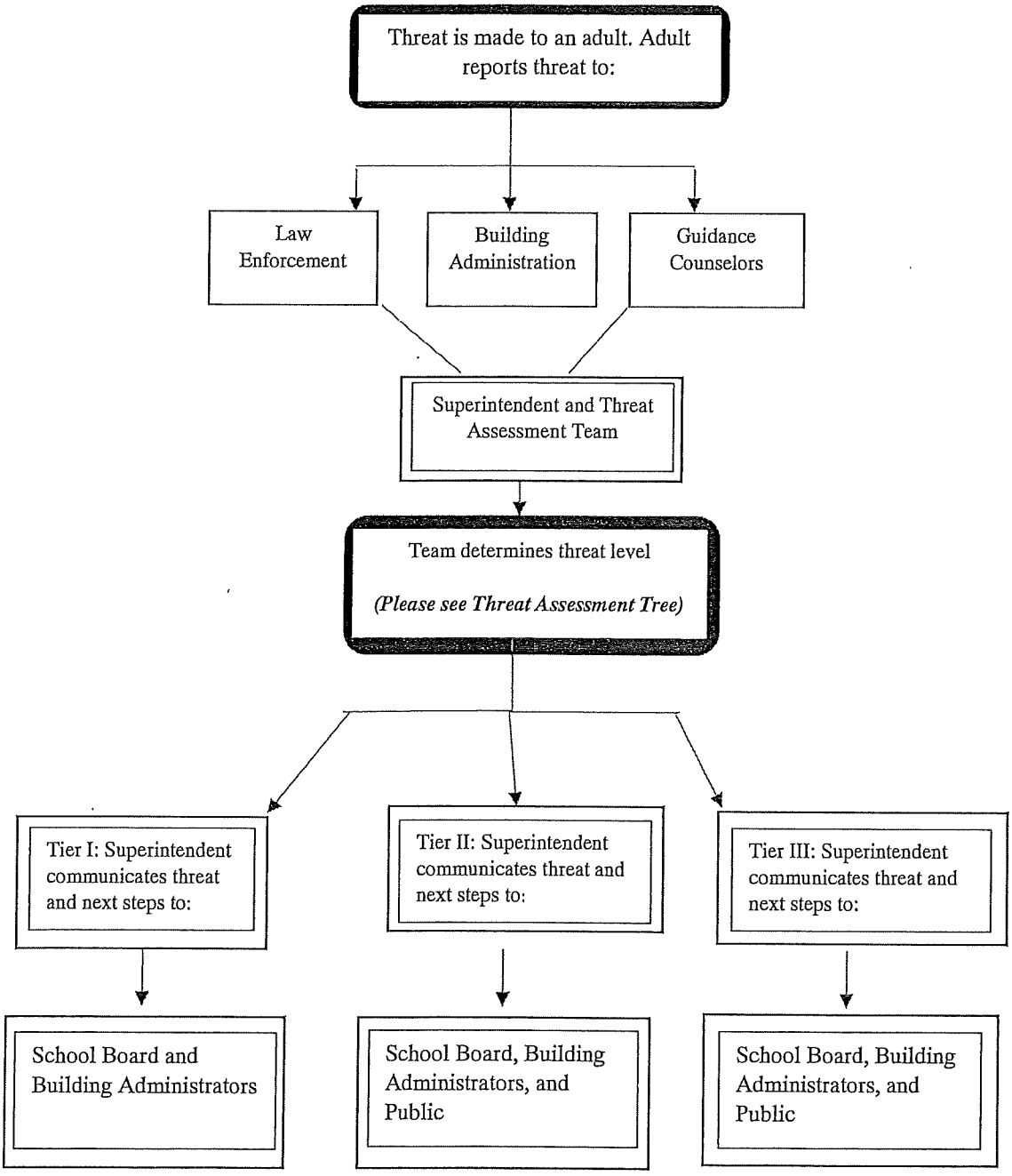
Dunmore School District Threat Assessment Communication Flow Chart

The following is a flow chart depicting the communication steps that will be followed in the event of a threat being made against the Dunmore School District. Please see Threat Assessment Tree for determination of threat level.



Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1 Vol III 2021
Status	Active
Adopted	June 23, 2021

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[2]

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.[3]

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint [1]
[Note: districts should only select one of the appropriate options if the designated team is made up of required personnel under 24 P.S. 1302-E]

{X } individuals to a district threat assessment team.

{ } individuals to a threat assessment team at each school building in the district.

{ } the district's Student Assistance Program team to serve as the threat assessment team.

{ } the district's Safe2Say Something crisis team to serve as the threat assessment team.

{ } the district's suicide prevention crisis response/crisis intervention team to serve as the threat assessment team.

{ } the district's _____ to serve as the threat assessment team.

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[1]

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration.[1]

{X } members of the Student Assistance Program team.[4]

(X } school security personnel.[5]

{X } law enforcement agency representatives.

{X } behavioral health professionals.

{X } members of the Safe2Say Something crisis team.[6]

{X } suicide prevention coordinators and/or members of the crisis response/crisis intervention team.[7]

{X } juvenile probation professionals.

{X } The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The

{X } Superintendent or designee

{ } School Safety and Security Coordinator

shall ensure that threat assessment team members are provided individual and/or group training on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[3][8]

4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[4][6][9][10][11]

5. {X } Student Assistance Program process.[4]

6. {X } Youth suicide awareness, prevention and response.[7]

7. {X } Trauma-informed approach.[12]

8. {X } Safe2Say Something procedures.[6]

9. { } Multi-tiered systems of support.

10. {X } Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][6][13][14][15][16]

Information for Students, Parents/Guardians and Staff

The district shall notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[1][7][8][17][18][19]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][7][8][17][19]

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][6]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][7]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.

2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][5][6][20]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][21][22]

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[8][17]

2. Bullying/Cyberbullying.[19]

3. Suicide Awareness, Prevention and Response.[7]

4. Hazing.[23]

5. Dating Violence.[24]

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. {X } Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.

2. {X } Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.

3. {X } Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.[25]

4. {X } Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.

5. {X } Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.[4][26][27][28][29][30]

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[5][20]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[4]
2. A referral to the appropriate law enforcement agency.[5][6][20]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[26][27][30]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[27][28][29][30]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[26]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[31]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[32][33][34][35]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[6][36]

Safe Schools Incident Reporting –

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[20][37][38][39]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[20][32][37][38][40][41][42]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a

victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[20][38][43]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[9][11][44][45][46][47]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[4][7][9][11][26][27]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[1]

1. Student health records.[48][49]
2. Prior school disciplinary records.[9][11][50]
3. Records related to adjudication under applicable law and regulations.[50][51][52][53][54][55]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[4][7][9][10][11][19][44][46][50][56]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.[10][57][58][59][60]

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

{X } The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.[1][5]

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and any additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.[1][5][61]

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Legal

1. 24 P.S. 1302-E
2. 24 P.S. 1301-E
3. Pol. 832
4. Pol. 236
5. Pol. 805.2
6. Pol. 805
7. Pol. 819
8. Pol. 103
9. Pol. 113.4
10. Pol. 207
11. Pol. 216
12. Pol. 146.1
13. 24 P.S. 1205.2
14. 24 P.S. 1205.5
15. 24 P.S. 1310-B
16. Pol. 333
17. Pol. 104
18. Pol. 105.1
19. Pol. 249

19. Pol. 249
20. Pol. 805.1
21. 23 Pa. C.S.A. 6311
22. Pol. 806
23. Pol. 247
24. Pol. 252
25. Pol. 226
26. Pol. 103.1
27. Pol. 113
28. Pol. 113.1
29. Pol. 113.2
30. Pol. 113.3
31. Pol. 146
32. Pol. 218
33. Pol. 218.1
34. Pol. 218.2
35. Pol. 233
36. Pol. 709
37. 24 P.S. 1303-A
38. 22 PA Code 10.2
39. 35 P.S. 780-102
40. 24 P.S. 1302.1-A
41. 22 PA Code 10.21
42. 22 PA Code 10.22
43. 22 PA Code 10.25
44. 20 U.S.C. 1232g
45. 20 U.S.C. 1415
46. 34 CFR Part 99
47. 34 CFR Part 300
48. 24 P.S. 1409
49. Pol. 209
50. Pol. 216.1
51. 24 P.S. 1304-A
52. 24 P.S. 1305-A
53. 24 P.S. 1307-A
54. 42 Pa. C.S.A. 6341
55. Pol. 218.3
56. 24 P.S. 1304-D
57. 22 PA Code 12.12
58. 42 Pa. C.S.A. 5945
59. 42 Pa. C.S.A. 8337

60. 42 CFR Part 2

61. 24 P.S. 1309-B

20 U.S.C. 1400 et seq

35 P.S. 7601 et seq

Pol. 203.1

PA Commission on Crime and Delinquency, School Safety and Security Committee Model K-12 Threat Assessment Procedures and Guidelines

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

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

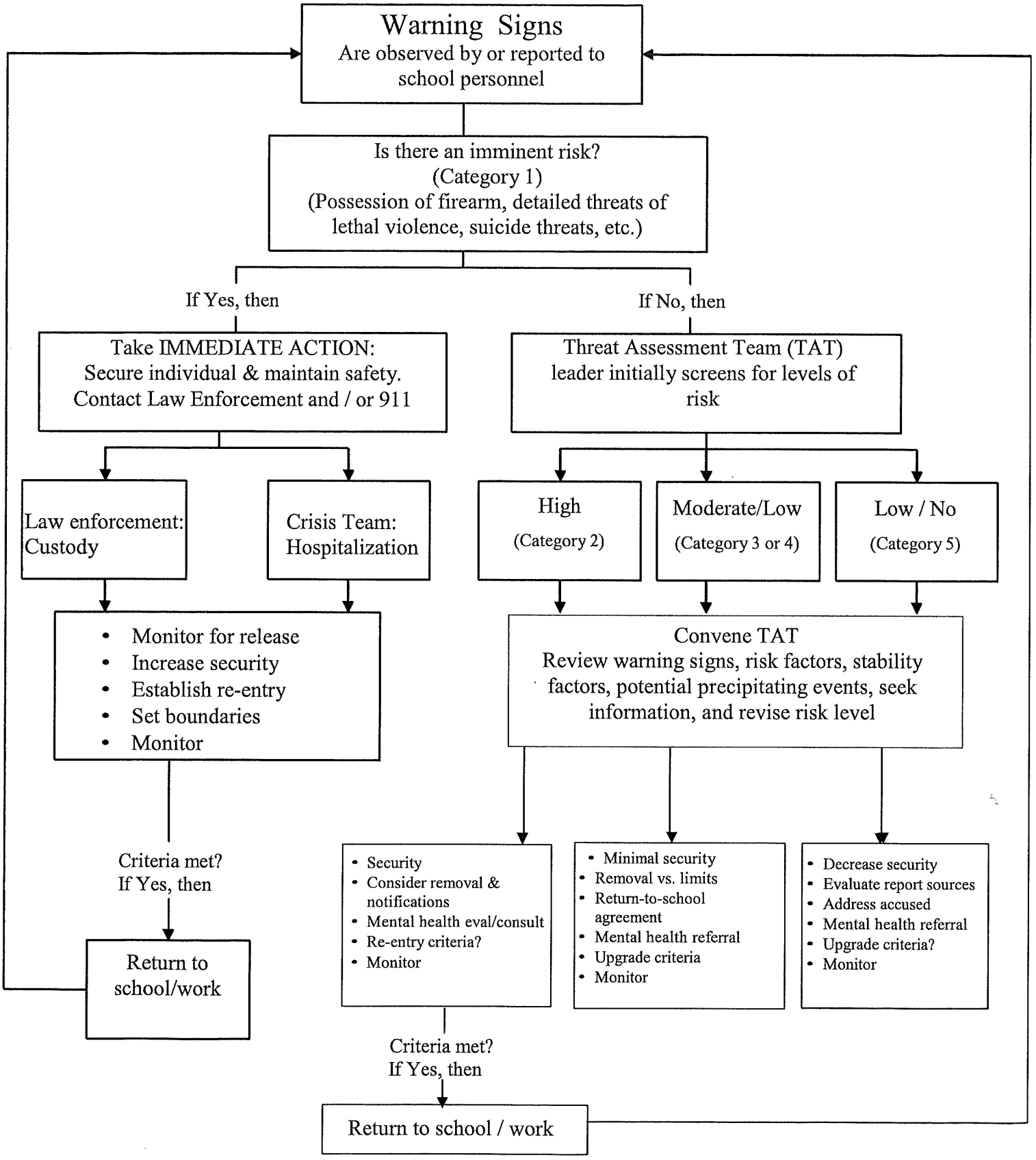
Bizarre Thoughts:

- 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 Decision Tree



SAFE SCHOOLS COALITION

School Threat Response Protocol
(LCDAO/LCDHHS)

I. INTRODUCTION

a. While school-based violence has existed for many decades, threats, active shooter incidents and other violent acts have become somber and enduring elements of modern society, particularly since the 1999 Columbine massacre. No policy or procedures can anticipate all school threat-related occurrences or fully defeat the threat of school violence, as a determined, resourceful attacker who is willing to sacrifice his or her own life will, in most instances, have the upper hand on school officials and law enforcement. This protocol is therefore not intended to be a panacea for all potential threats or acts of school-related violence, but instead a guide for responding law enforcement and school officials.

b. Every threat, every incident is unique and should be treated as such. No amount of planning, training or preparation will defeat all possible threats to the safety of our schools, our students, our educational staff, first responders and the general public. Rather, the policy outlined below is meant to provide standard guidance with the caveat that law enforcement and school officials, along with other community partners including child welfare and behavioral health must work in concert from the very instant a real or potential threat becomes known to afford the greatest potential for safe, successful mitigation.

c. It is important to note, the guidance contained in this protocol is not intended to delay or frustrate the threat response procedures of individual school districts, but instead to encourage maximum cooperation and coordination with law enforcement and first responders from the very moment a real or potential threat becomes known.
All parties involved in school threat response are encouraged to keep in mind that THREATS ARE CRIMES.

II. TIERED RESPONSE MODEL

EACH AND EVERY THREAT MUST BE REPORTED TO LAW ENFORCEMENT. A common paradigm in the law enforcement and military communities as relates to critical incident and threat response is the "tier" system. In essence, "TIER 1" response can be summarized as: primary and initial action taken immediately upon learning of a critical incident and/or the discovery of a real or potential threat to determine the imminence of any danger to life, limb or property and render the situation safe for appropriate follow-up. "TIER 2" response can be summarized as: all actions which occur after, and in follow-up to, TIER 1 response. These concepts are further detailed as follows:

TIER 1 response: Immediate notification to law enforcement (and if appropriate, other first responders) as the initial, primary response to the discovery of a real or potential school-related threat, whether within or outside of normal school instructional periods. A TIER 1 response is intended to provide law enforcement and other first responders the opportunity to immediately ensure the safety of any and all parties involved and to determine the imminence of any threat to life, limb and/or property (such as in arson threats). Notification to any parties outside the law enforcement and first responder

community during TIER 1 response should be closely coordinated with responsible law enforcement command personnel to ensure such dissemination of information will not negatively impact any aspect of the initial law enforcement response. A timely TIER 1 response will help to ensure an effective TIER 2 response.

TIER 2 response: Follow-up after law enforcement and/or other first responder investigation, first heard by the school building's team and then followed, if necessary, by a district-wide school threat assessment, each involving internal investigation/intervention by school officials [e.g., mental/behavioral health assessment(s) of the involved party(ies)], notification to parents/guardians, the wider school community and general public, school district administrative follow-up [e.g., involvement of school district administration, counselors, mental/behavioral health professionals, internal investigation by SRO/SSO staff, discipline, et cetera]. TIER 2 responses can be effectively summarized as, all activities which come after the initial law enforcement notification and a determination as to the imminence of any threat to life, limb or property.

III. GUIDANCE FOR SCHOOL OFFICIALS

A. TIER 1 Response (for ALL school-related threats):

1. **Notify the law enforcement agency which maintains primary police jurisdiction over the involved school or threat location. This is best accomplished by reporting the threat information to the Lackawanna County 911 Center. Law enforcement will ensure the Lackawanna County District Attorney's Office (LCDAO) and all appropriate, related police jurisdictions and agencies are aware of the threat.**

2. **Treat all threats as if they can and will be carried out until demonstrated otherwise.**

3. **Take steps to identify the source of the threat (e.g., student, parent, community member, staff member, et cetera) and furnish this information immediately to law enforcement conducting TIER 1 response.**

4. **Share all known information with the responding law enforcement agency and closely coordinate with law enforcement command staff prior to making any notification(s) other than to first responders.**

5. **Notify ChildLine if there is any indication of child abuse, neglect or exploitation.**

Law enforcement and school officials should coordinate and communicate closely to determine if lockdown or similar immediate security measures are appropriate.

B. TIER 1 Response (for threats outside of normal instructional hours, off-campus, via social media, by non-students, et cetera):

1. Threats made via social media, or outside normal school instruction hours, or by non-students, or by any other means or source, either known or unknown, should be immediately reported to local law enforcement for purposes of TIER 1 response.

2. When a citizen notifies school officials of a real or potential threat via:

    a. *School District Hot Line Tip*
    -Immediately notify local law enforcement for TIER 1 response
    b. *ChildLine*
    -Threats reported via ChildLine will be received by the Lackawanna County Office of Youth and Family Services. A case worker will make a timely report to appropriate law enforcement officials for appropriate follow-up.
    c. *Safe2Say Program*
    -Reports made through the Safe2Say Program are provided directly to both school officials and law enforcement

C. Notifications and Communication

1. Parental notifications: Whether a student is a suspect or potential victim/target, consult and coordinate with law enforcement prior to making any parental notification to protect the integrity of any law enforcement response and/or investigation. Any parental notification decision should be made in consultation with appropriate law enforcement command personnel.

2. Community notifications: Any community notification decision should be made in consultation with appropriate law enforcement officials to protect the integrity of any investigation and prevent the spread of misinformation.

3. School districts should be prepared to make public information statements (including social media notifications, media statements, et cetera) on short notice in close coordination with responsible law enforcement agencies and the Lackawanna County District Attorney to prevent releasing any information which may potentially harm or prejudice a criminal investigation. While the well-intentioned initial inclination may be to make public statements immediately, please be mindful such notifications may inhibit response and investigative efforts.

4. In the event charges are brought, law enforcement may work with the Lackawanna County District Attorney's Office to ensure a student is detained; however, schools retain the authority to take whatever steps are authorized by law to expel or otherwise sanction individual students in the interest of safety. Criminal investigative efforts will be conducted independent of such decisions and law enforcement will not intervene in internal school district administrative sanctioning proceedings.

C. TIER 2 Response

1. Once the TIER 1 response has been initiated and any imminent threat(s) to life, limb or property are identified and neutralized, school officials should consider implementing the TIER 2 School

Threat Assessment Protocol (STAP) developed by the Lackawanna County Department of Health and Human Services which is summarized as follows:

a. Building School Threat Assessment Team

Once it has been determined that the threat is not imminent, the matter should be heard by the building's School Threat Assessment Team, consisting of the site administrator, school counselor, SRO, and other interested persons. The person involved with or who learned of the threat or recognizes the indicators that might lead to a threat situation completes a Threat Assessment Protocol form. The team then reviews the student's cumulative file, including but not limited to reviewing any previous discipline records. Then, unless instructed otherwise by law enforcement, a person from the team interviews the student of concern, the parent(s)/guardian(s), and the student's teacher(s), other identified school staff, and possibly any other students. The SRO does a weapons background and whether there have been any past contacts with the police. Based on all of the information, the Building's School Threat Assessment Team then determines any appropriate discipline and/or whether to recommend to the parents/guardians and student that there is a need for a psychological/psychiatric assessment. The team also develops a discipline plan, a safety plan and a monitoring plan. The team completes a report and places it in the student's cumulative file (separate document per occasion). Last, the Team assigns a person to meet with the student on an ongoing basis for follow-up and monitoring.

The School Building Team can also determine that they need or want further help and makes a referral to the District-Wide School Threat Assessment Team.

b. District-Wide School Threat Assessment Team

This team includes representatives from different divisions within the School District, including but not limited to special education, school support services, safety and security, and counseling. In addition, there are standing members from the county office of mental health, child welfare, and juvenile probation officers. Law enforcement representatives include possible representatives from the Lackawanna County District Attorney's Office, local police department, and the Pennsylvania State Police.

The School Building Team sends an email to the District School Threat Assessment Coordinator requesting a District-Wide School Threat Assessment review, attaching to the email the School Building team's written determination and any other documentation that they believe would be helpful. The District-Wide School Threat Assessment Team will invite the School Building team to attend the meeting with appropriate key players and to bring any updated information (if applicable). The District-Wide Team reviews the situation, asks for appropriate questions and provides advice on the case and situation. If additional services are necessary, the District-Wide Team will help facilitate the provision of such services. The District-Wide Team will document the findings and determine what actions the school site and the district will take to implement the

action plan and/or provide resources. The District-Wide School Threat Assessment Coordinator will do follow-up and monitor the implementation of the recommendations.

IV. GUIDANCE FOR LAW ENFORCEMENT (POLICE AND DISTRICT ATTORNEY'S OFFICE)

A. Take immediate, appropriate action (particularly during normal school instructional hours) to determine the imminence of any threat to life, limb and/or property.

B. Notify the Lackawanna County District Attorney's Office (on-call ADA) of any school-related threat without unnecessary delay.

C. Once the situation is safely stabilized, work in concert with the SSO/SRO personnel (if applicable) to **conduct a thorough and complete investigation** which addresses, at minimum:

1. What continued action by law enforcement may be necessary to ensure the safety of students, school district staff, first responders and the general public? Are there potentially hazardous materials or unattended packages present? Is it appropriate to summon Fire, EOD and/or HAZMAT technicians?

2. Is the threat continuing and/or imminent in nature? If so, determine who (if anyone) may be in imminent danger and take immediate action to establish contact with such parties.

3. Are criminal charges appropriate? (Always consult with Lackawanna County District Attorney's Office in this regard.)

4. Have all potential threatening parties been identified and interviewed? [Law enforcement should interview involved juvenile(s) involved in the presence of a parent or guardian unless an exigent public safety situation exists.]

5. If the threat involves the use of any electronic devices or applications, law enforcement should make efforts to seize any such device the involved party has access to in accordance with applicable law. (Consult with LCDAO.)

6. Search and seizure considerations should include but not be limited to: (consult with LCDAO)
   Phones or other electronic devices present?
   School/personal computers present?
   Documentary evidence present (e.g., journals, notes, other written or electronic communications)?
   Should school lockers, backpacks, purses and/or other personal containers be searched?
   Vehicles?
   Residences?
   Do suspect(s)/student(s) have access to firearms?
   Are social media or similar online preservation requests appropriate?

What other evidence may exist?

7. Have all accepted procedures for the preservation and chain of custody of evidence been observed?

8. Are voluntary or involuntary mental health evaluations appropriate?

9. Would the assistance of the Children's Advocacy Center, a crisis intervention team or other similar civilian mental/behavioral health support asset(s) be helpful?

10. What, if any, parental, community or other notifications may be appropriate?

D. Prosecution considerations

1. Law enforcement shall consult with the LCDAO Juvenile Unit and the First Assistant District Attorney to determine whether charges should be brought.

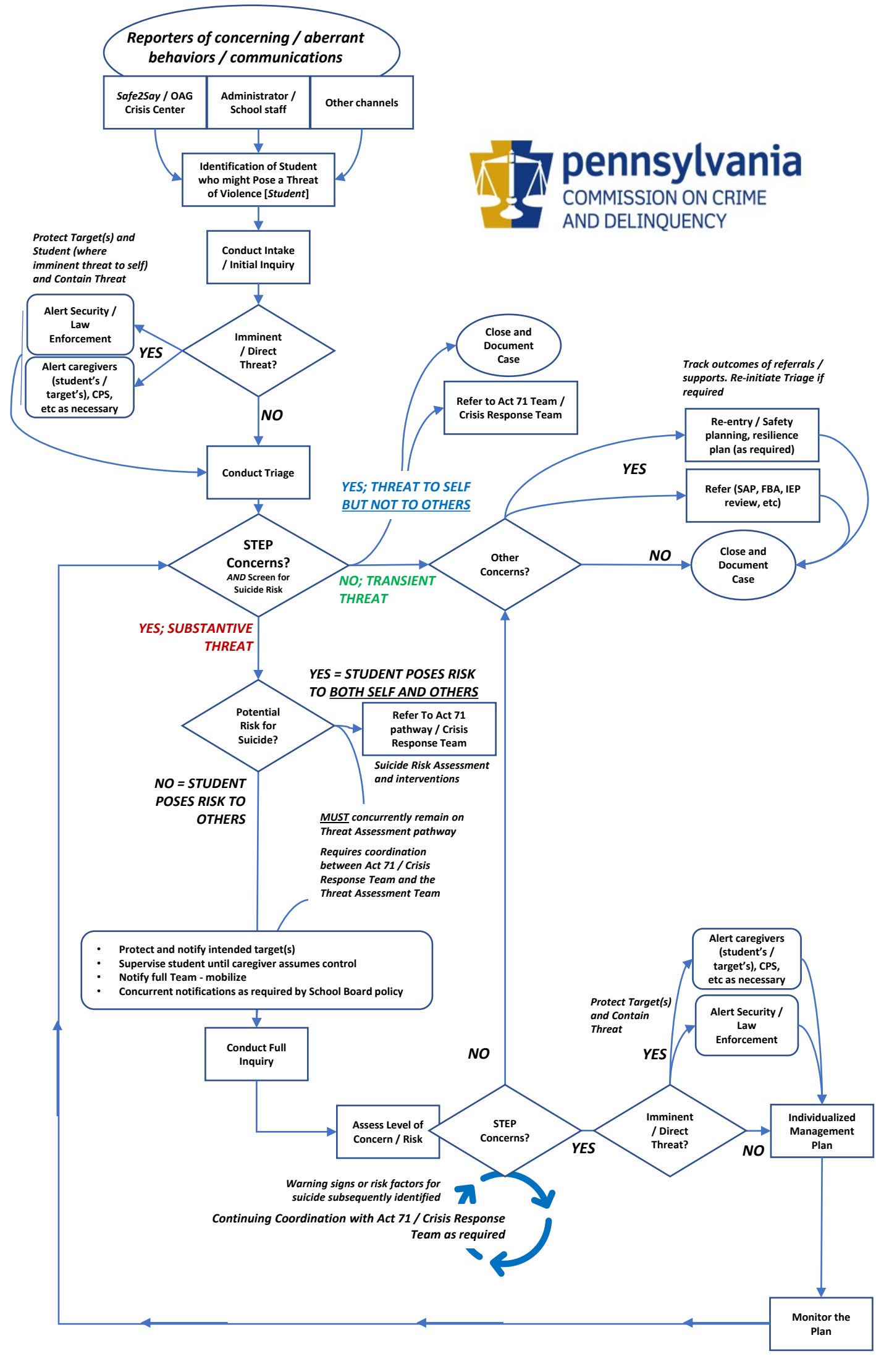
2. Evaluate the need for detention or placement of any involved juveniles.

3. Develop an investigative plan in consultation with LCDAO.

4. Remember that the initial response to any threat is only the beginning of an investigation. Even if prosecution is initially declined, investigation MUST CONTINUE without unnecessary delay in order to identify and interview ALL INVOLVED PARTIES.

V. UNFORESEEN CIRCUMSTANCES

As stated in the introduction above, no policy or procedure can anticipate all possible school threat-related occurrences or fully defeat the threat of school violence. This document should be used as a guide when responding to real or potential school threats. When unforeseen or unanticipated events occur, it is imperative that school and law enforcement officials communicate and coordinate closely to provide the greatest opportunity for successful mitigation of real or potential danger.


Reporters of concerning / aberrant behaviors / communications
Safe2Say / OAG Crisis Center
Administrator / School staff
Other channels
Identification of Student who might Pose a Threat of Violence [Student]
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Protect Target(s) and Student (where imminent threat to self) and Contain Threat
Conduct Intake / Initial Inquiry
Alert Security / Law Enforcement
Alert caregivers (student's / target's), CPS, etc as necessary
YES
Imminent / Direct Threat?
NO
Conduct Triage
Close and Document Case
Refer to Act 71 Team / Crisis Response Team
YES; THREAT TO SELF BUT NOT TO OTHERS
Track outcomes of referrals / supports. Re-initiate Triage if required
Re-entry / Safety planning, resilience plan (as required)
Refer (SAP, FBA, IEP review, etc)
YES
STEP Concerns? AND Screen for Suicide Risk
NO; TRANSIENT THREAT
Other Concerns?
NO
Close and Document Case
YES; SUBSTANTIVE THREAT
YES = STUDENT POSES RISK TO BOTH SELF AND OTHERS
Potential Risk for Suicide?
Refer To Act 71 pathway / Crisis Response Team
Suicide Risk Assessment and interventions
NO = STUDENT POSES RISK TO OTHERS
MUST concurrently remain on Threat Assessment pathway
Requires coordination between Act 71 / Crisis Response Team and the Threat Assessment Team
Protect and notify intended target(s)
Supervise student until caregiver assumes control
Notify full Team - mobilize
Concurrent notifications as required by School Board policy
Conduct Full Inquiry
Assess Level of Concern / Risk
STEP Concerns?
NO
YES
Imminent / Direct Threat?
YES
NO
Protect Target(s) and Contain Threat
Alert caregivers (student's / target's), CPS, etc as necessary
Alert Security / Law Enforcement
Individualized Management Plan
Warning signs or risk factors for suicide subsequently identified
Continuing Coordination with Act 71 / Crisis Response Team as required
Monitor the Plan

WELCOME!

Please note…

- This webinar is being recorded and will be posted on PCCD's *Threat Assessment* webpage once it becomes available.
- Please check your audio settings to make sure you are able to hear today's presentation using your computer or other device.
- We cannot hear you.
- You will be able to submit questions through the Q&A feature in the Live Event.
- Questions submitted through this feature will not be visible to all participants but will be received and reviewed by PCCD staff.
- PCCD staff will allot 15-20 minutes at the end of the webinar to answer questions that have been submitted by participants through the Q&A feature.
- To the extent possible, any questions that we are not able to address in today's webinar will be answered on the Q&A section of PCCD's website.
- A copy of PowerPoint Slides from today's session will be posted on PCCD's website.

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PA K-12 Threat Assessment Teams

Implementation Resources for School Entities

June 15, 2021

Today's Presenters & Facilitators

Samantha Koch, Senior Project Manager
PA Commission on Crime & Delinquency (PCCD)

Carol Kuntz, Program Manager, School Safety
PCCD

Simon Mallett, Head of Risk Consulting & Operations
Risk & Strategic Management (RSM) Corp.

Heather Masshardt, Director of Policy Services
PA School Boards Association

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What We'll Cover Today

1. **Housekeeping Rules**
2. **Overview of Act 18 of 2019 / Article XIII-E (Threat Assessment)**
3. **Implementation Resources for Pennsylvania School Entities**
    1. PA K-12 Threat Assessment TA & Training Network
    2. PSBA Model Policies & Documentation Resources
4. **Q&A**

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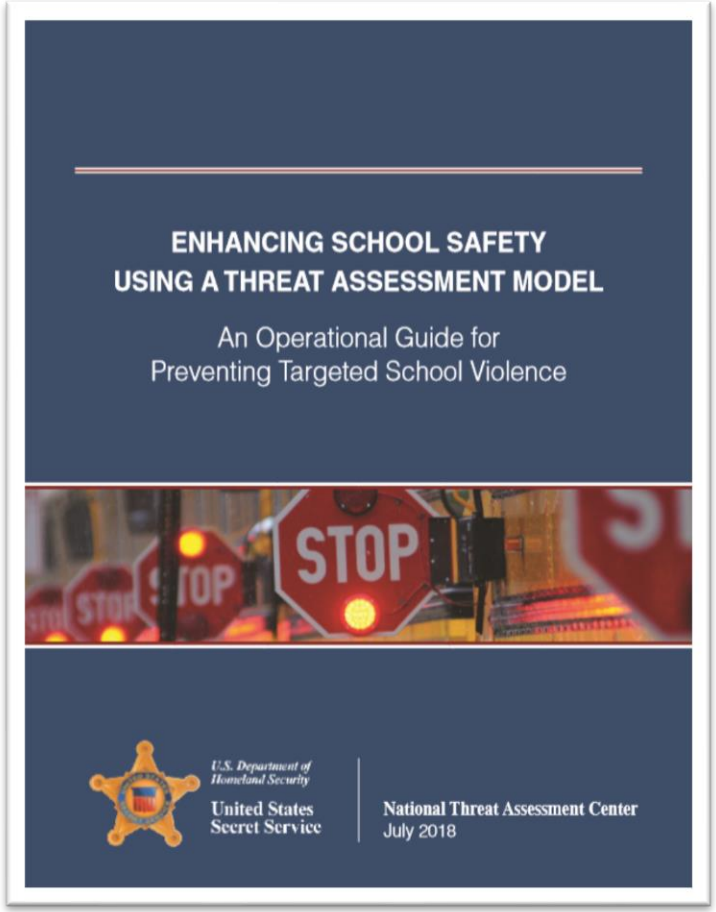
What is Threat Assessment?

- Multidisciplinary team of individuals who direct, manage, and document the threat assessment process
- Receive reports about concerning students and situations, gather additional information, assess risk posed to school community, and develop intervention and management strategies to mitigate risk of harm



Source: *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, National Threat Assessment Center, July 2018.

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Why Threat Assessment?

- Research suggests that establishing or enhancing threat assessment capabilities as part of a comprehensive strategy can reduce the likelihood of violence and help address the mental and behavioral health needs of students.
  - The *2018 PA School Safety Task Force Report* also recommended implementing multidisciplinary threat assessment teams as a best practice.

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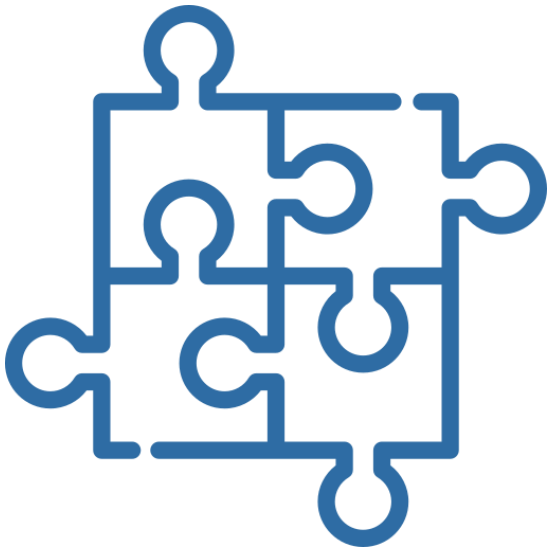
One Piece of the Puzzle

- Multidisciplinary threat assessment efforts should build on and complement existing programs and frameworks focused on promoting the safety, well-being, and success of all students, including:
  - Student Assistance Program (SAP)
  - Multi-Tiered Systems of Support (MTSS)
  - Positive Behavior Interventions and Support (PBIS)
  - School climate initiatives
  - Trauma-informed approaches
  - Social-emotional learning



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Act 18 of 2019 – School Safety

- Governor Wolf signed SB 144 (Act 18 of 2019) into law on June 28, 2019 as part of 2019-20 budget package.
- Among other school safety-related changes, the law established new requirements for K-12 school entities related to threat assessment under Article XIII-E of the PA Public School Code, as well as responsibilities for the School Safety and Security Committee (SSSC) to support implementation.
- With this new law, Pennsylvania joined 10 other states in requiring the formation of threat assessment teams.
  - Florida, Illinois, Kentucky, Maryland, Rhode Island, South Carolina, Tennessee, Texas, Virginia, and Washington

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Article XIII-E, Threat Assessment

- Role/responsibility of Threat Assessment Teams under Article XIII-E:
  - "…the assessment of and intervention with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others"
- Under new law, all school entities in Pennsylvania must establish at least one Threat Assessment Team by the start of the **2021-2022 school year.**
  - "School entities" include school districts, Intermediate Units (IUs), career and technical centers (CTCs), charter schools, regional charter schools, and cyber charter schools.

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Use of Existing Multidisciplinary Teams

- Article XIII-E allows school entities to satisfy requirements by **assigning threat assessment responsibilities to an existing team**, including Student Assistance Program (SAP) or *Safe2Say* Program teams.
- A team may also serve one or more schools within the school entity.

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Threat Assessment Team Requirements

- School entities can establish one or more teams **and can utilize existing teams to fulfill responsibilities**.
- Identified by the school entity's chief school administrator, in consultation with the Safety and Security Coordinator
- Each school entity must designate a Team Leader

Required Members	Optional Members

• Individuals with expertise in:
  • School health;
  • Counseling, school psychology, or social work;
  • Special education; and
  • School administration
• School Safety and Security Coordinator
	• Other school staff or community resources who can assist with threat assessment process
	  • *Examples: School security personnel; law enforcement agencies; behavioral health professionals; individuals receiving reports from Safe2Say Program; SAP team members; juvenile probation professionals; etc.*

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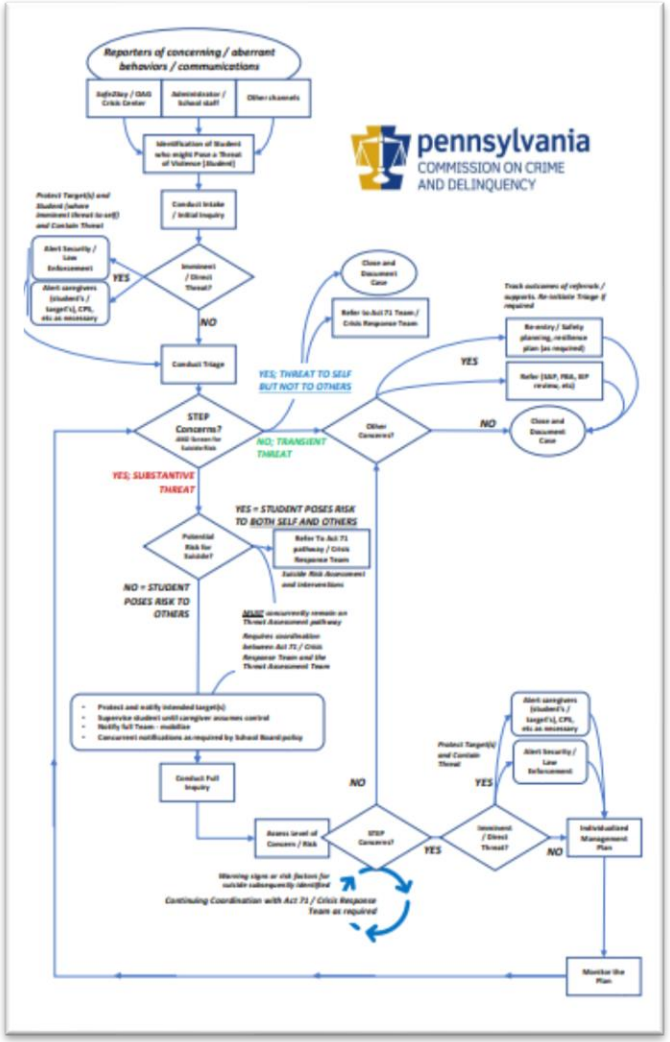
Key Responsibilities of Teams

1. Education and Awareness
2. Intake, Assessment, and Response
3. Communication and Information Sharing



Key Responsibility #1: Education and Awareness

- Provide informational materials regarding recognition of threatening or at-risk behaviors to students (age appropriate) and school employees.
- Ensure school employees know who is appointed to the school entity's threat assessment team, and aware of how to report threatening or at-risk behavior
  - Note: This can include reporting through the *Safe2Say* Program.

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Key Responsibility #2: Intake, Assessment, and Response

- Threat assessment team must assist in assessing and responding to reports received through the *Safe2Say* Program
- Assess/respond to reports of students exhibiting self-harm or suicide risk factors or warning signs
- Assess, respond and make appropriate determinations and referrals and related notifications to designated individuals
  - This can include coordination with the SAP, IEP team or community-based partners, as appropriate, including county agency or juvenile probation departments
- Ensure parents/guardians are notified when determinations/referrals take place

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Key Responsibility #3: Communication and Information Sharing

- Teams must also provide information necessary for fulfilling annual reporting requirements to the school entity's chief school administrator or designee.
- Note: Records/documentation developed or maintained by Threat Assessment Teams as well as the report and information presented to the school entity's board of directors and submitted to the School Safety and Security Committee at PCCD are not subject to Pennsylvania's Right-to-Know Law.

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Access to Student Information

- Article XIII-E explicitly provides Threat Assessment Teams with access to the following student information, to the extent necessary for fulfilling their duties and allowed by federal law:
  - Student health records;
  - Prior school disciplinary records;
  - Records or information shared with the school entity related to adjudication;
  - Records of any prior behavioral or mental health or psychological evaluations or screenings maintained by the school entity; and/or
  - Other records or information that may be relevant to evaluating a threat or determining treatment/referral options for a student that are maintained by the school entity.

Summary: Act 18 Training Requirements

School Community

- Provide informational materials regarding recognition of threatening or at-risk behaviors to students (age appropriate) and school employees.
- Ensure school employees know who is appointed to the school entity's threat assessment team, and aware of how to report threatening or at-risk behavior
    - Note: This can include reporting through the *Safe2Say* Program.
- All school entities must provide employees with mandatory School Safety and Security training, which may include "identification of student behavior that may indicate a safety threat" (among other topics).

Threat Assessment Team

- All members of Threat Assessment Team must undergo specific training related to their responsibilities that addresses at least the following areas:
    - *Responsibilities of team members;*
    - *Process of identifying, reporting, assessing, responding to and intervening with threats, including identifying and avoiding racial, cultural, or disability bias; and*
    - *Confidentiality requirements under federal and state law.*
- Training must be credited toward continuing professional education or staff development requirements as well as School Safety and Security training requirements.

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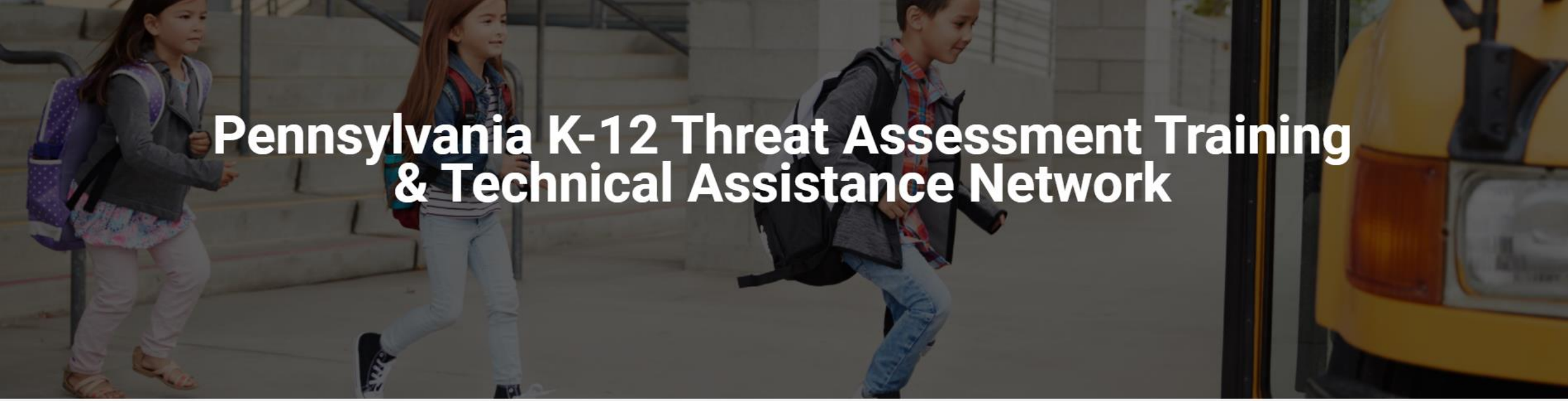

Pennsylvania K-12 Threat Assessment Training & Technical Assistance Network

PCCD's K-12 Threat Assessment Initiative

- To help implement these requirements, ***PCCD secured a federal grant to develop and offer comprehensive K-12 Threat Assessment Team Training and Technical Assistance to schools at no cost***.
  - This online training launched in April 2021.
  - Schools can make TA requests through the Network, accessing nationally recognized subject matter experts at no cost.
  - More information about the training, including registration, is available on PCCD's *Threat Assessment* webpage.

The Network's Training Services

- 1-day, face-to-face sessions.
- 2 x pilot courses now being scheduled for August 2021… Save the dates:
  - 9th August in Harrisburg with PaTTAN East hosting.
  - 16th August in Archbald, with NEIU (IU 19) hosting.
- 8-10 further sessions to be scheduled across Oct-Dec 2021.
- 'Ask the Expert' sessions hosted by a panel of Threat Assessment subject matter experts. Dates TBC based on demand. Open forum Q&A + answers to questions received in advance.

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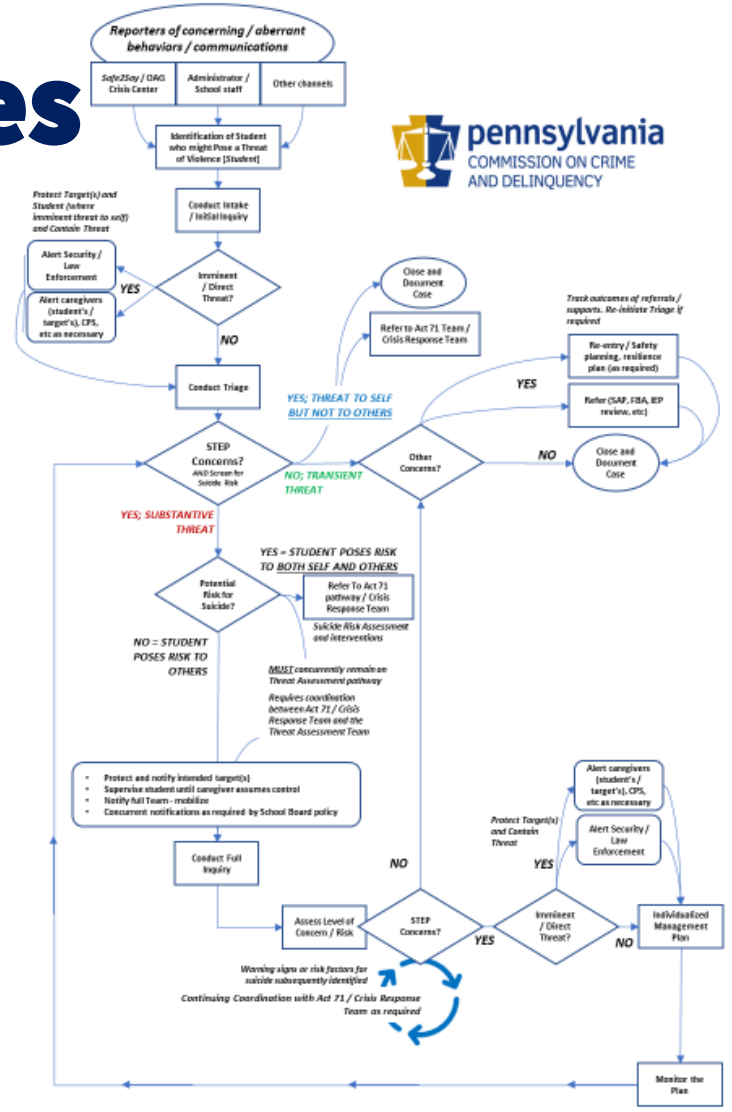
The Network's Training Services

- Comprehensive online training program.
- Employs a trainer of trainers (T3) approach to maximize long-term sustainability.
- All online modules and hard copy presentation materials accessed from the Network's dedicated site pak12threatassessment.org.



▸ K-12 Threat Assessment Training | Train the Trainer Manual — CLICK TO DOWNLOAD

▸ Model K-12 Threat Assessment Training Presentation — CLICK TO DOWNLOAD

We have updated the training presentation, re-setting some links to external resources that were not visible and now also providing direct links to the in-module videos. For those who downloaded the presentation before close of 18th May 2021, we recommend you re-download the presentation so you have the latest version.

▸ Model K-12 Threat Assessment Process Flowchart — CLICK TO DOWNLOAD

The Network's Training Services

- Integrated series of videos:
  - Core modules.
  - Scene-setting.

Online Threat Assessment Training Modules

Main Modules

REMINDER: to record your completion of each module, you must click the button that will appear on the screen at the end of each video.

Additional in-Module Online Video Resources

If you would like to download any of the additional in-module online video resources for later offline viewing, please use the repository link here. Select a video and click the "download" button, then choose your desired quality level.

Module 1 – Introduction to the Online T3 Program	
Module 2 – Training Scope, Conduct, Goals and the Legal and Administrative Context	
Module 3 – Introduction to Threat Assessment, Threats to Others and Threats to Self	Sandy Hook Promise | 'Evan'
	Sandy Hook Promise | 'Say Something'
Module 4 – The Rationale for the Threat Assessment Approach	PBS After Newtown | The Path to Violence

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The Network's Training Services

- Integrated series of videos:
  - Exposition.
  - Scenario-based training vignettes.

Module 5 – The Principles of Threat Assessment	The Principles of Threat Assessment | Pathway to Violence
	The Principles of Threat Assessment | STEP©
Module 6 – Responsibilities and Composition of Threat Assessment Teams and an Overview of the Threat Assessment Process	Conducting Threat Assessments | The Process in Overview
Module 7 – Identifying and Reporting Threats	Scenario-based exercises:
	Are those guns real?! | Middle School – Part 1
	They're all on my hit list... | High School – Part 1
	I'm really worried about him... | High School – Part 1
	CreepyPasta drawings... | Elementary – Part 1

- Completion of all core modules = CPE Credit/Act 48.

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The Network's Technical Assistance Services

- Online request form.
- Network Coordinator will connect requestor with TA provider.
  - Remote.
  - Face-to-face where required.
- Can assist with:
  - Advice and guidance on good practice processes, including on case management strategies applied to different individuals/situations of concern.
  - Working through realistic scenario-based examples to develop a school entity's ability and confidence in making sound assessments of the level of concern posed by different individuals and situations.
  - Generalized advice and guidance associated with ongoing cases.

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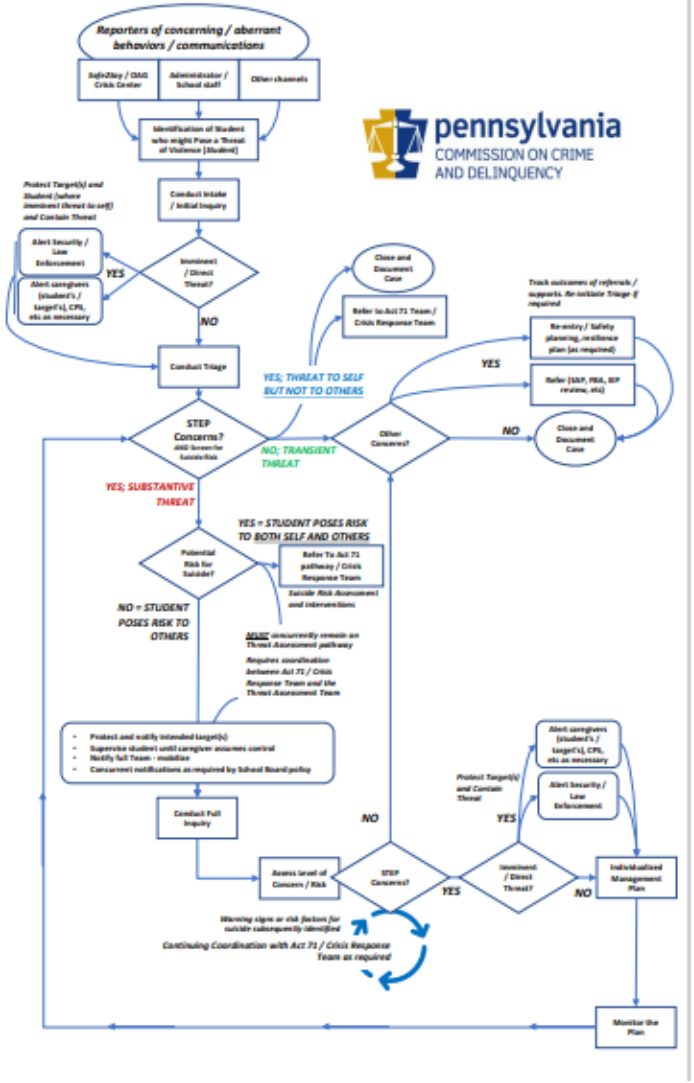
The Network's Technical Assistance Services

- Cannot assist with:
  - The provision of legal advice.
  - Making decisions on a school entity's behalf.
  - Advice and guidance associated with decision-making that is time-critical and relates to a Critical/Imminent threat to life or of serious physical or psychological harm.
  - Receipt or review of sensitive, individual records or other similar information.



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Navigating the Threat Assessment Process

Documentation – Policies and Administrative Regulations

- Article XIII-E directs the chief school administrator or designee to "ensure and establish procedures for the implementation of this section" – school entities may adopt board-level policies and/or administrative procedures or regulations to enact requirements
- PSBA Policy Guide – **New policy 236.1 Threat Assessment**
- PSBA Administrative Regulations –
  - **236.1-AR-0 Threat Assessment Intake Form**
  - **236.1-AR-1 Threat Assessment Checklist**
  - **236.1-AR-2 Individualized Management Plan and Re-Entry Process**

Documentation – Additional Updates

- Remember to review other existing policies, administrative regulations and documents that may be impacted by threat assessment requirements, including but not limited to:

  - Code of Student Conduct
  - Student and Staff Handbooks
  - Student Records Plan
  - District website
  - Staff training
  - Annual notifications list
  - Collective bargaining agreements (where applicable)

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Documentation – Additional Updates

- Board policies and administrative regulations:
  - 146.1 Trauma-Informed Approach
  - 218 Student Discipline (updates coming soon)
  - 218.1 Weapons
  - 218.2 Terroristic Threats
  - 236 Student Assistance Program - AR
  - 247 Hazing
  - 249 Bullying/Cyberbullying
  - 252 Dating Violence
  - 805 Emergency Preparedness
  - Safe2Say Something Procedures
  - 805.2 School Security Personnel
  - 819 Suicide Awareness, Prevention and Response (updates coming soon)

Additional Resources for Schools

- ***Model K-12 Threat Assessment Procedures and Guidelines*,** to support school entities in developing their own policies and threat assessment teams in compliance with the expectations delineated in Act 18.
- ***Guidance on Communication and Information on Confidentiality*,** in a Q&A format, to assist schools in ensuring open communication with other school-based intervention teams (particularly Student Assistance Program (SAP) and Individualized Education Program (IEP) teams) and maintaining appropriate confidentiality in accordance with state and federal law.
- ***Information for School Staff, Parents, and Guardians*,** in a PowerPoint format, that school entities can adapt to include local connections and utilize as part of an interactive presentation.
- ***Students Preventing Violence in School*,** in a PowerPoint format, provides information tailored to students that students can access directly, teachers can use in the classroom, or school entities can otherwise adapt and incorporate into an interactive or multimedia presentation.
- ***School Safety and Security Grant funding*** *(PCCD)*
- ***Office for Safe Schools Targeted Grant funding*** *(PDE)*

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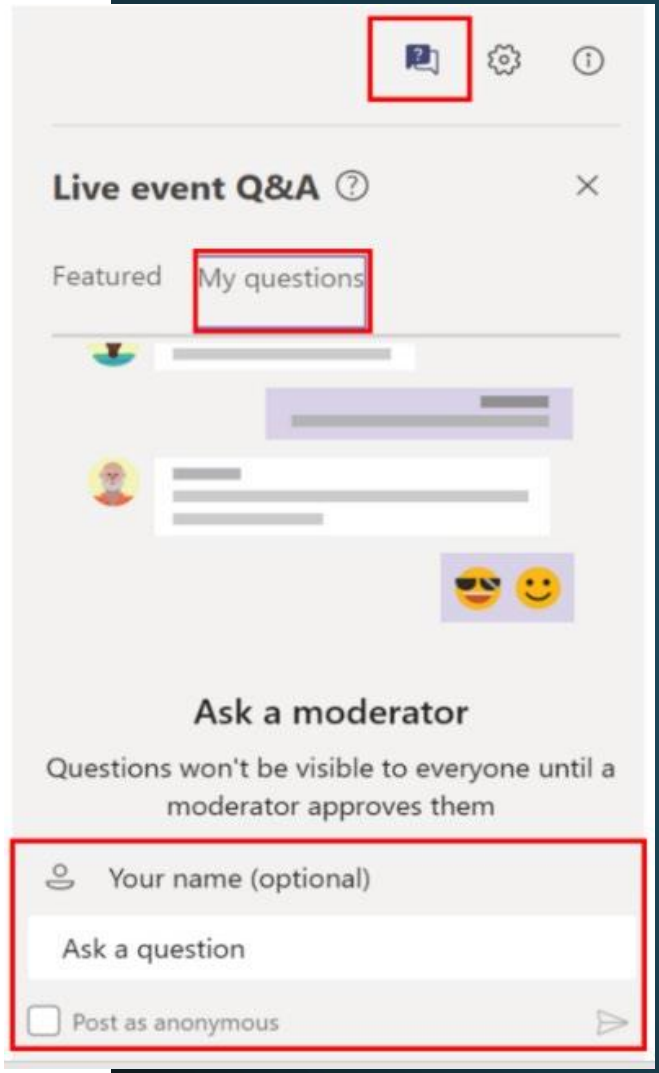
Questions?

- Please use the “Q&A” feature to submit your question(s), if you haven’t already done so.
- PCCD staff are reviewing and will answer as many questions/topics as we can over the next few minutes.



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Student Care And Threat Assessment Team

Dunmore School District

SCATT

Threat Assessment

A group of officials that convene to identify, evaluate, and address threats or potential threats to school security.

Threat assessment teams review incidents of threatening behavior by students (current and former), parents, school employees, or other individuals.

These teams then work together to assess the individual's behavior and intervene with those whose behavior may pose a threat.

Threat assessment is ultimately about getting individuals help and preventing an act of violence through mitigation by using a STEP process that

S.T.E.P.

- Subject
- Target
- Environment
- Precipitating event

Board Policy

Included in your binder

Can be found on the districts website under board policy Sect 236.1

Promulgated by state School Code, Section 1302 Article XIII.E

Staff notification of team creation

Mandatory

4 Categories; direct, indirect, veiled, conditional.

Direct threat identifies a specific target and is delivered in a straightforward, clear, and explicit manner.

Indirect threat tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal.

4 Categories; direct, indirect, veiled, conditional

Veiled threat is one that strongly implies but does not specifically threaten violence.

Conditional threat is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met.

Threat Levels

- Low Risk
- Moderate Risk
- High Risk
- Imminent

Threat Level: LOW

Low Risk:

threat in which it is determined that the individual/situation does not appear to pose a threat of serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

Threat Level: MODERATE

Moderate Risk:

Threat in which the person/situation does not appear to pose an immediate threat of violence, or serious harm to self/others, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.

Threat Level: HIGH RISK

<u>High Risk:</u>

Threat in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm self/others and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.

Threat Level: IMMINENT

<u>Imminent threat</u>

Person/situation poses a clear and immediate threat of serious violence toward self/others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behaviors that require intervention.

Student Care and Threat Assessment Team

- Initial report
  - Receiving threat
    - Any team member may take initial report
    - Team members receiving report will forward information to team leader
    - Begin to fill out reporting form “Threat Assessment Incident Report”

Threat Assessment

What type of Threat?

- Direct
- Indirect
- Veiled
- Conditional

What is the risk level of the threat?

- Low Risk
- Moderate
- High
- Imminent

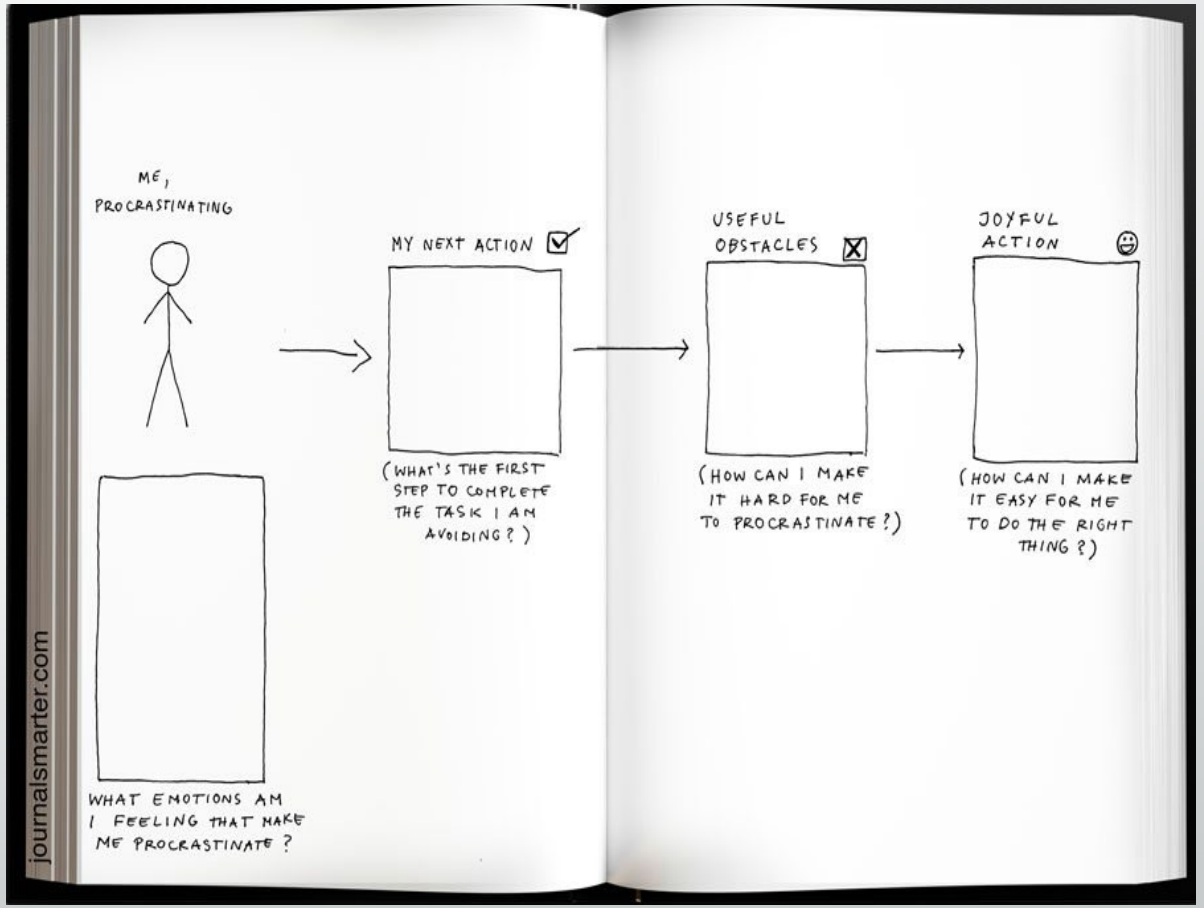
Threat Assessment Template

- Risk Factors:
  - Personality traits
  - Behavior
    - Journaling
    - Planning
- Family Dynamics:
  - Relationships within the home
  - Parental discipline
  - Weapons in the home

Threat Assessment

Planning behaviors

- *JOURNALING*
  - Mapping
  - Time lines
  - Dates
  - Target selection
  - Stated grievances



Threat Assessment

School Dynamics

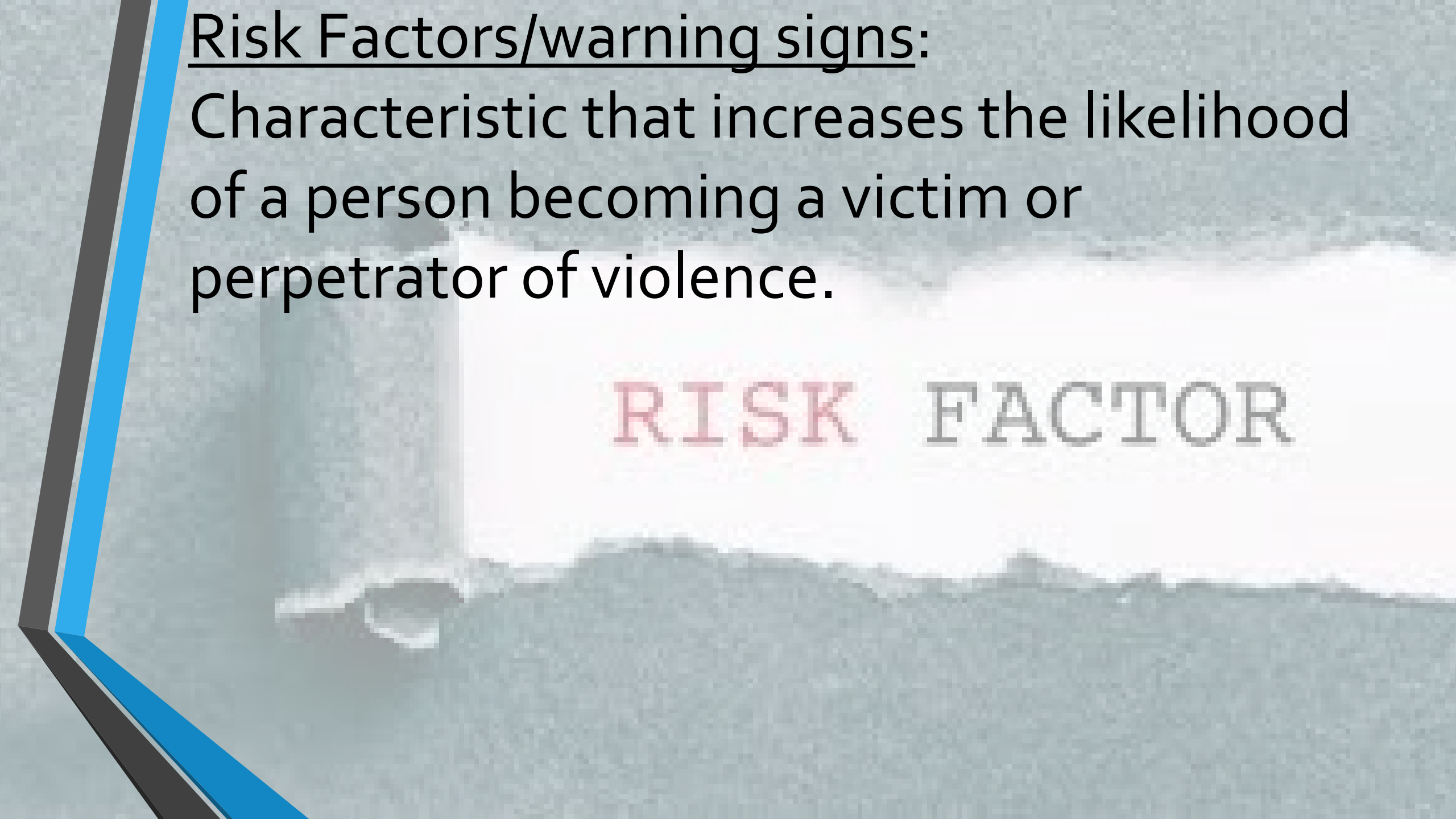
- Attachments
- Discipline
- School culture
- Social media usage

Social Dynamics

- Media
- Drugs/alcohol
- Outside interest

<u>Risk Factors/warning signs</u>:

Characteristic that increases the likelihood of a person becoming a victim or perpetrator of violence.

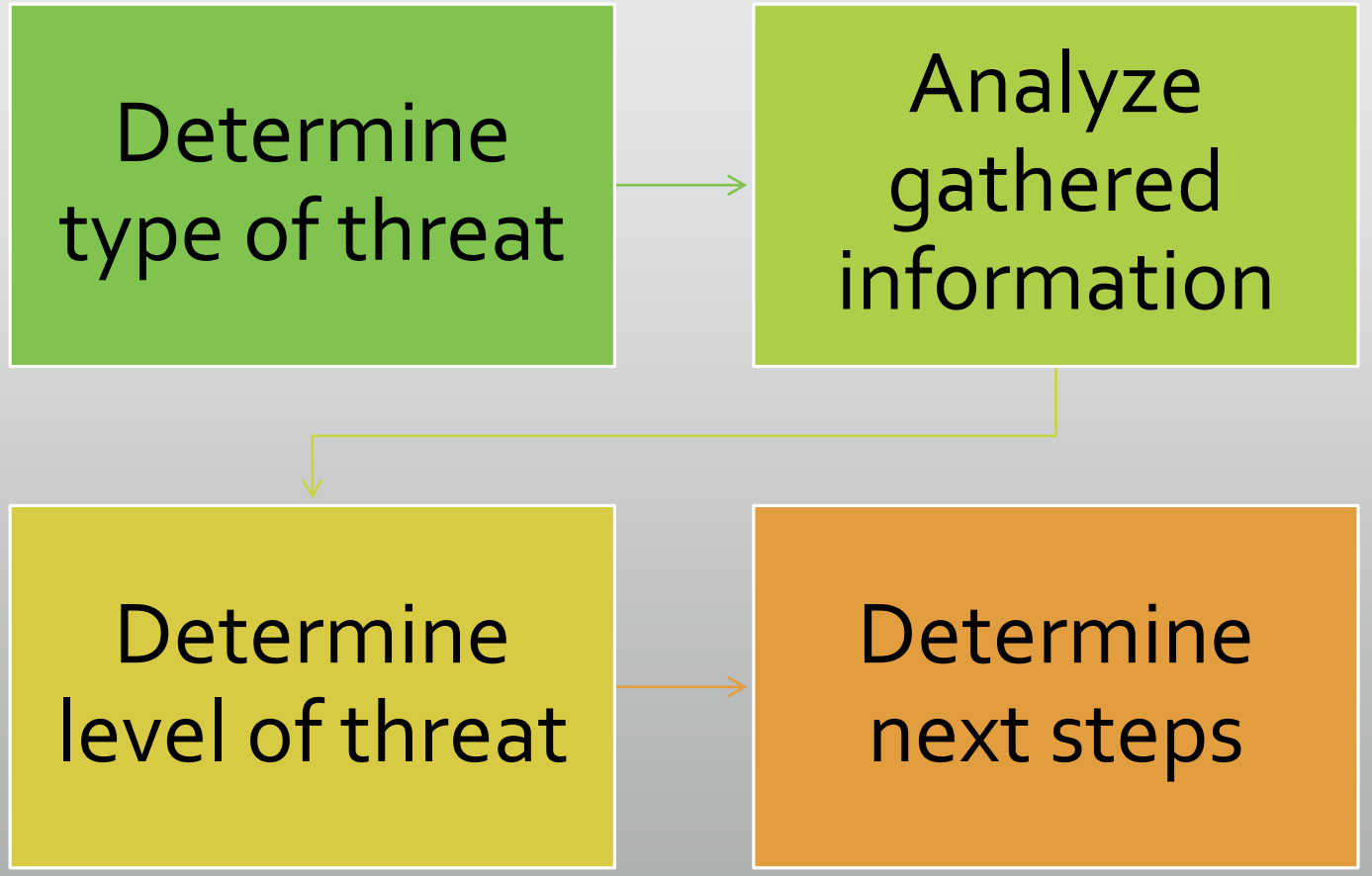


Risk Factors/warning signs:

- Family
- Individual factors
- Mental health
- Criminal background
- Social factors
- Environmental factors
- Precipitating event

- Verbal clues
- Behavioral or physical clues
- Strange/disturbing thoughts
- Obsession
- Idolization

What's Next?


Determine type of threat
Analyze gathered information
Determine level of threat
Determine next steps

Certain types of threats/incidents must be reported to Law Enforcement:

- Homicide
- Aggravated Assault
- Stalking
- Kidnapping
- Unlawful restraint
- Rape
- Sexual Assault
- Arson
- Institutional Vandalism
- Burglary
- Criminal Trespass
- Riot/inciting a riot
- Possession of firearm by minor
- Possession/Use/Sale of controlled substance

Intervention matrix:

Once threat level has been determined SCATT shall take appropriate next steps dependent upon the findings of the team.

Victims/suspect and parents/guardians shall be notified in a manner of timeliness consistent with the nature of the threat being made.

In the case of imminent threat to harm self or others: contact Law Enforcement and care givers immediately

If the team determines the student may be a suicide risk that student shall be referred to the districts suicide prevention program forthwith.

Less than imminent threat:

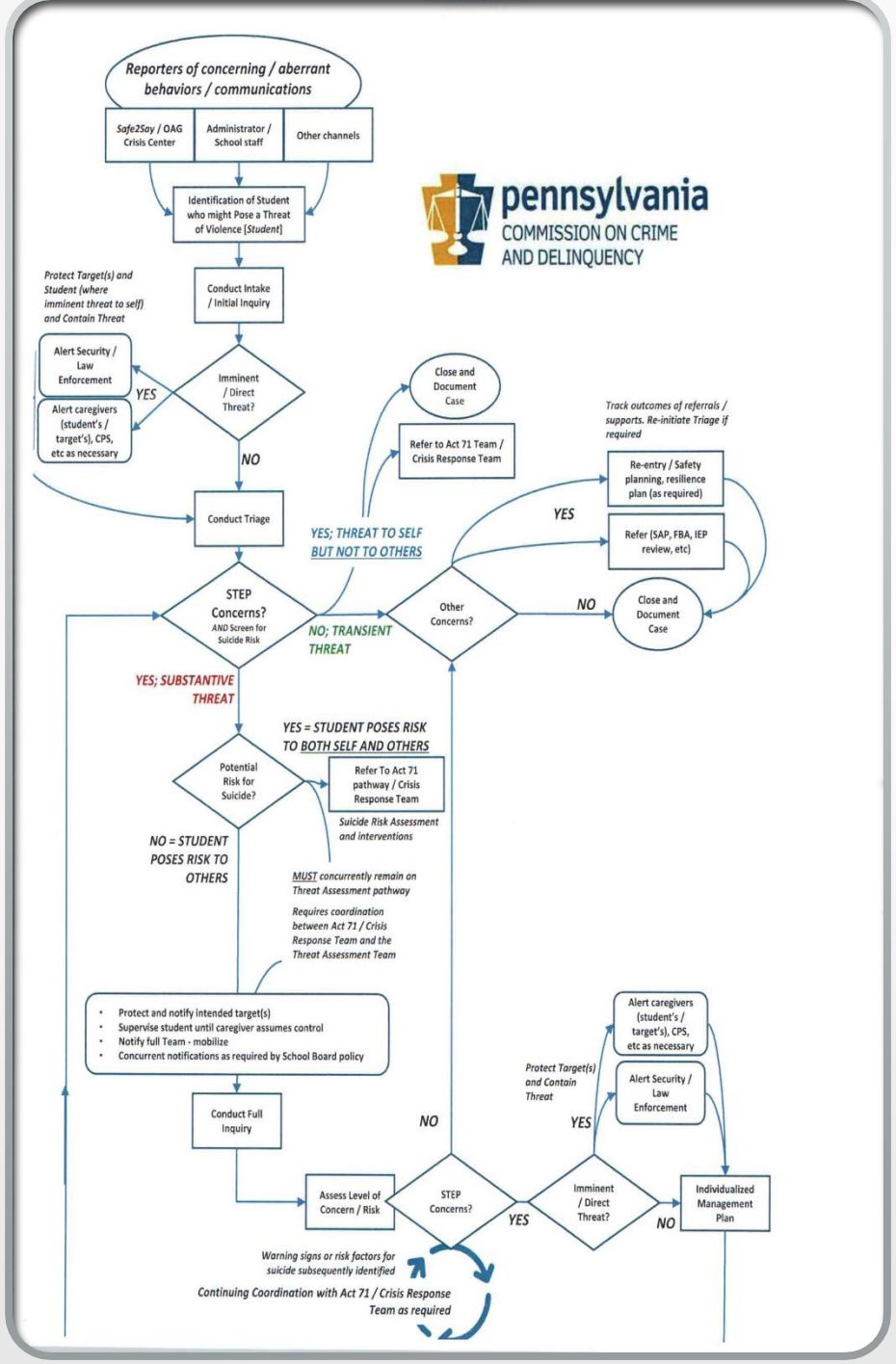
- Substantive or high threat level:
  - Monitoring
  - Referral
  - Follow up
- Moderate threat level:
  - Monitor
  - Referral
  - Follow up
- Low threat level:
  - Monitor
  - Referral
  - Follow Up

After Action:

SCATT shall develop strategies by working with other district and non-district entities for helping victim and threat re-enter the school environment. Student must remain on threat assessment pathway for follow up for each referral.

All SCATT activity shall be documented in a threat assessment incident report

All SCATT team members receiving initial report shall document that report in the threat assessment incident report and forward that to team leader.


Reporters of concerning / aberrant behaviors / communications
Safe2Say / OAG Crisis Center
Administrator / School staff
Other channels
Identification of Student who might Pose a Threat of Violence [Student]
pennsylvania
COMMISSION ON CRIME AND DELINQUENCY
Protect Target(s) and Student (where imminent threat to self) and Contain Threat
Conduct Intake / Initial Inquiry
Alert Security / Law Enforcement
Alert caregivers (student's / target's), CPS, etc as necessary
YES
Imminent / Direct Threat?
NO
Close and Document Case
Refer to Act 71 Team / Crisis Response Team
Track outcomes of referrals / supports. Re-initiate Triage if required
Re-entry / Safety planning, resilience plan (as required)
Refer (SAP, FBA, IEP review, etc)
YES
Conduct Triage
YES; THREAT TO SELF BUT NOT TO OTHERS
STEP Concerns? AND Screen for Suicide Risk
NO; TRANSIENT THREAT
Other Concerns?
NO
Close and Document Case
YES; SUBSTANTIVE THREAT
YES = STUDENT POSES RISK TO BOTH SELF AND OTHERS
Potential Risk for Suicide?
Refer To Act 71 pathway / Crisis Response Team
Suicide Risk Assessment and interventions
NO = STUDENT POSES RISK TO OTHERS
MUST concurrently remain on Threat Assessment pathway
Requires coordination between Act 71 / Crisis Response Team and the Threat Assessment Team
Protect and notify intended target(s)
Supervise student until caregiver assumes control
Notify full Team - mobilize
Concurrent notifications as required by School Board policy
Conduct Full Inquiry
Assess Level of Concern / Risk
STEP Concerns?
NO
YES
Imminent / Direct Threat?
YES
NO
Protect Target(s) and Contain Threat
Alert caregivers (student's / target's), CPS, etc as necessary
Alert Security / Law Enforcement
Individualized Management Plan
Warning signs or risk factors for suicide subsequently identified
Continuing Coordination with Act 71 / Crisis Response Team as required

SAFE SCHOOLS COALITION

School Threat Response Protocol

(LCDAO/LCDHHS)

- Introduction:

  Provides *Standardized* guidelines for all stake holders to work in conjunction toward successful mitigation.

COALITION
School Threat Response Protocol
(LCDAO/LCDHHS)

Tiered Response Model

Tier One Response

Tier Two Response

COALITION
School Threat Response Protocol
(LCDAO/LCDHHS)

Guidance for Schools

Notifications and Communications

Building School TA teams

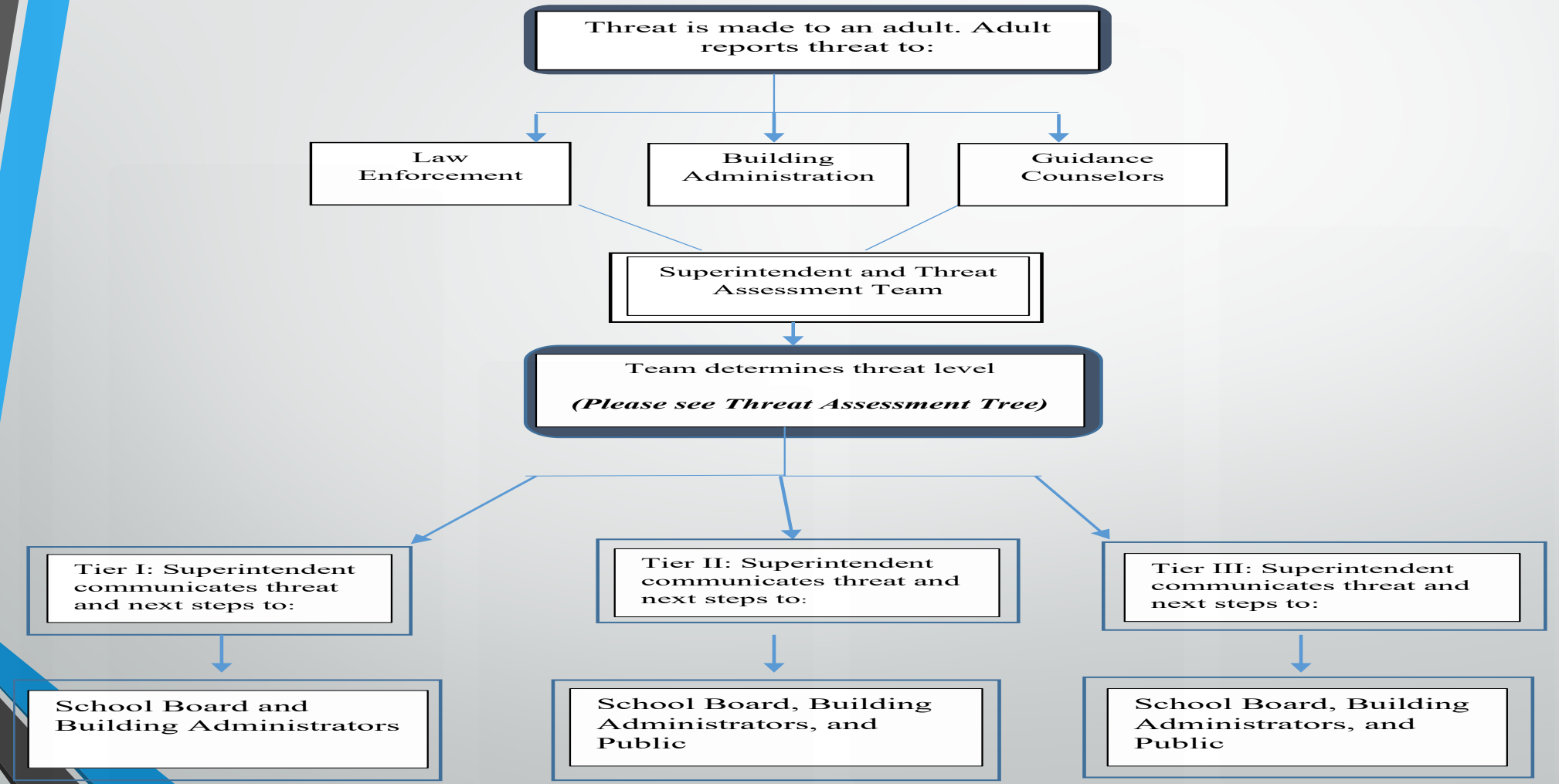
District Wide TA teams

Guidance for Law Enforcement

Dealing with Unforeseen Circumstances

Next Steps

Communications:

Implement standard communication protocol that specifically governs the necessity for and under what circumstances staff, public, school board are notified of threats.

Dunmore School District Threat Assessment Communication Flow Chart