Contra Costa County Office of Education

Threat Assessment
Guidelines and Protocol
2026



CONTRA COSTA COUNTY
Office of Education
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Lynn Mackey, Superintendent of Schools

Table of Contents

4 **DISCLAIMER**

4 **INTRODUCTION TO THE SCHOOL-BASED THREAT ASSESSMENT**

4 PREVENTION AND PREPARATION

7 RATIONALE FOR SCHOOL-BASED THREAT ASSESSMENT

7 PURPOSE OF THE CONTRA COSTA COUNTY OFFICE OF EDUCATION SCHOOL-BASED THREAT ASSESSMENT GUIDELINES AND PROTOCOL

7 **BACKGROUND AND CONTEXT**

7 WHAT ARE SCHOOL-BASED THREATS?

7 RESEARCH FROM THE NATIONAL THREAT ASSESSMENT CENTER

8 RELEVANT LEGAL CONSIDERATIONS

9 **GUIDANCE FOR SCHOOL-BASED THREAT ASSESSMENT**

9 BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT (BTAM) BEST PRACTICE CONSIDERATIONS FOR K–12 SCHOOLS (NASP)

11 SCHOOL CRISIS PREVENTION AND INTERVENTION – THE PREPARE MODEL (NASP)

11 ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL: AN OPERATIONAL GUIDE FOR PREVENTING TARGETED SCHOOL VIOLENCE (NTAC)

12 COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINES (CSTAG)

12 CONTRA COSTA COUNTY OFFICE OF EDUCATION SUICIDE PREVENTION AND INTERVENTION PROTOCOL



Table of Contents

13 **CONTRA COSTA COUNTY OFFICE OF EDUCATION SCHOOL-BASED THREAT ASSESSMENT PROTOCOL**

13 SCHOOL-BASED THREAT ASSESSMENT STEPS

18 OTHER PROCEDURAL CONSIDERATIONS

18 RETENTION AND TRANSFER OF RECORDS

18 **REFERENCES AND RESOURCES**

19 **APPENDICES**

19 THREAT ASSESSMENT TEAM MEMBERSHIP LIST

20 THREAT ASSESSMENT PRINCIPLES AND KEY QUESTIONS

21 CSTAG FORMS FOR COMPREHENSIVE SCHOOL THREAT ASSESSMENT

45 AUTHORIZATION FOR RELEASE OF PROTECTED HEALTH INFORMATION

46 SCHOOL-BASED THREAT DOCUMENTATION FORM

47 SCHOOL-BASED THREAT INTERVENTIONS AND CONSEQUENCES

48 CONTRA COSTA COUNTY LAW ENFORCEMENT CONTACTS

49 RELEASE AND EXCHANGE OF INFORMATION



DISCLAIMER

This document does not constitute legal advice and does not create an attorney-client relationship. The reader and Local Education Agencies (LEAs) are advised to seek independent legal counsel when developing their own threat assessment protocols.

INTRODUCTION TO SCHOOL-BASED THREAT ASSESSMENT GUIDELINES AND PROTOCOL

In ensuring the safety and well-being of our school communities, the Contra Costa County Office of Education is committed to implementing a comprehensive school-based threat assessment protocol. School-based threat assessment protocols are a critical component of secure school environments where every student, staff member, and visitor feels protected and supported. This protocol is guided by the best practices set forth by the National Association of School Psychologists (NASP), National Threat Assessment Center (NTAC), and Comprehensive School Threat Assessment Guidelines (CSTAG), formerly known as the Virginia Student Threat Assessment Guidelines.

The NASP, NTAC, and CSTAG emphasize a proactive approach to threat assessment, focusing on early identification, thorough evaluation, and collaborative intervention to mitigate potential risks. The Contra Costa County Office of Education integrates these principles to effectively address threats, concerns, or behaviors that may jeopardize safety within our school grounds. By employing a multidisciplinary team of trained professionals, including educators, mental health professionals, administrators, and law enforcement where appropriate, we aim to assess and respond to threats in an equitable, objective, and timely manner.

Central to our approach is the balance of safety with the rights and well-being of all individuals involved. Through clear protocols and transparent procedures, we seek to uphold due process while swiftly addressing any potential threat. This policy underscores our commitment to fostering a culture of trust, communication, and vigilance within our school community.

By following best practices in the field of school-based threat assessment and maintaining open communication with stakeholders, we strive to create an environment where all members can thrive academically, socially, and emotionally, free from the fear of violence or harm. Together, we work towards maintaining a safe and supportive environment that promotes learning and growth for everyone. As we continue to refine and implement our school-based threat assessment protocol, we invite feedback and collaboration from all stakeholders to further strengthen our commitment to safety and well-being.

Prevention and Preparation

Prevention and preparation are crucial in addressing school-based threats because they proactively address potential risks before they escalate into crises. A proactive approach not only enhances the physical safety of students and staff but also contributes to a more resilient and secure learning environment, ensuring that educational institutions can effectively navigate and respond to challenges with confidence and preparedness. The following items are key components of preventing and preparing for potential school threats.

Positive School Climate

Positive school climate involves fostering a welcoming and inclusive atmosphere where students feel valued and respected. Key elements include strong relationships between students, staff, and families; clear expectations for behavior; and a focus on social-emotional learning. A positive climate can reduce the likelihood of conflicts and behavioral issues, making it easier to identify and address potential threats early on. Prevention and social–emotional learning (SEL) curricula should include lessons on the following topics that help to promote and sustain safe school climate: diversity and inclusion, emotional regulation, conflict resolution, problem solving skills, bullying prevention, suicide prevention, violence prevention, and reporting concerns. Schools should analyze their data to determine the best prevention and intervention programs needed for their school communities.

Multi-Tiered Systems of Supports (MTSS)

A Multi-Tiered System of Support (MTSS) works in conjunction with threat assessment by providing a framework for early identification, intervention, and support for students exhibiting concerning behaviors. MTSS is a data-driven approach that provides varying levels of support based on students' needs and on-going progress monitoring. By implementing MTSS, schools can more effectively identify students who are at risk of academic or behavioral problems and provide timely interventions. This proactive approach helps prevent issues from escalating into more serious threats, as it addresses underlying problems early and supports students' overall well-being. MTSS typically includes three tiers:

Tier 1: Universal screening and supports for all students, such as school-wide behavioral expectations and social-emotional learning programs.
Tier 2: Targeted interventions for small groups of students who need additional support.
Tier 3: Intensive, individualized interventions for students with significant needs, which might involve one-on-one support or specialized services.

NTAC and the Center on Positive Behavioral Interventions and Supports (PBIS) released Aligning Behavioral Threat Assessment and Management with a Multi-Tiered System of Support: Building a Continuum of Prevention and Intervention in July of 2025. This guide explains how to schools can integrate behavioral threat assessment with MTTSS to improve early intervention before behaviors escalate. Streamline supports across tiers of intervention, ensure equitable support, especially for students with disabilities, and enhance school safety and positive climate. Key strategies schools should integrate include mapping threat responses to MTSS tiers, sharing data systems and teams, staff training, and local needs. School-based threat assessment and MTSS have a unified approach to student wellbeing and school safety.

Multidisciplinary School-Based Threat Assessment Teams

School-based threat assessment should be conducted by a team. This team should have expertise in areas such as psychology, education, administration, law enforcement, and social work. Therefore, every school site should form a multidisciplinary team consisting of school personnel (administrators, counselors, school resource officers, and mental health professionals) to evaluate potential threats. Multidisciplinary threat assessment teams should be established and/or renewed at the beginning of each school year to

prepare for potential threats. Members who have left should be replaced, and roles and contact information should be reviewed at the time of any change in team membership.

Protocols and Procedures

Having written school-based threat assessment protocols and/or procedures is important in both prevention and preparing for school-based threats. Implementing threat assessment protocols in schools is crucial for several reasons. First, school-based threat assessment helps identify and address potential threats before they escalate into violence. By evaluating and managing risks early, schools can intervene proactively to prevent harmful incidents. These protocols provide a structured approach to ensure the safety of students, staff, and visitors. They help create a secure environment where individuals feel protected and supported. Effective threat assessment fosters a positive school climate by addressing concerns and conflicts constructively. It promotes open communication and builds trust among students, parents, and staff. School-based threat assessments can identify students who may be struggling with mental health issues, allowing for timely support and intervention. This helps in addressing underlying problems before they lead to more serious issues. School-based threat assessment involves collaboration among various stakeholders, including school personnel, law enforcement, and mental health professionals. This multidisciplinary approach ensures a comprehensive evaluation of potential threats and appropriate responses. Many jurisdictions have legal requirements for schools to implement threat assessment protocols. Adhering to these requirements helps schools stay compliant and avoid legal repercussions. Lastly, school-based threat assessment protocols can be helpful as they relate to suicide protocols and comprehensive school safety plans.

Training

Training in multidisciplinary school-based threat assessment is crucial for schools to ensure a safe and supportive environment for students and staff. By equipping educators and administrators with the skills to identify, evaluate, and address potential threats, schools can proactively prevent and manage situations that might otherwise escalate into violence or harm. This training helps in recognizing early warning signs, fostering a culture of vigilance and communication, and implementing effective intervention strategies. Staff are better able to respond to threats when they are trained. Additionally, there is an overrepresentation of the number of threat assessments conducted with African American, Native American, and Latinx students in addition to students with disabilities. Therefore, it is important to acknowledge and address disproportionality and bias in threat assessment training. Educators should be trained and equipped to understand equity, intersectionality, culture, privilege and discipline practices to combat discrimination, bias, and racism in school-based threat assessment. There should be annual training for all staff about how to recognize and report warning signs of a school-based threat. Staff who are members of the multidisciplinary school-based threat assessment team should receive more specific training in the specific processes of conducting a school-based threat assessment. Multidisciplinary school-based threat assessment teams should meet at least twice a year to review protocols and training needs specific to their schools.

Rationale for School-Based Threat Assessment Procedures

A threat assessment policy and procedure are essential for identifying, evaluating, and mitigating potential risks to the safety of students, staff, and the broader school community. By systematically assessing behaviors that may indicate a threat, schools can intervene early, provide appropriate support, and prevent incidents before they escalate. This proactive approach fosters a safer learning environment, promotes mental health awareness, and ensures that schools are prepared to respond effectively to potential threats while maintaining a focus on the well-being of all individuals involved. Furthermore, guidelines and protocols provide best practices for staff to follow when faced with instances of school threats. Well-defined protocols help schools and organizations respond appropriately to incidents, reduce ambiguity, and provide a defensible framework in the event of legal challenges. Protocols are needed to mitigate litigation by establishing clear, consistent procedures that demonstrate due diligence in managing potential risks.

PURPOSE OF CONTRA COSTA COUNTY OFFICE OF EDUCATION'S SCHOOL-BASED THREAT ASSESSMENT GUIDELINES AND PROTOCOL

The Contra Costa County Office of Education provides resources to eighteen school districts across Contra Costa County. This document is one of those resources districts may use when conducting school-based threat assessments. School districts within Contra Costa County are not mandated to follow the protocol within this document, and may choose to develop their own. However, schools operated by the Contra Costa County Office of Education must follow this protocol when conducting a threat assessment.

Background and Context

The following section will explore what constitutes a school-based threat, summarize key findings from NTAC, and outline important legal considerations for practitioners.

What are School-Based Threats?

School-based threats refer to any potential or actual danger that poses a risk to the safety and well-being of students, staff, or the educational environment within a school setting. These threats can manifest in various forms, including physical violence, verbal intimidation, psychological harm, or significant property damage. Examples include but are not limited to a student threatening to bring a weapon to school, which can lead to immediate safety concerns and potential harm; online bomb threats, where individuals use digital platforms to threaten campuses, impacting mental health and creating an unsafe environment; and verbal threats, such as direct threats of violence or harm made by a student, which can create fear and disrupt the learning atmosphere.

Research from the National Threat Assessment Center (NTAC)

The U.S. Secret Service National Threat Assessment Center (NTAC) is a division within the Secret Service that conducts research and develops training on preventing targeted violence in the U.S., including targeted violence in schools. They study behaviors and warning signs exhibited by individuals before they commit acts of violence, with the goal of promoting early intervention and prevention strategies. NTAC's research emphasizes

that targeted violence is often preventable. By understanding the warning signs (like pathway behaviors and leakage) and fostering a strong reporting culture, communities and schools can take proactive steps to intervene early and protect lives. NTAC key findings include:

Pathway to Violence Definition: NTAC defines the "pathway to violence" as a progression of behaviors and decisions that individuals may exhibit as they move toward carrying out a threat. Those who carry out threats do not act impulsively; their actions are typically planned in advance. They often engage in research, preparation, and practice. Many individuals experience personal crises, such as bullying, academic failure, or family problems, during this progression. Recognizing signs along this pathway allows for early intervention before violence occurs.

Leakage. Leakage occurs when an individual intentionally or unintentionally reveals their intent to cause harm, often by making threats, comments, or writings about their plans. Leakage is common among school-based threats; many shared their plans with peers, online, or in journals before acting. Leakage can occur weeks or months before an attack. Encouraging people to take threatening communications seriously and to report them can provide critical opportunities for intervention.

Impact of Reporting. NTAC reports individuals may have known about threats beforehand but did not report it, often due to fear of retaliation, disbelief, or lack of knowledge on what to do. When threats are reported, schools and law enforcement often have successful interventions that prevent violence. Promoting a culture where students and staff feel safe and supported in reporting concerns is vital. Training on how to report and what to look for increases the chances of preventing violence.

Relevant Legal Considerations

Legal considerations for school-based threat assessment are vital in ensuring both the safety of the school community and the protection of individual rights. Schools must navigate various laws and regulations, including those related to student privacy, due process, and reporting obligations. Understanding these legal frameworks helps ensure that threat assessment processes are conducted ethically and effectively while minimizing liability for the school and its personnel. Relevant legal considerations schools should be aware of when conducting a threat assessment include:

1st Amendment, Freedom of Speech. Students are not entitled to protection when speech reasonably leads school authorities to forecast substantial disruption of, or material interference with school activities, or, alternatively, if speech collides with rights of others to be secure and to be let alone."

4th Amendment, Unreasonable Search and Seizure. Search generally must be reasonable based on the particular intrusion on a student's fourth amendment interests against the school's promotion of legitimate interests.

14th Amendment, Due Process and Equal Protection. Threat assessment and response must comply with students' rights and not discriminate against students

on the basis of their inclusion with a protected class.

Tort Claims. Threat assessment and response may create the basis for potential legal claims for damages or other relief.

Family Educational Rights and Privacy Act (FERPA). Schools should consult with legal counsel before disclosing information that is protected by FERPA and/or the California Education Code. Student records may be disclosed under certain circumstances in an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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 and school mental health staff have a duty to breach confidentiality with specific and substantive threats.

Individuals with Disabilities Education Act (IDEA) and Section 504. School-based threat assessment is not a special education evaluation. If a threat assessment is conducted with a student with a disability, schools may need to provide the required behavioral supports and accommodations along with due process proceedings for potential discipline.

California Senate Bill 906. Threats of Homicide at School California Education Code section 49390 et seq. provides specific requirements when schools are aware of homicidal threats. This requirements include notification of safe storage of fire harms, and reporting threats or perceived threats to law enforcement.

Guidance for School-Based Threat Assessment

The Contra Costa County Office of Education School-Based Threat Assessment Protocol is developed with guidance from the NASP, NTAC, and CSTAG for conducting threat assessments in schools. With and understanding of the relationship between suicide risk assessment and threat assessment, the Contra Costa County Office of Education Suicide Risk Assessment Policy and Protocol is also referenced when needed.

Behavioral Threat Assessment and Management (BTAM) Best Practice Considerations for K–12 Schools. The NASP provides guidelines for school-based threat assessment to help educational institutions manage potential threats effectively. The eight steps below outline the critical components to be included in a high-quality BTAM process.

1. **Team Approach:** Threat assessment should be conducted by a multidisciplinary team including administrators, teachers, counselors, and law enforcement if necessary.
2. **Define Prohibited and Concerning Behaviors:** There is a difference between

3. making a threat and posing a threat, keeping in mind that schools serve students with a variety of developmental ages, disabilities, and emotional maturity levels. Schools should be taught to recognize and report when someone is at risk to self or others.
4. **Develop a Central Reporting Mechanism.** School communities should be aware of what, when, and how to report potential threats, taking into consideration the culture and historical experiences of their school community when developing reporting systems. 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 a confidential option for reporting potential threats.
5. **Determine the Threshold for Law Enforcement Intervention.** A 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, meaning no sustained level of threat, then law enforcement will not likely need to be directly involved. If the threat is legitimate and mitigation actions need to be taken, a school resource or 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. 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 multidisciplinary threat assessment team to conduct a screening, followed by a full threat assessment, if deemed appropriate.
6. **Establish Assessment Procedures.** Use a structured process to evaluate threats, including gathering information about the threat, the student making the threat, and the context in which it was made. Data should be reviewed (e.g., school records, internet activity) and interviews should be conducted. Consider cultural factors that may influence threat assessment and intervention strategies, ensuring sensitivity and inclusiveness. Identify risk factors associated with the student making the threat, such as history of aggression, access to weapons, and mental health concerns. Assess protective factors that may mitigate the risk of violence, such as strong connections to family and positive peer relationships. Adhere to legal and ethical guidelines throughout the threat assessment process, respecting the rights and privacy of students involved.
7. **Develop Risk Management Options.** The multidisciplinary threat assessment team should consider all data, including risk and protective factors to identify levels of concern (low/medium/high/imminent), which in turn guide the team in directive actions and supports to be taken. Interventions need to focus on building resiliency and protective factors for the subject while also addressing safety concerns. The multidisciplinary threat assessment team should also maintain records of all threat assessments. For threats determined to be of low risk, informal monitoring may be sufficient. For those threats 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 support.
8. **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.

9. **Conduct Training for All Stakeholders.** Provide training and ongoing support for school staff on recognizing warning signs of potential violence and implementing the threat assessment process effectively. 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. The training should focus on protocols and processes of systematic implementation, biases that can impact decision making, and integrate case studies.

School Crisis Prevention and Intervention – The PREPaRE Model (NASP)

The PREPaRE Model. Developed by the NASP, The PREPaRE Model provides best practices for school-employed mental health professionals and other educators as members of school crisis response teams. The PREPaRE model describes crisis response team activities as occurring during the five mission phases of a crisis: (a) prevention (b) protection, (c) mitigation, (d) response, and (e) recovery. It also emphasizes that members of a school crisis response team must be involved in the following hierarchical and sequential set of activities:

P—Prevent and prepare for crises
R—Reaffirm physical health & welfare, and perceptions of safety & security
E—Evaluate psychological trauma risk
P—Provide interventions
a—and
R—Respond to mental health needs
E—Examine the effectiveness of crisis preparedness

Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence (NTAC)

The U.S. Secret Service's NTAC released the operational guide Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence. This document offers a structured, research-based approach to help schools proactively identify and manage potential threats of violence. Key Components include:

1. Establish a Multidisciplinary Threat Assessment Team: Form a team comprising school staff, administrators, law enforcement, and mental health professionals to oversee the threat assessment process.
2. Define Prohibited and Concerning Behaviors: Clearly outline behaviors that are unacceptable and those that warrant attention, such as threats, bullying, or interest in weapons.
3. Establish and Provide Training on a Central Reporting System: Implement a system for students and staff to report concerns confidentially and ensure all members are trained to use it effectively.
4. Determine the Threshold for Law Enforcement Intervention: Set criteria for when law enforcement should be involved, balancing safety with due process.
5. Establish Assessment Procedures: Develop standardized procedures for evaluating the seriousness of threats, considering factors like motive, means, and opportunity.

6. **Develop Risk Management Options:** Create strategies to mitigate identified risks, which may include counseling, behavioral interventions, or changes in school policies.
7. **Create and Promote a Safe School Climate:** Foster an environment that encourages respect, inclusivity, and open communication among students and staff.
8. **Provide Training for All Stakeholders:** Ensure ongoing education for all school community members on recognizing and responding to potential threats.

Comprehensive School Threat Assessment Guidelines (CSTAG)

The CSTAG, originally known as the Virginia Student Threat Assessment Guidelines, is an evidence-based framework designed to help K-12 schools evaluate and manage threats of violence. Developed by the Virginia Department of Education, CSTAG provides a systematic approach for assessing the seriousness of threats made by students, determining appropriate interventions, and ensuring the safety of the school environment. CSTAG aims to prevent violence by addressing threats early, supporting at-risk students, and fostering a safe and supportive school environment. Key components of CSTAG include:

1. **Assessment Procedures:** CSTAG outlines a structured process for evaluating threats, including gathering information from various sources, interviewing the student making the threat, and assessing the context and intent behind the threat.
2. **Threat Classification:** The guidelines help schools classify threats into categories based on their severity and potential for harm. This classification aids in deciding the level of response required.
3. **Intervention Strategies:** CSTAG emphasizes the development of intervention plans tailored to the specific needs of the student and the situation. This may include counseling, behavioral support, and communication with parents or guardians.
4. **Team-Based Approach:** The model encourages the formation of a multidisciplinary threat assessment team that includes school administrators, counselors, mental health professionals, and law enforcement if needed. This team collaborates to manage and respond to threats effectively.
5. **Documentation and Follow-Up:** CSTAG stresses the importance of thorough documentation of the threat assessment process and follow-up actions to ensure ongoing safety and address any underlying issues.

Contra Costa County Office of Education Suicide Prevention and Intervention Protocol

Suicide risk assessment and threat assessment are related, but distinct processes that both aim to evaluate and address potential dangers, though their focus differs. As outlined in the Contra Costa County Office of Education's Suicide Prevention and Intervention Policy and Protocol, suicide risk assessment specifically targets an individual's potential for self-harm, identifying factors such as psychological distress, suicidal ideation, and previous attempts. This evaluation seeks to understand the individual's mental state and the specific circumstances contributing to their risk of suicide. Often, suicide risk assessment is conducted by an individual mental health professional. Different from suicide risk assessment, school-based threat assessment is typically conducted by a team of mental health professionals, administrators, and law enforcement rather than a sole mental health professional. Threat assessment

encompasses a broader scope, including the evaluation of threats of harm to others or oneself in various contexts, such as school safety. While threat assessments often consider the possibility of suicide as part of a broader risk evaluation, their primary goal is to identify and mitigate risks posed by an individual's behaviors or statements that suggest an intent to cause harm. Both assessments involve a detailed analysis of risk factors and require careful consideration of the individual's context, but they differ in their focus and application, with suicide risk assessment centering on personal risk of self-harm and threat assessment addressing potential threats in a wider range of scenarios. Please refer to the Contra Costa County Office of Education Suicide Risk Assessment Policy and Protocol for further information.

Contra Costa County Office of Education School-Based Threat Assessment Protocol

The Contra Costa County Office of Education has multidisciplinary school-based threat assessment teams that use CSTAG when completing a school-based threat assessment. CSTAG is a systematic approach to evaluating and managing potential threats to safety within an educational environment.

School-Based Threat Assessment Steps. The steps for conducting a school-based threat assessment at the CCCOE are outlined below, and the CSTAG forms included in the appendices. These steps are designed to be flexible and adaptable to the unique circumstances of each situation while still adhering to the CSTAG protocol and best practices for school-based threat assessment.

1. Initial report or identification: The process begins when a threat, concerning behavior, or troubling situation is reported or identified. This can come from students, staff, parents, or community members in writing, verbally, or through the CCCOE reporting lines posted on the website. When threats are received via the phone, attempts should be made to keep the caller on the line to gather information about the threat.

   CCCOE Staff Actions:

   The potential threat is reported to the CCCOE site administrator immediately. If the site administrator is not available, the potential threat should be reported to the administrator or designee on duty. The administrator convenes the multidisciplinary threat assessment team. The multidisciplinary threat assessment team notifies the CCCOE Safety Manager of the potential threat. Use the CSTAG Threat Report form in the appendices.

2. Evaluate the threat: The multidisciplinary threat-assessment team conducts a thorough assessment of the threat. This includes analyzing the information gathered to understand the nature, severity, and credibility of the threat, as well as the risk it poses to the safety of the school community. This can include interviewing witnesses, reviewing records (academic, disciplinary, medical, etc.), speaking with providers, and gathering other pertinent data. Exact wording

should be noted. The team exercises cultural competence while evaluating the threat. This step corresponds to CSTAG Step 1.

CCCOE Staff Actions:

The threat assessment team designates individuals to review data (e.g., disciplinary records, internet activity) and conduct the interviews. This may be the site administrator and/or mental health professional working in collaboration (e.g., school psychologist, school social worker). The threat assessment team uses the CSTAG forms in the appendices for Assessment Findings, Interviews, and Observations to evaluate the threat. If needed, the mental health professional will also conduct a suicide risk screening using the CCCOE Suicide Prevention and Intervention Protocol.

3. Decide whether the threat is transient or substantive. Consider criteria for transient versus substantive threats or no threat at all. Consider student's age, credibility, and previous history. Transient threats are often rhetorical remarks or temporary expressions of anger or frustration. Substantive threats are ones that pose at least some risk that the student will carry out the threat, evidenced by the expressed intent to injure someone beyond the immediate situation. Indicators of substantive threats include a specific plan (verbal or written), a threat that has been repeated over time, or the recruitment of an accomplice or accomplices. This step corresponds to CSTAG Step 1.

   Staff Actions:

   The threat assessment team should reach a consensus for the threat classification. If consensus cannot be reached, staff will operate based on the highest possible threat classification. For threats that are transient, refer to CCCOE Step 4. For threats that are unclear of substantive, refer to CCCOE Step 5. Document the threat classification in the CSTAG forms in the appendices.

4. Respond to a transient threat. Staff will determine interventions appropriate to the student. This can include family/caregiver notification, consequences, and/or formal discipline. The student may be required to make amends (e.g., restorative practices), be offered counseling, or be referred for other supports. This step corresponds to CSTAG Step 2. Cases of transient threats may be considered resolved once these steps are taken, but should still be documented.

   Staff Actions:

   The threat assessment team will consider programs available inside or outside of the school setting to refer the student for participation. Administrators will reference applicable education code to determine if applicable discipline is necessary. See the appendices for suggested interventions. Use the CSTAG Observations Suggesting Need for Intervention and Threat Response in the appendices. Notify individuals indicated in the threat. Log this intervention in the

student information system, Aeries.

5. Respond to a substantive threat is serious or very serious. Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon. Take immediate action to respond to the threat, including notifications to potential victims and their families, precautions to protect potential victims, and notification to the family/caregivers of the student making the threat. Contact law enforcement immediately for a very serious threat. Look for ways to resolve conflict. Provide intervention, consequences, and/or discipline as appropriate. This step corresponds to CSTAG Step 3.

   Staff Actions:

   The threat assessment team immediately notifies law enforcement. Separate and supervise the student as appropriate until law enforcement responds. Enact any other safety CCCOE safety protocols (e.g., lockdown, evacuation, etc.). Notify the potential victim and their family. Once the imminent threat has been stabilized, the threat assessment team determines appropriate interventions available at their school site, and the administrator determines appropriate consequences or discipline taking into consideration the nature of the incident and education code. Use the CSTAG Observations Suggesting Need for Intervention, Threat Response, and Case Plan in the appendices. Log this intervention in the Student Information System, Aeries.

6. Conduct a safety evaluation and develop a safety plan. For threats that are very serious, in addition to the steps above, the student may require a mental health needs determination and law enforcement investigation. Develop a safety plan that reduces risk and addresses student needs. Plans should include review of Individual Educational Plan if already receiving special education services and/or further assessment if a disability is suspected. This step corresponds to CSTAG Step 4.

   Staff Actions:

   The threat assessment team conducts a mental health assessment. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives. The first objective is treatment and referral needs. Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs. The second objective is threat reduction. Gather information on the student's motives and intentions in making the threat to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence. Use the CSTAG Mental Health Assessment in the appendices. Log this intervention in the student information system, Aeries.

7. Monitor and revise a safety plan: Monitor and revise the safety plan as needed to ensure the effectiveness of interventions and to reassess the threat over time. Maintain contact with the student. This ongoing monitoring helps to determine if additional actions are needed or if the threat has been mitigated. This step corresponds to CSTAG Step 5.

   Staff Actions:

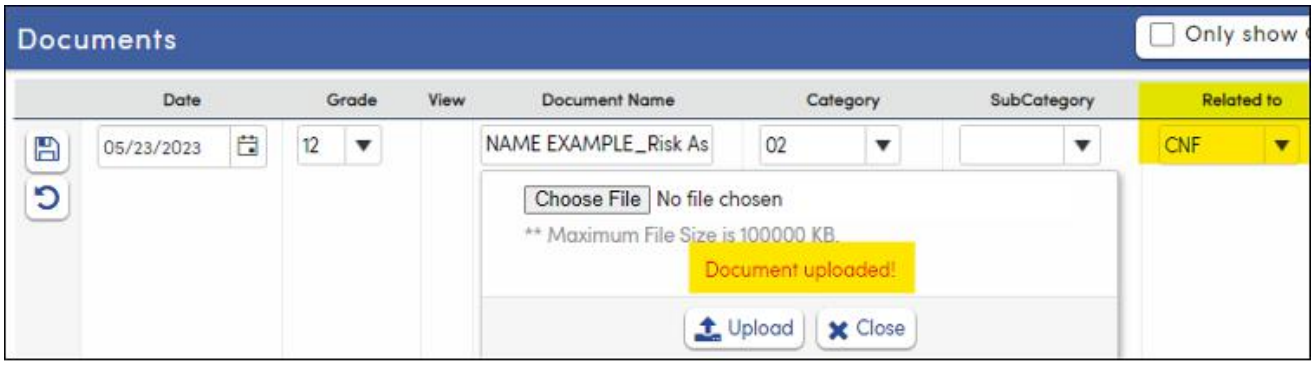
   The threat assessment team should stay in communication with the family/caregiver and law enforcement. Develop a safety plan. Releases for exchange of information, located in the appendices, may need to be signed to communicate with outside providers. The threat assessment team should meet on a regular basis to determine the effectiveness of the interventions, make changes, or discontinue the plan once the threat has been minimized. At a minimum, the safety plan should be reviewed at the two day, one-week, and two-week mark to begin. It should then be reviewed monthly for one year.

8. Documentation: Throughout the process, thorough documentation is essential. This includes documenting the initial report, assessment findings, interventions implemented, and outcomes. Documentation helps to track the progress of the threat assessment and ensures accountability.

   After the threat assessment has been conducted, staff will complete the threat assessment documentation form in the appendices. Staff will verify that an authorization for release of health information was completed during the student's intake prior to storing this form in the student record. If there is no authorization for release, staff will contact the parent or guardian to complete one. If the parent does not consent to an authorization, staff will contact their administrator.

   Once an authorization for release of health information is verified, the threat assessment documentation form will be logged in Aeries under Student Date>Other>Student Documents. When uploading a student document, use the following guidance:

   1. Date: The date of the risk assessment
   2. Document Name: STUDENT NAME_Risk Assessment_DATE (e.g.,
   3. ConnieCosta_Risk Assessment_5.23.2023)
   4. Category: 02 Personal Documents
   5. Sub Category: Blank
   6. Related to: CNF (Counseling)
   7. Locked: Blank, Not checked



Aeries user permissions are set so that only mental health providers and administrators have access to the threat assessment documentation form. CSTAG forms completed by the threat assessment team are stored by mental health clinicians.

Follow-Up and Support: Following the resolution of the immediate threat, ongoing support may be provided to those involved, including students, staff, and the wider school community. This support helps to address any lingering concerns or effects of the incident.

The threat assessment team should develop support for individuals and the school community that foster resilience and healing. Staff will consider counseling services for affected students and staff, trauma-informed care, and opportunities for open dialogue from the community to address fears and concerns. The threat assessment team should consult with CCCOE central office administrators (e.g., communications department, program directors, mental health officers) to determine these supports.

Debrief. Evaluate the effectiveness of the school-based threat assessment response and identify areas for improvement. Discuss the actions taken, the outcomes observed, and any challenges encountered. By reflecting on the incident, multidisciplinary threat-assessment teams can enhance their protocols, ensure all members are aligned in their understanding, and reinforce communication strategies. Additionally, debriefing provides an opportunity to support team members emotionally, as these situations can be stressful. Debriefing helps strengthen the school's capacity to manage future threats effectively and fosters a culture of continuous improvement.

The multidisciplinary threat assessment team should meet and review the threat assessment response within one week following the date the school-based threat assessment was conducted. Check for fidelity of team participation, quality assessment, adherence to the CSTAG protocol, timely notifications to law enforcement, potential victims, and family/caregivers of the student making the threat, intervention and consequence appropriateness, and completed documentation. Identify what went well and areas to improve. Making changes necessary for any future occurrences.

Other Procedural Considerations. When a threat assessment involves issues such as bullying, Title IX concerns, or special education needs, school administrators must ensure that appropriate parallel processes are initiated in addition to the threat assessment itself. For example, if bullying is a factor, the school's anti-bullying policy should be activated to investigate and respond accordingly. If the case includes allegations of sexual harassment or discrimination, the school must follow Title IX procedures, including notifying the Title IX coordinator and ensuring a prompt, fair, and impartial investigation. When the student involved has an Individualized Education Program (IEP) or 504 Plan, administrators must ensure compliance with IDEA or Section 504 regulations, including considering how the student's disability may relate to their behavior and determining whether a Manifestation Determination Review (MDR) is required. Coordinating these processes ensures that the student's rights are protected while maintaining school safety, and it underscores the importance of collaboration between administrators, counselors, special education staff, and legal advisors.

Retention and Transfer of Records. Threat assessment records will be maintained in accordance with school policy and applicable laws. These records may be transferred to another educational institution when a student enrolls elsewhere, or released to authorized parties with a valid release of information. All records are subject to record retention and destruction policies as required by federal and state law, including FERPA and relevant local regulations, to ensure the proper handling, confidentiality, and disposal of sensitive information.

References and Resources

Contra Costa County Office of Education consulted school-based mental health professionals and administrators in the development of this protocol. It underwent legal review from Contra Costa County Office of Education counsel and local law enforcement. Additionally, this school-based threat assessment protocol was reviewed by Safe and Sound Schools. This school-based threat assessment protocol is grounded in best practice outlined in the documents and resources below:

Comprehensive School Threat Assessment Guidelines (CSTAG), 2nd Edition

National Association of School Psychologists (NASP) Behavioral Threat Assessment and Management (BTAM) Best Practice Considerations for K–12 Schools

National Center for School Safety

School Crisis Prevention and Intervention The PREPaRE Model, 2nd Edition

Enhancing School Safety Using a Threat Assessment Model, National Threat Assessment Center

Aligning Behavioral Threat Assessment and Management with a Multi-Tiered System of Support, National Threat Assessment Center and Center on Positive Behavioral Interventions and & Supports

Appendix A

Threat Assessment Team Membership List

Name	Role	Agency	Phone #	Email

Appendix B

Threat Assessment Principles and Key Questions

The threat assessment process is guided by six principles and 11 key questions concerning the student's motives, capability, and risk factors. These principles and key questions are summarized in the table below from NASP's School Crisis Prevention and Intervention, 2nd Edition.

Principles:

1. Targeted violence is the result of an understandable, and often discernible, process of thinking and behavior.
2. Targeted violence stems from an interaction among the person, the situation, the setting, and the target.
3. An investigative, skeptical, inquisitive mind-set is critical to successful threat assessment.
4. Effective threat assessment is based on facts rather than characteristics or "traits."
5. An "integrated systems approach" should guide threat assessment investigations.
6. The central question of a threat assessment is whether a student poses a threat, not whether the student made a threat.

Key Questions to Ask Regarding the Student Making the Threat

1. What are the student's motive(s) and goals?
2. Has there been any communications suggesting ideas or intent to attack?
3. Has the subject shown inappropriate interest in weapons (including recent acquisition or any relevant weapon) or incidents of mass violence (terrorism, workplace violence, mass murders)
4. Has the student engaged in attack-related behaviors?
5. Does the student have the capacity to carry out an act of targeted violence?
6. Is the student's conversation and "story" consistent with his or her actions?
7. Are other people concerned about the student's potential for violence?
8. What circumstances might support the likelihood of an attack?

Note: From *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, pp. 30-32, 55-57, by R.A. Fein et al., 2004, Washington, DC: U.S. Secret Service and U.S. Department of Education. This document is in the public domain.

Appendix C

Forms for the Comprehensive School Threat Assessment Guidelines

What is the purpose of these forms?
These forms are used to conduct a threat assessment, as explained in the manual, Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence[1], or other training resources.

Do I conduct a threat assessment for all threats?
No. It is not feasible or necessary to conduct a formal assessment for clearly insignificant behavior such as playful bantering or joking. Conduct a threat assessment if there is some reason to be concerned about the behavior. When in doubt about a threat, conduct a threat assessment.

Do I use all of these forms for every threat assessment case?
No. Transient cases are documented with only a few pages (Threat Report, Interview(s), Key Observations, Threat Response), whereas only very serious substantive threats are likely to use all of the forms. In large samples, approximately 75% of cases are transient and fewer than 10% are very serious substantive threats.

Do I complete every section of each form?
No. These forms are intended as guidelines to help you consider the most likely aspects of a case, but you will use your judgment as to what is appropriate for your assessment and intervention.

Who completes the forms?
Threat assessment is a team process and can be documented by any member of the team. A transient threat might be handled by just one team member (preferably in consultation with at least one other team member), whereas a substantive threat will likely engage several team members. In general, the whole team should be kept informed and might have input on any case.

Can I modify these forms?
Yes, within reasonable limits that do not significantly alter the CSTAG process. Be sure that changes are approved by your school system. Some school systems will modify the terminology (e.g., 'safety screening' rather than "mental health assessment") or make other adjustments. For example, some schools systems add a place to document who carries out each step of the assessment or add a form to track changes when a student receives ongoing services. Schools can use online versions of these forms, too.

If a threat is resolved, do I change the threat classification to "no threat"?
No. The threat classification documents the process you followed and guides your next steps, regardless of how the threat is resolved. Occasionally, the threat classification might change if you find, for example, that a transient case is more serious than you thought and should be changed to a substantive threat. Document this change with the date and reasons for it. The resolution of a threat should be recorded in the Case Plan section.

Should I document transient threats?
Yes. If a student later carries out a threat that was previously judged to be transient, you will want documentation to show that you made a defensible effort to assess the threat. If a student makes multiple threats, documentation will provide a useful perspective.

Where should I file these forms?
Follow the guidance of your school system to determine where you file records. Some school systems choose to file some or all of the threat assessment forms in the student's educational record and others choose to file some or all of the forms outside of the educational record. Any information placed in the student's educational record is subject to FERPA restrictions.

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[1] The manual is available from School Threat Assessment Consultants LLC at https://www.schoolta.com/manual and from Amazon.com. These forms are available for school use only, and cannot be resold or used in unauthorized formats or systems.

THREAT ASSESSMENT AND RESPONSE PROTOCOL©

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.
Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be an expression of anger that merits attention.

Yes ↓

Step 2. Attempt to resolve the threat as transient.
Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes → Case resolved as transient; add services as needed.

No ↓

Step 3. Respond to a substantive threat.
For all substantive threats:

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

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

Serious → Case resolved as serious substantive threat; add services as needed.

Very Serious ↓

Step 4. Conduct a safety evaluation for a very serious substantive threat.
In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

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

↓

Step 5. Implement and monitor the safety plan.
Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

*This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

THREAT REPORT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.

Name of person reporting threat:	**Date/time threat reported:**
Affiliation of person reporting threat: ❑Student ❑Parent ❑Staff ❑Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	**Date/time threat made:**
Affiliation of person making threat: ❑Student ❑Parent ❑Staff ❑Other_____	**Status:** ❑Current ❑Former
Identification: ❑Male ❑Female Age: ☐ Grade, if student: ☐ School program, if student:	
Emergency Contact:	**Relationship:**
Home Address:	**Phone:**
Location threat occurred: ❑ School Building or Grounds ❑School Bus/Other Travel ❑School-Sponsored Activity ❑Digital communication such as text or post ❑Other_____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

Sources of Information	Was information reviewed?	Relevant Findings (use additional pages as needed)
Prior threats	❑Reviewed ❑Not applicable ❑ Not available	
Prior discipline incidents	❑Reviewed ❑Not applicable ❑ Not available	
Academic records	❑Reviewed ❑Not applicable ❑ Not available	
Special education records	❑Reviewed ❑Not applicable ❑ Not available	
Other records	❑Reviewed ❑Not applicable ❑ Not available	
Records from other schools	❑Reviewed ❑Not applicable ❑ Not available	
Records from outside agencies (e.g., social services or mental health)	❑Reviewed ❑Not applicable ❑ Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	❑Reviewed ❑Not applicable ❑ Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	❑Reviewed ❑Not applicable ❑ Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview 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 threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		**Location, Date of Interview**

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

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

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target (person who was target of threat) **or Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		**ID #**	
Affiliation	❑Administrator ❑Teacher ❑Staff ❑Student ❑Parent/Guardian ❑Other:	**Status**	❑Current ❑Former Grade (if student):
School		**Building/ Program**	
Emergency Contact		**Relation**	
Home Address		**Phone**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did (subject) say? And what exactly did (subject) do?

3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)

4. How do you feel about what (subject) said or did?

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:		
1. Subjects admits to threat (statement or behavior).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. Subject expressed threat on more than one occasion.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Subject has prior conflict with target or other motive.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Threat involves use of a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Threat involves gang conflict.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Other relevant observations:		

THREAT CLASSIFICATION

Date of initial classification:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Date of change in classification, if any:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. History of criminal acts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. History of intense anger or resentment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Has grievance or feels treated unfairly.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
7. Feels abused, harassed, or bullied.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Has been seriously depressed.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Experienced serious stressful events or conditions.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Substance abuse history.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Prescribed psychotropic medication.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Lacks supportive family.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Lacks positive relationships with peers.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
19. Other factors that suggest need for intervention.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

☐	1. Increased contact/monitoring of subject	
☐	2. Reprimand or warning	
☐	3. Parent conference	
☐	4. Student apology	
☐	5. Contacted target of threat, including parent if target is a minor	
☐	6. Counseling (note number of meetings)	
☐	7. Conflict mediation	
☐	8. Schedule change	
☐	9. Transportation change	
☐	10. Mental health assessment	
☐	11. Mental health services in school	
☐	12. Mental health services outside school	
☐	13. Assess need for special education services	
☐	14. Review of Individualized Education Program (IEP) for students already receiving services	
☐	15. 504 plan or modification of 504 plan.	
☐	16. Behavior Support Plan created or modified	
☐	17. In-school time out or suspension	
☐	18. Out-of-school suspension (number days)	
☐	19. Referral for expulsion	
☐	20. Other disciplinary action	
☐	21. Change in school placement (e.g., transfer, homebound instruction)	
☐	22. Services for other persons affected by threat	
☐	23. Law enforcement consulted	
☐	24. Legal actions (e.g., arrest, detentions, charges)	
☐	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan	**Date**
Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.	
Follow-up or Revision of Plan	**Date**
Describe current status of plan and any revisions. List persons responsible for each component of revised plan.	

MENTAL HEALTH ASSESSMENT

Comprehensive School Threat Assessment Guidelines©

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. *Treatment and referral needs*. Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction*. Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview		**Location, Date of Interview**

Usually the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of Threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?

2. I know you must have had reasons to say (or do) that; can you explain what led up to it?

3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?

4. What could happen that would make you want to do it? (carry out the threat)

5. What would happen if you did do it? (review both effects on intended victims and consequences for student)

6. What do you think the school should do in a situation in which a person makes a threat like this?

7. What were you feeling then? How do you feel now?

8. How do you think (the person threatened) felt?

Relationship with Intended Victim(s)

1. How long have you known this person?

2. What has happened in the past between you and this person?

3. What do you think this person deserves?

4. Do you see any way that things could be improved between you and this person?

Family Support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?

2. Whom in your home are you close to?

3. How well do your parents/guardians know you?

4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?

5. How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst time?

6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and Trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?

2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?

3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?

4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?

5. Do you have any family members in jail or prison?

6. Do you take any medication?

7. Have you been involved in any counseling?

Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)

2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?

6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic Symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?

2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?

3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?

4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?

2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)

3. Have you ever had to use a knife with someone? What happened?

4. What do you think would happen if you did use a knife with (name of victim)?

Access to Firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?

2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?

3. If you wanted a gun, how would you get one?

4. What do you think you might do if you had a gun?

5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive Behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?

2. When you get angry, what do you do? Has your temper ever gotten you into trouble?

3. Do you get into fights? When was the last time? What happened?

4. Have you ever threatened to harm anyone before?

5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?

6. Have you ever set fire to things?

7. Have you damaged your own property or someone else's property?

8. Have you ever intentionally hurt an animal?

School Discipline

1. When was the last time you got into trouble in school? What happened?

2. Have you ever been suspended or expelled?

3. Have your parents ever been called to school because of your behavior?

4. Do you ever cut school or certain classes?

5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent Behavior

1. Have you been in trouble with the law or with police before? What happened?

2. Have you ever gone to juvenile court? What was it about?

3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?

4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

5. Do you smoke marijuana? Have you ever? How often? When was the last time?

6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to Violence

1. Do you see or hear of violence in your neighborhood?

2. Do you know anyone who was shot, stabbed, or beat up real bad?

3. Do people argue much at home? Does anyone get physically aggressive?

4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)

2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer Relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

2. How would your friends describe you?

3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

4. Do you have friends who get in trouble?

5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?

2. What kinds of things do you do well?

3. What are your hobbies and interests? What do you enjoy doing?

4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

5. What are your plans for the future? What would you like to do when you finish school?

6. What could we do that would help with (refer to the problem that led to the threat)?

Parent/Guardian Interview

Parent Name		**Relationship to Student**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent Knowledge of the Threat

1. What do you (the parent) know about the threat?

2. Have you heard your child (or use child's name) talk about things like this before?

3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)

4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)

5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School Adjustment

1. Has your child ever been suspended or expelled from school?

2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?

3. Has your child ever needed special help in school? Ever been retained?

4. Has your child ever been tested in school?

5. How does your child like school?

6. How often does your child do homework?

7. What are your child's teachers like?

Family Relationships and Current Stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:
   - Move, divorce/separation, losses
   - Financial status, employment changes for parents
   - Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer Relations and Bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Delinquent Behavior

1. Has your child been in trouble with the law or with police before? What happened?

2. Has your child ever gone to juvenile court? What was it about?

3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?

4. Does your child drink beer, wine, or other alcohol?

5. Does your child smoke marijuana?

6. Has your child used any other drugs?

History of Aggression

1. How does your child handle frustration?

2. When your child gets angry, what does he/she do?

3. Has your child gotten into fights in the past? When, where, with whom?

4. Has your child's temper ever gotten him/her into trouble?

5. Has your child ever hit you or other family members?

6. Has your child destroyed his or her own things, or someone else's property?

7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to Weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?

2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?

3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?

4. What can you do to restrict your child's access to weapons?

Exposure to Violence

1. Has your child ever been a victim of abuse?

2. Is your child exposed to violence in the neighborhood?

3. Do people argue much at home? Has there been any physical aggression at home?

4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?

2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?

3. Has your child ever been hospitalized? Had any serious illnesses?

4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental Health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?

2. What has your child's mood been like the past few weeks?

3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?

4. Has your child had problems with sleep? Appetite? Energy level? Concentration?

5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?

6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?

7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?

8. Has your child had any involvement with other agencies/programs in the community?

Teacher/Staff Interview

Name of Person Interviewed		**Relationship to Student**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Academics

1. How is this student doing academically? Has there been any change in recent weeks?

2. What are this student's verbal skills? How well can he or she express himself/herself in words?

3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher Knowledge of the Threat

1. What do you know about the threat?

2. Have you heard this student talk about things like this before?

3. What have other students told you about this incident?

4. Is there another teacher or staff member who might know something about this?

Student's Peer Relations

1. How well does this student get along with other students?

2. Who are the student's friends?

3. Are there students who do not get along with this student?

4. Have there been other conflicts or difficulties with peers?

5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?

2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?

3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?

2. How does this student respond to being corrected by an adult?

3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?

2. Does this student seem to hold a grudge? Seem resentful?

3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Mental Health Assessment Report Template

Identifying Information

Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reason for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or unmet needs that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

BEHAVIOR INTERVENTION PLAN

For behavior interfering with the student's learning or the learning of others
Confidential - For Teacher/Staff Use Only
See: www.pent.ca.gov for downloadable forms

This BIP attaches to: ☐ *IEP Date:* ☐ *504 Plan Date:* ☐ *Team Meeting Date:*
☐ *School Safety plan/Threat Assessment form Date:*

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*)

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior

☐ reported by and/or ☐ observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.)*

6. What supports the student using the problem behavior? (*What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?*)

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish? Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: (*Function of behavior in terms of obtaining, protesting, or avoiding something*)

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? (*How should the student escape/protest/avoid or get his/her need met in an acceptable way?*)

10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom? How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom? How frequent?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☐ Increase use of replacement behavior
☐ Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described:	☐ **Yes**	☐ **No**
Are environmental supports/changes necessary?	☐ **Yes**	☐ **No**
Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?	☐ **Yes**	☐ **No**
Are both teaching of new alternative behavior AND reinforcement needed?	☐ **Yes**	☐ **No**
This BSP to be coordinated with other agency's service plans?	☐ **Yes**	☐ **No**
Person responsible for contact between agencies		

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between? Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student:

☐ Parent/Guardian:

☐ Educator and Title:

☐ Educator and Title:

☐ Educator and Title:

☐ Administrator:

☐ Administrator:

☐ Other:

☐ Other:

Appendix D

Authorization for Release of Protected Health Information

By completing this form you are authorizing the Contra Costa County Office of Education (CCCOE) to release your student's protected health information identified herein to the persons or entities identified below.

The protected health information subject to this waiver is limited to:

- School-Based Threat Assessment Documentation Form

The persons or entities the protected health information shall be disclosed to:

- Administrators and mental health providers employed by schools within the jurisdiction of CCCOE

The purposes for which the protected health information shall be used include:

- Ensuring CCCOE staff followed necessary assessment protocols.

I understand that by signing this authorization:

- I authorize the use and/or disclosure of my student's individually identifiable health information as described above for the purpose listed. I understand that this authorization is voluntary.
- I have the right to revoke this authorization at any time by sending a signed notice stopping this authorization to Contra Costa County Office of Education Student Programs at 77 Santa Barbara Road, Pleasant Hill, CA 94597. The authorization will cease on the date my valid revocation request is received.
- An individual may revoke an authorization at any time, provided that the revocation is in writing, except to the extent that: The covered entity has taken action in reliance thereon; or if the authorization was obtained as a condition of obtaining insurance coverage.
- Under California law, the recipient of my student's medical information is prohibited from re-disclosing the information, except with a written authorization or as specifically required or permitted by law.
- If the organization or person I have authorized to receive the information is not a health plan or health care provider; the released information may no longer be protected by federal privacy regulations.
- I have the right to receive a copy of this authorization.
- I understand that signing this waiver is not consent to a special education assessment, nor is a school-based threat assessment an assessment for special education eligibility and services

This authorization for release of the above information to the above named persons or organizations will expire on: _____ (date).

_____	_____
Name Printed	Name of Student(s)
_____	_____
Signature	Date

Appendix E

School-Based Threat Assessment Documentation Form

This form is completed by the threat assessment team. A copy of this form is uploaded to Aeries following the record keeping guidelines outlined in the School-Based Threat Assessment Policy and Protocol.

Date of Threat Assessment:			
Student Name:	Date of Birth:		Age:
School:	Grade:		
Threat Assessment Team Members:	Name & Title: Name & Title: Name & Title: Name & Title: Name & Title: Name & Title:		
Was CSTAG used?	YES		NO
What was the level of risk determined?	Transient	Serious	Very Serious
Was law enforcement contacted? Date: _____ Time: Agency:_____ Officer: _____	YES		NO
Was the administrator notified? Date:_____ Time:_____ Method:_____	YES		NO
Was the school psychologist, social worker, or counselor notified? Date: _____ Time: _____ Method:_____	YES		NO
Was the parent/guardian/caregiver notified? Date: _____ Time: _____ Method: _____	YES		NO
Was the student taken from campus for further evaluation or support? If yes, by whom? _____	YES		NO
Was the CCCOE central office notified? Date: _____ Time: _____ Method: _____	YES		NO
Were school-based interventions developed to support the student?	YES		NO
Was a safety plan developed? If the student left campus before a safety plan or resources could be provided, will this be put in place upon their return?	YES YES		NO NO
*Possible discipline information related to this incident can be found in the student information system, Aeries.			

Appendix F

School-Based Threat Interventions and Consequences

Most of these possible interventions are taken from the National Association of School Psychologists (NASP) Behavioral Threat Assessment and Management (BTAM) Best Practice Considerations for K–12 Schools. These interventions and consequences are offered as possibilities to threat assessment teams, but are not mandatory. There may be additional interventions and consequences for individual students and schools.

Consequences & Discipline		
Letter of apology • Conflict resolution • Warning • Behavior contract • Parent meeting • No-contact agreement	Alternatives to suspension • Detention • Suspension • Habitually disruptive plan • Expulsion	Law enforcement actions: ▪ Restraining order ▪ Ticketed ▪ Charges filed ▪ Diversion program ▪ Court issued protective orders
Monitoring		
Check-in, check-out • Searches • Safety contract • Adult monitoring • Adult escorts from class to class • Modify daily schedule to increase monitoring opportunities • Restrictions	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)	Ongoing collaboration with agency supports, probation/juvenile diversion, mental health professionals • Detained, incarcerated, or placed under intensive supervision
Skills Development/Resiliency Building		
Academic supports • Conflict resolution • Anger management • Social skills group • SEL curriculum	Increase engagement in school activities • Increase engagement in community activities • Provide feedback and mentoring	Engage in leadership activities • Decrease isolation • Monitor reactions to grievances, precipitating events and provide supports
Additional Interventions		
Revise IEP/504 plan • Intervention team referral • Change in transportation • Restorative justice practices	Evaluation, psychiatric or psychological • Special education assessment • Change of placement to access more intensive services	McKinney-Vento/foster care referral • Social service referral
Environment		
Address systemic, procedural, or policy problems that may serve as precipitating events Build a caring and supportive climate and culture • Implement effective threat and suicide assessment • De-escalation training for staff	Enhance social–emotional learning to include: ▪ Bullying prevention ▪ Violence prevention ▪ Suicide prevention ▪ Emotional regulation ▪ Conflict management ▪ Sexual harassment prevention ▪ Digital citizenship • Ensure positive dynamics among staff (modeling for students)	Early intervention with emerging problems • Explicitly teach about confidential reporting procedures • Give permission to “break the code of silence” and get help for a peer who is struggling

Appendix G

Contra Costa County Law Enforcement Contact Information

Antioch Police Department	925-779-6900
Brentwood Police Department	925-634-6911
Concord Police Department	925-671-3220
Contra Costa Sheriff - Martinez	925-313-2500
Contra Costa Sheriff- Alamo	925-837-2902
Contra Costa Sheriff- Brentwood	925-608-8370
Contra Costa Sheriff- Richmond	510-262-4203
Danville Police Department	925-314-3700
Lafayette Police Department	925-283-3680
Martinez Police Department	925-372-3440
Moraga Police Department	925-888-7055
Oakley Police Department	925-625-8855
Orinda Police Department	925-254-6820
Pittsburg Police Department	925-252-4980
Pleasant Hill City Police Department	925-288-4600
Pleasanton Police Department	925-931-5100
Richmond Police Department	510-233-1214
San Ramon Police Department	925-973-2700
Walnut Creek Police Department	925-943-5100

Contra Costa County Office of Education
77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388
Karen Sakata, Superintendent of Schools

RELEASE AND EXCHANGE OF INFORMATION AUTHORIZATION

THIS FORM MUST BE COMPLETELY FILLED OUT BEFORE REQUESTING PARENT SIGNATURE

Do not leave areas blank. Mark N/A where appropriate.

Name of Student (Including Other Names Used) _____ Current School of Attendance _____ Date of Birth _____

Home Address of Student _____ Home Phone Number _____ Other Phone Number _____

I authorize each of the following organizations to release and exchange with one another the above-named individual's educational, medical, mental health, probation, court, and education records and information for the coordination of services and actions taken by these agencies in serving the above-named individual, including, but not limited to, educational planning, mental health planning, and medical planning.

(Agency/Person name) _____

(Address) _____

(City, State) _____ (Zip) _____

(Phone/Contact) _____

Contra Costa County Office of Education
(Including SDC, Court and Community Schools)
77 Santa Barbara Road
Pleasant Hill, CA 94523
Phone: 925-942-3388
Fax: 925-942-3353

Duration: I understand that my consent to this authorization shall become effective immediately and shall remain in effect until _____ (insert date or event) or for one year from the date of signature if no date or event is entered.

Voluntary: I understand that signing this authorization is voluntary. I can refuse to sign this authorization. Refusing to sign will not affect the agencies' obligations to serve the above-named individual but may affect their ability to properly plan and provide services to the above-named individual.

Revocation: I understand that I have the right to revoke this authorization, in writing, at any time. To revoke this authorization, I must provide the organizations listed above with a written request to revoke this authorization. The revocation will take place when the organizations listed receive my revocation. Any information disclosed before my revocation is received by the organizations listed above may be used as provided for in this authorization.

Copy: I understand that a copy (e.g. photocopy, facsimile, electronic copy) of this authorization is valid as an original. I understand that I have the right to receive a signed copy of this authorization within no more than five (5) business days of my request for a copy.

Redisclosure: I understand that the medical and health information used or disclosed pursuant to this authorization may be subject to disclosure by the recipient and is no longer protected by federal laws and regulations regarding the privacy of protected health information, including, but not limited to, the Health Insurance Portability and Accountability Act ("HIPAA"). I further understand that the confidentiality of information released to a public educational agency is protected only as a student record under the Family Educational Rights and Privacy Act ("FERPA") and related California law—student records which I am hereby authorizing the release and exchange of between the above-named agencies..

Health Info: I understand that this is an authorization for the **full disclosure** of health and medical information. I understand that authorizing the release and exchange of health information is voluntary. I can refuse to sign this authorization. I do not need to sign this form in order to ensure medical treatment.

Date _____ Signature of Parent or Legal Guardian _____ Relationship to Above-Named Individual _____

Nothing in this Release and Exchange of Information Authorization is intended to limit access to the above-named individual's juvenile case file as allowed by California Welfare and Institutions Code section 827 and/or the exchange and release of information otherwise allowed under state and federal law.

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Updated 2/24/16 JMW