



CLAY COUNTY DISTRICT SCHOOLS

~~SECTION IX~~ ~~POLICE DEPARTMENT~~

OFFICE OF SAFETY AND SECURITY

~~Standard Operating Procedure 9.18~~ 9.18 THREAT ASSESSMENT POLICY

<i>EFFECTIVE:</i>	<i>REVISED:</i>	<i>RESCINDS:</i>
October 7, 2021		

A. PURPOSE:

In accordance with Marjory Stoneman Douglas High School Public Safety Act, the following is the Clay County District Schools Threat Assessment Policy for all schools. The Clay County District Schools shall annually review these policies and recommend any changes for the upcoming school year. The School Safety ~~Specials~~ Specialist (or designee) shall distribute this to school administrators by August 1 of each year. The threat assessment policy shall be interpreted and applied consistently with all applicable state and federal laws. The policy was developed in accordance with the legislation enacted by the State of Florida (Marjory Stoneman Douglas High School Public Safety Act, SB 7026), established research, and recognized standards of practice regarding threat assessment and management in school settings. The purpose of rule 6A-1.0019 is to set forth requirements relating to threat management, a process by which school districts, K-12 schools, charter school governing boards, and charter schools identify, assess, manage, and monitor potential and real threats to student safety.

B. SCOPE:

This policy shall apply to all Clay County District Schools Employees and ~~the District Police Department~~ law enforcement sworn members assigned to schools.

C. DISCUSSION: N/A

D. POLICY:

It shall be the policy of the Clay County District Schools ~~and the District Police Department~~ to conduct Threat Assessments that are consistent with Florida Statutes and Rules.

~~E. DEFINITIONS:~~

~~Threat:~~ 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) or 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. Not all types of misbehavior that may warrant discipline or even criminal consequences are threats. It is limited to instances where there is a threat to harm someone else. If there is doubt, the communication or behavior should be treated as a threat and a threat assessment should be conducted.

Threat Assessment: The threat assessment is a systematic process that is designed to identify situations/persons of concern, investigate and gather information, and assess and manage the situation in order to mitigate risk. It is a fact-based process that emphasizes identification, evaluation, intervention and follow-up in order to prevent serious threats of harm or actual acts of violence from occurring.

- **Threat assessment is not an emergency or crisis response.** If there is an indication that violence is imminent, such as when a person is at school with a gun, a crisis response is indicated. School staff must take immediate action by notifying the School Resource Officer and/or calling 911 and following local crisis or emergency response plans.
- **Threat assessment is not a disciplinary process.** District procedures regarding discipline and referral to law enforcement should be followed, no matter the outcome of a threat assessment. Information learned in a threat assessment may be used in disciplinary proceedings, where appropriate.
- **Threat assessment is not a suicide or self-harm assessment.** While there may be cases where a threat to harm others may be accompanied by a threat to harm oneself, in most cases, a threat assessment should not be completed when someone is threatening suicide or self-harm. The individual still may require intervention and assistance, but it is a different process than a threat assessment. Threat assessment is focused on threats of harm to others.
- **Threat assessment is not a means to profile the next school shooter.** There is no known profile of a school shooter or student attacker. The threat assessment process is focused on prevention, not prediction. Because a student has been the subject of a threat assessment does not mean the student is a potential shooter or attacker; it simply means that a threat (whether minor or serious) was reported and evaluated by the threat assessment team.

Threat Assessment Team: The threat assessment team shall include, pursuant to Florida statute (s.1006.07(7), F.S.) persons with expertise in counseling, instruction,

~~school administration, principal, when available, and law enforcement. Persons with expertise in counseling include school counselors, school psychologists, school social workers, and family counselors. Additional personnel with knowledge of the child or circumstances may also serve as members of the team.~~

~~**Aberrant behavior:** Behavior which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person. These can include, but are not limited to:~~

- ~~• Unusual social distancing or isolation from peers and family members;~~
- ~~• Sullen or depressed behavior from an otherwise friendly and positive person;~~
- ~~• Out-of-context outbursts of verbal or physical aggression;~~
- ~~• Increased levels of agitation, frustration and anger;~~
- ~~• Confrontational, accusatory or blaming behavior; vi. An unusual interest in or fascination with weapons; and vii. Fixation on violence as means of addressing a grievance~~

~~**Imminent Threat:** An imminent threat exists when the person's behavior/situation poses a clear and immediate threat of serious violence toward self or others that requires containment action to protect identified or identifiable target(s), and may also exhibit behavior that requires intervention.~~

~~**Transient Threats:** Threats where there is not a sustained intent to harm. The critical question is whether the person intends to carry out the threat, or whether the threat was made in the heat of the moment as an expression of anger, frustration or humor without intent to harm. Transient threats can be resolved with an apology, retraction or explanation by the person who made the threat.~~

~~**Substantive Threats:** Threats where the intent to harm is present, or not clear, and require protective action. The question is whether there is an express intent to physically injure someone beyond the immediate situation and there is at least some risk that the person will carry out the threat. If there is doubt or if the threat cannot clearly be categorized as transient, threats should be treated as substantive.~~

- ~~1. Serious substantive threats are threats to hit, fight or beat up another person.~~
- ~~2. Very serious substantive threats are threats to kill, rape or cause serious~~

~~injury with a weapon. ¶~~

~~**Baker Act:** Florida's Mental Health Act, known as the Baker Act (ss. 394.451-394.47892, F.S.), provides for voluntary and involuntary admission for mental health examinations and also provides procedures for civil commitment. Generally, when a person says someone "was Baker Acted," it means that the person was held up to 72 hours for an involuntary examination based on a threat of harm to themselves or others. Involuntary examination can be initiated by a law enforcement officer; by a physician, clinical psychologist, psychiatric nurse, or clinical social worker; or by the court through an ex parte order based on testimony from the person's friends or family. During that 72 hours, the treating physician at a Baker Act facility will ¶ determine whether the person can be released or whether the person meets the criteria for commitment or additional inpatient care. ¶~~

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~~F. PROCEDURE: ¶~~

~~A. Each school principal shall identify a school-based threat assessment team with the mandatory team members and alternate team members before students report to school each year. ¶~~

~~1. The coordination of resources and assessment of and intervention with individuals whose behavior may pose a threat to the safety of staff or students, pursuant to s. 1006.07(7), F.S. must be addressed. ¶~~

~~a. The identification of mental health services available in the district/county, as required by s. 1012.584(4), F.S., and the procedure for referrals to those mental health services. ¶~~

~~b. The procedures for behavioral threat assessments using the ¶ instrument, CSTAG, adopted by the Office of Safe Schools. s. ¶ 1006.07(7)(a), F.S. ¶~~

~~c. All school-based administrators and threat assessment team members must attend and complete mandatory threat assessment training ¶ annually. Also members of threat assessment teams and school ¶ administrators shall be trained in the use of the CSTAG instrument ¶ adopted by the Office of Safe Schools. ¶~~

~~d. All threats of violence or physical harm to self or others shall be taken seriously, since the primary goal of threat assessment is the safety of all persons involved. ¶~~

~~e. Policies must require the threat assessment team to consult with law enforcement when a student exhibits a pattern of behavior, based on previous acts or the severity of the act, which would pose a threat to~~

~~school safety (1006.13(2)(f), F.S. Policy of zero tolerance for crime and victimization).~~ ¶

~~f. Policies must require reporting threats to law enforcement and define criteria for reporting to a law enforcement agency any act that poses a threat to school safety that occurs whenever or wherever students are within the jurisdiction of the school (1006.13(2)(a), F.S. Policy of zero tolerance for crime and victimization). School-based threat assessment teams shall adhere to the rules and responsibilities within this policy.~~ ¶

~~g. Policies must require engaging local behavioral crisis resources: If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage behavioral health crisis resources. As provided by s. 1006.07(7)(e), F.S., to include:~~ ¶

~~Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, must provide emergency intervention and assessment, make recommendations and refer the student for appropriate services.~~ ¶

~~Onsite school personnel must report all such situations and actions taken to the threat assessment team, which must contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.~~ ¶

~~Upon the student's transfer to a different school, the threat assessment team must verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.~~ ¶

~~B. Each school threat assessment team will evaluate and assess each threat for risk level.~~ ¶

~~1. Assessing Threats:~~ ¶

~~a. Initial Evaluation: When a threat is reported, the threat assessment team should begin an initial evaluation of the situation pursuant to district policies. It is considered a best practice to begin this evaluation the same day the report is received.~~ ¶

~~b. Many threat assessment teams employ a triage process, where the school administrator or threat assessment team leader works with at least one other member of the team to complete this initial evaluation.~~ ¶

- ~~c. If there is an indication that violence is imminent, a crisis response is required by calling 911 and following local crisis or emergency response plans. ¶~~
- ~~d. If there is not an imminent threat present, or once the imminent threat is contained, the threat assessment team leader should ensure the threat is evaluated using the CSTAG model and in accordance with district policies. ¶~~
- ~~e. Interviews: All cases, even threats that are determined to be transient, should include an interview of the person who made the threat. Other interviews may also be determined to be useful to the team's evaluation, such as with the target(s) of the threat, witnesses, parents and teachers or other staff involved. ¶~~
- ~~f. Key questions when conducting a threat assessment (these can be modified for situations involving a student): ¶~~
 - ~~• What are the student's motives and goals? What first brought him or her to someone's attention? ¶~~
 - ~~• Have there been any communications suggesting ideas or intent to attack? ¶~~
 - ~~• Has the student shown any inappropriate interest in school attacks/attackers, weapons, incidents of mass violence? ¶~~
 - ~~• Has the student engaged in attack-related behaviors? ¶~~
 - ~~• Does the student have the capacity to carry out an act of targeted violence? ¶~~
 - ~~• Is the student experiencing hopelessness, desperation, or despair? ¶~~
 - ~~• Does the student have a trusting relationship with at least one responsible adult? ¶~~
 - ~~• Does the student view violence as an acceptable, desirable or the only way to solve a problem? ¶~~
 - ~~• Are the student's conversation and "story" consistent with his or her actions? ¶~~
 - ~~• Are other people concerned about the student's potential for violence? ¶~~
 - ~~• What circumstances might affect the likelihood of an attack? ¶~~

2. Responding to Threats ¶¶

A. The CSTAG leads threat assessment teams through a 5-step "School Threat Assessment Decision Tree." Each step in the process is critical. The decision tree is summarized below. ¶¶

STEP 1: Analyze information and classify the threat. Once the threat assessment team has interviewed the student and gathered necessary information, the team determines whether a threat is present, and if so, the kind of threat and the response indicated. ¶¶

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• **If there is not a communication of an intent to harm someone or behavior suggesting an intent to harm someone, then there is not a threat.** Remember, even if a threat is not present, the individual may still be expressing anger or exhibiting behavior that merits attention or requires services. ¶¶

o **If there is a threat of suicide or self-harm, additional mental health assessments are needed. These are done outside the threat assessment process unless there is also a threat to harm others.** While threat assessment and suicide risk assessment are generally two separate processes, there may be cases where both a threat to others and a threat to self are present. Threat assessment teams should involve mental and behavioral health experts to ensure the correct screenings and referrals are completed. ¶¶

o **Even if no threat is present, the student may still be subject to disciplinary consequences as a result of the behavior or statement at issue.** Local procedures regarding student discipline and involvement of law enforcement should be followed. ¶¶

• **Threats of violence or physical harm to self or others must be reported to the superintendent or his or her designee.** The threat assessment team must immediately report its determination that a student poses a threat of violence or physical harm to self or others. s. 1006.07(7)(b). The superintendent or designee must immediately attempt to notify the student's parent or legal guardian. ¶¶

~~s. 1006.07(7)(b), F.S. ¶~~

- ~~o This required reporting does not preclude school personnel from taking immediate action to address an imminent threat, including contacting law enforcement and engaging in local crisis response procedures. s. ¶ 1006.07(7)(b), F.S. ¶~~
- ~~o If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage local behavioral crisis resources, including, but not limited to, mobile crisis teams and SROs trained in crisis intervention. s. ¶ 1006.07(7)(e), F.S. ¶~~
- ~~o Nothing precludes the threat assessment team from notifying the superintendent (or designee) of any individual (other than a student) who poses a threat of violence or physical harm to self or others. District policies should address whether such reporting is required. s. 1006.07(7)(b), F.S. ¶~~
- ~~o Schools must follow local policies regarding consulting with and reporting or referring to law enforcement. s. 1006.13, F.S. ¶~~

~~**STEP 2: If a threat is identified, determine if the threat is transient.** A transient threat may be an expression of anger, rhetoric, humor or frustration that can be easily resolved with no sustained intent to harm another person. ¶~~

- ~~• Consider whether the person being assessed retracted the threat, offered an explanation or offered an apology that indicates no future intent to harm someone. **When in doubt, treat the threat as substantive.** ¶~~
- ~~• **Determining the appropriate response to a transient threat depends on the context of the threat, whether the threat requires disciplinary action and what is necessary to resolve the situation.** Many transient cases come from a misunderstanding of what was communicated, something taken out of context, or a statement made in the heat of the moment without actions to indicate intent to cause harm. Transient threats can often be resolved with a clarification, explanation, retraction or an apology~~

~~all of which (in conjunction with the absence of any other behaviors of concern) indicate that the threat is minimal. Responses to transient threats may include, but are not limited to: ¶~~

~~o **Parent notification:** Transient threats, by definition, do not appear to pose an ongoing threat to safety and should not require protective action. Parents or guardians of the student who made a transient threat, as well as parents or guardians of the target (when the target is a student) may be notified at the discretion of the threat assessment team. Parents should be assured that a threat has been resolved and told of any action taken. ¶~~

~~o **Discipline:** Students making transient threats may be subject to disciplinary action based on school board policy. ¶~~

~~o **Additional resources:** Transient threats may be resolved with referral to school-based or community-based resources, as needed. ¶~~

~~o **Monitor, as needed:** The case management plan can be reevaluated or amended upon receipt of new information. There may be cases that were determined to be transient that may need to be changed to substantive. This change and the factors that lead to it should be documented on the Key ¶~~

~~Observations form under “Threat Classification.” ¶~~

~~**STEP 3: Respond to a substantive threat.** A substantive threat is one where an intent to harm someone is present or not clear. Even if a threat appears to be transient, if there is doubt or one does not feel comfortable resolving the threat as transient, then the threat should be considered substantive. Substantive threats may be serious, meaning a threat to hit, fight or beat up someone else, or very serious, meaning a threat to kill, rape or cause very serious injury with a weapon. All substantive threats require protective action. ¶~~

~~• **For all substantive threats, the threat assessment team should take immediate action to protect victims, reduce the risk of violence, and manage the situation. Protective actions include: ¶**~~

~~o Taking precautions to protect potential victims; ¶~~

- ~~o Warning potential victims and their parents; ¶~~
- ~~o Looking for ways to resolve conflicts; and ¶~~
- ~~o Disciplining the student, when appropriate. ¶~~

~~**STEP 4: If the threat is a very serious substantive threat, the team should complete a safety evaluation.** In addition to the protective actions listed above, when there is a very serious substantive threat, meaning a threat to kill, rape or cause serious injury with a weapon, the following actions are considered a best practice. ¶~~

- ~~1. **Take immediate precautions to protect victims.** This generally includes notifying the potential target(s) of the threat, as well as their parent or guardian if the target is a student. Parents should be made aware of the seriousness of the threat and any responsive action. Schools should take immediate action to monitor and supervise the subject of the threat so that the threat cannot be carried out at school, at a school event or on school transportation. ¶~~
 - ~~• **Screen the student for mental health services and counseling and refer the student for school-based or community-based services as needed.** When a mental health condition is suspected to be the cause of the threat or behavior at issue, a mental health assessment should be conducted. Threat assessment teams should follow local procedures for referrals to community services or health care providers for evaluation or treatment. ¶~~
 - ~~• **Contact law enforcement.** Law enforcement can assist with supervision and monitoring of the student and can determine the need for additional action. When appropriate, law enforcement should conduct an investigation for evidence of planning, preparation or criminal activity. Each district is required to have policies and agreements in place for reporting threatening behavior. s. 1006.13(4), F.S. ¶~~
 - ~~• **Develop a safety plan that reduces risk and addresses student needs.** The plan should include a review of the student's IEP, if the student is already receiving special education services, and a disability assessment if appropriate. ¶~~
- ~~2. **Develop a safety plan for the student to return to school.** Most students are able to return to school following a threat assessment~~

~~with appropriate services in place. ¶~~

- ~~• The school administrator should determine the conditions of readmission to school, which may include a required mental health evaluation. Situations where a parent refuses any element of the safety plan should be evaluated on a case-by-case basis in accordance with district policies and direction from legal counsel. ¶~~

~~**STEP 5: Implement and monitor the safety plan.** The safety plan should be documented and should include maintaining contact with the student. ¶~~

~~• **Threat assessment does not end after the initial assessment and response.** Threat assessment is a continuous process designed to make sure the student continues to be able to access resources that are needed to be successful. Many cases should be kept open and subject to periodic review until the student is no longer attending that school. If the plan is no longer working, it may need to be revised. ¶~~

~~• **Districts can consider the use of alternatives to expulsion or law enforcement involvement where appropriate.** While threat assessment is a separate process from student discipline, the actions and behaviors that bring a student to the attention of a threat assessment team can lead to disciplinary action and law enforcement involvement in some cases. Districts may use alternatives to address disruptive behavior, such as restitution, civil citation, teen court, neighborhood restorative justice or similar programs, unless those alternatives would pose a threat to school safety. s. 1006.13(1), (8), F.S. It is considered a best practice to report all very serious substantive threats to law enforcement in accordance with district policies. ¶~~

~~G. ROLES AND RESPONSIBILITIES ¶~~

~~1. The Director of School Safety and Security shall ensure compliance with this policy. ¶~~

~~A. Each school principal shall identify members of a threat assessment team that includes persons with expertise in counseling, instruction, school administration, and law enforcement in accordance with ¶~~

~~1006.07(7)(a), Florida Statute. Members will be trained on the roles and responsibilities of each team member. ¶~~

~~B. Guardians, private security guards with guardian training or other campus security staff may not serve in place of sworn law enforcement on threat assessment teams. ¶~~

~~a. If there is not an SRO or other sworn law enforcement officer assigned to the school, the Board should work with local law enforcement entities in order to ensure the required law enforcement presence on the team. Having an active, sworn law enforcement officer on the threat assessment team is essential because an officer has unique access to law enforcement databases and resources that inform the threat assessment process. ¶~~

~~C. All school-based administrators and threat assessment team members must attend and complete mandatory threat assessment training annually. Each mandatory team member shall report their completion of this requirement to their principal or designee. ¶~~

~~D. The team must provide annual training and guidance to students, staff, and parents on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and the various options for submitting a report, including anonymous reporting. ¶~~

~~E. Each school principal must assign school-based staff members who can proactively monitor and respond to all incoming reports where safety is of concern. ¶~~

~~F. Each threat assessment team must respond, within 24 hours when school is in session, to any report of a threat or any patterns of behavior that may pose a threat to self or others. If school is not in session, the school principal must immediately refer the matter to law enforcement for evaluation, and the threat assessment team must meet no later than the end of the first day school is back in session to consider the matter and ensure it is resolved. The team shall gather information regarding the specifics of the threat and/or behaviors that may pose a threat, including but not limited to: details of the incident or threat, witness statements, and relevant artifacts. ¶~~

~~G. Every threat may not require a meeting of the entire threat assessment team. It is recommended that at least two team members be involved in the threat assessment process for transient threats. Substantive threats should engage several team members~~

- and may require more in-depth review and assessment. ¶
- ~~H. All members of the threat assessment team should be involved with the assessment and intervention of individuals whose behavior poses a serious substantive threat. ¶~~
- ~~I. When assessing a potential threat or concerning behavior, the threat assessment team must determine not only whether a threat has been made or communicated, but also if a person poses a danger to self or others or if they are potentially on a pathway to violence. ¶~~
- ~~J. For students deemed a threat to self, the threat assessment team must ensure the student's immediate safety, then refer the student to the school-based suicide designee. The individual still may require intervention and assistance, but it is a different process than a threat assessment. Threat assessment is focused on threats of harm to others. ¶~~
- ~~a. If the threat assessment team determines that a student poses a threat to others, the team is responsible for assessing the level of threat by conducting student/parent interviews, reviewing all pertinent records, and following the threat assessment procedures. ¶~~
- ~~b. The threat assessment team must coordinate resources to provide intervention to individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools. ¶~~
- ~~c. The threat assessment team must plan for the implementation and monitoring of appropriate interventions in order to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes. ¶~~
- ~~d. Interventions should remain in place until the team assesses that the student is no longer in need of support and does not pose a threat to self or others. ¶~~
- ~~e. Threat assessment teams shall follow established procedures for referrals to school-based, community, and/or health care providers for mental health services, evaluation, or treatment. ¶~~
- ~~K. If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage behavioral health crisis resources. As provided by s. 1006.07(7)(e), Florida Statute. ¶~~
- ~~L. All threat assessment outcomes and recommendations must be reported to the school principal. The school principal will review the documentation for all threat assessments to ensure completeness. The school principal will sign/acknowledge that the threat assessment documentation is complete and will forward the~~

- ~~signed/acknowledged assessment to their supervisor. In addition, upon a preliminary determination that a student poses a threat of violence or physical harm to self or others, the threat assessment team must immediately report its determination to school principal or his/her administrative designee. The principal or his/her administrative designee shall immediately attempt to notify the student's parent or legal guardian. ¶~~
- ~~M. Nothing in this policy shall preclude school personnel from acting immediately to address an imminent threat. Where an immediate threat to life or physical safety exists, reports must result in an immediate notification to law enforcement. ¶~~
- ~~N. Nothing in this policy shall preclude the threat assessment team from notifying the school principal, his/her administrative designee of any individual (other than a student) who poses a threat of violence or physical harm to self or others. ¶~~
- ~~O. If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies to engage behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers, who have been trained in crisis intervention. These individuals shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Threat assessment teams shall contact other agencies involved with the student and any known service providers to share information and coordinate necessary follow up. Any information from education records disclosed during this process shall be done in accordance with The Family Educational Rights and Privacy Act (FERPA) (34 CFR 99.31(10), 99.36). ¶~~
- ~~P. The threat assessment team shall identify members of the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self. ¶~~
- ~~¶~~
- ~~Q. School Based employees, volunteers, and contractors are required to report to school administration any expressed threat(s) or behavior(s) that may represent a threat to the community, school, or self. ¶~~
- ~~R. School Based employees, volunteers, and contractors are required to report to school administration any expressed threat(s) or~~

- ~~behavior(s) that may represent a threat to the community, school, or self. ¶~~
- ~~S. Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur as required by law and Board policies ¶~~
- ~~T. Upon a preliminary determination by the threat assessment team that an individual poses a threat, members of the threat assessment team may request and obtain criminal history record information in accordance with 1006.07(7)(c), F.S., and s. 985.04(1), F.S. ¶~~
- ~~a. No member of a threat assessment team shall disclose any criminal history record information or health information obtained or use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team. ¶~~
- ~~b. The threat assessment team may not maintain the criminal history record or place it in the student's educational file. ¶~~
- ~~U. The threat assessment team must consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts, or the severity of an act, that would pose a threat to school safety. ¶~~
- ~~V. If a student commits more than one misdemeanor, that is known to the school, the threat assessment team must consult with law enforcement to determine if further action is warranted. ¶~~
- ~~W. If a student is facing possible expulsion or suspension as a consequence of certain actions, the school should consider ways in which these can be safely enacted and identify resources that may assist the student during this time. In addition, a threat assessment team may use alternatives to expulsion or referral to law enforcement agencies unless the use of such alternatives will pose a threat to school safety ¶~~
- ~~¶~~
- ~~X. Threat assessment records are considered education records and shall be maintained and released in accordance with FERPA and state statute. The threat assessment, its determination, along with any interventions provided, will be recorded in the appropriate electronic data systems by the threat assessment team. ¶~~
- ~~Y. Threat assessment teams should meet regularly to discuss new and ongoing cases. ¶~~

~~Z. Threat assessment teams should identify all means of reporting threats, including FortifyFL (the statewide mobile suspicious activity reporting tool) and any similar reporting tools required by state law. Local hotlines, websites or other community based resources should also be identified. ¶~~

~~AA. Threat assessment records are required to be transferred when a student transfers school. Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services, must be transferred within three school days when a student transfers from school to school, pursuant to s. 1003.25, F.S. and Rule 6A-1.0955, Florida Administrative Code (F.A.C.). Records shall be transferred when a student progresses from elementary school to middle school, or from middle school to high school. ¶~~

~~BB. Every section of the CSTAG form is not required to be completed. Threat assessment teams should use their judgment as to what is appropriate to be completed for each assessment and intervention in accordance with district policies and the corresponding level of the threat. ¶~~

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(E) Definitions.

(a) “Florida Harm Prevention and Threat Management Model” or “Florida Model” means the Florida-specific behavioral threat management process required by Section 1001.212(12), F.S. The Florida Model consists of the Florida Threat Management Manual and the Florida Harm Prevention and Threat Management Instrument (“Instrument”). Under the Florida Model, threats and reports of concerning behavior or concerning communications are categorized as having a low, medium, or high level of concern.

(b) “School-based mental health services provider” means a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under Rule 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a district or school to provide mental health services in schools.

(c) “Student Support Management Plan” or “SSMP” means an ongoing intervention and monitoring plan implemented by the school-based threat management team. The SSMP may impose requirements on a student of concern for a defined period of time based on the level of concern. The SSMP is reviewed each month by the School Based Threat Management Team (SBTMT).

(d) “Threat Assessment” means the identification of individuals exhibiting threatening or other concerning behavior.

(e) “Threat Management” means the multipart process by which schools identify individuals exhibiting threatening or other concerning behavior, assess the risk of harm, and coordinate appropriate interventions and services for such individuals, as provided in Section 1006.07(7), F.S.

(f) Concerning Behavior: An observable behavior that elicits concern in others regarding the safety of an individual or those around them. Important to determining whether behavior is concerning is whether it deviates from the person’s baseline behavior. Some concerning behavior for one person may be “normal” behavior for another person. Concerning behavior is a spectrum that can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities), and prohibited behaviors that are objectively concerning and should trigger an immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.

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(g) Concerning Communication: Unusual, bizarre, threatening, or violent communications made by an individual or group. Concerning communications may include explicit threats or allude to violent intentions; violence as a means to solve a problem; justification of violent acts; unusual interest in weapons; personal grievances; or other inappropriate interests. Concerning communications may be expressed verbally, visually, in writing, electronically, or through other means. Concerning communications may be considered threatening, even if they do not involve a direct and explicit threat of violence. Concerning communications may also allude to hopelessness or suicide.

(h) Education Records: Any records or documents, including information derived from those records or documents, that are directly related to a student and are maintained by an educational agency or institution, or by a party acting for the agency or institution. 34 C.F.R. s. 99.3. In most cases, this includes student health and mental health records maintained by an educational agency or institution. Law enforcement unit records, as defined by 34 C.F.R. ss. 99.3 and 99.8, are not considered education records.

(i) Imminent Threat: An imminent threat exists when a situation, including the person's prohibited objective behavior, poses a clear and immediate threat of serious violence toward self or others that requires containment and immediate action to protect an identified or identifiable target.

(j). Individuals with Disabilities Education Act (IDEA): The IDEA is a federal law that makes an appropriate, free public education available to eligible children with disabilities and ensures that special education and related services are provided to those children.

(k) Individualized Education Plan (IEP): A written plan for each child eligible under the IDEA that governs how the district will educate that student. The parents, student (if appropriate) and a team of educators and professionals, known as the IEP team, develop the IEP, which details education and related services the student will receive and outlines required modifications, accommodations and behavioral interventions.

(l) Level of Concern: The classification of an individual is based on their presenting risk and needs and balanced against protective factors. Levels of concern (also called threat levels) are classified as Low, Medium, or High:

1. Low Level of Concern: A Low level of concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. There may nonetheless be significant concerns about the person but at that time, the concern for violence toward another is at the low end of the spectrum.
2. Medium Level of Concern: A Medium level of concern designation is appropriate where the person does not appear to pose an immediate threat of violence, but the person exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out. The threat management team may not have complete or completely accurate information to guide the outcome of the assessment.
3. High Level of Concern: A High level of concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the

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student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High level of concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.

(m) **Manifestation Determination:** When a student receiving special education services is being considered for a change in placement due to a behavioral issue, including a threat to others, the IEP team must determine whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. A manifestation means that the behavior had a direct and substantial relation to the disability.

(n) **Student of Concern:** Any student reported to the Chair, Vice Chair, SBTMT or DTMT who exhibits any behavior or communication that may constitute a threat or concern regarding school safety.

(o) **Student Support Management Plan (SSMP):** The Student Support Management Plan (SSMP) uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP is implemented by the threat management team imposing requirements on the student. Under the SSMP, a student of concern may be required to refrain from certain conduct or may be required to engage in certain actions that are designed to prevent harm to others. The SSMP is established for a specified period based on the level of concern and is reviewed each month by the School-Based Threat Management Team (SBTMT).

(p) **Threat:** A threat is communication or behavior indicating that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. A threat includes communication or behavior characteristic of a person who is on the pathway to violence. The threat may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means. Communication or behavior is considered a threat regardless of whether it is observed by or communicated to the target of the threat, or to a third party, and regardless of whether the target of the threat is aware of the threat.

A threat is not a communication or behavior that is an obvious joke or unequivocally known by the observer to be innocuous. The school personnel's personal knowledge of the person making the statement or exhibiting the behavior, as well as the person's age and history of exhibiting such behaviors or making such statements, are factors that should be considered in determining whether the communication or behavior constitutes an actual threat.

(q) **Threat Assessment Protocols:** Threat assessment protocols are used to assess concerning behavior and threats. Threat assessment protocols are a series of documents, also referred to as a "threat assessment instrument," comprised of an intake and disposition form; student of concern questionnaire; parent/guardian questionnaire; witness/target of violence questionnaire; teacher survey; and mental health assessments used to help evaluate whether behaviors or communications indicate that a student poses a risk of harm and what services are appropriate to mitigate that risk. The threat assessment process results in comprehensive information gathering from multidisciplinary sources, including law enforcement, mental health, and school records.

(r) **Threat Management:** The threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for

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violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The SSMP is part of the threat management process. The threat management process is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team.

1. Threat management is not a means to profile the next school shooter. There is no profile of a school shooter or student attacker. The threat management process focuses on behavior-based prevention, not a prediction. Because a student has been the subject of threat management, does not automatically mean the student is a potential shooter or attacker; it simply means that a threat or concerning behavior (whether minor or serious) was reported and evaluated through the threat management process.
2. Threat management is not an emergency or crisis response. If there is an indication that violence is imminent, such as when a person is at school with a gun or other weapon, school staff must take immediate action by notifying law enforcement and following the school's emergency response plans.
3. Threat management is not a disciplinary process. School policy and procedures regarding discipline and referrals to law enforcement should be followed regardless of the threat assessment's outcome. Someone other than the threat management team will decide whether school discipline is appropriate. Information learned during the threat management process may be used in disciplinary or criminal proceedings, when appropriate.
4. The initial threat evaluation process may consider whether behavior constitutes a threat of self-harm because it is established that threats of self-harm may be a precursor to harm toward others. However, threat management is not to be used for suicide or self-harm assessment, services, or a mental health related safety plan. In cases where a threat to harm others may be accompanied by a threat to harm oneself, threat management should only address the harm toward others and the threat management team should coordinate with those providing self-harm intervention services.

(s) **Unfounded Determination:** An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or rise to the level of posing a threat or concern of harm to the school community. The reporting person may simply have been mistaken about the behavior or based upon known facts about the situation, behavior, and context, no risk of violence exists. This unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. The case should be advanced to the next step for further evaluation if there is any doubt.

(F) District Threat Management Roles and Responsibilities

1. **District Threat Management Coordinator (DTMC):** A person in each school district designated by the superintendent, or lead administrator where there is no superintendent, to oversee the district's harm prevention and threat management program. The threat management coordinator is the direct liaison between the school district and the Department of Education's statewide threat management coordinator. Pursuant to Rule 6A-1.0019, F.A.C., the DTMC is responsible for ensuring the fidelity of the district's threat management program, which includes ensuring that all school threat

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management team personnel are appropriately trained. The DTMC also serves on the District Threat Management Team.

- a.) The DTMC must ensure that all district-level and school-level threat management team personnel are trained in threat management and on the Florida Model
 - b.) Serve as Chair of the District Threat Management Team and as the liaison to the Department of Education's Office of Safe Schools ("Office"); and
 - c.) Assist School Based Threat Management Teams in the district.
2. District Threat Management Team (DTMT): Rule 6A-1.0019, F.A.C., and the Florida Model require each district superintendent, or lead administrator where there is no superintendent, to establish a District Threat Management Team, which is a multidisciplinary team that will receive referrals from the SBTMTs and assess serious situations. The DTMT must include the District Threat Management Coordinator, persons from school district administration and persons with expertise in counseling, instruction, and law enforcement. The district threat management coordinator must Chair the DTMT. The DTMT may assist the SBTMTs in providing on-going effective threat management, or after assessing the matter, the DTMT may refer the case back to the SBTMT for it to manage. The DTMT will also support the charter schools sponsored by or under contract with their school district.
 3. School-Based Threat Management Team (SBTMT): Section 1006.07(7), F.S., and Rule 6A-1.0019, F.A.C., require each school (as defined in rule) to have a School-Based Threat Management Team. The SBTMT is a multidisciplinary team at the school level and is comprised of at least four members with expertise in counseling; school instruction; law enforcement; and a school administrator. The SBTMT must also include a member with personal knowledge of the student of concern that is being evaluated by the team. Additional members of the team may be assigned by the school principal, or equivalent, as long as these four required roles are filled. Required team members must meet the following:
 - a. Counseling: The counseling team member must be a school-based mental health services provider that is able to access student mental health records. This person must be a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under Rule 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a district to provide mental health services in schools.
 - b. Instruction: The instruction team member must be a person who meets the definition of instructional personnel under Section 1012.01(2)(a)-(d), F.S., or someone who holds a current Florida Educator Certificate under Section 1012.56, F.S.
 - c. Administration: The administrator team member must be a person who meets the definition of administrative personnel under Section 1012.01(3), F.S. This should not be the school principal, or equivalent, unless they are the only administrator at the school, because the principal has administrative oversight of the SBTMT.
 - d. Law Enforcement: The law enforcement team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, school-safety officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat management team must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers

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serving on school-based threat management teams must also have clearance to review Criminal Justice Information and Criminal History Record Information.

1. A school guardian, as defined under Section 1006.12(3), F.S., or a school security guard, as defined under Section 1006.12(4), F.S., may not serve as the law enforcement member of a threat management team. However, because of their role and need for situational awareness, school guardians and security guards may observe the SBTMT meetings and process and consult with the team.
2. Because all SBTMT members must be trained in the threat management process, calling a patrol officer who has not been trained in threat management to serve ad hoc as the law enforcement member of an SBTMT meeting is not permitted. Charter schools will likely have to meet with the sheriff or police chief to have a law enforcement officer designated for their school who will serve on the SBTMT.

e. **Personal Knowledge:** If none of the designated threat management team members are familiar with the student of concern being assessed, the Threat Management Chair must assign a member of the school's instructional or administrative personnel, as defined in Section 1012.01(2) and (3), F.S., who is familiar with the student being evaluated to consult with and provide background information to the threat management team. Consulting personnel do not have to complete Florida Model training and may not participate in the decision-making process. Consulting personnel are assigned on a case-by-case basis.

f. **Threat Management Chair and Vice-Chair:** The principal, or lead administrator, of each school is required to appoint a Chair and Vice-Chair of the SBTMT. The Vice-Chair performs the Chair's duties in the Chair's absence. The SBTMT Chair is the point person at each school for threat management and receives initial reports of all threats and concerning behavior that may result in harm toward self or others (although imminent threats must always be first reported directly to law enforcement). The SBTMT Chair is responsible for assessing and triaging each reported threat or concern and determining whether it has a factual basis and whether the matter should be summarily closed or reviewed by the entire SBTMT.

(G) Reporting and Identifying Concerning Behavior

1. All threats or reports of concerning behavior should be taken seriously and thoroughly reviewed to determine their merit and the level of concern. Threats made anonymously and through electronic communication must be assessed no differently than those made in-person or where the reporting party is identified. It is critically important to gather as much information as possible to understand what is happening with a student of concern.
 - a. Reporting mechanisms should be known by all students, parents, and staff, easy to understand and use, and offer a variety of means to report threats, including anonymous reporting.
 - b. Reports made, information gathered, and intervention strategies taken should be documented in a shared electronic information system where available.
2. **Considerations for Threat or Level of Concern Determination**
 - a. The threat management process involves first determining whether there is merit to the

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claim and if so, the threat management team will then determine the level of concern and what action is necessary to ensure school safety. Human judgment, applied to the totality of circumstances surrounding the threat or concerning behavior must drive the threat management team's ultimate decision regarding the level of concern. The level of concern that a student poses can change over time due to the evolving nature of concerning behaviors, surrounding circumstances, and attempted interventions.

- b. Also know that behavioral changes may occur in the student of concern when he or she becomes aware of the threat management process. Behavioral changes may include deception, hiding behaviors, acceleration of their plan, or increased feelings of persecution.
- c. Sometimes the behavior that initiated the threat management process results in suspension or expulsion from school. When this is contemplated or occurs, teams and school administrators should consider how it might affect their ability to monitor the student. Removing a student from school does not eliminate the threat to the school or the community at-large and can exacerbate the situation. Best practices for effective threat management includes developing strategies to stay connected to the suspended or expelled student to determine whether the student's situation is improving or if the behaviors of concern are escalating so that they can respond appropriately.

(H) Standardized Threat Management Operational Process

1. Reporting Responsibility for Members of the School Community
 - a. Where an imminent threat to life or physical safety exists, school personnel must immediately report the matter to law enforcement.
 - b. Each school district must provide multiple avenues for information affecting school safety to be easily conveyed and received. The FortifyFL anonymous reporting app and various other options are provided so that potential threats can be easily reported. School personnel are responsible for knowing the reporting options in their districts.
 - c. If you see something, say something. Effective threat management relies on all school employees, volunteers, and service providers reporting any threat or concerning behavior. All students, parents, guardians and caregivers are strongly encouraged to report any threat or concerning behavior.
 - d. Reports of concerns that may represent a threat to the community, school, or self must be routed to the Chair of each school's SBTMT for intake, initial evaluation, and an initial merit determination. The Chair must be well identified to everyone on each school campus.
2. The School-Based threat management process involves:
 - a. Identification of threatening or concerning behavior and reporting to the SBTMT Chair;
 - b. Determining if the reported claim has a factual basis;
 - c. Evaluating the reported claim for threat of harm to self, others, or both;
 - d. Determining if the case should be referred to the full SBTMT;
 - e. Initial assessment to assign a preliminary level of concern and determine if interim SSMP is necessary;
 - f. Information gathering through interviews and data collection;
 - g. Assigning a concern level
 - h. If not unfounded or low level of concern, evaluating for Medium or High level of concern;
 - i. Referral to DTMT for some Medium cases and all High levels of concern;

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- j. Creating SSMP, when appropriate; and
 - k. Continual monitoring of the student during the SSMP period and continual evaluation of the SSMP to ensure it is effective;
 - l. Steps
 - i. Report - Concerns are Reported to Chair
 - ii. Initial Chair Determination - Is there a factual basis?
 - 1. If the chair determines that there is not a sufficient factual basis to support the allegation, the Chair may summarily close the matter as unfounded.
 - iii. Type of Harm Determination - Self-Harm, Harm Toward Others, or Both
 - 1. Refer and Close - If the threat is self-harm only, mental health assessments and services should be provided.
 - iv. SBTMT Referral Decision - Is review by full SBTMT appropriate and necessary?
 - 1. Low Level Closure - If the chair determines that the matter does not warrant review by the SBTMT and it should be summarily closed, then the chair must assign the case a low level of concern. The chair may refer the student for services, as appropriate, that are not part of an SSMP.
 - v. Preliminary SBTMT Meeting - SBTMT Assigns a Preliminary Level of Concern
 - 1. Team must convene no later than the next school day.
 - 2. SBTMT determines whether an interim SSMP is appropriate
 - vi. Collect Information and Conduct Interviews
 - vii. SBTMT Final Disposition and Level of Concern
 - 1. Close as Unfounded
 - 2. Low Level of Concern (With or Without SSMP)
 - 3. Medium or High Level of Concern (with SSMP)
 - viii. Review and referral by the DTMC for Medium and High Levels of Concern
 - ix. All steps - Required Review by Principal and DTMC
 - x. Monitoring of the SSMP
 - 1. SBTMT meets monthly to assess each SSMP for its effectiveness, and makes modifications, as appropriate.
3. The Student Support Management Plan (SSMP)
- a. The Student Support Management Plan is not punitive or part of a disciplinary process. The SSMP is a student support and management plan that uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP identifies mandatory action steps that are needed to ensure school safety and responses that can help support the student of concern and make positive outcomes more likely. The action steps selected will comprise the SSMP. The resources and other support the student needs will differ depending on the information gathered during the assessment, including the mental health interviews when applicable and identified protective measures.
 - b. The SBTMT should develop the SSMP with input from the student's parent or guardian, including but not limited to information learned during the mental health interviews, if they are conducted. Some actions may need to be taken immediately, while others (e.g., IEP meetings) may need to occur at a later time. The SBTMT will identify in the SSMP any long-term action that requires gradual implementation and continual monitoring. Any disciplinary referrals should be noted in the SSMP for future situational awareness only because the SSMP is not disciplinary in nature. The SBTMT will also identify any protective

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actions to be taken with potential victims of the threat or any students impacted by the threat or concerning behavior. The SSMP must include a timeline for plan monitoring and completion. The SSMP should contain accountability measures to ensure it is an effective plan.

- c. Monitoring Timeframe Requirements
 - i. Low Level of Concern: 90 Days minimum
 - ii. Medium Level of Concern: 180 Days minimum
 - iii. High Level of Concern: One Year Minimum
- d. Review of SSMP
 - i. At least 30 days before the end of the initial SSMP monitoring period for the assigned level of concern, the SBTMT must consider the matter again and assess whether to close the case upon expiration of the monitoring period or extend the SSMP. If the decision is to extend the SSMP, requirements may be added or deleted and documented on the SBTMT Monitoring Form for Monthly Meeting
 - ii. Any SSMP reassessment may not result in the initial level of concern category being changed to a lower level based on subsequent circumstances; however, the SSMP's requirements may be modified downward as the matter is periodically reviewed. The matter may also be reconsidered at any time based on new or additional information and the level of concern may be increased. If the level of concern is increased, then the SSMP must be modified and documented as appropriate with the new level.

4. Parental Notification

- a. The importance of parental notice cannot be overstated in the threat management process. Explaining the purpose of threat management and the concerning behavior to a parent or guardian provides them with the opportunity to support the student and provides an opportunity for the school community to enlist the support of a parent in threat management process itself. Because parental involvement in threat management can improve outcomes, the SBTMT should consider involving parents and guardians throughout the process.
- b. The minimum notification requirements are set forth below:
 - i. Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent of the targeted student before the end of the school day that the report was received unless the Chair has determined the concern is unfounded.
 - ii. If the Chair of the SBTMT determines that the reported behavior is low level of concern and summarily closes the report, (Step 2A) the Chair or his designee must use reasonable efforts to notify the parent or guardian of the student of concern on the same day as the report is closed.
 - iii. If the Chair does not summarily close the case and refers it to the SBTMT, reasonable efforts must be made to notify the student of concern's parent on the same day the SBTMT assigns the preliminary level of concern. (Step 5)
 - iv. If the level of concern is High (preliminary or final disposition), the Chair or his designee must notify the superintendent or his designee to ensure that the notice requirements of Section 1006.07(7)(e), F.S., are met. This section provides as follows:
 - 1. Upon a preliminary determination that a student poses a threat of violence

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or physical harm to himself or herself or others, a threat management team shall immediately report its determination to the superintendent or his or her designee. The superintendent or his or her designee or the charter school administrator or his or her designee shall immediately attempt to notify the student's parent or legal guardian. Nothing in this subsection precludes school district or charter school governing board personnel from acting immediately to address an imminent threat.

- v. Parents or guardians must also be notified if the threat management process reveals information about their student's mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to implementation of an SSMP.
- vi. Reasonable efforts must be made to notify the student of concern's parents or guardians on the same day the SBTMT concludes final disposition (Steps 7-9).
- vii. Once an SSMP is finalized and anytime it is substantively revised, the SBTMT Chair or designee must provide a copy of the SSMP to the student of concern's parent or guardian. The targeted student's parent or guardian should also be informed that an SSMP has been implemented.
- viii. The timelines for notice may be modified where the team reasonably believes and documents that disclosure by the time designated above would result in abuse, abandonment, or neglect, as defined in Section 39.01, F.S.
- ix. "A reasonable effort to notify" a parent or guardian means the exercise of reasonable diligence and care to make contact with the student's parent or guardian, typically through the contact information shared by the parent or guardian with the school or school district. The SBTMT Chair or designee must document all attempts to make contact with the parent or guardian.

5. Required Timelines

- a. School personnel must immediately report any behavior or communications that may constitute a threat to school safety to the chair of the SBTMT.
- b. The Chair of the SBTMT must review a report of concerning behavior and complete the Intake and Case Disposition form to determine if the matter should be referred to the SBTMT. This determination must be completed in time for the SBTMT to meet the following school day if necessary. If a school administrator receives the report of concerning information before the SBTMT Chair, the time for the Chair of the SBTMT to review the report and complete the Intake and Case Disposition form begins at the time the administrator receives the report.
 - i. If the Chair of the SBTMT determines that the report of concerning behavior can be closed without referral to the SBTMT, the principal should review the decision to close the case as soon as possible but within two school days of receiving notification of case closure and the district threat management coordinator should review the case as soon as possible but within two school days after its review by the principal.
 - ii. If the Chair of the SBTMT determines that the report of concerning behavior has a factual basis, but the threat is related to self-harm only, the Chair must immediately refer the student to the appropriate entity to conduct a self-harm assessment and close the case. The principal must review the case as soon as possible but within

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two school days of receiving notification of case closure and the DTMC must review the case as soon as possible but within two school days after the review by the principal

- c. If the Chair of the SBTMT refers the matter to the threat management team because it appears to constitute a threat of harm toward another person, the team MUST convene for an initial meeting no later than the next school day from the day the initial report was received by the Chair or administrator. to assign a preliminary level of concern and consider implementing an interim SSMP.
- d. The SBTMT must meet a second time as soon as possible after it has acquired all necessary information, or within two school days after the initial team meeting, whichever is earlier.
- e. An extension of the requirement that the SBTMT meet a second time within two school days to consider the matter MUST be approved by the school principal or higher authority and the extension may be granted for a maximum of two school days. After the initial extension, the time can be extended in one day increments based upon exigent circumstances.
- f. If the SBTMT determines that the threat level is High, the case must automatically be referred to the DTMT for review. DTMT must convene to consider the case within two school days of receiving the referral from the SBTMT.
- g. If the Principal or DTMC returns the report of concerning behavior back to the Chair of the SBTMT for further consideration, the Chair must make any corrections and resubmit as soon as possible, but no later than two school days from the date returned by Principal or DTMC.

(G) Procedures for Referrals to Mental Health Services and Threats of Self-Harm

- a.) Students identified as needing or requesting mental health services will be referred to a mental health provider with parents permission. Referrals can be made to a school based Mental Health Clinician, or to a community provider through the UF/Flagler Health's BRAVE program.
- b.) Students expressing statements indicating risk of self harm will immediately be referred to the school counselor. The certified school counselor or other qualified individual will complete a Columbia - Suicide Severity Rating Scale. Parents of students scoring Moderate to High Risk will be contacted and suicide prevention resources including, but not limited to referrals for mental health services, will be provided to the student and family. With parent permission, students indicated as High risk will be evaluated by the district's Mobile Response Team, MRT.

(H) Procedures for All Students, Faculty, and Staff Regarding Recognition of Concerning Behaviors or Threats

- a.) A presentation will be given to all students, faculty, and staff regarding the appropriate person to report concerning behaviors and/or threats to. At each campus, the person will be the designated Chair or Vice Chair. For behaviors or threats that happen within the county, but not at a specific school, the contact person will be the District Threat Management Coordinator. This presentation will be given during the first 30 days of each school year.

(I) Training

- a.) All members of SBTMTs and DTMTs must be trained on the Florida Model through training provided by or approved by the Office of Safe Schools, as follows:

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- b.) All SBTMT and DTMT members must complete basic Florida Model training.
- c.) The District Threat Management Coordinator must complete additional training specific to the Coordinator role.
- d.) School principals, the Threat Management Chair, and the Vice Chair must complete additional yearly training provided by the DTMC.