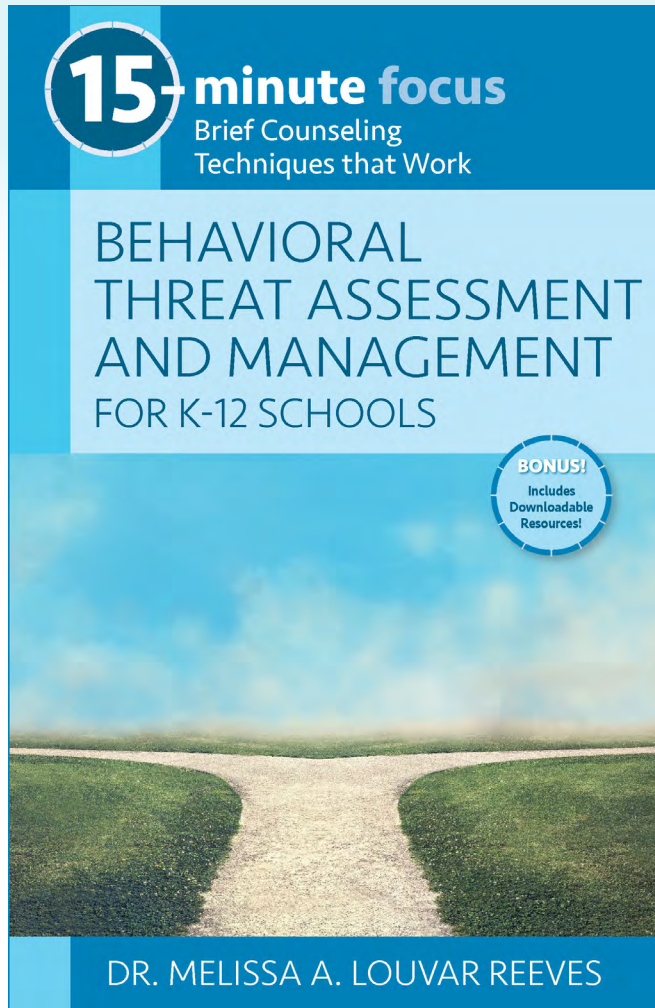


# Reproducible Resources from



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# Resources and Training

## Threat Assessment Models for K-12 Schools

Secret Service Model:

- *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence* (2018)  
<https://www.cisa.gov/publication/enhancing-school-safety-using-threat-assessment-model-operational-guide-preventing>
- *Making Prevention a Reality: Identifying, Assessing & Managing the Threat of Targeted Attacks* (2017)  
[www.fbi.gov/file-repository/making-prevention-a-reality.pdf](http://www.fbi.gov/file-repository/making-prevention-a-reality.pdf)
- *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States* (2004)  
<https://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf>
- *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (2004)  
<https://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf>

Salem-Kaiser System (student and adult/community teams):

- <http://www.studentthreatassessment.org/home>

Comprehensive School Threat Assessment Guidelines (C-STAG):

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

## Additional Resources for K-12 Training and Implementation

SIGMA Threat Management Associates

- <http://www.sigmatma.com/k-12-schools/>

Virginia Department of Criminal Justice Services

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

Colorado School Safety Resource Center

- <https://www.colorado.gov/pacific/cssrc/threat-assessment>

Wisconsin Department of Justice

- <https://www.doj.state.wi.us/office-school-safety/resources>

## Additional Threat Assessment Resources

Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence (2019)

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

Guide for Developing High-Quality School Emergency Plans (2013)

- [https://rems.ed.gov/docs/rems\\_ihe\\_guide\\_508.pdf](https://rems.ed.gov/docs/rems_ihe_guide_508.pdf)

Role of Districts in Developing High-Quality School Emergency Operations Plans

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

National School Boards Association (2018). Fostering Safer Schools: A Legal Guide for School Board Members on School Safety

- <https://www.nsba.org/-/media/NSBA/File/legal-fostering-safe-schools-guide.pdf>

Arapahoe High School post incident reports

- <https://cssrc.colorado.gov/claire-davis-school-safety-act>

Marjory Stoneman Douglas High School Public Safety Commission

- <http://www.fdle.state.fl.us/msdhs/commissionreport.pdf>
- <http://www.fdle.state.fl.us/MSDHS/MSD-Report-2-Public-Version.pdf>
- [https://efactssc-public.flcourts.org/casedocuments/2019/240\\_2019-240\\_miscdoc\\_365089\\_e20.pdf](https://efactssc-public.flcourts.org/casedocuments/2019/240_2019-240_miscdoc_365089_e20.pdf)

Sandy Hook Advisory Commission Report

- <https://www.nctsn.org/resources/final-report-of-the-sandy-hook-advisory-commission>

## Information Sharing Resources

FERPA

- <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- <http://rems.ed.gov/K12FERPA.aspx>
- <https://studentprivacy.ed.gov/faq/does-ferpa-permit-sharing-education-records-outside-law-enforcement-officials-mental-health>

U.S. Department of Education (2019). “School Resource Officers, Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA)”

- <https://studentprivacy.ed.gov/resources/school-resource-officers-school-law-enforcement-units-and-ferpa>

HIPAA: <https://www.hhs.gov/hipaa/index.html>

## Additional School Safety Resources

### National Association of School Psychologists

*BTAM Best Practice Considerations, BTAM in the Virtual Environment, & Conducting Suicide Risk Assessments in the Virtual Environment* (also found in downloadable resources)

- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources>

#### General Crisis Resources

- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts>

#### Framework for Safe & Successful Schools (also found in downloadable resources)

- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/a-framework-for-safe-and-successful-schools>

#### PREPaRE School Crisis Prevention & Intervention Training Curriculum

- <https://www.nasponline.org/professional-development/prepare-training-curriculum>

### **National Association of School Resource Officers**

#### *To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools*

- <https://www.nasro.org/clientuploads/About-Mission/NASRO-To-Protect-and-Educate-nosecurity.pdf>

#### *NASRO Position Statement on Police Involvement in Student Discipline*

- <https://www.nasro.org/aboutnasro/nasro-position-statement-on-police-involvement-in-student-discipline/>

#### Standards and Best Practices for School Resource Officer Programs

- <https://www.nasro.org/clientuploads/About-Mission/NASRO-Standards-and-Best-Practices.pdf>

#### Safe and Sound Schools – School Safety Resources and Staff Development

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

#### Safer Schools Together – Digital Threat Assessment Training

- <https://saferschoolstogether.com/>

#### Collaborative for Academic, Social, and Emotional Learning

- [www.casel.org](http://www.casel.org)

#### Positive Behavior Supports

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

## APPENDIX A

# Reporting App/Tip Hotline: Legal & Financial Considerations

Questions to consider before any app/tip line is adopted:

1. Are there enough operators to receive the volume of calls/texts/reports?
2. Is there enough funding (state or federal) for adequate staffing of the local personnel (law enforcement, emergency management, 911 operators, school personnel, etc.) necessary to oversee this application responsibly? If so, what are the sources of funding?
  - Is there sufficient funding to accommodate the additional resources needed to implement the application?
  - Has a needs-assessment been conducted to determine the necessary funding/resources to implement district/statewide? If so, what are the results?
3. What is the protocol for the anonymity of the “anonymous” caller? When the child calling is a minor, are the parents informed? If so, how, by whom, and when? If not, why not? What are the parents’ rights when their minor child reports a tip through the application?
4. Once the tip is received by the call center, what are the security protocols to protect the confidentiality of any student’s records, whether school records, disability/medical records, or prior criminal records?
5. What are the exact measures of student privacy and the security of student data upon receipt of a student’s call to the call center? Who has access to this data? Security details need to be explained to parents, students, and staff.
6. If district/statewide implementation is rolled out in counties/school systems that do not have adequate staffing, how will calls/tips at the local level be handled if no one staffs this position? Will staff at the Department of Education/Public Instruction, Departments of Public Safety or Juvenile Justice, Attorney General’s Office, or any other state agency be responsible for forecasting, assessing, and helping with these shortfalls that currently exist?
7. For those counties/school systems that have adequate capacity, who will pay the personnel to work beyond their work hours (nights and weekends)?
  - What labor laws are implicated here?
  - Counties and school systems cannot typically require employees to download an application for work purposes on their personal phones. School systems do not pay for phones for many of the personnel who would be expected/required to receive calls/notices through the application. Where are the funds to purchase work phones for these employees in order for them to oversee this application?
  - Are employees expected to download this application on their personal phones and work on nights and weekends receiving triage calls/notices without commensurate pay?
  - What are the liability issues for school personnel/county personnel and school systems/counties overseeing the application? How does this impact confidentiality of records or ability to subpoena personal phones used to receive reports?
8. Where in the law is there immunity (governmental, official, and individual) for allegations of negligence regarding the use of this application?
  - Will the district (or State Department of Education/Public Instruction or State Board of Education) bear the risk and liability for this application?
  - If so, is there adequate insurance or other liability coverage?

## APPENDIX B

# Management Considerations

Below is a list of interventions and supports to consider. This is not an exhaustive list but provides guidance as to the multiple options to be considered.

<b>MONITORING</b>		
<ul style="list-style-type: none"> <li>✓ Check-in, checkout program</li> <li>✓ Reinforcement program</li> <li>✓ Safety contract</li> <li>✓ Adult/increased monitoring</li> <li>✓ Late arrival/early dismissal</li> <li>✓ Adult escorts from class to class</li> <li>✓ Modify daily schedule (reduce free, unsupervised time; travel card).</li> <li>✓ Restrictions to schedule or activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ongoing progress monitoring</li> <li>✓ Track attendance</li> <li>✓ Parent-school collaboration</li> <li>✓ Parent/guardian will increase supervision</li> <li>✓ Monitor for precipitating events (i.e., anniversaries, losses, perceived injustice, etc.)</li> <li>✓ Change class schedule</li> </ul>	<ul style="list-style-type: none"> <li>✓ Home visits (check for weapons, etc.)</li> <li>✓ Searches</li> <li>✓ Ankle monitor</li> <li>✓ Ongoing collaboration with agency supports, probation/juvenile diversion, mental health professionals</li> <li>✓ Detained, incarcerated, or placed under intensive supervision</li> </ul>
<b>RELATIONSHIP BUILDING</b>		
<ul style="list-style-type: none"> <li>✓ Establish system for student to proactively seek support</li> <li>✓ Peer mentor</li> <li>✓ Adult mentor</li> <li>✓ Provide feedback and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>✓ Peer supports</li> <li>✓ Increase engagement in school activities</li> <li>✓ Increase engagement in community activities</li> <li>✓ Engage in leadership activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ De-escalation training for staff</li> <li>✓ Monitor reactions to grievances and precipitating events, and provide supports.</li> <li>✓ Trauma-informed training for staff</li> </ul>
<b>SKILL DEVELOPMENT/RESILIENCY BUILDING</b>		
<ul style="list-style-type: none"> <li>✓ Academic supports</li> <li>✓ Conflict resolution</li> <li>✓ Anger management group</li> <li>✓ Social skills group</li> <li>✓ Social-emotional learning curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participation in school activities/clubs</li> <li>✓ Counseling—in school</li> <li>✓ Counseling—outside of school</li> <li>✓ Family supports/resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct functional behavioral assessment (FBA)</li> <li>✓ Develop behavioral intervention plan (BIP).</li> <li>✓ Supports from behavior specialist/school psychologist</li> </ul>
<b>DISCIPLINE</b>		
<ul style="list-style-type: none"> <li>✓ Letter of apology</li> <li>✓ Conflict resolution</li> <li>✓ Confrontation/warning</li> <li>✓ Restorative practice</li> <li>✓ Removing privileges</li> <li>✓ Time-out/self-initiated time-out</li> <li>✓ Behavior contract</li> <li>✓ Parent meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Detention</li> <li>✓ Alternative to suspension</li> <li>✓ In-school suspension</li> <li>✓ Out-of-school suspension</li> <li>✓ Habitually Disruptive Plan</li> <li>✓ Alternative placement</li> <li>✓ Expulsion</li> <li>✓ Diversion program</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ticketed by law enforcement</li> <li>✓ Charges filed by law enforcement</li> <li>✓ Law enforcement diversion program</li> <li>✓ Court issued non-contact/protective orders</li> </ul>
<b>SCHOOL CLIMATE &amp; CULTURE</b>		
<ul style="list-style-type: none"> <li>✓ Address systemic, procedural, or policy problems that may be precipitating stressors(s)</li> <li>✓ Build a caring and supportive climate and culture</li> <li>✓ Implement effective threat and suicide assessment procedures</li> <li>✓ Universal screenings for academic and social-emotional barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enhanced social-emotional learning to include:                             <ul style="list-style-type: none"> <li>• Bullying prevention</li> <li>• Violence prevention</li> <li>• Suicide prevention</li> <li>• Emotional regulation</li> <li>• Conflict management</li> </ul> </li> <li>✓ Ensure positive dynamics among staff (serves as modeling for students)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Early intervention with emerging problems (MTSS supports)</li> <li>✓ Explicitly teach about confidential reporting procedures</li> <li>✓ Give permission to “Break the Code of Silence” and get help for self/peer who is struggling</li> </ul>

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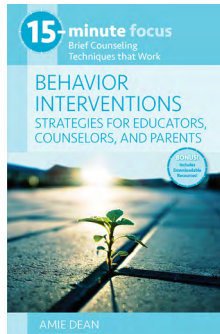
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# 15-minute focus

## Brief Counseling Techniques that Work

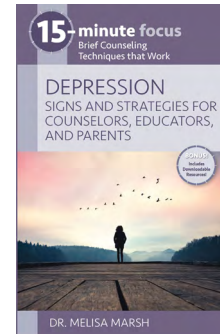
### Other titles in this series



#### **BEHAVIOR INTERVENTIONS: STRATEGIES FOR EDUCATORS, COUNSELORS, AND PARENTS**

Amie Dean

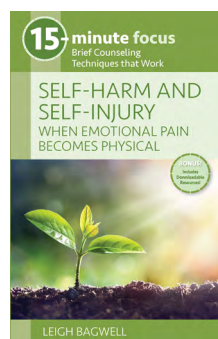
In this book, Dean gives educators, counselors, and parents knowledge, strategies, and resources to teach children and teens how to communicate and make decisions to get their needs met in positive ways through behavior instruction and coaching.



#### **DEPRESSION Signs and Strategies for Counselors, Educators, and Parents**

Dr. Melisa Marsh

In this book, Marsh provides a comprehensive look at depression and its effects on children and teenagers. This book will equip counselors, educators, and family members with a detailed understanding of depression and offer tools for intervention so no student or peer goes unnoticed in their struggle.

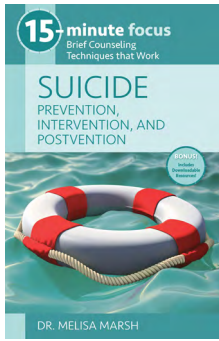


#### **SELF-HARM AND SELF-INJURY When Emotional Pain Becomes Physical**

Dr. Leigh Bagwell

Bagwell offers an in-depth look at the who, what, and why of self-harm; more accurately called nonsuicidal self-injury (NSSI).

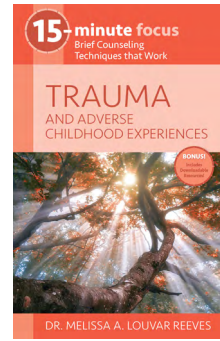
This book features stories from students as they explain NSSI from their experiences, giving adults an inside look into the lives of those who struggle with this behavior.



## **SUICIDE** **Prevention, Intervention, and Postvention**

Dr. Melisa Marsh

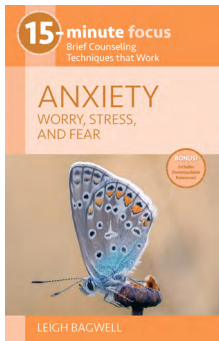
In this book, Marsh unpacks the stigma and data associated with suicide, and provides school counselors, educators, and administrators with ways to implement a suicide-safer community.



## **TRAUMA** **and Adverse Childhood Experiences**

Dr. Melissa A. Louvar Reeves

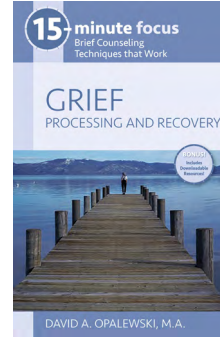
In this book, Reeves explains trauma and the overlap with anxiety, and provides understanding for behaviors associated with trauma and why they occur, along with a variety of strategies for school mental health professionals, educators, and administrators.



## **ANXIETY** **Worry, Stress, and Fear**

Dr. Leigh Bagwell

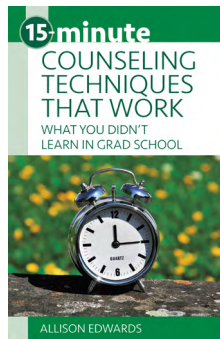
In this book, Bagwell explains the physiological progression from a trigger to a full-blown anxiety attack, and provides a variety of prevention and intervention strategies for school counselors, educators, and administrators.



## **GRIEF** **Processing and Recovery**

David A. Opalewski, M.A.

In this book, Opalewski gives schools a guide for addressing the death of a student or staff member, including what to say and what not to say to students along with helpful communication and intervention strategies for school counselors, educators, and administrators.



## **15-Minute Counseling Techniques that Work** **What You Didn't Learn in Grad School**

Allison Edwards

Children come to us with a variety of problems, searching for answers. While these solutions may work temporarily, we really never help children until we give them tools—or techniques—to manage thoughts and feelings on their own. The techniques in this book will help children feel empowered to face everyday challenges and equipped to manage their stress and emotions.