


Safety Threat Assessment



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A young man with brown hair, wearing a dark hoodie, is sitting at a wooden table in a library, focused on writing in a notebook. He is holding a blue pen. In the background, other students are visible: one wearing headphones, another looking towards the camera, and a third with their back to the camera. Bookshelves filled with books line the walls, and large windows let in natural light. The overall atmosphere is quiet and studious.

PREVENT GUN VIOLENCE BEFORE IT STARTS

Looking for a Solution

1. Create Competent Community
2. Develop a Safety Threat Assessment
3. Create Individualized Behavior Plans
4. Foster Protective Factors

[OSDE Guidance for School Staff: What should I do if I think a student might harm someone?.docx](#)

Safety Threat Assessment



Collinsville Public Schools Safety Threat Assessment Procedures

A mental health crisis is any situation in which a student's behavior puts them at risk of hurting themselves or others.

Step 1: Identify Concern. Complete Third Party Statement.

Step 2: Notify an administrator. Administrator will notify the crisis team if warranted. Crisis team should include building administration, special services director, school resource officer, and school counselor. Student will remain supervised by administration and/or counselors.

Step 3: Administrator or school resource officer notify law enforcement if threat to others as required by Senate Bill 1150.

Step 4: Administrator and/or school resource officer will search backpack, vehicle, and/or locker if there is reasonable suspicion to do so. Determine if there is any duty to warn.

Step 5: Notify parent and/or guardian. Attempt to obtain verbal or written consent for risk assessment to be completed at school. If parent denies consent, request return to learn meeting prior to return to school.

Step 6: If guardian consents, complete Safety Threat Assessment

Threat to self - complete Safety Threat Assessment, C-SSRS

Threat to others - complete Safety Threat Assessment, NAS-PI, PETRA, CAS, VRAW (for written threat)

Threat to self and others - complete Safety Threat Assessment, C-SSRS, NAS-PI, PETRA, CAS, VRAW (for written threat)

Step 7: Determine the level of risk

Low - Refer student to counseling and/or other resources.

*If services are refused, identify a check-in plan for the student.

Moderate - Refer student to counseling and/or other resources

*If services are refused put behavior supports in place (can complete REISS Motivation Profile if desired)

High - Refer student to treatment and/or other resources

*If services are refused put behavior supports in place (can complete REISS Motivation Profile if desired)

Step 8: Team debriefing and documenting on spreadsheet (site specific).

Step 9: Create Safety Plan with student. Complete Return to Learn/Re-entry Plan if needed.



Emergency Notification of Student in Crisis

Date: _____ School: _____

School Personnel: _____ Title: _____

_____, the parents of _____

have been advised that our child has expressed thoughts of self-harm, has engaged in self-harming behavior, or made homicidal threats. We have been further advised that we should seek some psychological/psychiatric consultation immediately. We have been further advised that we should seek some psychological/psychiatric consultation immediately. We have been provided with a list of Emergency Resources for Crisis Care. We understand that the school district is not responsible for the provision of these services, but is alerting us to this emergency just as they would inform us of any health problem.

Parent/Guardian Signature

School Personnel Signature

We have received a Safety Threat Assessment to assist in receiving mental health services.

Parent/Guardian Initials

Third Party Statement (describe activity or incident personally observed)

Third Party Statement Provider Signature

Printed Name

Title

Student Return to School

We will contact the counselor in advance of our child's return to school to formulate a Student Re-entry Plan and provide a copy of this form with completed provider acknowledgment.

Parent/Guardian Initials

Counselor's Printed Name

Phone Number and/or Email Address

Provider Acknowledgment: I received a copy of the Emergency Notification of Student in Crisis.

Name

Title

Date

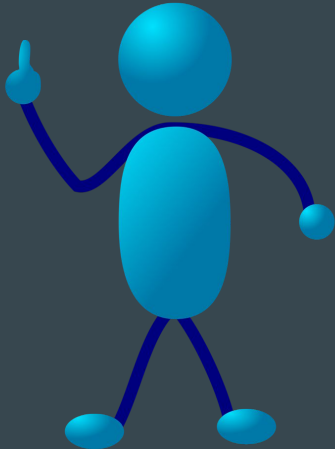
Agency Name (if applicable)

Additional Assessment Measures

- (NAS-PI): Navaco Anger Scale and Provocation Inventory
- PETRA: Psychosocial Evaluation & Threat Risk Assessment
- CAS: Children's Aggression Scale
- VRAW: Violence Risk Assessment of Written Word
- C-SSRS: Columbia-Suicide Severity Rating Scale



Student Safety & Re-Entry Plan



STUDENT SAFETY PLAN

Name: _____

Date: _____

What are my warning signs that a crisis may be developing?

What are some ways I can help myself at home and at school (coping skills)?

Who can I talk to if I need help at home and at school?

How can I keep my environment safe at home and at school?

Who will I contact in case of an emergency?

Call 911

National Suicide Prevention Lifelines Hotline 1-800-273-8255 (TALK)

Text Hello to 741741

Call or text 988

Student Signature

School Staff Signature

Date

Date

Student Re-entry Plan

Student Information

Student Name: _____ Grade: _____

Staff Completing Plan: _____

Title(s): _____

Meeting Date: _____ Date Returning to School: _____

Length of time out of school: _____

Signed release of information from mental health provider Yes No

Mental health provider present (if yes, provide name) Yes No

Parent/Guardian present Yes No

Student Safety Plan (must complete before re-entry) Yes No

Student on 504 plan or IEP Yes No

Daily check-in upon Re-entry Yes No

With whom: _____ AM PM Both

Family Concerns: _____

Academic Concerns: _____

Re-entry Conference (Names and titles of all present):

Thoughts so far? Questions? Suggestions?
Discussion?

Case Study

Mrs. A who is a special education teacher completed a discipline referral for disrespect and inappropriate language on Thursday at 3:25pm. According to the referral the student said “I am going to f*** you up.”

Should this be treated as a threat?

What steps should you take?

What roadblocks do you anticipate?

Case Study

Lightspeed Alert notified the school crisis team that Blake searched “How to poison a school through the vents” during 5th hour of school. Blake is a senior and involved in chorus.

What are the first steps that need to be taken?
What roadblocks do you anticipate?

Ethical Issues



Notification to Law Enforcement - Law vs. Guidance

Oklahoma Statute

A. As used in this section, "threatening behavior" means any verbal **threat** or threatening behavior, whether or not it is directed at another person, which indicates potential for future harm to students, school personnel or school property.

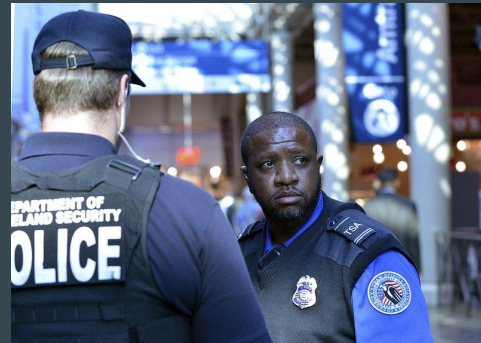
B. An officer or employee of a school district or member of a board of education shall notify law enforcement of any verbal **threat** or act of threatening behavior which reasonably may have the potential to endanger students, school personnel or school property.

<https://www.oscn.net/applications/oscn/deliverdocument.asp?id=482935&hits=61+12+>

OSDE Guidance

Depending on the severity and immediacy of the threat, it may be appropriate to contact law enforcement. The person(s) who discovered the threat may have to fill out a separate third-party statement for the police or other responding agency, in addition to the statement prepared for the school.

https://sde.ok.gov/sites/default/files/documents/files/OSDE%20Guidance%20for%20School%20Staff_%20What%20should%20I%20do%20if%20I%20think%20a%20student%20might%20harm%20someone_.docx%203.pdf



Discipline vs. Mental Health Concern



Duty to Warn - “I am going to kill Johnny at the park.”

OSDE Guidance

The parent or guardian of the person(s) who were threatened should also be contacted and made aware of the threat. Pursuant to federal student privacy laws, when notifying individuals that a threat has been made the school may not identify the student(s) who made the threat, but the parent/guardian can be told what the substance of the threat was and made aware that they can file a police report. If applicable, tell the parent/guardian that school officials have also notified police. You should make this parent contact the same day as when the threat was discovered.

https://sde.ok.gov/sites/default/files/documents/files/OSDE%20Guidance%20for%20School%20Staff%20What%20should%20I%20do%20if%20I%20think%20a%20student%20might%20harm%20someone_.docx%203.pdf

Oklahoma Statute Title 59:1376

b. the patient has communicated to the psychologist an explicit threat to kill or inflict serious bodily injury upon a reasonably identified person and the patient has the apparent intent and ability to carry out the threat. In such circumstances the psychologist shall have a duty to take reasonable precautions. A psychologist shall be deemed to have taken reasonable precautions if the psychologist makes reasonable efforts to take one or more of the following actions:

- (1) communicates a threat of death or serious bodily injury to the reasonably identified person,
- (2) notifies an appropriate law enforcement agency in the vicinity where the patient or any potential victim resides,

<https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=439158>

Joke vs. Threat



“I am going to kill him.”

“If I blow up this place, we won’t have finals.”

“If I fail this test, I am done.”



Cognitive Bias

Implicit Bias - a negative attitude, of which one is not consciously aware, against a specific social group.

Confirmation Bias - focusing on information that confirms your existing beliefs and preconceptions.

Overconfidence - person subjective confidence in their judgements is greater than the objective accuracy of those judgements.

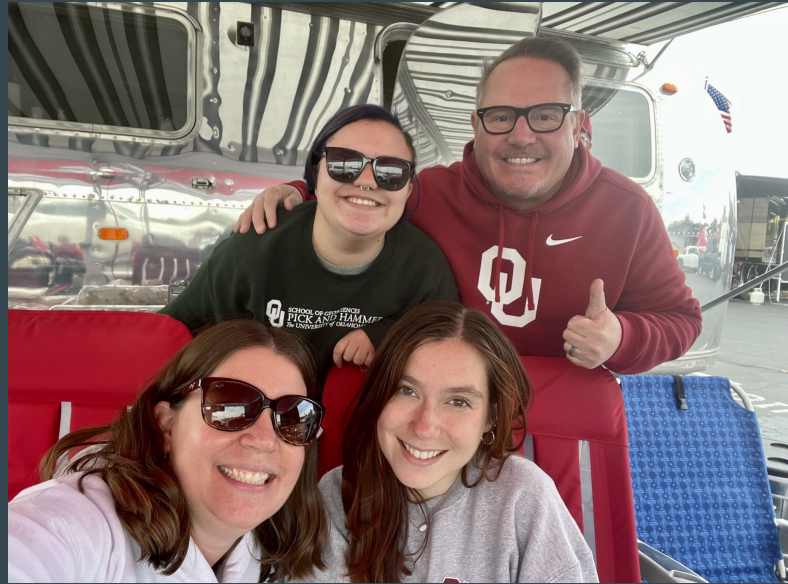
“Kabron has a lot of problems at home. He probably can get a gun.”

“Michael probably did say that. I will see if he has an IEP and if he plays violent video games.”

“I have worked with kids for years. I can tell he is lying.”



Dual Relationship



Our own children, our coworkers' children, our friends' children are often impacted by the decisions we make.



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