

Threat Assessment At-A-Glance



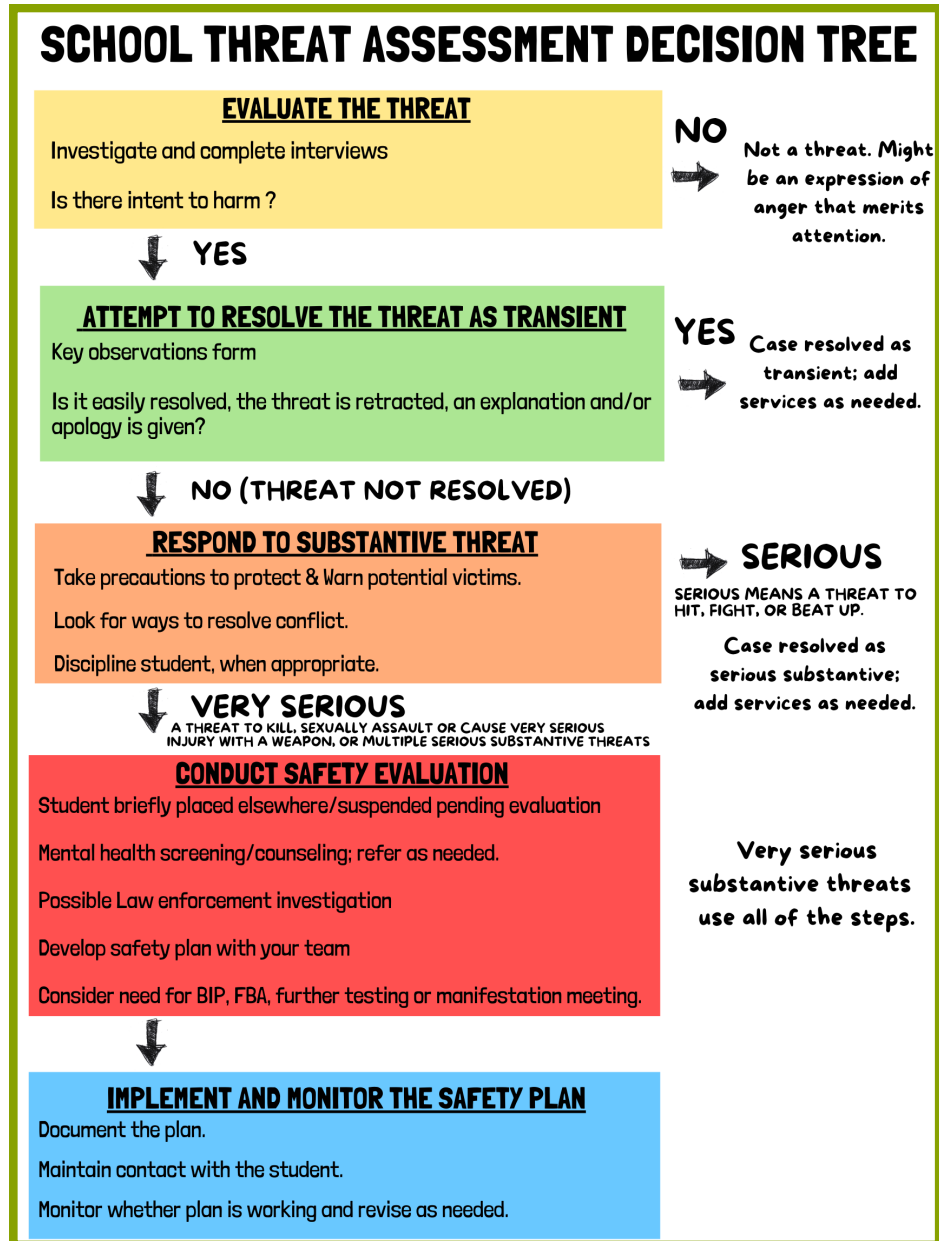
Essential Reminders:

- CSTAG is used to assess risk, not predict violence.
- Safety is driven by a culture that fosters belonging:
 - **Safe to report:** an environment where students feel seen, heard, connected, and cared for empowers them to share concerning behavior. Students should not be punished for reporting concerns!
 - **Safe to problem solve:** a culture of compassion is created by ALL; modeling compassion is the most effective way to teach it. Violence is prevented when individuals are able to peacefully resolve problems.
- Multi-disciplinary teaming is necessary to assess threats and meet students' needs; involve a variety of professionals in prevention and intervention planning.
- It is necessary to evaluate a student's concerning behaviors in the **context** of their age, social and emotional development, risk factors, and disability status.
- Punitive, zero-tolerance, and reactive efforts rarely work.

Potential Risk Factors to Investigate:

- Bullying, harassment, or other violent behavior as a target or victim
- Mental health struggles and/or substance abuse
- Recent downward progression in behavior, mood, or social activity
- Challenging home life factors (e.g. ACEs, present living situation)
- Academic performance trends
- School disciplinary history
- Inappropriate interest in concerning topics (e.g., past school attacks or mass attackers, weapons, violence)
- Previous law enforcement involvement
- Recent losses or loss of status (e.g. shame, humiliation, loss of significant relationship)
- Isolation or lack of positive relationships with peers and trusted adults

A five-step decision tree helps gauge the threat's seriousness and inform protective action, if needed.



Threat Assessment Tracker

Incident Date _____ CSTAG Lead(s) _____

Establish Safety (check all that apply and make notes as appropriate):

- ☐ Duty to Warn (911 trumps all)
- ☐ Suicide risk screening
- ☐ Inquired about and search for weapons (if relevant)
- ☐ Increased monitoring or supervision

Students involved:

Investigate [CSTAG Key Observations Form](#) [CSTAG Observations Suggesting Need for Intervention](#)

- ☐ Collected written statements from students or others involved
- ☐ Gathered additional information from school staff or observation
- ☐ Reviewed relevant data (Panorama) including **potential risk factors**
- ☐ Determine if the threat is low risk (transient) or high risk (substantive)

***When in doubt, treat threats as substantive.*

Staff assignments:

Level of Threat: _____

Support [CSTAG Threat Response Form](#)

- ☐ Arranged counseling or mental health support meeting
- ☐ Created an intervention tied to unsolved problem
- ☐ Supported the development of protective factors
- ☐ SEW skills taught to students involved
- ☐ Developed a plan for safety

Communicate

- ☐ Parent of student(s) to whom the incident was directed
- ☐ Parent of student(s) who caused the incident
- ☐ Informed relevant staff members (and SRO) of how to take supportive action

Document

- ☐ Logged offense and action (STA) taken in Skyward with determination of risk
- ☐ Emailed parent resources with relevant information

Follow-Up

- ☐ Added to MTSS Meeting Agenda
- ☐ Parent Follow Up Email Scheduled
- ☐ Checked in with students involved

Transient

- ☐ Easily Resolved
- ☐ Joke or exaggeration
- ☐ Said on impulse but no intent to harm
- ☐ Apologetic
- ☐ No protective action needed

Substantive

- ☐ Need more information to resolve
- ☐ Doesn't admit to threat
- ☐ Intent to harm or still angry
- ☐ Protective action may be needed

Very Serious Substantive

- ☐ Safety Plan Needed
- ☐ Protective action needed, possible weapon search

Follow-Up Documentation w/Dates
