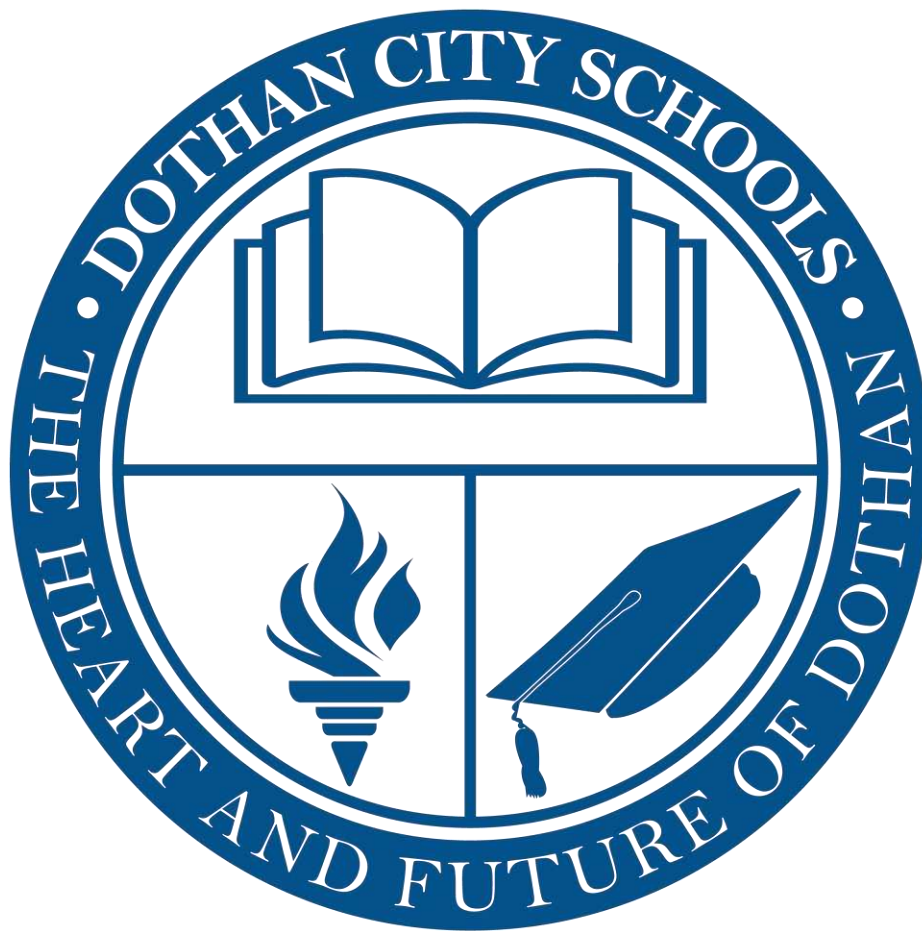


Dothan City Schools Crisis and Threat Guidance and Protocol



August 2021

INTRODUCTION

The *Dothan City Schools Crisis and Threat Guidance and Protocol* was developed to provide school Crisis Teams with assistance in incorporating the threat/crisis assessment process for investigation and management. The goal of this process is to curve targeted violence into strategies to create safe and secure school environments that enhance the learning experience for all members of the school community. The guide is based upon the most up to date information on preventing, mitigating, responding to, and recovering from disruption in the school environment.

NOTHING IN THIS GUIDANCE SHALL PRECLUDE SCHOOL DISTRICT PERSONNEL FROM ACTING IMMEDIATELY TO ADDRESS AN IMMINENT THREAT

EXPLANATIONS THAT MAY BE HELPFUL:

When should the crisis and/or threat assessment and intervention protocol be activated?

- When crisis and/or threats of violence/harm are reported or observed
- When violence/harm against others is reported or observed
- When significant aberrant or worrisome behaviors are reported or observed

BEHAVIORS MAY BE CLASSIFIED OR DESCRIBED AS:

Low-Risk:

One in which the individual/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily. Example: Student makes a statement that when put in the environmental context has no other meaning than an angry outburst. There is no specific plan or access to means or ability to follow through.

Moderate Risk:

One in which the person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention. Example: Student made a statement with some thought but has no specific plan or immediate available means.

High-Risk:

One in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention. Example: Student made a clear statement and/or a gesture, has the availability of means to carry out the threat.

Imminent:

Exists when the person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s) and may also exhibit other concerning behavior that requires immediate intervention. Example: Student made a clear and immediate statement/gesture, has a specific plan and has the immediate availability of means to carry this out.

****See the Crisis/Threat Assessment Flowchart or the Risk-Level Identification Flowchart****

Special Considerations:

A determination that a person with a disability poses a direct threat may not be based on generalizations or stereotypes about the effects of a particular disability and must be based on an individualized assessment, based also on reasonable judgment relying on current medical evidence or on the best available objective evidence, to determine: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will mitigate the risk.

PROCEDURES:

Identifying and Reporting Crisis and/or Threats:

The goal of the crisis/threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

Assessing Crisis or Threats:

When an incident is reported, the Crisis Team Leader should initiate an inquiry/triage and make a determination of the seriousness of the crisis and/or threat as expeditiously as possible.

Notification to Law Enforcement (in the case that a student makes a threat against another person in accordance with the Student Code of Conduct):

The school administration should have protocols in place for when law enforcement will be notified of behavior that may constitute a violation of criminal law. The school resource officer will be responsible for all law enforcement activities on the campus in accordance with their departmental policy, and the policies and protocols agreed upon by the school district and local or state law enforcement. School administrators should also develop protocols that detail who to contact if the school resource officer is unavailable and how to report any threats that require immediate notification to law enforcement. (911 or direct line).

Notification to Parent/Guardian:

In the event that a student has made a threat against the school, a school board employee, or a student that warrants more significant action, the school administrator should consult with the school resource officer or local law enforcement to determine when to notify the parents and/or guardians of any minor student who is alleged to have committed a criminal act. This collaboration will allow for proper parental notification, while preserving the integrity of any criminal investigation.

In the event that a student has been determined to be in crisis and in need of counseling by a mental health provider, the school administrator must contact the parent to obtain permission for the student to be seen by the SpectraCare personnel (unless the student is already an S4 client).

Information Collection:

The *Crisis or Threat Data Collection Form* (Form A and B) will provide the Crisis Team with guidance on what information should be collected during a crisis or threat, and potential sources of that information. Crisis Teams will decide on a case by case basis what information is needed for an assessment, and from where that information will come.

Develop a Tier III Plan in MTSS (RtI):

A Tier III Plan can be developed for any situation but should be developed if the evaluation indicates a medium level concern and/or upon school re-entry of student of high concern. The purpose of this plan is to provide management of the situation, to protect and aid possible targets, to provide support and guidance to help the student deal successfully with his or her issues, and teach coping skills where necessary.

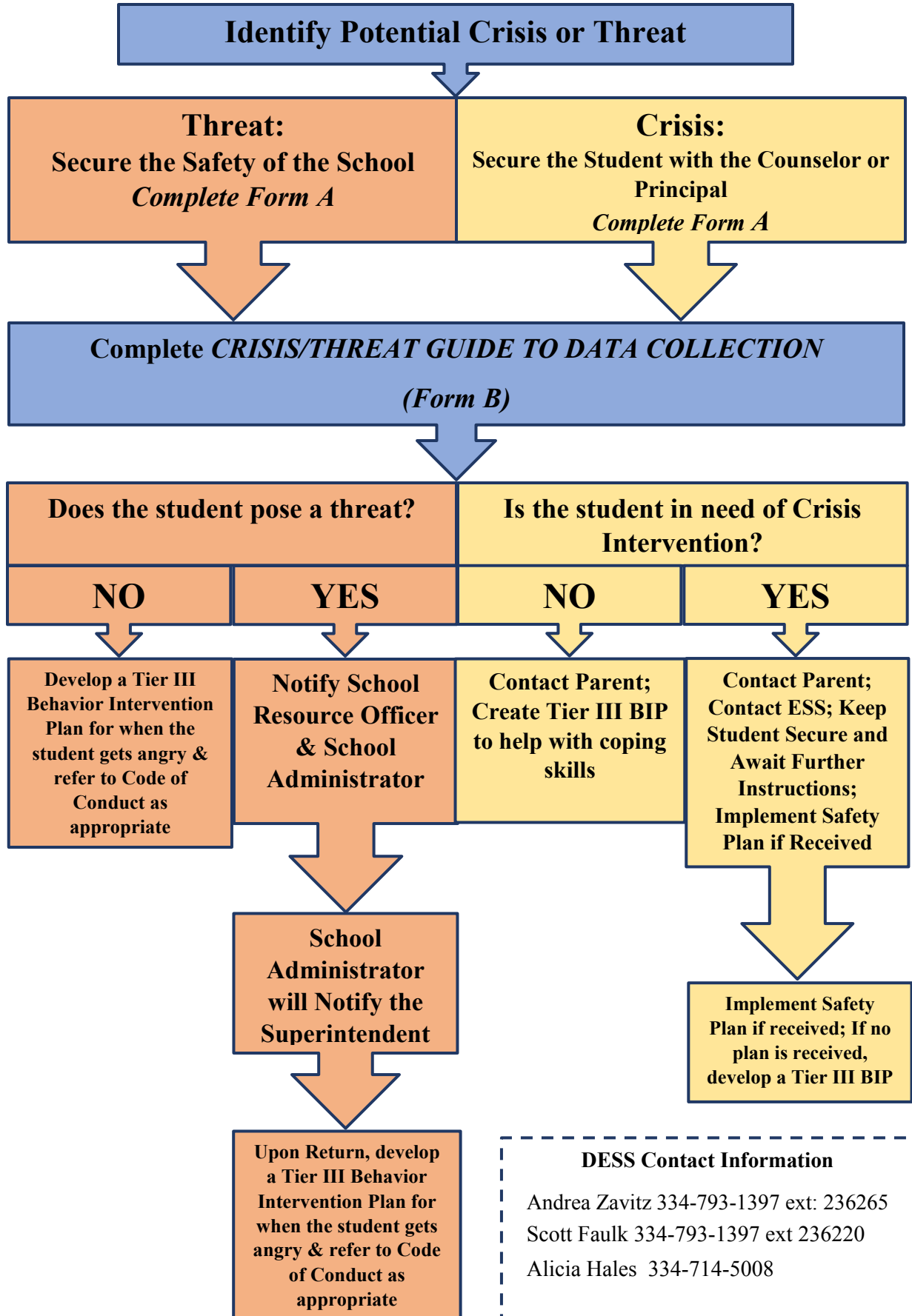
Document the Crisis/Threat Occurrence and Keep Records:

Regardless of the outcome of the crisis or threat, the Crisis Team should document the behavior of concern, the inquiry process, and any actions taken on the *Crisis Log (Form C)*. The guidance counselors should submit *Form C* to Andrea Zavitz (anzavitz@dothan.k12.al.us) by the last school day each month and have a central location for the information/record-keeping within the school. This information will be used to cross-reference with the S4 administrative team and RTI tracking.

Virtual Students:

If a Google search is flagged or a concern for safety or harm to self or others is reported by a peer or virtual staff member – follow the same protocols as if the student were on school grounds. If off campus (e.g. virtual student), the Crisis Team should assess the following: the need and risk-level; the involvement of the SRO, Parental Involvement Specialist, and Guidance Counselor; a physical well-being check of the student at their residence; parental contact; and DHR contact. If it is determined that a well-being check is needed the SRO, Guidance Counselor, and Parental Involvement Specialist may visit the home. Consult with the SRO to determine if police support is necessary. Complete Forms A, B, and C as outlined in the Crisis and Threat Guidance and Protocol and follow the steps in the Decision Tree for all identifiable required interventions, follow-up procedures, and S4 Referral Steps.

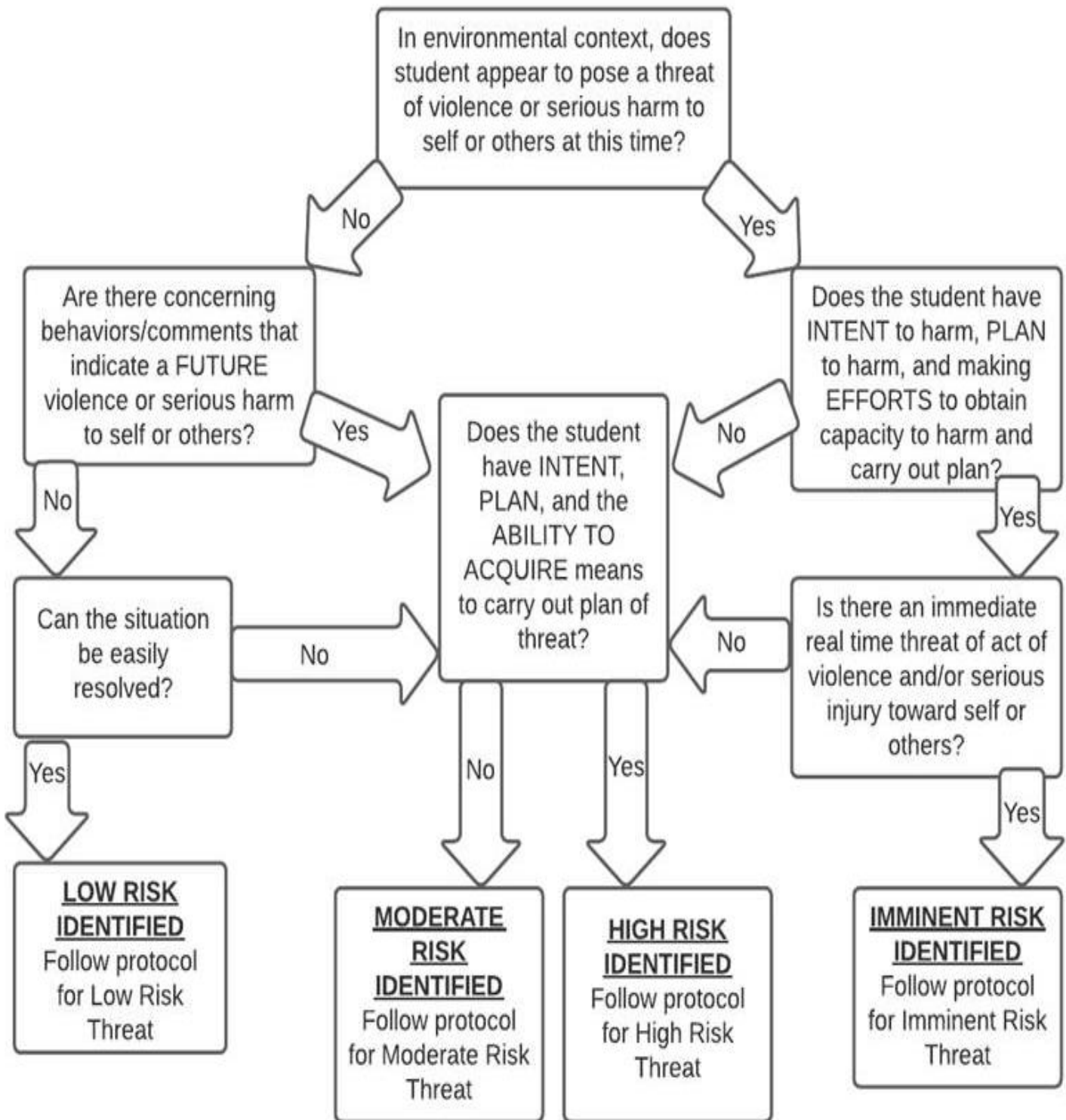
CRISIS/THREAT ASSESSMENT FLOWCHART



DESS Contact Information

Andrea Zavitz 334-793-1397 ext: 236265
 Scott Faulk 334-793-1397 ext 236220
 Alicia Hales 334-714-5008

Risk Level Identification Flow Chart
Low, Moderate, High, Imminent



CRISIS DATA COLLECTION FORM

Directions: Ask the student the following questions using age appropriate language. Use the rating scale low, moderate, high or imminent to determine Risk Level.

Student Name: _____ DOB: _____ Age: ____ Grade: ____
 School: _____ Teacher: _____ 504 ____ IEP ____ S4 ____
 Have you contacted the parent/guardian to obtain permission to see S4? ____ Yes, date: _____ No ____

Question	Yes	No	N/A	Notes
1. Have you felt like nothing is fun for you, you aren't interested in anything, or sad?				
2. Have you felt grumpy a lot lately?				
3. Do you get tired for no reason?				
4. Has doing even little things made you feel really tired?				
5. Have you had trouble sleeping through the night?				
6. Have you thought about hurting yourself? <i>If YES: Tell me about that.</i>				
7. Have you EVER, in your WHOLE LIFE, tried to hurt yourself?				
8. Have you felt you couldn't do anything well or you weren't as good-looking or smart as other people?				
9. Has it seemed like you couldn't think as clearly or as fast as usual?				
10. Have you had crying spells or felt like crying? If yes, are some days worse than others?				
11. Does the student have access or the means to carry our self harm or harm to others?				
12. Does the student have a trusting relationship with at least one responsible adult?				

13. *Is there a need for the Crisis Team to complete Form B?* ____ YES ____ NO

Based on the information collected above, the Crisis Team should come to a consensus on the extremity of the crisis to determine the next steps. Refer to the Crisis/Threat Flowchart.

Crisis Team Members Sign Below:

Signature _____	Date _____
Signature _____	Date _____
Signature _____	Date _____
Signature _____	Date _____

THREAT DATA COLLECTION FORM

Student Name: _____ DOB: _____ Age: ____ Grade: _____
 School: _____ Teacher: _____ 504 ____ IEP ____ S4 ____
 Have you contacted the parent/guardian to obtain permission to see S4? ____ Yes, date: _____ No _____

QUESTION	PROVIDE EXPLANATION
What is the specific threat?	
What do we know about the student making the threat?	
What are the student’s motives and goals?	

	CIRCLE ONE			PROVIDE EXPLANATION
Does the situation or circumstance that led to these statement or actions still exist?	Y	N	N/A	
Does the student have a major grievance or grudge?	Y	N	N/A	
What efforts have been made to resolve the problem and what has been the result?	Y	N	N/A	
Has the student shown inappropriate interest in any of the following: School attacks or attackers; weapons; incidents of mass violence	Y	N	N/A	
Have there been any communications suggesting ideas or intent to attack?	Y	N	N/A	
Have friends been alerted or “warned away”?	Y	N	N/A	
Has the student engaged in attack-related behaviors? These behaviors might include: Developing an attack idea or plan; Making efforts to acquire or practice with weapons; Casing or checking out, possible sites and areas for an attack; Rehearsing attacks or ambushes	Y	N	N/A	
Is the student’s conversation and "story" consistent with his or her actions?	Y	N	N/A	
Does the student have the capacity to carry out an act of targeted violence?	Y	N	N/A	
Does the student have the means; e.g., access to a weapon, to carry out an attack?	Y	N	N/A	
Does the student have a trusting relationship with at least one responsible adult?	Y	N	N/A	
Are other people concerned about the student’s potential for violence?	Y	N	N/A	
Have those who know the student witnessed recent changes or escalations in mood and behavior?	Y	N	N/A	
What circumstances might affect the likelihood of an attack?	Y	N	N/A	
Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?	Y	N	N/A	
Has the student been "dared" by others to engage in an act of violence?	Y	N	N/A	

Crisis Team Members Sign Below:

Signature _____ **Signature** _____
Signature _____ **Signature** _____

School: _____ **Counselor Name:** _____

Date	Time	Student	Grade	Age	Race/Gender	Action

