STAT REFERENCE AND REVIEW

LEVEL 2 ASSESSMENT
Up to 10 minutes: Case manager (School administrator / counselor, agency case worker, and/or police officer) reviews threat or incident, concerns, current supervision and intervention, and outcomes of current supervision and intervention.
Up to 15 minutes: STAT investigative team (Level II) presents results of assessment.
Up to 20 minutes: STAT conducts further assessment, consults on supervision strategies and explores community resources.

CASE UPDATE
Up to 10 minutes: Case manager (School administrator / counselor, agency case worker, and/or police officer) reviews any changes of concerns, the implementation of supervision plan and intervention, and outcomes of current supervision and intervention.
Up to 20 minutes: STAT reports on new information gathered through further investigation, any evaluation or assessment completed, or the development of resources, interventions and community supervision changes.

SUPERVISION RECOMMENDATIONS

Individual Options:
☐ Individual Accountability Plan
☐ Suicide Risk Assessment
☐ Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.).

School Options:
☐ Consider making the following firearms admonition to guardians: “Firearms are the responsibility of the owner: Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.” Document the date, time and guardian’s response.
☐ Inform guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform DHS regarding a potential neglectful situation. Document the date, time and guardian’s response.
☐ Review educational plan
☐ Review transportation options
☐ Monitor Social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack
☐ Specialized class
☐ Travel card and time accountability
☐ Social skill building programs
☐ Increase supervision in following settings:
☐ Modifications of daily schedule ☐ Late arrival/early dismissal
☐ Alert staff and teachers on need-to-know basis
☐ Decrease or eliminate pass time or unsupervised time
☐ Intermittent/Random Check of backpack, locker, pocket, purse, etc. by: ☐ Administrator ☐ Counselor ☐ SRO ☐ Office staff ☐ Other
☐ Assign identified staff to build trusting relationship through check-in or mentorship:
☐ Administrator ☐ Mentor ☐ Counselor ☐ School Resource Officer ☐ Teacher ☐ Other:
Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.

- Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out
- School Counselor or Behavior Specialist intervention
- Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.

- Referral to appropriate school team to consider alternative placement
- Home supervision pending further assessment
- Referral to appropriate Special Ed. Team to consider Psycho Educational Evaluation/Special Education
- Assessment or Behavior Team Referral. (NOTE: Must be done through Special Education Team Process.)

**Family / Home Options:**
- Strategize safety options/planning
- Increase supervision (curfew, monitor communications, monitor in community, supervise transportation, etc.)
- Safety proof home (secure or remove all weapons, potential weapons, add/test smoke detectors, etc.)
- Review and pursue crisis and/or mental health services
- Monitor Social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack
- Use a Family Social Media Contract or refer to [www.commonsensemedia.org](http://www.commonsensemedia.org) for information on appropriate youth media
- Other

**Community Options:**
- Referral to Youth Services Team
- Explore mental health evaluation options
- Anger management program/mediation program
- Alcohol/Drug evaluation
- Parenting program
- Mentoring program
- Notify Probation/Parole officer
- Faith community program
- Foster positive community activities/interests
- Other:

**RISK RUBRIC**

**LEVEL OF CONCERN FOR TARGETED AGGRESSIVE BEHAVIOR**

**LOW OR MINOR:**
- Vague or indirect information contained within the threat is inconsistent.
- Threat is implausible or lacks detail; lacks realism.
- Context of threat suggests that action is unlikely.
- Little history of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior that is aggressive but has little potential for physical injury. Minor bullying.
- Threats are for stress relief, bravado and affect.
MODERATE:  
- Indication of some premeditation or planning with general implications of place, time, target (still short of detailed plan).
- No strong indication of preparatory steps; although, there may be some veiled reference or ambiguous evidence of threat possibility (reference to gun availability, movie with theme or sequence specific violent act).
- Some inhibitors present as well as an indication of desire for help.
- Targeted threat or behavior is aggression that has intention for physical injury (but not serious or lethal injury).

HIGH:  
- Threat or behavior is targeted and appears to pose serious danger to others.
- Threat is direct, specific, detailed, and plausible.
- Information suggests the presence of concrete preparations, target, and planning.
- Few inhibitors present.
- Sees no or few alternatives to action.
- Identified precipitating events with justification and the acceptance of consequences.
- Likely to qualify for immediate arrest or hospitalization.

IMMINENT:  
- Same criteria as “High Risk for Harm” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

LEVEL OF CONCERN FOR REACTIVE / AFFECTIVE BEHAVIOR

LOW OR MINOR:  
- Responsive to interventions.
- Has little or no history of affective hostility or violent reaction.
- Behavior is reactively aggressive, not violent, and has little potential for physical injury.
- Behavior is for stress relief, bravado and affect.

MODERATE:  
- Interventions are effective but student can be resistive and hostile given the identified agitation. Somewhat unstable and requires extra staff effort to restrain.
- Peers and staff are frequently on guard.
- Aggressive behavior may cause physical injury but is not intended to be serious or lethal.

HIGH:  
- Behavior is frequently impulsively reactively aggressive or violent.
- Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable in order to restrain aggression / violence.
- Student is unresponsive or has limited response to intervention.