



Santa Ana Unified School District Threat Management Flowchart

Warning signs are observed by or reported to school personnel

Is there imminent danger?

Possession of firearm, detailed threats of violence and/or suicide

If YES,
then

Take **IMMEDIATE ACTION** contact School Police @ (714) 558-5535 or 911 Follow Police recommendations to secure individual and/or safety of school site with lockdown/lock out

Next steps:

- **Contact TMAT**
- Increase security
- Set boundaries
- Monitor progress of student

Possible Outcomes:

- Arrest
- Hospitalization
- Tarasoff – Warn potential victims

Step 3:

- Establish reentry criteria
- Monitor reentry

If NO,
then

Step 1:

School Administrator provides initial screening to determine risk level

- Low
- Moderate/Moderate high
- High

If threat is low:

Consult with PSS Director to determine appropriate discipline and continue monitoring student

Step 2: If threat is moderate convene Threat Inquiry Site Team (TIST) which includes Admin, Psych & SRO) to review warning signs, risk & stability factors, potential precipitating events, seek information, and to revise risk level as needed:

- Complete threat inquiry interview
- Mental health assessments
- Establish reentry criteria
- Monitor behavior for escalation

If threat is moderate high/high: consult with Threat Management Advisory Team (TMAT)

Threat Management Advisory Team (TMAT) Contact Information

Camille Boden, Exec Director, Risk Mngt. 714.558.5800
Heidi Cisneros, Exec Director, PSS 714.864.7445
Sonia Llamas, Director, School Climate, 714.864.7446

Darek Jaronczyk, Director, Special Ed., 714.558.5546
Veronica Heslip, Lead, School Psych, 714.558.5546
Sargent Hill, Santa Ana School Police, 714.673.2579



Santa Ana Unified School District Response to Threatening Behaviors Assessment Summary Report

The information provided below is to be used for the threat inquiry process only. This information is considered **confidential**.

A) Provide a brief description of the reported incident:

Student Name: _____ ID # _____ Date: _____

Name/Title of Reporting Person: _____

Other witnesses? (List) _____

B) Refer to the Threat Management Flowchart to complete the following:

Based on the behavior demonstrated by the student and other information gathered in the threat inquiry process the incident/threat listed above has been determined as:

- Low (Stop at Step 1, Initial Screening and Student Interview Sheet and continue monitoring the situation as needed.)
- Moderate: (Contact TIST - Threat Inquiry School Team for further assistance and complete Step 2 – Threat Inquiry Interview)
- Moderate High: (Contact Threat Management Advisory Team – TMAT and/or school police and Step 2 – Threat Inquiry Interview)
- High: (Contact Threat Management Advisory Team – TMAT and/or school police and Step 2 – Threat Inquiry Interview)

Comments: _____

Was a referral made to the School Psychologist, Counselor, or other support service? Yes No

Were any disciplinary actions necessary? Yes No If yes, please list:

Name/Signature of Interviewer/Title: _____ Date: _____



Santa Ana Unified School District – Threat Inquiry
Step 1 – INITIAL SCREENING AND
STUDENT INTERVIEW SHEET

1) Do you know why I wanted to talk with you? Tell me.

2) What happened today when you were [place of incident] what do you think this is all about?

3) We are concerned about [behavior of concern]. What's your side of it?

4) What exactly did you say? And what exactly did you do? [In student's own words]

5) What did you mean when you said or did that?

6) How do you think the [victim] feels about what you said or did?

7) What was the reason you said or did that? [Is there a history of conflict or threat?]

8) Have you ever thought of hurting yourself? Anyone else? Have you done anything to prepare for this?

9) What has been going on recently with you at school? What's going on at home with your family?
Other things?

11) Who do you have to talk to or help you with this situation? [Request contact info if possible]

12) Given what is happening, what are you planning to do now? How will you handle it?

13) How will you deal with your parents about this? What do you think they will say? Do?

Notes:

Step I Continued...

IDENTIFY RISK FACTORS

✓ *Check off risk factors that may be impacting student behavior**

Social Risk Factors

- Feeling of being picked on and persecuted
- Excessive feeling of isolation and being alone
- Excessive feelings of rejection
- Intolerance for differences
- Background of abuse or dependency on drugs or alcohol
- Involved with a gang or an antisocial group on the fringe of peer acceptance
- Characteristically resorts to name calling, cursing, or abusive language
- Habitually makes violent threats when angry
- Preoccupation with weapons, explosive or other incendiary devices
- Displayed cruelty to animals
- Victims of bullying and/or bullies or intimidates peers or younger children
- Patterns of impulsive hitting, intimidating and bullying behavior
- Blames others for difficulty they cause themselves
- Consistently prefers TV shows, movies or music expressing violent themes or acts
- Prefers reading materials dealing with violent themes, rituals, and abuse

School History Risk Factors

- History of discipline problems at school and in community
- Past history of violent behaviors
- Previously truant, suspended or expelled from school
- Low school interest & poor academic performance
- Previously brought a weapon to school

Verbal/Non-Verbal Risk Factors

- Expression of violence in writings and drawings
- Often depressed and/or has significant mood swings
- Threatened or attempted suicide

Home Risk Factors

- Little or no supervision and support from parents or a caring adult
- Witnessed or been a victim of abuse or neglect in the home

Administrator and TIST/TMAT summary comments

*Sources: Early Warning Signs U.S. Department of Education, U.S. Secret Service, national School Safety center, and Jane's School Safety Handbook, 2nd edition.



**Santa Ana Unified School District –
Step 2 Threat Inquiry Interview
Moderate to High Level Threats**

1. What are the student’s motive(s) and goals?

- What motivated the student to make the statement or take the actions that caused him/her to come to attention (is there a grudge)?
- Does the situation or circumstances that led to these statements or actions still exist?
- Does the student have a major grievance or grudge? Against whom?
- What has been done to resolve the problem? What has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?

2. Has the student shown inappropriate interest in the following: school attacks, weapons, incidents of violence, etc.?

- School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Sandy Hook, etc.

3. Have there been any communications suggesting ideas or intent to attack?

- Have friends been altered or “warned away”?

4. Has the student engaged in attack related behaviors, such as the following:

- 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

5. Is the student’s conversation and “story” consistent with his or her actions?

- Does information from collateral interviews and from the student’s own behaviors confirm or dispute what the student says is going on?

6. Does the student have the capacity to carry out an act of targeted violence?

- How organized is the student's thinking and behavior?
- Does the student have the means; e.g., access to a weapon, to carry out an attack?

7. Is the student experiencing hopelessness, desperation and/or despair?

- Has the student experienced a recent failure, loss and/or loss of status?
 - Is the student known to be having difficulty coping with a stressful event?
 - Is the student now, or has the student ever been, suicidal or "accident prone"?
 - Has the student engaged in behavior that suggests that he or she has considered ending their life?
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8. Does the student have a trusting relationship with at least one responsible adult?

- Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and towards hope).
 - Is the student emotionally connected to- or disconnected from- other students?
 - Has the student previously come to someone else's attention or raised a concern in a way that suggested he or she needs intervention or supportive services?
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9. Are other people concerned about the student's potential for violence?

- Are those who know the student concerned that he or she might take action based on violent ideas or plans?
 - Are those who know the student concerned about a specific target?
 - Have those who know the student witnessed recent changes or escalations in mood and behavior?
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10. What circumstances might affect the likelihood of an attack?

- What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt an attack at school?
 - What is the response of other persons who know about the student's ideas or plans to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny, the possibility, of violence, passively collude with an attack, etc.?)
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11. Does the student see violence as an acceptable, desirable solution or way to solve problems?

- Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
 - Has the student been "dared" by others to engage in an actor violence? Has the student been harassed or bullied?
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Student Name: _____ Date: _____

Name/Title of Interviewer: _____



Santa Ana Unified School District- Threat Inquiry Step 3 - Student Reentry Plan

Re-entry plan should be developed for students who have been out of school for any length of time, including mental health hospitalization, and/or if the student is returning from a threat related disciplinary action.

- Have parent escort student to school on the first day back. Set appointment with parents. Develop a re-entry communication and safety plan in the event of potential future events/emergencies.
- Engage parents, school support staff, teachers, and student, as appropriate in Reentry Planning.

Hospital Discharge Documents/Release of Information:

- Request discharge documents of hospital from parent on first day back or request records using the *SAUSD Release of Information* form.
- Obtain consent from the parent to discuss student information with outside providers using the *SAUSD Release of Information* form.

Action Steps:

- Identify on-going mental health resources in school and/or in the community.
- Modify academic programming, as appropriate.
- Consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program
- Consider a Section 504 Plan for a student who may have a physical or mental impairment which substantially limits one or more major life activities and requires accommodations in order to receive an appropriate education.
- If the student is taking prescription medication during the school Day, use *Request for Assistance with Medication During Regular School Day* form.
- Offer suggestions to parents about monitoring personal communication devices, including social networking sites, as needed.
- Discuss what information should be shared with teachers.
- Other options, concerns, actions. _____

Manage and Monitor:

- Designate staff (e.g., School Counselor, School Psychologist, Assistant Principal or Case Manager) to check in with the student during the first few weeks.
- Case management and monitoring- ensure the student is receiving and accessing the proper mental health and educational services, confirm with parents that services are ongoing.
- Other options, concerns, actions _____

Identify Supports:

- Assist the student in identifying adults they trust, and can go to, for assistance at school and at home. Identify other supports _____
- As needed, ensure that any bullying, harassment, intimidation, discrimination is not evident.

Administrator's Signature: _____ Date: _____
 Parent Signature: _____ Date: _____