



# Matanuska-Susitna Borough School District

## Crisis Response Manual

# Preface

This document is written to help MSBSD school administrators, counselors, psychologists, nurses, and others serving on a school Crisis Response Team (CRT). Consistently following established protocols creates a systematic process in which to respond to crisis. Each crisis is unique and requires thoughtful consideration when responding. The following is a guideline to assist the CRT when responding to complicated crises that occur in schools. Our primary concern is always student safety, which allows for an educational focus essential to learning. It is best practice to consult with supervisors and District experts for support and guidance.

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# Chapter 1: Crisis Response Teams

## School-Based Crisis Response Teams

A Crisis Response Team (CRT) is an established team that helps school administration manage crisis situations. This team should convene anytime the principal deems necessary, but typically in the event of a death of a student or staff, a major event impacting the safety (or perceived safety) of the school, a natural disaster, or anything where a team would better manage a situation.

- Team members often consist of the principal, assistant principal(s), school counselor(s), nurse, school psychologist, school safety personnel, and any staff trained as a first responder (e.g.: EMT).
- An ideal time to establish and introduce the CRT to a school staff is at the beginning of every school year during mandated suicide awareness and prevention training, as well as when reviewing other emergency drills and procedures.
- A confidential phone tree and/or systematic communication tool (Remind App or Blackboard) is recommended to be updated every year to ensure timely communication to staff in the event of a crisis.
- The CRT will follow established MSBSD protocols in emergency drills, actual emergency situations, and in assisting individual students in crisis.
- Any outside mental health agency assisting the CRT in the crisis response should have a Memorandum of Agreement (MOA) with District and principal approval.
- The CRT will review each crisis response after an event to review and learn from each event. Taking the time to examine what worked well and what needs improvements is time well spent.
- If a CRT is in need of critical incident debriefing after an event, it will be provided upon request. Please contact the Mental and Behavioral Health Supervisor for assistance (907-746-9229) or the Office of Student Support (907-761-4068).

## District-Wide Crisis Intervention Team

MSBSD has a district-wide Crisis Intervention Team (CIT) that is available to respond as needed. This group is comprised of school counselors, school psychologists, mental and behavioral health coordinators, and others who have received specific training in crisis intervention. The CIT can provide support for students, staff, and administrators in processing the crisis, navigating communication to families and staff, and identifying relevant resources. For support from the CIT, please contact the Mental and Behavioral Health Supervisor at 907-746-9229.

## Public Information Release Following a Critical Incident

A. Investigations should be honored for the following reason:

- Actions of employees or District could be considered negligent. We want our attorneys to be in the best position possible to defend us.
- Our information could compromise ability of law enforcement to complete their own investigation. The incident may involve a minor and specifics could violate their privacy.
- Our information has yet to be fully verified.

B. Requests for information:

Below is a summary of the guidance provided by JDO Law Firm. This protocol should be used when the District is faced with a severe incident, followed by immediate requests for information by media outlets.

- Defer to the local authorities investigating the incident.
  - *“We’re actively working to determine what occurred.”*
  - *“There’s an ongoing investigation being led by [law enforcement agency] and we’ll be relying on their findings.”*
  - *“We’re still uncertain of the exact circumstances that led to the accident but understand that there is an ongoing investigation being led by [law enforcement agency].”*
- Identify the steps the District is currently taking to provide support.
  - *“We will be providing additional counseling support to students at [school].”*
  - *“Parents have been contacted and students impacted by the tragedy may be picked-up at the school for an early release.”*
- State the District’s concern for the victim.
  - *“The District’s thoughts are with this child and their family.”*
  - *“We ask that everyone respect the privacy of the family as they grieve the loss of their child.”*

If a press release is delayed by the law enforcement agency, the District may be compelled to release certain facts surrounding the incident. However, JDO Law suggests that all factual statements be reviewed first by District’s legal counsel. The District is not permitted to release the names of minor children without parent permission or until law enforcement issues the release.

## Chapter 2: Supporting Students and Staff Impacted by Death and Grief

## General Guidelines

The death of a peer or a staff member impacts a school classroom and school community. The following are guidelines to consider when responding to the unique situations involving the death of a student or staff member:

- Treat all deaths the same. This guideline increases consistency and thoughtful response to deaths regardless of the cause.
- Family privacy and preference should be respected. When a death occurs in a school community, the need to manage accurate information must also be balanced with the need for family privacy. Once a death is confirmed, the principal will need to communicate with the family about disclosing details around the cause of death.
- Manage death notification through timely disclosure to staff and students, which will reduce rumor and false statements.
- Disclosure of death to students and staff should be honest, consistent, brief, and offer support to those in need.
- Most students, of all ages, will manage grief better by following a regular school schedule once they have been given accurate information and offered support if additional counseling is needed. The familiarity of routine offers safety, and the opportunity to focus on schoolwork gives students a reprieve from intense emotions. Of course, this should be done gently and with consideration of students who are not able to return to a normal schedule.
- In most cases, school buildings should not be used for memorial services, especially if the body of the deceased will be present. This can create painful associations with that space for students and staff in the future. Doing so may also raise equity concerns if a future death is not responded to in the same way.
- Loss touches into other losses. The impact of death will resonate with individuals uniquely depending upon his or her age, development, and life experience.
- For additional resources on supporting students, staff, and families impacted by death and grief, click [here or visit the Crisis Response Google Shared Drive](#).



## Developmental Response to Death and Grief

An age-appropriate explanation of death is an important consideration. As children mature, their cognition and life experience allow them to have greater understanding that death is permanent, an inevitable part of the life cycle, and that there are many different causes to death.

Age	Understanding of Death	Developmental Need
Preschool	Concrete, magical thinking	<ul style="list-style-type: none"> <li>• Will need simple, direct statements about death.</li> <li>• Will repeat questions about deceased person.</li> <li>• Will play, visit grief, play, and ask questions, play, visit grief.</li> <li>• Will be influenced by emotional response (or lack of) from parents or siblings.</li> <li>• Will not understand permanence of death.</li> </ul>
Elementary	Concrete to more complex, logic, rule-oriented thinking	<ul style="list-style-type: none"> <li>• Will need simple, direct statements about death.</li> <li>• Will ask more complicated questions and will need appropriate answers.</li> <li>• Will benefit from routine.</li> <li>• Will need comfort and support if student becomes regressive, fearful, or clingy for a period of time.</li> <li>• Will need reassurance of wellbeing of significant adults (may be fearful of other adults dying).</li> </ul>
Secondary	Abstract thinking with analysis, while being self-centered and peer focused.	<ul style="list-style-type: none"> <li>• Will need direct explanation of death and answers to more complex questions.</li> <li>• Will understand that death is permanent.</li> <li>• Will benefit from routine and normal expectations (boundaries).</li> <li>• Will rely on peers for support, as well as adult.</li> </ul>

Common responses to grief in children:

- Emotional shock and disbelief.
- Regressive behaviors and need for reassurance.
- Exaggerated emotions – from acting out to withdrawing.
- Need to ask questions repeatedly.

For additional information on supporting students with special needs during a crisis, click [here](#).

## Response to Student Death (Checklist)

When a death has occurred, the following checklist will be helpful for a systematic approach. This is a comprehensive list, so not all aspects will apply to every situation. Read through this list in its entirety to determine what is relevant to the student death. Consider how your school Crisis Response Team can support this process.

- Principal should confirm death by contacting either parent and/or law enforcement.
- Principal should notify their direct supervisor and/or the Superintendent of the student death.
- Contact the Mental and Behavioral Health Supervisor (907-746-9229) for assistance and to determine District-wide support needed.
- Parent/Guardian are contacted to express condolences, gather appropriate facts around death and to request approval for disclosure of causality. The principal should discuss (in general) the schools plan to respond to the student's death.
  - Managing the message with honesty and sensitivity – reduce rumor and misinformation by providing timely notification.
  - Death by suicide is complex and highly sensitive – yet it must be responded to honestly while respecting parental wishes.
- Contact your school's Crisis Response Team (CRT) members (school psychologist, school counselor(s), assistant principal, nurse, etc.) and set a time and location to meet to discuss what type of response is needed.
- In person or by phone, notify staff members most closely impacted by the death.
- Notify the principal or designee, counselors, psychologists at other schools where close relatives or siblings are enrolled or employed.
- Prepare a written statement for teachers to read to their classes ([see sample letters and notifications](#)). Do not read this to students over the PA system and do not present at a school-wide assembly. Refer to [Public Information Release Following a Critical Incident](#).
- On a case-by-case basis, the principal should consider drafting a letter to the parents ([see sample letters and notifications](#)). This communication informs parents of the student's death, what the school is doing to help, and any helpful information or resources that are relevant to the situation.
- Schedule a staff meeting at the end of the school day or before students arrive the following day. Read the same statement that will be read to students and discuss what

is known about the death. Provide space for staff to ask questions as appropriate. Notify staff of available support around the building.

- Notify transportation as necessary.
- Schedule a staff meeting after school to debrief and to update staff with any new information. Stress the importance of continuing to monitor student's behaviors. Signs of concern include; withdrawal, physical complaints, persistent sadness, acting out behavior, or a decline in academic performance.
- Schedule a few trusted subs to cover staff that may need counseling or time away from their classrooms. Substitute teachers who have worked previously in the school can be used to relieve staff members that are grieving or need a break.
- Have all electronic attendance notifications deactivated related to the deceased student.
- Consider assigning a member of the crisis team to follow the student's schedule to assist with any issues that might come up and to provide additional support to students and teachers.
- Members of the crisis teams can assist any teacher who would like additional support in their classroom.
- Assign a member of the crisis team to roam halls and check in bathrooms to help any student who is struggling.
- When appropriate, the student's personal possessions should be collected and held for the parents in the principal's office. However, leave their desk, name tag, and displayed artwork, etc. for a short period of time or until the memorial service (no longer than a week).
- Determine if there are any school-wide events that need to be rescheduled. However, generally maintaining school routines is reassuring for students.
- According to family wishes, give staff and students information regarding services. If the memorial is during school hours, school should not be cancelled.
- Parents should be contacted if a grieving student is unable to return to class after a period of time is spent with a member of the crisis team, or is unable to be consoled, or if there is any concern about the student being home alone.
- For any student who was absent, but may be affected by the crisis, plans should be made for a CRT member to meet with the student at the beginning of the next school day.

- Staff may need time to deal with their own grief and should be made aware of the counseling services available in the community or through their insurance.
- Collaborate on a creative, thoughtful response to recognize and remember the deceased student (make a memory book, sending cards to the family, etc.).

## Response to Staff or Significant Adult Death (Checklist)

When a death has occurred, the following checklist will be helpful for a systematic approach. This is a comprehensive list, so not all aspects will apply to every situation. Read through this list in its entirety to determine what is relevant to the student death. Consider how your school Crisis Response Team can support this process.

- Principal should confirm death by contacting either family member and/or law enforcement.
- Principal should notify their direct supervisor and/or the superintendent of the staff or significant adult death.
- Contact family to express condolences, gather appropriate facts around death and to request approval for disclosure of causality. The principal should discuss (in general) the schools plan to respond to the adult's death. Notify the family that personal belongings will be kept safe until a plan to retrieve them is made.
  - Manage the message with honesty and sensitivity – reduce rumor and misinformation by providing timely notification.
  - Death by suicide is complex and highly sensitive – yet it must be responded to honestly while respecting family wishes.
- Principal or designee should contact the Crisis Response Team members (school psychologists, school counselors, assistant principal, nurse, etc.) and set a time and location to meet. If death occurs over the weekend, principal will notify staff by phone.
- Contact the Mental and Behavioral Health Supervisor (907-746-9229) for assistance and to determine District-wide support needed.
- Notify the principal, counselors, or psychologists at other schools where close relatives or children are enrolled or employed.
- Prepare a written statement or two, (depending on the age of students) for teachers to read to their classes ([see sample letters and notifications](#)). Do not read this to students over the PA system and do not present at a school- wide assembly. Refer to [Public Information Release Following a Critical Incident](#).
- Schedule a staff meeting at the end of the school day or before students arrive the following day. Read the same statement that will be read to students and discuss what is known about the death. Provide space for staff to ask questions as appropriate. Notify staff of available support around the building.
- Schedule a staff meeting after school to debrief and to update staff with any new information. Stress the importance of continuing to monitor student's behaviors. Signs of concern include withdrawal, physical complaints, persistent sadness, acting out behavior, or a decline in academic performance.

- Schedule a few trusted subs to cover staff that may need counseling or time away from their classrooms. Substitute teachers who have worked previously in the school can be used to relieve staff members that are grieving or need a break.
- In the case of a teacher's death, assign a member of the CRT to stay in the teacher's classroom to assist with any issues that might come up and to support grieving students. Additional CRT members may also be needed in the classroom.
- Members of the CRT can assist any teacher who would like additional support in their classroom.
- Assign a member of the CRT to roam halls and check in bathrooms to help any student who is struggling.
- Personal possessions should be collected from desk, classroom, or office and held for family in the principal's office. However, leave their desk and name tag, etc. for a short period of time or until the memorial service (no longer than a week).
- Determine if there are any school-wide events that need to be rescheduled. However, generally maintain school routines. This is reassuring for students.
- According to family wishes, give staff and students information regarding services. If the memorial is during school hours, school should not be canceled.
- Parents should be contacted if a grieving student is unable to return to class after a period of time is spent with grief counselors, is unable to be consoled, or if there is any concern about the student being home alone.
- On a case-by-case basis, the principal should consider drafting a letter to send home to parents ([see sample letters and notifications](#)). This communication informs parents of the adult's death, what the school is doing to help, and any helpful information or resources that are relevant to the situation.
- For a student who was absent but may be affected by the crisis, plans should be made for a CRT member to meet with the student at the beginning of the next school day.
- Staff may need time to deal with their own grief and should be made aware of the counseling services available in the community or through their insurance.
- Collaborate on a creative, thoughtful response to recognize and remember the deceased adult (make a memory book, sending cards to the family, etc.).

## Guidelines for Talking with Elementary Classrooms About the Death

When talking with their students, teachers should calmly give the facts of what is known in a clear and accurate manner from the statement prepared by the CRT. Be honest and up front about what happened, but do not elaborate beyond the statement.

Be simple and straightforward. Discuss death in exact terms rather than "passed away" or "went to sleep." These terms are not understood by children. As much as possible, project calmness and confidence during this time as students will be keenly aware of your emotional response.

Express your own feeling in an open, calm way that encourages students to express their grief or fear. Some students may choose not to talk. These students should not be pressured to do so. Listen to your students, acknowledge their feelings, and be non-judgmental.

As needed, define the words grief, sympathy, empathy, memorial service, funeral, and other words in an age-appropriate manner that arise in the discussion.

Process appropriate things to do and say to the people related to the deceased. Generally, it is suggested that children be treated the same as always.

As much as possible, carry out the normal routine of your classroom because children feel safer with a predictable schedule. It is important to note that not all students will be impacted by the death.

A death often results in children recalling the death of someone in their past (e.g. grandparents). Asking children if someone they have known has died, and what thoughts and feelings they had can help them deal with their feelings and see that others have also felt the same way.

Children need to know that sadness and sometimes anger are normal feelings we have when someone we know dies. But, they won't always feel this way. It does get better. An analogy for younger children is that when you fall and scrape your knee, it hurts, but it does get better.

Children feel better when they can do something tangible to help the relatives or to express their feelings. Options may include drawing pictures of their best memory of the deceased, their thoughts and/or feelings, butcher paper can be put up in the hallway for students to write comments, draw pictures, or write poems. These can then be collected and provided to the child's family. The CRT may have a school wide memorial recommendation in which everyone can contribute.

## Sample Script for Elementary Classroom Discussion—Death of a Student

It is best to speak slowly and pause when giving a death notice to students, which will allow them time to process the information.

*“Something very sad has happened. David, a third-grade student, died last night in a car accident. This kind of news is hard to accept. You will probably have many feelings this morning. You may feel sad, confused, numb, afraid, or have no feelings at all. When I’ve felt this way, it has helped to talk with someone. If you would like to talk about David, I will be glad to take time to do that. I’ll try to answer any questions as well as I can.”*

*“Because of David’s death you may be reminded of others in your lives who have died and how you felt. Has anyone had someone close to them die?”*

Express sympathy. Ask how they felt when that person died and what their best memories are of them.

*“Most people die when they are old. But sometimes, someone dies when they are young, like David. That can be hard because it doesn’t happen very often.”*

*“When someone we know dies, it hurts and you don’t forget them. But with time, it does get better.”*

*“How do you think David’s family might be feeling?”*

*“What could we do to remember David and help his family know how we felt about David?”*

Suggestions:

- Pictures
- Cards
- Memory Book
- Favorite Memories
- Butcher Paper Card

For additional resources for staff and families on talking with students and staff impacted by death and grief, [click here or visit the MSBSD Google Drive: Crisis Response.](#)



## Sample Letters and Notifications

The National Center for School Crisis and Bereavement has created a series of templates of letters to assist with notification. They can be edited for your purposes. Staff and student notifications should be brief as it is difficult to process a lot of information when a death is initially disclosed.

Suicide-Related and Other Circumstance Letters: [Sample Letter Templates for Notification](#)

### Sample Letter for Elementary Student Death from Illness:

Dear Parents/Guardians,

Today we are saddened to learn of the death of one of our students. \_\_\_\_\_, a 5th grader in Room 305, died from leukemia and other complications. In the short time that she attended our school; she endeared herself to staff and students, both in fifth grade and in her Girl Scout troop #117.

We have talked with the students who were in \_\_\_\_\_'s classroom about her death. We also have our school psychologist and counselor available all this week to talk with any children who might need some extra support.

We suggest that you discuss this matter with your child and respond to any questions that arise. If you wish to have one of our Crisis Response Team members talk individually with your child, please contact the school to make those arrangements. If you have any questions, you may contact us at the school.

Sincerely,  
Principal

### Sample Script for Death of Student (Generic):

Today we received tragic news. We were informed that one of our students \_\_\_\_\_, died from \_\_\_\_\_. When events such as these happen, people react in many different ways. Today you may see people acting sad, upset, angry or shocked. We all need to practice patience and respect for each other. Some of us will want to have quiet time or time to talk with an adult. Some of us will be ready to return to academics sooner than others.

We can take some time to talk about this now. When most of the students are ready to return to the regular schedule we will do so. If you need to talk to an adult, there will be counselors available for you to in \_\_\_\_\_ room. You will need to take a pass and sign-in when you arrive.

The school day will remain on schedule. Students are expected to stay at school and be in rooms with adults present.

Sample Script for Student Suicide:

It is with great sadness we tell you that our student, \_\_\_\_\_ a junior at \_\_\_\_\_ High School, died Thursday afternoon from a self-inflicted gunshot wound. It's hard to know how to respond in a situation this tragic, all the adults in our school want you to know that we are here to help you in any way we can. Each person will react to \_\_\_\_\_'s death in their own way, and we need to be kind to each other. Please be respectful of the way others deal with grief. If you need support, there are counselors available in the teacher's lounge next to the nurse's office.

Sample Letter for Adult Death:

Dear Parents/Guardians,

This past weekend, \_\_\_\_\_, our head custodian passed away after falling while working on his home one week ago. \_\_\_\_\_ was a very special friend to many of the children. They saw him working around the building, fixing things in their classrooms, and each day in the lunchroom. \_\_\_\_\_ took the time to visit with children and they greeted him by name when they saw him. He will be greatly missed by all of us.

Students have been told about \_\_\_\_\_'s death. We are working with our Crisis Response Team to help students understand, and to help them with questions or concerns which they might have.

I want you to know of our loss so that if your child talks to you about \_\_\_\_\_, you will be better able to respond to their questions.

Sincerely,  
Principal

Resources for Death and Grief

[MSBSD Google Drive: Grief and Loss Resources](#)

[National Alliance for Children's Grief](#)

[Coalition to Support Grieving Students](#)

[National Center for School Crisis and Bereavement](#)

[National Association of School Psychologists](#)

[The Dougy Center](#)

[Grief Watch](#)

# Chapter 3: Supporting Students at Risk for Suicide

## General Guidelines

Suicide should always be taken seriously. According to the Suicide Prevention Research Center, for the past several years suicide has been the 3<sup>rd</sup> leading cause of death for youth ages 10-14 and the 2<sup>nd</sup> leading cause of death in youth ages 15-24. While the primary goal of school is to educate, we must act to protect students who are in crisis and at risk for suicide.

### 1. Helping a Student at Risk:

When a member of the school staff has been notified or is aware of any suicidal concern involving a student, she/he should immediately notify the student's counselor and/or a member of the school's Crisis Response Team. This contact should be made regardless of the source of the information (e.g., student, parent, relative, family friend, teacher, or other staff member) and regardless of how serious the informant considers the suicidal concern to be. The reporter should be thanked and affirmed for bringing the concern to the team's attention and reminded that this information is not to be discussed with other students.

### 2. Student Safety is Paramount:

Upon being notified of a potentially suicidal student, the CRT must immediately answer the following questions:

- A. Is the student safe right now?
- B. Are lethal tools or other items available to the student? If so, remove them or remove the student from the area.
- C. Is the student currently being supervised by a responsible staff member so that safety can be ensured.

If the student presents an immediate danger of harming him or herself or others (e.g. brandishing a weapon, running) call 911 immediately and request assistance. Law enforcement should also be called if the student appears extremely agitated, is threatening to run away, or if the CRT members suspect the student will be uncooperative during transport.

### 3. Best Practice:

When possible, two CRT members provide greater support and safety when helping a student considering suicide. This student should not be left alone. When a team member has been notified of a potentially suicidal student, she/he will notify at least one other member of the team. One member will assume the role of the Primary Intervener who will work most directly with the student to identify the suicide risk, provide comfort, if possible, contact parents, and make referrals to appropriate resources. The role of the Secondary Intervener is to assist the Primary Intervener in reviewing the information provided, ensuring that all necessary steps are being followed, and maintaining proper documentation. This team member may share the responsibility of notifying the student's parents or speaking with other agencies.

Documentation of all intervention steps should be made throughout the process using the Suicide Risk Assessment in Synergy. This form is to be used to guide team members through the intervention process and to document each step taken.

4. Parental Consent:

Parental consent is not required to question a student about suicidal thoughts or intentions or to confer with CRT members. However, if the CRT asks for permission and it is refused, then the parent has a right to bar the process from going forward. Under these conditions, the principal would speak with the parent about ensuring the child's safety. If student safety is a concern, contact the police and/or make a Report of Harm with the Office of Children's Services.

5. Parent/Guardian Notification:

Parent/Guardian should be contacted when a student is interviewed for being potentially suicidal, even if the student denies suicide ideation or intent. The only exception would be if the student reports being unsafe at home, which would require an OCS report and the CRT members should convene to plan for student safety.

6. Confidentiality:

Confidentiality is waived regarding protecting students from self-harming and threats of suicide or homicide. Information should be given only on a need-to-know basis. A CRT member cannot protect information regarding a crime, abuse, suicidal/homicidal intentions, destruction of property, etc.

7. Safety Plan and Follow Up:

Suicide intervention procedures include safety plan and follow up intervention procedures on the following pages.

## Suicide Intervention Procedures

The CRT's Primary Intervener will complete the MSBSD Suicide Intervention Report in Synergy to help with the intervention. It is imperative to ask students directly whether they have been thinking about suicide.

- If there is suicide ideation with or without intent, the CRT Primary Intervener will contact the school principal if further assistance is required. The Primary Intervener or another CRT member will then contact parents to inform them of the student's ideation and/or plan. Reassure them that the student is safe and being supported by staff. As appropriate, the parents/guardians should come to the school to pick up their child and be given appropriate referrals and resources.
- If the call is answered by an answering machine or by an individual willing to take a message, state your name, the school from which you are calling, and that it is imperative you talk with the student's parents. Do not state the nature of the situation. Follow the same procedure when contacting the Emergency Contact.
- If the parent is contacted, but refuses the recommendation of the CRT (e.g., transporting the student to the hospital emergency room or not allowing the student to be home alone), the principal will inform the parent of the school's need to notify Office of Children's Services (OCS). This may elicit parental cooperation. If the parent continues to refuse further assessment, contact OCS and advise them of the situation. Ensure that you document the parent's refusal to follow the CRT's recommendation on the Suicide Intervention Report. Try to include specific responses such as "No, she's said that before" or "We do not want the school involved." If the parent is unable to transport the student, the CRT will contact and advise OCS.
- If parents or the emergency contacts cannot be reached, the CRT will contact Office of Children's Services at 1-800-478-4444 and advise them of the student's status and need for transportation. Under no circumstances may school district employees transport a student.
- Complete a Student Safety Plan.
- Follow-up Interventions: Follow the plan developed and recorded on the MSBSD Suicide Intervention Report. These interventions may include follow-up with designated staff, consultation with outside mental health agencies, referral to the Emergency Room at the local hospital, monitoring of the student's behavior, or periodic check of the student's suicidal risk.

## Resources for Suicide Intervention

Safety or Welfare Check.....	911
Suicide & Crisis Lifeline.....	988
Crisis Text Line.....	Text HOME to 741741
National Domestic Violence Hotline .....	1-800-799-SAFE (7233)
National Domestic Violence Text Line .....	Text START to 88788
LGBTQ Youth (Trevor Project) .....	1-866-488-7386
LGBTQ Youth Text Line (Trevor Project).....	Text START to 678-678
Mat-Su Regional Emergency Department .....	1-907-861-6620
Providence Psychiatric Emergency Department .....	1-907-563-3200
Mat-Su Health Services, Inc.....	1-907-376-2411
(24-hour Crisis Intervention Services)	
Alaska Native Medical Center ER Department .....	1-907-563-2662

[Suicide Prevention Resources Center](#)

[American Association of Suicidology](#)

[State of Alaska Statewide Suicide Prevention Council](#)

[National Institute of Mental Health](#)





# Suicide Intervention Report

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)746-9212 || F: (907)746-9292

Print Form

Date

**Special Instructions:** This form contains confidential information. It is not a diagnostic instrument. It is a tool to guide decisions regarding student safety. Our practice is always to encourage the family to obtain a second opinion as to the level of risk in a student's life. Have two intervention team members present to complete the screening.

## I. REFERRAL

Student Name  DOB  Student ID   
 School  Grade   Male  Female

Intervention Team Members Present:

Name  Title   
 Name  Title

## II. REASON FOR REFERRAL (Attach documentation, if available)

## III. INTERVIEW

1. When was the last time you thought about suicide?

- No Thoughts of Suicide:** Discontinue Interview; Call Parent / Guardian  
 **Thoughts of Suicide:** Continue Interview

2. Is there a plan?

3. Method & Availability?

4. Stressors?

5. Risky Behavior?

6. Medical Concerns?

7. Previous Attempts: Personal, Family, Friends?

8. Personal Supports & Resources Available?

9. Report of Suicidal Ideation: (select all that apply and indicate time frame of recency or behavior)

Suicidal Ideation	Present within the Last:
Having thoughts about death or killing oneself or others. No specific plan or self-destructive desires	Week    Month    3 Months    6 Months    Year    Longer
Saying or doing something that indicates a self-destructive desire. May describe aspects of a plan.	Week    Month    3 Months    6 Months    Year    Longer
A self-destructive act that student perceives would not be a serious threat to life. May have a specific plan & means available.	Week    Month    3 Months    6 Months    Year    Longer
Conscious intent to die: an act that will cause death with low probability of rescue.	Week    Month    3 Months    6 Months    Year    Longer



# Suicide Intervention Report

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)746-9212 || F: (907)746-9292

Print Form

Date

## IV. INTERVENTION

### 1. Parent / Guardian Notification:

Name	<input type="text"/>	Contact Phone	<input type="text"/>
Notified By	<input type="text"/>	Date Notified	<input type="text"/>

### 2. Referrals:

Safety Contract Signed? (If yes, please attach a copy)  Yes  No

Student's Current Medical Provider, if Applicable (ROI?):

#### Agency / Therapist Referrals:

Agency	<input type="text"/>	Contact Phone	<input type="text"/>
Agency	<input type="text"/>	Contact Phone	<input type="text"/>
Agency	<input type="text"/>	Contact Phone	<input type="text"/>

3. Others Notified (if Applicable - Emergency Contact, OCS, AST/PD)

4. Release of Student:  Stayed at School  Released to Parent / Guardian

5. Parent/Guardian's Plan for Safety:

6. School's Plan for Safety:

7. School Contact	<input type="text"/>	Contact Phone	<input type="text"/>
Follow-Up Date	<input type="text"/>		

## V. FOLLOW-UP PLAN

### 1. Follow-Up Interview

Interview Completed By  Interview Date

How is the student currently doing?

Did the student see a medical provider?  Yes  No

How can the school continue to support the student?

2. Is further follow-up needed with parent / guardian?  Yes  No

3. Medical Provider Contact, if applicable (ROI?)

4. Others Notified, if applicable (OCS, AST / PD, etc.)

### 5. Other Notes:



# Student Safety Plan

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)746-9212 || F: (907)746-9292

**Special Instructions:** Please complete this student safety plan. Provide one copy to the student and one copy to the parent.

Student Name   
CRT Member   
CRT Member

This safety plan is to help protect me from:

- Suicide
- Self-Injury
- Harming Others

I agree to do the following to keep my environment safe:

I should pay attention to the following triggers:

I can use these coping skills to help me calm down and / or manage stress:

I can contact this person for support at school:

I can contact these people for support out of school:

- 24 Hour Assistance:
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Alaska Careline Crisis Intervention: 1-877-266-4357
- Mat-Su Health Services: 1-907-376-2411
- Emergency: 911

\_\_\_\_\_  
Student Signature Date

# Chapter 4: Supporting Students with Non-Suicidal Self Injury (NSSI)

## General Guidelines

Non-Suicidal Self-Injury (NSSI) is the act of intentionally wounding oneself. Recent studies have estimated that between 12% and 23% of adolescents have self-harmed. Students who are intentionally injuring themselves do so for a variety of reasons. Most of the time, self-injury is an unhealthy coping behavior rather than a suicide attempt. However, all intentional injury should be taken seriously. While the intent of self-injury may not be suicide, the act of self-injury is an indication of a student not coping well and is acting aggressively toward self.

NSSI can include one event or can become habitual practice. The motivation of self-injury is also quite varied, from curiosity to a compulsive act symptomatic of trauma and/or mental illness.

Follow these steps to support a student who has engaged in NSSI:

1. Helping a Student at Risk: When a member of the school staff has been notified or is aware of any self-injury concern involving a student, she/he should immediately notify the student's counselor and/or a member of the school's Crisis Response Team. This contact should be made regardless of the source of the information (e.g., student, parent, relative, family friend, teacher, or other staff member) and regardless of how serious the informant considers the self-injury concern to be.
2. Student Safety if Paramount: If a student is found self-harming in school, or reveals a recent injury, the CRT must immediately answer the following questions:
  - a. Is the student safe right now?
  - b. Are self-harming tools available to the student? If so, remove them or remove the student from the area.

If the student presents an immediate danger of harming him or herself or others (e.g. brandishing a weapon, running) call 911 immediately and request assistance. Law enforcement should also be called if the student appears extremely agitated, is threatening to run away, or if the CRT members suspect the student will be uncooperative during transport.

3. Medical Attention: Regardless of the severity of the injury, it is important to have it evaluated by the school nurse. The benefit is twofold; it allows the nurse to treat or prevent infection, and the nurse will assist with the intervention as needed.
4. Consistent Protocol: It is important to respond to a student who is self-harming appropriately and consistently. School staff need to send a clear message that while self-harming is fairly common, it is not considered appropriate or healthy.

5. Focus on student rather than injury: When talking with a student about self-injury, it is helpful to do so without a lot of attention to the actual injury (unless a clear medical emergency) and to remain as calm as possible.
6. Parental/Guardian Consent: Parental consent is not required to question a student about self-injury or to confer with CRT members. However, if the CRT asks for permission and it is refused, then the parent has a right to bar the process from going forward. Under these conditions, the principal would speak with the parent about ensuring the child's safety.
7. Parent/Guardian Notification: Parents and Guardians must be notified about the self-injury. Depending upon the extent and the duration of the injury, parents should be asked to come to the school for appropriate referrals and resources. The only exception would be if the student reports being unsafe at home, which would require an OCS report and the CRT members should convene to plan for student safety.
8. Confidentiality: Confidentiality is waived regarding protecting students from self-harming and threats of suicide or homicide. Information should be given only on a need-to-know basis. A CRT member cannot protect information regarding a crime: abuse, suicidal/homicidal intentions, destruction of property, etc.
9. Contagion: There is also a contagion effect, especially found in middle school students. Therefore, interventions for self-injury should never be conducted with a group of students.

## NSSI Intervention Procedures

Complete the MSBSD Non-Suicidal Self-Injury Intervention Report in Synergy to help with the intervention.

- If a student has NSSI and after talking with the student about their concerns, the CRT will contact the school principal if further assistance is required. The CRT member will then contact parents to inform them of the student's self-harming. Reassure them that the student is safe and is being supported by staff. Depending upon the extent and duration of injury, parents should be asked to come to the school for appropriate referrals and resources.
- If the call to the parent is answered by an answering machine or by an individual willing to take a message, state your name, the school from which you are calling, and that it is imperative you talk with the student's parents. Do not state the nature of the situation. Follow the same procedure when contacting the Emergency Contact.
- If NSSI is reoccurring and the parent has been contacted but refuses the recommendation of the CRT, a Report of Harm should be filed. If the parent continues to refuse further assessment, contact OCS and advise them of the situation.
- Complete a Student Safety Plan.
- Follow-up Interventions: Follow the plan developed and recorded on the MSBSDNSSI Intervention Report. These interventions may include follow-up with designated staff, consultation with outside mental health agencies, referral to the Emergency Room at the local hospital, monitoring of the student's behavior, or periodic check of the student's suicidal risk.

## Resources for Non-Suicidal Self-Harming Students

Safety or Welfare Check .....	911
Suicide & Crisis Lifeline .....	988
Crisis Text Line .....	Text HOME to 741741
National Domestic Violence Hotline .....	1-800-799-SAFE (7233)
National Domestic Violence Text Line... ..	Text START to 88788
LGBTQ Youth (Trevor Project) .....	1-866-488-7386
LGBTQ Youth Text Line (Trevor Project) .....	Text START to 678-678
Mat-Su Regional Emergency Department.....	1-907-861-6620
Providence Psychiatric Emergency Department .....	1-907-563-3200
Mat-Su Health Services, Inc.....	1-907-376-2411
(24-hour Crisis Intervention Services)	
Alaska Native Medical Center ER Department .....	1-907-563-2662

### [Cornell University: Self-Injury and Recovery Resources](#)

- [Infographic](#)
- [Developing & Implementing School Protocol](#)





# Non-Suicidal Self-Injury (NSSI) Intervention Report

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)746-9212 || F: (907)746-9292

Date

**Special Instructions:** This form contains confidential information. It is not a diagnostic instrument. It is a tool to guide decisions regarding student safety. Our practice is always to encourage the family to obtain a second opinion as to the level of risk in a student's life. Please have two intervention team members present to complete the screening. *When used throughout this form, the abbreviation NSSI refers to Non-Suicidal Self-Injury.*

## I. REFERRAL

Student Name  DOB  Student ID   
School  Grade   Male  Female

Intervention Team Members Present:

Name  Title   
Name  Title

## II. REASON FOR REFERRAL (Attach documentation, if available)

## III. INTERVIEW

- 1. Suicidal Ideation / Gestures?  No  Yes (If yes, discontinue and use suicide report form)
- 2. Confirms NSSI?  No  Yes

NSSI Criteria (Check as Many as Apply):

- Performed on Self  Physically Harmful  Not Suicidal  Intentional & Purposeful

3. Type(s) of NSSI Performing   
*(ex: cutting, burning, erasing, reopening wounds, hair pulling, hitting, bruising, scratching, pin poking, pinching, biting)*

4. Date of Most Recent Incident  Date of NSSI Onset

5. Frequency of Occurrence  Has NSSI Occurred at School?  No  Yes

6. Evidence of Recent NSSI

7. Did School Nurse Evaluate and Treat Injury?  No  Yes

8. What occurs just before you hurt yourself?

9. How does this behavior help you cope?   
*(ex: relieve feelings, cope, euphoria, express pain, get control, communicate, self-nurture, punish, reenact abuse)*

10. Secondary Behavioral Concerns

11. Personal Supports and Resources   
*(ex: willing to discuss NSSI, level of knowledge, in treatment currently, use of healthy coping, level of secrecy, hygiene)*



# Non-Suicidal Self-Injury (NSSI) Intervention Report

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)746-9212 || F: (907)746-9292

Date

## IV. INTERVENTION

### 1. Parent / Guardian Notification:

Name

Contact Phone

Notified By

Date Notified

### 2. Referrals:

Student's Current Medical Provider, if Applicable (Release of Information?):

#### Agency / Therapist Referrals:

Agency

Contact Phone

Agency

Contact Phone

Agency

Contact Phone

### 3. Others Notified (if Applicable - Emergency Contact, OCS, AST/PD):

### 4. Release of Student:

Stayed at School

Released to Parent / Guardian

### 5. Parent/Guardian's Plan for Safety:

### 6. School's Plan for Safety:

7. School Contact

Contact Phone

Follow-Up Date

## V. FOLLOW-UP PLAN

### 1. Follow-Up Interview

Interview Completed By

Interview Date

How is the student currently doing?

Did the student see a medical provider?  Yes  No

How can the school continue to support the student?

2. Is further follow-up needed with parent / guardian?  Yes  No

3. Medical Provider Contact, if applicable (ROI?)

4. Others Notified, if applicable (OCS, AST / PD, etc.)

### 5. Other Notes:



# Student Safety Plan

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)746-9212 || F: (907)746-9292

**Special Instructions:** Please complete this student safety plan. Provide one copy to the student and one copy to the parent.

Student Name   
CRT Member   
CRT Member

This safety plan is to help protect me from:

- Suicide
- Self-Injury
- Harming Others

I agree to do the following to keep my environment safe:

I should pay attention to the following triggers:

I can use these coping skills to help me calm down and / or manage stress:

I can contact this person for support at school:

I can contact these people for support out of school:

- 24 Hour Assistance:
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Alaska Careline Crisis Intervention: 1-877-266-4357
- Mat-Su Health Services: 1-907-376-2411
- Emergency: 911

\_\_\_\_\_  
Student Signature Date

# Chapter 5: Supporting Students Who Report Abuse or Assault

## General Guidelines

Each year educators complete required training as mandated reporters to any suspected child abuse or neglect. For CRT members, the process often requires more than a report of harm, as there may be complex circumstances to consider with multiple students and/or agencies involved.

General Guidelines for Complex Situations:

- Student safety is paramount.
- Follow statute regulations. Report suspected abuse or neglect immediately, which means as soon as reasonable possible and no later than 24 hours.
- In complex situations, principal should call their supervisor for additional support and the CRT members will work with the principal in systematically addressing the issues at hand.
- Do not investigate, but advocate.
- Consider if it is appropriate, safe, and helpful to contact the student's parents or guardian.
  - Call OCS for recommendations.
  - Will parent/guardian warn or harm suspected abuser?
  - Will parent/guardian interfere with potential investigation?
  - Will student be at greater risk?
- Examples of Complex Situations:
  - Student reports being raped by student (both on campus).
  - Student reports on-going sexual abuse by live-in grandfather.
  - Student reports to have had sexually explicit pictures taken and distributed by an online boyfriend.
  - Student reports their friend is in a romantic relationship with a staff member.
  - Student reports that their older sibling hurt them, and they have a black eye and multiple bruises on back.
  - Student reports their mother makes them take medicine that isn't needed and makes them sick.
- If needed, call local law enforcement for additional support of student safety.
- After a report is made, it is best practice to maintain electronic documentation of the Report of Harm. It should not be filed in the student's health file.

**\*Child sexual abuse must be reported to both OCS and Law Enforcement.**

[Resources for Reporting Abuse and Assault](#)

Office of Children’s Services Child Abuse Hotline .....	1-800-478-4444
Mat-Com Dispatch.....	907-352-5401
Alaska State Troopers .....	907-745-2131
Palmer Police Department .....	907-745-4811
Wasilla Police Department .....	907-352-5401
National Hotline for Child Abuse .....	1-800-799-7233

[Law Enforcement Locator Map](#)

[State of Alaska Office of Children’s Services](#)

[The Children’s Place](#)



# Report of Harm

Print Form

**Office of Teaching and Learning**  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907)746-9212 || F: (907)746-9292

This form is provided to assist in the reporting process and is not required.

**Contact the Office of Children's Services and Law Enforcement**

Phone: 800-478-4444      Fax: 907-269-3939      E-mail: [reportchildabuse@alaska.gov](mailto:reportchildabuse@alaska.gov)

[Law Enforcement Agency List](#)

The identity of the reporter is confidential and the receiving agency is responsible for maintaining the confidentiality of the reporter's identity and other information on the form, and the name of the reporter is not discoverable and must be redacted (AS 47.10.093, AS 47.17.040). Include information that you have access to, do not delay your report or attempt to acquire all the information requested if you do not have it.

Reported to OCS

Date:  Time:  Person Reported to :

Reported to law enforcement via phone

\*If suspected sexual abuse      Law enforcement Agency   
Date:  Time:  and person reported to:

Date Report Received:       Source of Information:

Date of Incident:       Location of Abuse:

Time of Incident:       Type of Abuse Suspected:  Neglect     Sexual\*  
 Physical     Mental Injury

Children	Victim	Sex	School	DOB	Race, Tribe, Village	Address	Phone #
Father:							
Mother:							
Step Parent/ Partner:							
Others in Residence:							
Alleged Abuser:							
Relationship to Victim:							

**Briefly Describe Allegations:**

Mandated Reporter's Name  Address

Phone Number(s)

Other Sources of Information/  
Contact information

Title & Relationship to Victim

# Chapter 6: Supporting Students and Schools with Behavioral Threat Management (BTM)



## General Guidelines

\*Behavioral Threat Management documentation should be completed in Synergy.

Crisis Response Team members shall also be trained for a school Behavioral Threat Management (BTM) team using the District's process and procedures. This should include a multi-disciplinary team of no less than three trained members, with at least two being on-site (e.g. Principal/Administrator, School Psychologist, School Counselor, School Nurse, SRO, Behavioral Support Teacher, IEP Team Representative.) All staff members should be trained in awareness and reporting of warning signs to the school administration in a timely manner.

The objective of BTM is to determine if a student poses a threat to the safety of others or to the school. The school BTM team should initiate this process when there is a report that a student makes a verbal or written threat, uses threatening behavior, or if there is concern that the student's behavior or communication indicates an escalation in the potential for targeted violence or may pose a threat to the safety of the school, students, or staff. The BTM team should also consider: "How much time do we have?"

If at any time information suggests the need for local law enforcement assistance, that assistance should be requested immediately. Contact your school site supervisor or the Associate Superintendent of Instruction for consultation at any time in this process. Suicide Assessments must be conducted by trained professionals using the District's procedures as outlined.

Some of the concerns leading to BTM may include:

- Student directly or indirectly threatens to harm person, group, and/or entire school.
- Artistic, written, symbolic, or online (or social media) expression with disturbing and/or violent content.
- Student engages in threatening behavior or there is concern regarding attack-related behavior or planning a potential attack.
- Belief that someone possesses a weapon on campus.
- The student is demonstrating imminent warning signs or a cluster of early warning signs.
- Along with indicators to harm others, student makes threat to harm or kill self.
- Student has an escalating pattern of targeted behavior that has been resistive to intervention at school.

- Other reasons indicating a need for BTM as determined by the school Behavioral Threat Management team.

For more information regarding warning signs, see [Know the Warning Signs](#).

The BTM team should make it clear to the student's parents or guardians that the objective of the threat management inquiry is not only to help prevent targeted school violence, but also to create a plan to help their child and protect the safety of their child and others.

If the parents refuse to meet with the school staff or refuse to obtain an evaluation for safety as recommended, the school administrator has authority to bar access to school grounds until such time that recommended interventions have been met, and it has been determined that the student no longer poses a risk to the safety of students or staff (See [Board Policy 5112.02 Exclusion from Attendance](#)). This process will help you determine the concern level and lead to the development of an Action and Support Plan.

### Steps in a school Behavioral Threat Management:

1. Establish safety.
2. Assemble the school BTM team.
3. Gather a variety of information and use multiple data sources.
4. Organize and analyze the information using the Secret Service Themes.
5. Use the information to determine the level of concern leading to the action plan.
6. Develop an action and support plan and determine a date to review the plan.
7. Document the threat assessment, keep appropriate records, and send a copy to the Office of Teaching and Learning.
8. Continue monitoring the student and the effectiveness of the action and support plan.
9. Revise plan, as needed.

Documentation of the concern and the steps in the BTM are recorded on the BTM Documentation Form. Records will be kept on file in Synergy.

Forms supporting this process:

- BTM Documentation Form
- BTM Interview Forms
  - Teacher/Staff Interviews
  - Student of Concern Interview
  - Parent/Guardian Interview
  - Witness/Other Student Interview
- Secret Service Themes Form
- BTM Action and Support Plan

**\* The BTM process should be completed within 3 days of the incident or threat.**

## Know the Warning Signs and Signals

**People who are at-risk of hurting themselves or others often show signs and signals before an act of violence takes place.**

It's important to know that one warning sign on its own does not mean a person is planning an act of violence. But when many connected or cumulative signs are observed over a period of time, it could mean that the person is heading down a pathway towards violence or self-harm. By knowing the signs, you have the power to intervene and get help for that person. Your actions can save lives.

Examples of Warning Signs:

- A strong fascination or obsession with firearms or other weapons can be a warning sign.
- Excessive study of firearms, weapons, and fascination with or study of mass shootings or school shootings can mean a person is planning violence.
- Perpetrators of self-harm or violence towards others may be victims of long-term bullying or harassment.
- Real or perceived feelings of being picked on or persecuted by others.
- Extreme feelings of isolation or social withdrawal due to real or perceived actions of others can lead to further withdrawal from society.
- Exhibiting excessive over-reactions or aggressive behavior for a seemingly minor reason can signal someone who cannot self-regulate one's emotions or control their anger.
- Gestures of violence and low commitment or aspirations toward school, or a sudden change in behavior or academic performance can be a sign that someone needs help.
- Unsupervised, illegal and/or easy access to firearms, or bragging about access to and ability with firearms or other weapons, can be a warning sign.
- Making overt threats of violence (spoken, written, on social media, pictures, videos, gestures) are signs that should not be ignored.

If you observe multiple warning signs or signals, or even one definitive threat, please take it seriously and act immediately.

⇒Talk to local law enforcement, school officials, or a mental health professional.

⇒Access the Tip Line from the MSBSD Mobile App.

⇒In the event of an emergency, immediately call 911.

## Warning Signs and Signals

Though every possible warning sign is not listed here, these provide the most common indications:

### **Being over aggressive and/or lacking self-control**

- Lack of coping, anger management and/or conflict resolution skills.
- Overt threats of violence, in pictures, videos, spoken or written word.
- Committing juvenile/multiple offenses, especially if at a young age (<10.)
- Patterns of impulsive behavior and/or chronic hitting.
- Regularly using intimidation or bullying behaviors.

### **Chronic social isolation**

- Victim of constant social rejection or marginalization.
- Sudden increase in withdrawing from other people and activities.
- Blaming others for own failures.

### **Threatening behavior**

- Bringing a weapon into school.
- Bragging about an upcoming attack.
- Recruiting a friend to join an attack.
- Warning a friend to stay away from school or an event.

### **Mental illness and/or behavioral shifts**

- Diagnosed or undiagnosed mental illness.
- Major change in eating or sleeping habits.
- Drop in quality of schoolwork or extracurricular activities.
- Homicidal ideation.
- Significant changes in physical appearance.
- Suffered from adverse childhood experiences (trauma).

### **Youth suicide warning signs**

- Talking about or making plans for suicide.
- Expressing hopelessness about the future.
- Displaying severe/overwhelming emotional pain or distress.
- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. This includes:
  - Withdrawal from changing in social connections/situation.
  - Changes in sleep (increased or decreased).
  - Anger or hostility that seems out of character or out of context.
  - Recent increased agitation or irritability.

### **Antisocial behavior**

- Negative role models or peer groups.

- Dishonesty, antisocial beliefs and hostility toward law enforcement.
- Lack of discipline – repeatedly fails to follow rules.
- Severe destruction of property.
- Intolerance for differences in others; prejudiced.
- Access/use and prevalence of drugs and alcohol/substance abuse.

*Adapted from: Sandy Hook Promise (2018). Know the Signs Guide.*



# Behavioral Threat Management Protocol: Documentation Form

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 746-9212 || F: (907) 746-9292

**Special Instructions:** Use this form to document the behavior of concern and steps taken by the Behavioral Threat Assessment (BTM) Team. **This form must be completed electronically entered into Synergy.**

## SUMMARY INFORMATION

School					
Student Name					
Student ID		Student DOB		Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Student Grade		504 Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	IEP?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Date of Incident/Report of Behavior Concern					
Parent/Guardian 1		Phone			
Parent/Guardian 2		Phone			

### Description of the Situation of Concern:

Briefly describe the nature of the behavior or threatening situation, including the source of information, where and when the incident(s) occurred, who was involved, and how the concern was brought to the attention of staff.

### Step 1: Secure Safety and Make Notifications, as Needed

Locate the student(s) of concern immediately until safety procedures are initiated and assessment process is activated. If student is at school, keep under constant adult supervision (restrict access to coat, backpack, locker, etc.). *Ensure that a student of concern is treated appropriately; any allegations regarding the behavior or perceived dangerousness of the student may be unfounded.*

If the student cannot be located or detained and the threat is believed to pose an imminent threat of harm to others, call 911, the School Resource Officer, or local law enforcement. Immediately contact your School Site Supervisor.

Notify the School Site Supervisor and discuss any other immediate safety measures necessary.

Notify the School Resource Officer or local law enforcement and request their participation in the process as needed.

If indicated, conduct a search of the student, locker, backpack, and car (if applicable) on school property, following the district search policy (Board Policy 5144.1, Sec. E)

Notify parent/guardian as soon as possible and inform him/her of the initiation of behavioral threat assessment process.

Parent/Guardian notified or attempt to notify

Person notifying parent/guardian

Date  Time

If parent/guardian not notified, state reason

Other immediate actions to secure safety (See also the BTM Action and Support Plan Immediate Actions).

**Step 2: Assemble the Threat Assessment Team:**

Membership of the school Behavioral Threat Assessment (BTM) team should be multi-disciplinary and include no less than three trained members, with at least two being on-site. Provide the name of team members. *Contact your School Site Supervisor or an Associate Superintendent for a consultation at any time in this process.*

Principal/Administrator	
School Psychologist	
School Counselor	
School Nurse	
SRO/Local Law Enforcement Officer	
Behavioral Support Teacher	
School Security or Safety Personnel	
IEP Team Representative, if applicable	
Other Team Members	

**Step 3: Gather Information from Multiple Data Sources:**

Gather information about the facts that drew attention to the student, the situation, and the targets.

Keep originals of all student written or artistic communications and copies of any online communication and attached to BTM form.

School Information:

Check sources of information gathered and reviewed.

- Current school academic, health, & discipline records  Internet and social networking histories
- Previous school academic, health, & discipline records  Other
- Written, artistic, or other student produced material

Interviews:

Student(s) of Concern Interview

Student/s Interviewed	Interviewer	Date

Teacher/Staff Interviews

Teacher/Staff Interviewed	Interviewer	Date

Parent/Guardian Interviews

Parent/Guardian Interviewed	Interviewer	Date



Witness Interviews

Person Interviewed	Interviewer	Date

Potential Target Interview

Person Interviewed	Interviewer	Date

Outside Sources of Information:

Check, provide name of contact, person contacting, and relevant details. Release of Information (ROI) is not needed for juvenile justice or law enforcement. If there are outside mental health providers, obtain a signed ROI from parent/guardian to gather or provide information. If ROI is not able to be obtained, indicate reason.

Additional internet, social network or other online information

Juvenile justice or probation officer

Name of Contact  Agency   
Person Contacting

Social service case worker

Name of Contact  Agency   
Person Contacting

Mental health service provider.

Name of Contact  Agency   
Person Contacting

Others providing service or who have knowledge of the student.

Name of Contact  Agency   
Person Contacting

**Step 4: Organize and Analyze the Available Information as a Team.**

Complete and attach using the Secret Service Themes in Behavioral Threat Management Form.

Student behavior appear to be:

- Normal behavior
- Boundary probing behavior
- Attack-related behavior
- Attack behavior

Using the available information, team must consider the Secret Service themes. Complete and attach the Secret Service Themes form.

Other Information Analysis:

**Step 5: Organize and Analyze the Available Information as a Team:**

Complete and attach using the Secret Service Themes in Behavioral Threat Management Form.

Low Concern -

If there is enough reliable information to consider the themes and confident answers, **and** The information is convincing to the team that the student does not pose a threat of targeted school violence nor display any indicators of proactive violence, **then** The threat assessment team may conclude the behavioral threat assessment inquiry at this time, develop the Action and Support Plan using typical interventions and resources, and continue monitoring.

Moderate Concern - Referral and Planning of Support Services and Monitoring:

The Behavioral Threat Assessment (BTM) team concludes that the student/situation does not pose an imminent threat of targeted violence at this time, but there is need of assistance with problems or behaviors to reduce future risk of violence.

A BTM Action and Support Plan must be developed and documented. In this case, the BTM team should work with school and district administrators, school and district services, family members, community partners, and others to ensure that these individuals receive assistance, continued support, and monitoring.

If the student is currently receiving special education services or has a 504 plan, include a review of the current plan. Please note that an IEP process is separate from both the behavioral threat assessment and a BTM Action and Support Plan.

High Concern - Referral to Law Enforcement for Investigation or to Mental/Behavioral Health Professionals for Immediate Evaluation and/or Hold when information suggests that a crime has occurred or there is cause for immediate intervention to prevent harm.

If there is sufficient information for the threat assessment team to be reasonably certain that the student poses a threat to self or others, **or**

The student appears to be on a path to attack, **then**

The team should immediately refer to the appropriate local law enforcement agency for criminal investigation or to mental/behavioral professionals for evaluation and/or hold.

A district level review will be conducted before student returns to school. A re-entry meeting must be conducted before the student returns to school to develop a school and community-based Action and Support Plan. The plan should establish review dates, provide connection to school district community mental health professionals and provide monitoring measures.

**Step 6: Develop a BTM Action and Support Plan and Determine a Date to Review the Plan:**

A BTM Action and Support Plan should be developed for any student and situation requiring a school Behavioral Threat Management plan. Always develop a new plan upon the re-entry of a student of high concern.

Date BTM Action & Support Plan was Developed

Date of First Review

**Step 7: Document the School Behavioral Threat Management and Keep Appropriate Record:**

Please print, obtain signatures, and keep on file according to district guidelines.

Place copy of each in the Student Discipline File

BTM Documentation Form

Name

BTM Interviews

Date

The SS Themes Form

BTM Action and Support Plan

Additional Documentation (Discipline record, writings, drawings, teacher reports, etc.)

Scan and send a copy of each to the Office of Instruction for After Action Review:

BTM Documentation Form

Name

BTM Interviews

Date

The SS Themes Form

BTM Action and Support Plan

Additional Documentation (Discipline record, writings, drawings, teacher reports, etc.)

Document in the Student Information System as a discipline incident. Indicate date and that BTM was completed.

Name

Date

**Step 8: Continue Monitoring of the Student and the Effectiveness of the BTM Action and Support Plan. Revise, as needed.**

Set a date for review of the plan and its effectiveness, and follow-up as needed. Transition the short-term plan to a longer-term plan, when indicated. Reevaluate the plan and the system process, as needed. Note: Contact your School Site Supervisor or an Associate Superintendent for consultation at any time in this process.

Signatures of those participating and in attendance:

Parent/Guardian

Date

Student

Date

BTM Member

Date

BTM Member

Date

BTM Member

Date

Others In Attendance

Date

Others In Attendance

Date

Others In Attendance

Date

Persons involved in review:

After Action Review Date



# Crisis Response: Witness/Other Student Interview

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 746-9212 || F: (907) 746-9292

**Special Instructions:** Use these questions as a guide for the interview. Modify or add to them as appropriate to the situation. Take time to build rapport and listen carefully. The interviewer should make it clear to the student's parent/guardian that the objective of the threat assessment inquiry is not only to help prevent targeted school violence, but also to help their child and protect the safety of their child as well as others. Seek the help of the student's parents in understanding the student's actions and interests. The purpose of this interview is to evaluate the student's threat and behavior in context, so that you can determine what the student meant and whether the student has any intention of carrying out any threat or act of violence. Use open ended questions and follow up questioning where needed. **This form must be completed electronically entered into Synergy.**

Student of Concern Name   
Witness/Other Student Name   
Person Conducting Interview

Student DOB   
Interview Date

Witness to the threat or behavior of concern?  Yes  No      Recipient of the threat?  Yes  No

1. What exactly happened today when you were at (place of incident)?

2. What exactly did (student) say or do? (Write down exact words.)

3. Have they ever done things or said things like that before? Have you seen any posts or texts on social media from them?

4. What do you think he/she meant when saying or doing that?

5. How do you feel about what he/she said or did? (Gauge whether the person who observed or received the threat feels frightened or intimidated.)

6. Why do you think they said or did that? (Find out whether witness knows of any prior conflict or history behind this threat or behavior of concern.)

7. Are you concerned that he/she might actually do it? Why?

8. Do you have any other information about this student or the situation that might be helpful for us to know?



# Crisis Response: Parent/Guardian Interview

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 746-9212 || F: (907) 746-9292

**Special Instructions:** Use these questions as a guide for the interview. Modify or add to them as appropriate to the situation. Take time to build rapport and listen carefully. The interviewer should make it clear to the student's parent/guardian that the objective of the threat assessment inquiry is not only to help prevent targeted school violence, but also to help their child and protect the safety of their child as well as others. Seek the help of the student's parents in understanding the student's actions and interests. The purpose of this interview is to evaluate the student's threat and behavior in context, so that you can determine what the student meant and whether the student has any intention of carrying out any threat or act of violence. Use open ended questions and follow up questioning where needed. **This form must be completed electronically entered into Synergy.**

Student of Concern Name   
Parent/Guardian Interviewed   
Person Conducting Interview

Student DOB   
Interview Date

1. Do you know I wanted to talk with you today? What do you know about what your student said or did?

2. Has (student) ever had behavior difficulties at school or been suspended/expelled? Have you as parents/guardians ever been called to this school or other schools because of behavior?

3. Was anything at school helpful?

4. Does (student) like school and the staff and students here?

5. Has (student) ever hurt anyone? In a fight or another situation?

6. Your child has threatened to (explain situation, as appropriate). What do you think (student) has/had in mind? What do you think they might be planning to do? When?

7. Does your child have any firearms or other weapons? Do they know someone who has some? Are firearms secured at home? Have you or will you check? Where could they get some, if they wanted to? Have they had training with firearms or other weapons? Have they shown a fascination or obsession with firearms or weapons of any kind?

8. Are you or others in your family concerned about your child's potential for violence? Give me some examples.

9. Has (student) ever hurt anyone at home? Threatened to hurt anyone at home?

10. Have other people outside the family ever expressed concern to you about your child's potential for violence? Describe the circumstances.

11. When (student) gets angry, what does he/she do?

12. Do you think (student) sees violence as an acceptable or desirable way to solve problems?

13. Has (student) ever intentionally hurt an animal? Has (student) ever been angry and hurt a pet?

14. Has your child ever set fire to things or a building? Any other incidents of vandalism or property damage?

15. Has there ever been any legal trouble or incidents with law enforcement? Any tickets or referral juvenile justice?

16. Has anyone ever intentionally hurt him/her?

17. Has (student) complained that anyone has bullied, teased, harassed, or treated them unfairly?

18. Has he/she ever threatened to harm anyone before?

19. Has he/she ever threatened to harm anyone before?

20. Who in the family is he/she close to now? Has that changed?

21. Have you noticed any other changes over the past few weeks/months (in behavior, attitude, interests, etc.)?

22. Is there any other adult he/she has a trusting relationship with?

23. Does (student) ever express remorse or wishes that they hadn't done something?

24. Does (student) seem to be experiencing hopelessness, helplessness, sadness, desperation, or despair?



25. Is he/she involved in counseling in or out of school? Has he/she ever gone to counseling in the past? (Request that parent/guardian sign ROI for counselor/therapist.)

26. What was the time in his/her life when he/she felt the most down? How down is he/she these days? Has he/she ever been suicidal? Ask about the circumstances. Do you think he/she is feeling suicidal now?

27. Does he/she see him/herself as having a lot of friends? Does (student) wish he/she had more? How would friends describe (student)? Does he/she think others respect him/her?

28. What does (student) like to do in their free time? Does (student) have activities or interests outside of school?

29. What kinds of movies or TV shows does he/she like to watch? What video games does he/she play? What kinds of social media does your child use? Do you monitor or limit their Internet, movie, or TV behavior? Do you have access or ability to check their Internet history or social media activity? Will you?

30. Does he/she like to draw, write, or make up stories? Does he/she ever draw or make up stories about violence or does he/she talk to his/her friends about violence much? Does (student) show interest or talk about school shootings or other incidents of violence?

31. Do you have concerns about your child's drug or alcohol use? How much do you think he drinks or uses drugs each week? What drugs is he/she using?

32. Do you have any other concerns or information that you think would be helpful for us to know at this time?



# Crisis Response: Student of Concern Interview

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 746-9212 || F: (907) 746-9292

**Special Instructions:** Use these questions as a guide for the interview. Modify and add to these questions, as appropriate to the situation and the developmental level of the student. Use any student produced material (social media posts, writing, drawings, etc.) as a basis for additional questioning. Take time to build rapport and listen carefully. Remember that the purpose of this interview is to evaluate the student's threat and behavior in context, so that you can determine what the student meant and whether the student has any intention of carrying out any threat or act of violence. Use open ended questions. Do not promise confidentiality to the student, because in a potentially dangerous situation you cannot keep information confidential that is needed to protect others. It is recommended to use two BTM team members for interview, when possible. **This form must be completed electronically entered into Synergy.**

Student of Concern Name

Person Conducting Interview

Person Conducting Interview

Student DOB

Interview Date

1. Do you know I wanted to talk with you today?

2. What happened today when you were at (place of incident)?

3. What exactly did you say or go? (Write down student's *exact* words.)

4. So, what has been going on in your life these past days and weeks? (Follow up with other questions, as indicated.)

5. So, how has school been going? (Use follow-up questioning.) Do you have other interests or involvement in activities outside of the classroom or school?

6. How are things at home?

7. How are things with other kids, friends, etc.?

8. So, when you have difficult times, how do you usually handle things? What makes you feel better?

9. Have you ever had times when you felt so mad or sad that you thought about hurting yourself in any way? Have you ever tried? Have you been thinking about it lately? (If indicated, continue with suicide assessment to assess lethality or history.)

10. Back to the reason we are talking today, what did you mean when you said or did that? What were you thinking about? (If you have student writing or drawing samples, use that as a basis of your questioning. Ask about specific words, images, etc.)

11. How do you think (the person who was threatened or saw/heard behavior) feels about what you said or did? (See if the student believes it frightened or intimidated the person who was threatened.)

12. What was the reason you said or did that? What were you thinking about? (Find out if there is a prior conflict of history to this threat or behavior of concern.)

13. Do you understand why people are concerned about your behavior, writings, drawings, etc.?

14. What do you like to do when you aren't in school? How do you spend your free time?

15. What types of video games do you play? Movies? TV? Social media interests/activity?

16. Tell me about your ability with firearms or other weapons. Have you had firearms training? What else do you know about (other weapons/incidents mentioned)?

17. How are you feeling about this incident and the fact that your parents (police, etc.) have been called?

18. What are you thinking about doing now? (Ask if the student intends to carry out the threat.)

19. Is there anything else you'd like to tell me?



# Crisis Response: Teacher/Staff Interviews

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 746-9212 || F: (907) 746-9292

**Special Instructions:** Interview staff members who witnessed the threat or behavior of concern, and/or have specific knowledge regarding the student or the situation that would help in the inquiry. Use these questions as a foundation for the interview. Modify, add to these questions, or use paper version of form as appropriate to the situation. The purpose of this interview is to evaluate the student's threat *in context*, so that you can determine what the student meant by the threat and whether the student has any intention of carrying out the threat. Use any student produced material as a basis for additional questioning. **This form must be completed electronically entered into Synergy.**

Student of Concern Name

Staff Member Interviewed

Person Conducting Interview

Student DOB

Interview Date

### Academics:

1. How is the student doing academically? Have there been any changes in the past few weeks?

2. Describe this student's verbal and written skills. How well can he/she express himself/herself in words or writing?

3. Does this student require or receive intervention programming or specialized instruction? If yes, please describe.

### Teacher/Staff Knowledge of the Behavior of Concern or Threat:

1. What do you know about the behavior of concern or threat?

2. Have you heard this student talk about or write about things like this before?  Yes  No

3. Is there another teacher/staff member who might know additional information about this student and the situation?

Student's Peer Relationships:

1. How well does this student get along with other students?

2. Who are the student's friends or close acquaintances?

3. Are there students who do not get along with this student?

4. Have there been other conflicts or difficulties with peers?

5. Has this student ever complained of being bullied, teased, harassed, or treated unfairly?

6. Has this student ever bullied, teased, harassed, or treated others unfairly?

7. Do other students seem fearful of this student for any reason?

Depression:

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Is the student withdrawn or apathetic?

2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness, helplessness, futility, inadequacy, shame, self-criticism, or worthlessness?

Depression: (continued)

3. Has this student shown any increase in irritability or seemed short tempered?

4. Has this student ever given indications of thoughts of suicide, talked about wanting to die, or commented about never being around anymore? Any indicators of self-harm?

Discipline:

1. What kinds of discipline or behavior problems have you experienced with this student?

2. How does this student respond to academics or behavior being corrected by an adult?

3. What is the student's response to being disciplined at school?

Aggression:

1. How does this student express anger?

2. Does this student seem to hold a grudge or seem resentful? Have they expressed resentment against any specific person or the school?

3. Has this student done anything that expresses anger or aggression, or has the student expressed an aggressive theme in written assignments, drawings, class projects, etc.?

Parent Contact:

1. Have you had any contact with this student's parents/guardians? What was the contact and the parent's response?

2. Has the parent/guardian ever talked about difficulties with the student's behavior at home or in the community?

Additional Information:

1. Do you have additional concerns regarding this student or information about the situation?





# Behavioral Threat Management Protocol: Secret Service Themes

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 746-9212 || F: (907) 746-9292

**Special Instructions:** Gather a variety of information from diverse sources. The Behavioral Threat Management (BTM) team should then review and assess the available information using the following key themes and questions. Use the information related to these themes and questions to determine the seriousness of the threat or behaviors and the elements of an appropriate action and support plan best suited to this student and situation. Attach this completed form to the Behavioral Threat Management (BTM) Documentation Form. For consultation at any time please contact your Site Supervisor or an Associate Superintendent of Instruction. **This form must be completed electronically entered into Synergy.**

## 1. What seems to be the student's motive(s) and goal(s)?

- a. What motivated the student to make the statements or take the actions that cause him/her to come to attention?
- b. Does the situation or circumstance that led to these statements/actions still exist?
- c. Does the student have a grievance or grudge? Against whom or what?
- d. How far does the student seem willing to go to achieve his/her goal(s)?
- e. What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternative?

## 2. Have there been any concerning, unusual, or threatening communications?

- a. What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written (in a diary, journal, class assignments/tests, text messages, photo/video sharing sites, or other social media) concerning his/her ideas and/or intent?
- b. Do any communications suggest grievances, warnings, ideas, or intent to attack?

## 3. Has the subject shown inappropriate interest in any of the following:

- a. School attacks or school attackers?
- b. Firearms or other weapons of any kind (including recent acquisition of any relevant weapon)?
- c. Other incidents of mass violence (terrorism, workplace violence, mass murderers)?

**4. Does the student have access to weapons?**

a. Does the student have access to firearms, other weapons, or other means to carry out an attack (such as explosives, incendiary devices, bladed weapons, etc.)? This can be at home, from relatives, friends, etc.

b. Are home firearms or weapons stored safely?

**5. Does the student have the capacity to carry out an attack?**

a. Does the student have ability with firearms, other weapons, or other means of attack (such as explosives, incendiary devices, bladed weapons, etc.)?

b. How organized is the student's thinking, behavior, or ability to plan?

**6. Has the student engaged in attack-related behaviors such as planning? These behaviors might include:**

a. Developing an attack idea or evidence of any planning.

b. Creating a list of individuals or groups.

c. Making efforts to acquire or practicing with firearms or weapons of any kind.

d. Mapping, casing, or checking out possible sites and areas for attack.

e. Rehearsing attacks or ambushes.

f. Does the student have ability or training with firearms, other weapons, or other means of attack (such as explosives, incendiary devices, bladed weapons, etc.)?

g. How organized is the student's thinking, behavior, or ability to plan?

**7. Has the student experienced stressful life events, such as setbacks, challenges, or losses?**

a. Has the student experienced a recent failure, loss, breakup of relationships, and/or loss of status?

b. Is the student known to be having difficulty coping with a stressful event or events at school, home, in the community (bullying, coursework, friendships, romantic relationships, parents, siblings, jobs, etc.)?

c. Are there supportive friends or family assisting the student to cope?

**8. What is the impact of age, social, mental, or emotional development?**

a. Is the student's behavior outside the norm for their age, social, mental, or emotional development?

b. NOTE: Behaviors exhibited by a student with a diagnosed disorder need to be evaluated in the context of that diagnosis and the student's baseline of behavior. Appropriate intervention planning should take place.

**9. Is the student experiencing desperation, hopelessness, despair, or suicidal thoughts/gestures?**

a. Is there information to suggest that the student is experiencing desperation, hopelessness, depression, and/or despair (any communications that are concerning)?

b. Is the student now, or has the student ever been suicidal, or engaged in a suicidal gesture?

c. Has the student engaged in other behavior or communication that suggests that he/she has considered ending their life?

d. How were previous feelings/behaviors managed and what resources were used? Are those resources available to the student now?

**10. Does the student see violence as acceptable, desirable, or the only way to solve problems?**

a. Has the student used violence in the past to solve problems?

b. 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?

c. Has the student been "dared" by others or "dared" others to engage in an act of violence?

**11. Is there consistency between the student's statements and their behaviors?**

a. Does the information from collateral interviews and from the student's own behavior or communication confirm or dispute what the student says is going on?

b. Attempt to determine reasons for inconsistency. Is it deliberate or does it stem from other issues?

**12. Are other people concerned about the student's statements, behaviors, or potential for violence?**

a. Are there examples of concerning or bizarre statements, ideas, thoughts, or behaviors? Get specific information.

b. Are those who know the student concerned that the student might take some action based on violent ideas or plans?

c. Are those who know the student concerned about a specific target?

**12. (continued)**

d. Have those who know the student witnessed recent changes or escalations in mood and behavior?

e. Are other concerns noted, such as alcohol or drug use, behavioral changes related to academic performance, social habits, mood, physical appearance, conflicts with others, withdrawal or isolation, etc.?

**13. Does the student have positive or prosocial influences and events?**

a. Does this student have a positive, trusting relationship with at least one adult at school?

b. Is the student emotionally connected to or disconnected from other students?

c. Does the student have prosocial connections or activities at school or in other areas of their life?

d. Has the student previously come to someone's attention or raised concern in a way that suggested he/she needs intervention or supportive services?

Adapted from:

National Threat Assessment Center. (2018). *Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence*. U.S. Secret Service, Department of Homeland Security. [https://www.secretservice.gov/data/protection/ntac/USSS\\_NTAC\\_Enhancing\\_School\\_Safety\\_Guide\\_7.11.18.pdf](https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf)

Fein, R., Vossekuil, B., Pollack, W., Borum, R., Modzeleski, W., & Reddy, M. (2002). *Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates*. Washington, DC: United States Department of Education, Office of Safe and Drug Free Schools Program and U.S. Secret Service, National Threat Assessment Center. A complete copy of the guide is available online at <http://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf>



# Behavioral Threat Management Protocol: Action & Support Plan

Print Form

Office of Teaching and Learning  
Mat-Su Borough School District  
501 N. Gulkana  
Palmer, AK 99645  
P: (907) 746-9212 || F: (907) 746-9292

**Special Instructions:** Use this form after the School Behavioral Threat Assessment to develop a plan to respond to and manage the threat and to monitor and support the student. With the input of all Behavior Threat Assessment Team members, the parent/guardian, and student decide on a course of action and support. Please check the boxes that apply and provide detailed information for each item checked. Enter text to describe each action or intervention of support, person responsible, and timeline, if applicable. **This form must be completed electronically entered into Synergy.**

School	<input type="text"/>		
Student Name	<input type="text"/>		
Student ID	<input type="text"/>	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Student DOB	<input type="text"/>	504 Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student Grade	<input type="text"/>	IEP?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Date of Incident/Report of Behavior Concern	<input type="text"/>		
Date Action and Support Plan Completed	<input type="text"/>		

### Immediate Actions:

Prior to developing an Action & Support plan, the team should immediately consider the following:

<input type="checkbox"/> Law enforcement involvement, as needed	<input type="text"/>
<input type="checkbox"/> Search of student, locker, car, home, etc.	<input type="text"/>
<input type="checkbox"/> Parent/guardian contacted (Record parent/guardian names and phone numbers, who contacted them, and any relevant notes taken.)	<input type="text"/>
<input type="checkbox"/> Intended victim warned and/or parents/guardian notified (Record parent/guardian names and phone numbers, who contacted them, and any relevant notes taken.)	<input type="text"/>
<input type="checkbox"/> Alert staff members, as needed	<input type="text"/>
<input type="checkbox"/> Suicide Risk Assessment conducted, as indicated	<input type="text"/>
<input type="checkbox"/> Referral to mental health facility/provider (Release should be signed by parent for communication.)	<input type="text"/>
<input type="checkbox"/> Other action taken for safety	<input type="text"/>
Additional Comments	<input type="text"/>

### Disciplinary Actions or Consequences:

Disciplinary action taken (Describe the action taken: i.e., suspension and duration, referral for expulsion, etc. Note that the re-entry meeting must be scheduled to develop BTA Action & Support Plan.)

Disciplinary Actions or Consequences: (continued)

<input type="checkbox"/> Parents have signed permission to gather and share information with community partners, such as counselors and therapists	
<input type="checkbox"/> Law enforcement referral to juvenile justice	
<input type="checkbox"/> Other disciplinary actions/consequences for actions	
Additional Comments	

Monitoring and Supervision Interventions:

For each item checked, please include specific information regarding what steps will be taken, who is responsible, and the time frame for completion.

<input type="checkbox"/> Daily/weekly check-in or check-out	
<input type="checkbox"/> Behavior card to hold accountable for checks on attendance and classroom behavior	
<input type="checkbox"/> Backpack, coat, and other belongings check-in/out	
<input type="checkbox"/> Late arrival and/or early dismissal	
<input type="checkbox"/> Increased supervision in specific settings (Identify settings.)	
<input type="checkbox"/> Technology restrictions	
<input type="checkbox"/> Modify daily schedule	
<input type="checkbox"/> Other monitoring/supervision actions	
Additional Comments	

Support Interventions:

<input type="checkbox"/> Identify precipitating/aggravating circumstances and create intervention to alleviate tension	
<input type="checkbox"/> Other specific contract created. Please attach.	
<input type="checkbox"/> Pro-social discipline (Restorative justice, community service, adult mentor, etc.)	
Positive reinforcements for positive behavior.	
<input type="checkbox"/> Attach list of positive behaviors and agreed-upon reinforcements.	
<input type="checkbox"/> If student has IEP or 504 Plan, schedule review.	
Behavior Intervention Plan reviewed. Attach if student receives special education services and has BIP.	
<input type="checkbox"/> Peer or effective needs support group. Indicate if at school or in the community.	
<input type="checkbox"/> Peer support. Provide explanation.	
<input type="checkbox"/> Staff support. Indicate who and describe.	

Support Interventions: (continued)

<input type="checkbox"/> Intervention by school support staff (Psychologist, Counselor, etc.)	
<input type="checkbox"/> Review community-based resources and interventions with parents/guardians (Explain and set timeline.)	
<input type="checkbox"/> Refer for community mental health support	
<input type="checkbox"/> Other intervention by community agency	
<input type="checkbox"/> Referral for other assessment	
<input type="checkbox"/> Drug and/or alcohol intervention	
<input type="checkbox"/> Referral to intervention team	
<input type="checkbox"/> Release of information signed by parent/guardian for outside support/assessment (If requested but not signed, please explain. See BP 5112.2, Exclusion from Attendance.)	
<input type="checkbox"/> Other support actions	
Additional Comments	

Pre-Schedule Team Review of Action & Support Plan:

Review Date	Persons in Attendance, Progress Notes, and Intervention Updates

Signatures:

\_\_\_\_\_  
Parent/Guardian Signature                      Date

\_\_\_\_\_  
Student Signature    Date

\_\_\_\_\_  
BTM Team Member Signature                      Date

\_\_\_\_\_  
Others in Attendance: Name, Role, Signature, Date

\_\_\_\_\_  
BTM Team Member Signature                      Date

\_\_\_\_\_  
Others in Attendance: Name, Role, Signature, Date

\_\_\_\_\_  
BTM Team Member Signature                      Date

\_\_\_\_\_  
Others in Attendance: Name, Role, Signature, Date

\_\_\_\_\_  
Others in Attendance: Name, Role, Signature, Date

Filing:

Please print, obtain signatures, and keep on file according to District guidelines.

File Action & Support Plan in the **Student's Discipline File** (Record name of person completing task and date due.)

Scan & email copy to **Office of Instruction** for After-Action Review (Record name of person completing task and due date.)

After-Action Review Process:

After-Action Review Date

Persons Involved in Review