

6A-1.0019 Threat Management.

(1) Purpose. The purpose of this rule is to set forth requirements relating to threat management, a process by which school districts, K-12 schools, charter school governing boards, and charter schools identify, assess, manage, and monitor potential and real threats to student safety.

(2) Definitions.

(a) “Florida Harm Prevention and Threat Management Model” or “Florida Model” means the Florida-specific behavioral threat management process required by Section 1001.212(12), F.S. The Florida Model consists of the Florida Threat Management Manual and the Florida Harm Prevention and Threat Management Instrument (“Instrument”). Under the Florida Model, threats and reports of concerning behavior or concerning communications are categorized as having a low, medium, or high level of concern.

(b) “School” means a public K-12 school, including a charter school, with a Master School Identification Number (MSID) number as provided under Rule 6A-1.0016, F.A.C., but does not include:

1. Settings where instruction is provided in a county jail or state prison, in a Department of Juvenile Justice facility or program, in a hospital, or while a student is homebound;
2. Schools that provide only prekindergarten or adult education;
3. Technical centers under Section 1004.91, F.S.

“School” also includes the Florida Virtual School (Section 1002.37, F.S.), the Florida School for the Deaf and the Blind (Section 1002.36, F.S.), and Developmental Research (Laboratory) Schools (Section 1002.32, F.S.). These entities also function as “school districts” as defined in paragraph (2)(d) of this rule. A list of schools meeting this definition will be provided to the School Safety Specialists annually by July 1.

(c) “School-based mental health services provider” means a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under Rule 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a district or school to provide mental health services in schools.

(d) “School district” or “district” means a Florida school district, the Florida Virtual School (Section 1002.37, F.S.), the Florida School for the Deaf and the Blind (Section 1002.36, F.S.), Developmental Research (Laboratory) Schools (Section 1002.32, F.S.), and universities or Florida College System institutions that sponsor charter schools (Section 1002.33(5), F.S.).

(e) “Student Support Management Plan” or “SSMP” means an ongoing intervention and monitoring plan implemented by the school-based threat management team. The SSMP may impose requirements on a student of concern for a defined period of time based on the level of concern. The SSMP is reviewed each month by the School Based Threat Management Team (SBTMT).

(f) “Threat Assessment” means the identification of individuals exhibiting threatening or other concerning behavior.

(g) “Threat Management” means the multipart process by which schools identify individuals exhibiting threatening or other concerning behavior, assess the risk of harm, and coordinate appropriate interventions and services for such individuals, as provided in Section 1006.07(7), F.S.

(3) Required policies.

(a) Each school district and charter school governing board must adopt policies, consistent with this rule, for the establishment of threat management teams and for the completion of threat assessments. These policies must include providing guidance to all students, faculty, and staff regarding recognition of concerning behavior or threats and must identify members of the school community to whom concerning behaviors and threats should be reported, pursuant to Section 1006.07(7)(c), F.S. These policies must also include procedures for referrals to mental health services, pursuant to Section 1012.584(4), F.S., and referrals for threats of self-harm, consistent with Section 394.463, F.S.

(b) Parental notification.

1. School districts and charter school governing boards must, at a minimum, require parental notification in the following circumstances:

a. If the SBTMT Chair determines the report of a concerning behavior or threat is a Low level of concern and summarily closes the case, the Chair or designee must use reasonable efforts to notify the parent or guardian of the student of concern.

b. If the Chair does not summarily close the case and refers it to the SBTMT, reasonable efforts must be made to notify the student of concern’s parent or guardian on the same day the SBTMT assigns the preliminary **and final** level of concern.

c. If the preliminary or final level of concern is High, the SBTMT Chair or designee must notify the superintendent or designee to ensure that the notice requirements of Section 1006.07(7)(e), F.S., are met.

d. Parents or guardians must also be notified if the threat management process reveals information about their student's mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to implementation of an SSMP.

e. Once an SSMP is finalized and anytime it is substantively revised, the SBTMT Chair or designee must provide a copy of the SSMP to the student of concern's parent or guardian. The targeted student's parent or guardian should also be informed that an SSMP has been implemented.

f. Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent or guardian of the targeted student before the end of the school day that the report was received unless the Chair has determined the concern is unfounded. As provided for in the Florida Harm Prevention and Threat Management Manual (Form OSS-001), the unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. If there is any doubt, the case should be forwarded to the full School Based Threat Management Team for further evaluation and parent notification should occur. Nothing herein prevents the school from notifying parents or guardians if they believe it is in the best interest of the student.

2. "Reasonable effort to notify" means the exercise of reasonable diligence and care to make contact with the student's parent or guardian, typically through the contact information shared by the parent or guardian with the school or school district. The SBTMT Chair or designee must document all attempts to make contact with the parent or guardian.

3. Timelines for required notice may be modified where the SBTMT reasonably believes and documents that such disclosure would result in abuse, abandonment, or neglect, as defined in Section 39.01, F.S.

(c) Education records. Threat assessments and records related to threat management are considered education records as defined by the Family Educational Rights and Privacy Act (FERPA) and Sections 1002.22 and 1002.221, Florida Statutes. Policies relating to access, maintenance, and retention of these records must be consistent with Rule 6A-1.0955, F.A.C., Education Records.

(4) Florida Harm Prevention and Threat Management Model ("Florida Model"). Threat management and assessment of concerning behaviors or communications must be conducted in accordance with the Florida Model, as follows:

(a) District Threat Management Coordinator (DTMC). Each school district superintendent must designate a **Primary District Threat Management Coordinator** to oversee threat management at all public K-12 schools, including charter schools sponsored by or under contract with the district. **Each school district superintendent must also designate a Secondary District Threat Management Coordinator to provide support to the district's threat management process at the discretion of the Primary DTMC. Before a person can be designated as Primary or Secondary DTMC, that person must have already received DTMC training offered by the Office.** Where there is no superintendent, the lead administrator for the school district must assign the Threat Management Coordinator.

1. The **Primary** DTMC must:

a. Ensure that all district-level and school-level threat management team personnel are trained in threat management and on the Florida Model;

b. Serve as Chair of the District Threat Management Team and as the liaison to the Department of Education's Office of Safe Schools ("Office"); and

c. Assist School Based Threat Management Teams in the district.

2. Each school district school superintendent, or lead administrator if there is no superintendent, must report the name, phone number, and email address of the **Primary and Secondary** District Threat Management Coordinator to the Office at FloridaModel@fldoe.org. This information must be reported annually by **July August** 1, and must be updated within one (1) school day if there is a change in the information provided.

(b) District Threat Management Team (DTMT). Each school district superintendent must designate a District Threat Management Team that will receive referrals from the School Based Threat Management Teams, assess serious situations, and provide support to school-based teams, including charter schools in their district. The DTMT must include the District Threat Management Coordinator as Chair, persons from school district administration and persons with expertise in counseling, instruction, and law enforcement. Where there is no superintendent, the lead administrator for the district must assign the DTMT. Districts with three (3) or fewer schools may request approval to alter the DTMT membership by emailing the Office at FloridaModel@fldoe.org. The Office will grant requests that demonstrate that the duties of the DTMT can be executed with fidelity.

(c) School Based Threat Management Team (SBTMT). Each school must have an SBTMT comprised of four (4) members ("**Core Four**"), at a minimum, including persons with expertise in counseling, instruction, school administration, and law enforcement. The principal or equivalent administrative head of the school is responsible for appointing team members. The SBTMT must also include

a member with personal knowledge of the student of concern who is the subject of threat management. Team members must meet the following requirements:

1. The counseling team member must be a school-based mental health services provider that is able to access student mental health records. This must not be the school principal, or equivalent.

2. The instructional team member must meet the definition of instructional personnel under Section 1012.01(2)(a)-(d), F.S., or must hold a current Florida Educator Certificate under Section 1012.56, F.S. This must not be the school principal, or equivalent.

3. The school administrator team member must meet the definition of administrative personnel found in Section 1012.01(3), F.S. This should not be the school principal, or equivalent, unless they are the only administrator at the school, because the principal has administrative oversight of the SBTMT. In the event the principal is the only administrator at the school, the Principal must notify the district's DTMC. The DTMC must in turn notify the Office at FloridaModel@fldoe.org.

4. The law enforcement team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, school-safety officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat management team must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on school-based threat management teams must also have clearance to review Criminal Justice Information and Criminal History Record Information. A school guardian, as defined under Section 1006.12(3), F.S., or a school security guard, as defined under Section 1006.12(4), F.S., may not serve as the law enforcement member of a threat management team. This must not be the school principal, or equivalent.

5. If none of the team members are familiar with the student of concern, the SBTMT Chair must assign a member of the school's staff who is familiar with the student to consult with and provide background information to the threat management team. The person must be instructional or administrative personnel, as defined in Section 1012.01(2) and (3), F.S. Consulting personnel do not have to complete Florida Model training and may not participate in the decision-making process.

(d) Threat Management Chair and Vice Chair. The principal of each school must appoint a Chair and Vice Chair of the SBTMT. The Chair serves as the point person for threat management at the school-level and is responsible for triaging reported threats or concerning behavior and communications to determine whether the matter should be summarily closed or whether it should be reviewed by the full SBTMT.

(e) Instrument. Each SBTMT and DTMT must use the Florida Model to assess the behavior of students who may pose a threat of harm to themselves or others and to coordinate intervention and services for such students. All reported threats or concerning behaviors and communications, even those determined to be unfounded, must be documented by the SBTMT along with any resultant action, using the Florida Model Instrument.

(f) Meetings. Each At a minimum, the Core Four members of each SBTMT must meet as often as needed to fulfill its duties of assessing and intervening with students whose behavior may pose a threat of harm to themselves or others, but no less than monthly. Districts must adopt policies requiring threat management teams to maintain documentation of their meetings, including meeting dates, team members in attendance, issues SSMPs discussed, and actions taken. If the SBTMT has no active SSMPs to discuss, they must document any other discussion points discussed at their meeting. DTMTs must meet as needed to review and consult with SBTMTs and must meet timeframes set forth in the Florida Threat Management Manual, but no less than monthly to discuss relevant data, strategies and interventions with collaborative stakeholders, provide ongoing support to SBTMTs, and ensure continuous improvement and fidelity in the implementation of the Florida Model.

(g) Training.

1. All members of SBTMTs and DTMTs must be trained on the Florida Model through training provided by or approved by the Office of Safe Schools, as follows:

a. All SBTMT and DTMT members must complete basic Florida Model training.

b. The District Threat Management Coordinator must complete additional training specific to the Coordinator role.

c. School principals, the Threat Management Chair, and the Vice Chair must complete additional training specific to their respective roles.

2. Beginning with the 2024-25 school year, district and school-level teams must be designated before the start of the school year. Team members who have not previously completed training must complete Florida Model training before the start of the school year. Those appointed to threat management teams after the start of the school year must complete Florida Model training within sixty (60) days of appointment. For assistance in accessing this training, districts must contact the Office in writing at FloridaModel@fldoe.org.

3. Beginning with the 2024-25 school year, district and school-level team members who have been fully trained in a previous school year must complete an annual refresher training provided by the Office within the first sixty (60) days of school. **Any district or school-level team member who does not complete the annual refresher within the first 60 days of school must not serve on the SBTMT or DTMT in any capacity until such time as they retake and successfully complete basic Florida Model training.**

(h) Reporting. Each district school safety specialist must ensure that all threat management teams in the district report to the Office on the team's activities during the previous school year, with required reporting due annually by June 15 for the preceding school year. The Office will provide reporting instructions prior to the start of each school year, that will include at a minimum the following metrics:

1. Number of cases reported to the SBTMT Chair;
2. Number of students evaluated by the SBTMT, broken down by sex, race, grade level, and existence of an IEP, 504, or behavior intervention plan at the time of evaluation;
3. Number of cases closed by the SBTMT Chair as unfounded; after referral for self-harm assessment; or as a low level concern without review by the full SBTMT;
4. Number of cases the SBTMT Chair referred to the full SBTMT for review;
5. Number of cases categorized by the SBTMT as unfounded, low, medium and high levels of concern;
6. Number of SSMPs implemented after cases categorized as low, medium, and high levels of concern;
7. Number of cases referred to the DTMT categorized as medium and high levels of concern; and
8. ~~Number of high level of concern cases the DTMT referred back to SBTMT.~~

(5) Statewide Threat Management Portal. Beginning August 1, 2025, each SBTMT and DTMT must utilize the Florida Model Instrument in the Florida School Safety and Threat Management Portal (STMP) to document and manage all reported threats or concerning behaviors and communications. The STMP will be accessible via the Department's Single Sign-On application, available at www.fldoe.org/sso. Access to the STMP is limited to SBTMTs, DTMTs, and Department employees who need access in order to carry out their official duties.

~~(5) (6) Charter Schools.~~ Charter schools are responsible for establishing SBTMTs and conducting threat assessments as required by this rule. DTMCs and DTMTs must oversee and support charter schools sponsored by or under contract with the district to the same extent they do for traditional public schools.

~~(6) (7) Charter Schools Sponsored by a College or University.~~ The Florida College System institution or university board of trustees must establish a District Threat Management Team and assign a District Threat Management Coordinator to oversee and provide support for threat management for all charter schools that fall under the sponsoring entity, in accordance with the Florida Model. Charter schools are responsible for establishing SBTMTs and conducting threat assessments as required by this rule.

~~(7) (8) Virtual Schools.~~ Virtual schools are responsible for establishing SBTMTs and conducting threat assessments as required by this rule. Florida Virtual School must also establish a District Threat Management Team and assign a District Threat Management Coordinator.

~~(8) (9) The following forms are hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Tallahassee, FL 32399-0400. **Upon availability of the STMP, the Threat Management Instrument forms must be completed within the STMP.**~~

(a) Florida Harm Prevention and Threat Management Manual, Form OSS-001 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16692>), effective July 2024.

(b) Florida Harm Prevention and Threat Management Instrument, Form OSS-002 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-16693>), effective July 2024.

Rulemaking Authority 1001.02(1), (2)(n), 1001.11(9), 1001.212(12) FS. Law Implemented 1001.11(9), 1001.212(12), 1006.07(7) FS. History—New 9-26-23, Amended 7-2-24.

Florida Harm Prevention and Threat Management Manual

Find the latest version of this Manual in 6A-1.0019, F.A.C.
<https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.0019>

DRAFT

TABLE OF CONTENTS

Introduction	3
Definitions	4
Threat Management Roles and Responsibilities	7
Theory of Threat Management and Analysis of Concerning Behavior	9
Standardized Threat Management Operational Process.....	14
The Student Support Management Plan (SSMP).....	21
Parental Notification.....	23
Threat Management Considerations for Students with Disabilities	25
Required Threat Management Timelines.....	27
Maintenance of Records and Information Sharing.....	28

DRAFT

INTRODUCTION

In 2023, the legislature amended Section 1001.212(12), F.S. to task the Department of Education's Office of Safe Schools with developing a statewide behavioral threat management operational process, a Florida-specific behavioral threat assessment instrument, and a threat management portal. The threat management process, as described in this manual, is designed to identify, assess, manage, and monitor threats to schools, school staff, and students.

The goal of all school safety efforts is to *prevent* violence or harm to members of the school community. Threat management uses a methodology that identifies students exhibiting threatening or other concerning behavior, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes. The process applies a non-punitive assessment to distinguish between innocuous and serious situations. The aim of the threat management process is to intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school.

DEFINITIONS

1. **Concerning Behavior:** An observable behavior that elicits concern in others regarding the safety of an individual or those around them. Important to determining whether behavior is concerning is whether it deviates from the person's baseline behavior. Some concerning behavior for one person may be "normal" behavior for another person. Concerning behavior is a spectrum that can include lower-level concerns, such as unusual interests in violent topics, conflicts or grievances between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities), and prohibited behaviors that are objectively concerning and should trigger an immediate response, such as threats, weapons violations, and other aggressive or violent behaviors.
2. **Concerning Communication:** Unusual, bizarre, threatening, or violent communications made by an individual or group. Concerning communications may include explicit threats or allude to violent intentions; violence as a means to solve a problem; justification of violent acts; unusual interest in weapons; personal grievances; or other inappropriate interests. Concerning communications may be expressed verbally, visually, in writing, electronically, or through other means. Concerning communications may be considered threatening, even if they do not involve a direct and explicit threat of violence. Concerning communications may also allude to hopelessness or suicide.
3. **Education Records:** Any records or documents, including information derived from those records or documents, that are directly related to a student and are maintained by an educational agency or institution, or by a party acting for the agency or institution. 34 C.F.R. s. 99.3. In most cases, this includes student health and mental health records maintained by an educational agency or institution. Law enforcement unit records, as defined by 34 C.F.R. ss. 99.3 and 99.8, are not considered education records.
4. **Imminent Threat:** An imminent threat exists when a situation, including the person's prohibited objective behavior, poses a clear and immediate threat of serious violence toward self or others that requires containment and immediate action to protect an identified or identifiable target.
5. **Individuals with Disabilities Education Act (IDEA):** The IDEA is a federal law that makes an appropriate, free public education available to eligible children with disabilities and ensures that special education and related services are provided to those children.
6. **Individualized Education Plan (IEP):** A written plan for each child eligible under the IDEA that governs how the district will educate that student. The parents, student (if appropriate) and a team of educators and professionals, known as the IEP team, develop the IEP, which details education and related services the student will receive and outlines required modifications, accommodations and behavioral interventions.
7. **Level of Concern:** The classification of an individual is based on their presenting risk and needs and balanced against protective factors. Levels of concern (also called threat levels) are classified as Low, Medium, or High:
 - a. **Low Level of Concern:** A Low level of concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. There may nonetheless be significant concerns about the person but at that time, the concern for violence toward another is at the low end of the spectrum.
 - b. **Medium Level of Concern:** A Medium level of concern designation is appropriate where the

person does not appear to pose an immediate threat of violence, but the person exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out. The threat management team may not have complete or completely accurate information to guide the outcome of the assessment.

- c. **High Level of Concern:** A High level of concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High level of concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.
8. **Manifestation Determination:** When a student receiving special education services is being considered for a change in placement due to a behavioral issue, including a threat to others, the IEP team must determine whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. A manifestation means that the behavior had a direct and substantial relation to the disability.
9. **Student of Concern:** Any student reported to the Chair, Vice Chair, SBTMT or DTMT who exhibits any behavior or communication that may constitute a threat or concern regarding school safety.
10. **Student Support Management Plan (SSMP):** The Student Support Management Plan (SSMP) uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP is implemented by the threat management team imposing requirements on the student. Under the SSMP, a student of concern may be required to refrain from certain conduct or may be required to engage in certain actions that are designed to prevent harm to others. The SSMP is established for a specified period based on the level of concern and is reviewed each month by the School-Based Threat Management Team (SBTMT).
11. **Threat:** A threat is communication or behavior indicating that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. A threat includes communication or behavior characteristic of a person who is on the pathway to violence. The threat may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means. Communication or behavior is considered a threat regardless of whether it is observed by or communicated to the target of the threat, or to a third party, and regardless of whether the target of the threat is aware of the threat.

A threat is not a communication or behavior that is an obvious joke or unequivocally known by the observer to be innocuous. The school personnel's personal knowledge of the person making the statement or exhibiting the behavior, as well as the person's age and history of exhibiting such behaviors or making such statements, are factors that should be considered in determining whether the communication or behavior constitutes an actual threat.

12. **Threat Assessment Protocols:** Threat assessment protocols are used to assess concerning behavior and threats. Threat assessment protocols are a series of documents, also referred to as a "threat assessment instrument," comprised of an intake and disposition form; student of concern questionnaire; parent/guardian questionnaire; witness/target of violence questionnaire; teacher survey; and mental health assessments used to help evaluate whether behaviors or communications indicate that a student poses a

risk of harm and what services are appropriate to mitigate that risk. The threat assessment process results in comprehensive information gathering from multidisciplinary sources, including law enforcement, mental health, and school records.

13. **Threat Management:** The threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The SSMP is part of the threat management process. The threat management process is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team.
- a. **Threat management is not a means to profile the next school shooter.** There is no profile of a school shooter or student attacker. The threat management process focuses on behavior-based prevention, not a prediction. Because a student has been the subject of threat management, does not automatically mean the student is a potential shooter or attacker; it simply means that a threat or concerning behavior (whether minor or serious) was reported and evaluated through the threat management process.
 - b. **Threat management is not an emergency or crisis response.** If there is an indication that violence is imminent, such as when a person is at school with a gun or other weapon, school staff must take immediate action by notifying law enforcement and following the school's emergency response plans.
 - c. **Threat management is not a disciplinary process.** School policy and procedures regarding discipline and referrals to law enforcement should be followed regardless of the threat assessment's outcome. Someone other than the threat management team will decide whether school discipline is appropriate. Information learned during the threat management process may be used in disciplinary or criminal proceedings, when appropriate.
 - d. **The initial threat evaluation process may consider whether behavior constitutes a threat of self-harm because it is established that threats of self-harm may be a precursor to harm toward others.** However, threat management is not to be used for suicide or self-harm assessment, services, or a mental health related safety plan. In cases where a threat to harm others may be accompanied by a threat to harm oneself, threat management should only address the harm toward others and the threat management team should coordinate with those providing self-harm intervention services.
14. **Unfounded Determination:** An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or rise to the level of posing a threat or concern of harm to the school community. The reporting person may simply have been mistaken about the behavior or based upon known facts about the situation, behavior, and context, no risk of violence exists. This unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. The case should be advanced to the next step for further evaluation if there is any doubt.

THREAT MANAGEMENT ROLES AND RESPONSIBILITIES

Every school district is responsible for ensuring the integrity of the threat management process during the school year, including summer school, including assignment of the following roles and responsibilities:

Primary District Threat Management Coordinator (Primary DTMC): A person in each school district designated by the superintendent, or lead administrator where there is no superintendent, to oversee the district's harm prevention and threat management program. ~~The threat management coordinator~~ Primary DTMC is the direct liaison between the school district and the Department of Education's statewide threat management coordinator. Pursuant to Rule 6A-1.0019, F.A.C., the Primary DTMC is responsible for ensuring the fidelity of the district's threat management program, which includes ensuring that all school threat management team personnel are appropriately trained. The Primary DTMC also serves on the District Threat Management Team.

Secondary District Threat Management Coordinator (Secondary DTMC): A person in each school district designated by the superintendent, or lead administrator where there is no superintendent, to provide support to the district's threat management process at the discretion of the Primary DTMC. The Secondary DTMC also serves on the District Threat Management Team.

District Threat Management Team (DTMT): Rule 6A-1.0019, F.A.C., and the Florida Model require each district superintendent, or lead administrator where there is no superintendent, to establish a District Threat Management Team, which is a multidisciplinary team that will receive referrals from the SBTMTs and assess serious situations. The DTMT must include the District Threat Management Coordinators, persons from school district administration and persons with expertise in counseling, instruction, and law enforcement. ~~The district threat management coordinator~~ Primary DTMC must Chair the DTMT. ~~The DTMT may assist the SBTMTs in providing on-going effective threat management, or after assessing the matter, the DTMT may refer the case back to the SBTMT for it to manage.~~ The DTMT may provide ongoing support and recommendations to the SBTMT as needed. The DTMT will also support the charter schools sponsored by or under contract with their school district.

School-Based Threat Management Team (SBTMT): Section 1006.07(7), F.S., and Rule 6A-1.0019, F.A.C., require each school (as defined in rule) to have a School-Based Threat Management Team. The SBTMT is a multidisciplinary team at the school level and is comprised of at least four members with expertise in counseling; school instruction; law enforcement; and a school administrator. The SBTMT must also include a member with personal knowledge of the student of concern that is being evaluated by the team. Additional members of the team may be assigned by the school principal, or equivalent, as long as these four required roles are filled. Required team members must meet the following:

- **Counseling:** The counseling team member must be a school-based mental health services provider that is able to access student mental health records. This person must be a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under Rule 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a district to provide mental health services in schools. This must not be the school principal, or equivalent.
- **Instruction:** The instruction team member must be a person who meets the definition of instructional personnel under Section 1012.01(2)(a)-(d), F.S., or someone who holds a current Florida Educator Certificate under Section 1012.56, F.S. This must not be the school principal, or equivalent.

- **Administration:** The administrator team member must be a person who meets the definition of administrative personnel under Section 1012.01(3), F.S. This ~~should~~ must not be the school principal, or equivalent, unless they are the only administrator at the school, because the principal has administrative oversight of the SBTMT.
- **Law Enforcement:** The law enforcement team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, school-safety officer, or

DRAFT

other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat management team must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on school-based threat management teams must also have clearance to review Criminal Justice Information and Criminal History Record Information. This must not be the school principal, or equivalent.

- ⊖ A school guardian, as defined under Section 1006.12(3), F.S., or a school security guard, as defined under Section 1006.12(4), F.S., may not serve as the law enforcement member of a threat management team. However, because of their role and need for situational awareness, school guardians and security guards may ~~observe the SBTMT meetings and process and consult with the team.~~ be appointed to the SBTMT by the principal or equivalent.
- Because all SBTMT members must be trained in the threat management process, calling a patrol officer who has not been trained in threat management to serve *ad hoc* as the law enforcement member of an SBTMT meeting is not permitted. Charter schools will likely have to meet with the sheriff or police chief to have a law enforcement officer designated for their school who will serve on the SBTMT.
- **Personal Knowledge:** If none of the designated ~~threat management team~~ SBTMT members are familiar with the student of concern being assessed, the Threat Management Chair must assign a member of the school's instructional or administrative personnel, as defined in Section 1012.01(2) and (3), F.S., who is familiar with the student being evaluated to consult with and provide background information to the ~~threat management team~~ SBTMT. Consulting personnel do not have to complete Florida Model training and may not participate in the decision-making process. Consulting personnel are assigned on a case-by-case basis.

Threat Management Chair and Vice-Chair: The principal, or lead administrator, of each school is required to appoint a Chair and Vice-Chair of the SBTMT. The Vice-Chair performs the Chair's duties in the Chair's absence or unavailability. The SBTMT Chair is the point person at each school for threat management and receives initial reports of all threats and concerning behavior that may result in harm toward self or others (although imminent threats must always be first reported directly to law enforcement). The SBTMT Chair is responsible for assessing and triaging each reported threat or concern and determining whether it has a factual basis and whether the matter should be summarily closed or reviewed by the entire SBTMT.

THEORY OF THREAT MANAGEMENT **AND ANALYSIS OF CONCERNING BEHAVIOR**

Best Practices and Research in Threat Management

Threat management is a proactive approach to preventing violence and other unwanted outcomes, and the procedures outlined in this manual incorporate best practice guidelines in the prevention of violence and threat management. Much of the research that establishes threat management best practices was conducted by the U.S. Secret Service's (USSS) National Threat Assessment Center (NTAC) and the FBI's Behavioral Threat Assessment Center (BTAC). Collectively, resources produced by NTAC and BTAC provide research-based guidance for school threat management teams in the identification and reporting of threatening and concerning behavior, the assessment processes, and case management.

It is important to recognize that threat management is not punitive but that a student's underlying conduct may violate laws or school district regulations. When a student violates laws or regulations it may be appropriate, or required in some cases, that punitive action occur. However, any punitive action for underlying misconduct must be distinct from and not associated with the threat management process.

AN IMMINENT THREAT TO LIFE OR PHYSICAL SAFETY MUST IMMEDIATELY BE REPORTED TO LAW ENFORCEMENT.

Reporting and Identifying Concerning Behavior

All threats or reports of concerning behavior should be taken seriously and thoroughly reviewed to determine their merit and the level of concern. Threats made anonymously and through electronic communication must be assessed no differently than those made in-person or where the reporting party is identified. It is critically important to gather as much information as possible to understand what is happening with a student of concern. Research on best practices suggests the following as critical to successful threat management:

- The continuum of identifiable indicators of violent intent, or warning behaviors, should be well defined and broadly known to all students, parents and school personnel. This set of indicators is often referred to as the *pathway to violence* (which is explained below). Early recognition of the warning signs is essential to successful intervention.
- Reporting mechanisms should be known by all students, parents, and staff, easy to understand and use, and offer a variety of means to report threats, including anonymous reporting.
- The school community should feel confident that reports will be taken seriously and handled appropriately.
- Building rapport can facilitate information-gathering efforts. Threat management team members should demonstrate their goal is to support students who may be struggling, while ensuring that the student and school are safe. When teams have established this rapport, parents or guardians may be more likely to share their own concerns, and the student may be forthcoming about frustrations, needs, goals, or plans.
- Reports made, information gathered, and intervention strategies taken should be documented in a shared electronic information system where available.
- Regular training for all stakeholders should take place, including staff, administrators, students, parents, guardians, and law enforcement personnel.

Pathway to Violence

Most people learn to process and cope with negative experiences through healthy responses. However, individuals most at risk for perpetrating targeted violence do not possess healthy coping skills. Instead, they tend to obsess over injustices and are unable to withstand rejections or triggering events. The more stressors and triggers that exist in a person's life, the more difficult it becomes to cope and the greater the chance the person may enter the pathway to violence. A stressor can be anything that causes tension or anxiety for a student, such as:

- Bullying
- School or work-related failure or disappointment
- An unhappy home environment
- Social isolation
- Peer rejection
- Sudden change in peer group
- Self-isolation
- Financial distress (primarily family related)
- Relationship issues
- Material or status losses in family, peer, intimate, occupational and self-image settings; and
- Potential future events, such as divorce (parents), terminal illnesses, chronic pain and health issues.

Research suggests that an individual on the pathway to violence tends to cover a series of steps; however, the pathway to violence is not identical for everyone. The process may be linear or steps may be co-mingled. Time spent at each step may vary. Most often, deeply held grievances are the first step on the pathway to violence. Motivators can include:

- Need for revenge for a perceived injury or other grievance
- Quest for justice (as subjectively defined by the individual)
- Desire for notoriety or recognition
- Desire to solve a problem perceived to be unbearable, and
- Desire to kill or be killed.

The steps on the pathway to violence may include:

- Grievance (*i.e.*, personal grievance or humiliation based upon real or imagined injustices)
- Ideation (*i.e.*, idea that violence is an acceptable, or the only, means to achieve justice)
- Research and planning (*i.e.*, when, how, where, etc.)
- Preparation (*i.e.*, equipment, skills, resources)
- Probing (*i.e.*, testing the plan in some fashion), and
- Breach and attack (*i.e.*, circumvention of security measures at the target location and engaging in a preplanned or opportunistic attack).

Threat Factors and Warning Behaviors

Research has established that offenders may not make specific or direct outward threats toward their targets, but they do display identifiable indicators of violent intent prior to perpetrating an attack. Therefore, the lack of a specific threat should not drive the decision whether there is a possibility of harm to another person. While an expression of intent to inflict harm is an obvious identifier, a person on the pathway to violence may be identified by the presence of threat factors, along with other subtle concerning warning behaviors which need further exploration. Threats and these additional factors or behaviors enhance the probability that someone may be on the pathway to violence.

Threat factors may include, but are not limited to:

- **A history of violence** (*i.e.*, history of past violence to include violence towards animals, childhood exposure to violence, past violence against or resistance to law enforcement);
- **Health/mental health factors** (*i.e.*, substance use, personality disturbance, severe mental illness, history of attempting suicide or inflicting self-harm);
- **Access to weapons** (*i.e.*, access, familiarity, or fascination with firearms, stabbing instruments, or explosives);
- **Problematic behavioral history** (*i.e.*, history of stalking, harassing, threatening behavior, worrisome online behavior, or non-compliant behavior); and
- **Lack of social/environmental positive supports** (*i.e.*, unhealthy support system, isolation, instability, demonstrated lack of effective coping mechanisms).

Predicting the occurrence or timing of a violent act is impossible; however, warning behaviors demand particular attention in gauging whether an act of violence may occur. Warning behaviors are changes in behavioral patterns that suggest an increased concern for violence. These can also help to assess the potential for imminent violence. While not required before commencing the threat management process, action should be taken when prohibited behavior occurs or a behavior is exhibited by a student of concern that causes fear in others, regardless of whether the behavior is listed below. The presence of one or more warning behaviors may indicate the need for threat management because the person is on the pathway to violence. At the same time, there may be innocuous explanations for these behaviors. Knowledge of the student's baseline behavior is important in determining the significance of any indicator.

Warning behaviors may include, but are not limited to:

- Student of concern engages in research, planning, or preparation (*e.g.*, researching/obtaining weapons, selecting potential targets, conducting a rehearsal, engaging in an attack);
- Fixation warning behaviors such as an increasing preoccupation with a person or cause;
- Fascination with violence or weapons, military, or law enforcement paraphernalia, suggesting a warrior mentality and a desire to copycat previous attackers;
- Acts of aggression committed for the first time to test one's ability, such as animal cruelty, assault, firearm discharge, arson, vandalism, or rehearsed violence with inanimate objects;
- Leaked information to a third-party regarding thoughts, characterized by overt threats or by indirect expressions, can provide clues regarding an individual's thoughts, feelings, or an intention to harm someone;
- Implicit or explicit communications of a desire to do harm or kill;
- An approach or attempt to gain proximity to an intended target through trespassing, stalking, burglaries, or other criminal mischief, as escalation, pre-attack surveillance, or a final act of preparation;

- A burst of energy in would-be offenders, such as frequent trips, errands, purchases, or communications, has been noted to occur in the hours, days, or weeks prior to a targeted violence incident;
- End of life planning or terminal behaviors that may indicate last resort thinking and a plan to end one's life in the near future;
- Other last resort behaviors can include communications or actions indicating increasing desperation or distress, such as indicating that time is running out, exhibiting drastic changes in appearance, or a sudden onset of reckless behaviors;
- Sudden cessations of medications or other substance use or sudden withdrawal from typical life patterns or obligations can signal that a person is making final preparations for an attack; and
- Giving away personal belongings;

Protective Factors

Protective factors may prevent or inhibit a student of concern from thinking about or carrying out an act of violence. Threat management teams should consider the following protective factors when deciding whether a person poses a concern and assigning a level of concern:

- Pursuit of non-violent, legally and socially sanctioned methods of conflict resolution;
- Sense of humor;
- Positive, realistic future short and long-term goals;
- Persons, things, or circumstances of sufficient value to the person that reduce the likelihood of violence;
- Supportive family (*e.g.*, provides healthy structure/supervision);
- Healthy social supports (*e.g.*, positive influences, religious affiliations, community group or club);
- Positive coping mechanisms (*e.g.*, exercise, healthy interests, hobbies);
- Access and receptiveness to assistance (*e.g.*, mental health, financial, medical);

Considerations for Threat or Level of Concern Determination

Threat assessment is always necessary when a report is received because there is no demographic profile for a violent offender. Threat management teams must consider the totality of threat factors, warning and concerning behaviors, stressors, precipitating events, and protective factors present in a student of concern's life. Once the team has gathered all available information, they can begin to assess whether a threat or other concerning behavior is present and if so, determine the level of concern. **There is no "crystal ball" and threat management teams must simply use the best information available to make the best possible decisions.**

The threat management process involves first determining whether there is merit to the claim and if so, the threat management team will then determine the level of concern and what action is necessary to ensure school safety. Human judgment, applied to the totality of circumstances surrounding the threat or concerning behavior must drive the threat management team's ultimate decision regarding the level of concern. The level of concern that a student poses can change over time due to the evolving nature of concerning behaviors, surrounding circumstances, and attempted interventions.

Also know that behavioral changes may occur in the student of concern when he or she becomes aware of the threat management process. Behavioral changes may include deception, hiding behaviors, acceleration of their plan, or increased feelings of persecution.

Sometimes the behavior that initiated the threat management process results in suspension or expulsion from school. When this is contemplated or occurs, teams and school administrators should consider how it might affect their ability to monitor the student. Removing a student from school does not eliminate the threat to the school or the community at-large and can exacerbate the situation. Best practices for effective threat management includes developing strategies to stay connected to the suspended or expelled student to determine whether the student’s situation is improving or if the behaviors of concern are escalating so that they can respond appropriately.

Barriers to Threat Management Process Engagement

There are barriers that may hinder the effectiveness of the threat management process, particularly when analyzing indicators of potential violence. Some of these barriers can include: a lack of robust knowledge regarding threat management policies and procedures; fatigue and desensitization of SBTMTs due to the volume of cases being assessed, especially very minor incidents; limitations on open communication among involved entities; and limited or misinformation regarding the impact of mental health factors. To help overcome some of these barriers, effective policies, team structure, training, and open communication are all needed. A school culture of shared responsibility that empowers people who witness warning behaviors to come forward to report their concerns is necessary for an effective threat management process. A culture of shared responsibility is created by environments that foster positive connections among all persons. Safe school climates, which encourage positive, trusting relationships among classmates and their teachers, and break down “codes of silence” are a crucial component of preventing targeted violence at schools.

DRAFT

STANDARDIZED THREAT MANAGEMENT

OPERATIONAL PROCESS

This section outlines the essential framework for threat management teams to conduct school-based threat assessments and manage threats or address other concerning behavior in Florida schools.

Reporting Responsibility for Members of the School Community

Where an imminent threat to life or physical safety exists, school personnel must immediately report the matter to law enforcement.

Each school district must provide multiple avenues for information affecting school safety to be easily conveyed and received. The FortifyFL anonymous reporting app and various other options are provided so that potential threats can be easily reported. School personnel are responsible for knowing the reporting options in their districts.

If you see something, say something. Effective threat management relies on all school employees, volunteers, and service providers reporting any threat or concerning behavior. All students, parents, guardians and caregivers are *strongly encouraged* to report any threat or concerning behavior.

Reports of concerns that may represent a threat to the community, school, or self must be routed to the Chair of each school's SBTMT for intake, initial evaluation, and an initial merit determination. The Chair must be well identified to everyone on each school campus.

The school-based threat management process involves:

1. Identification of threatening or concerning behavior and reporting to the SBTMT Chair;
2. Determining if the reported claim has a factual basis;
3. Evaluating the reported claim for threat of harm to self, others, or both;
4. Determining if the case should be referred to the full SBTMT;
5. Initial assessment to assign a preliminary level of concern and determine if interim SSMP is necessary;
6. Information gathering through interviews and data collection;
7. Assigning a concern level
8. If not unfounded or low level of concern, evaluating for Medium or High level of concern;
9. Referral to DTMT for some Medium cases and all High levels of concern;
10. Creating SSMP, when appropriate; and
11. Continual monitoring of the student during the SSMP period and continual evaluation of the SSMP to ensure it is effective;

Step 1: Report- Concerns are Reported to Chair

Concerning communications or behavior may be personally received or observed by school personnel, or personnel may receive reports from others. Regardless of the source, school personnel must immediately report any behavior or communications that may constitute a threat or concern regarding school safety to the SBTMT Chair. Before or after school hours, school personnel should immediately report the situation to law enforcement for evaluation if appropriate, and report it to the Chair as soon as possible but no later than immediately upon returning to school on the next school day. There should be no unnecessary delay reporting a threat or other concerning behavior. If a school administrator receives the information before the SBTMT Chair, the time for the chair of the SBTMT to review the report and complete the Intake and Case Disposition form begins at that time. The Chair must use the Intake and Case Disposition form (Form A) to document the receipt of the threat or other concerning behavior.

Step 2: Initial Chair Determination- Is There a Factual Basis?

The Chair will initially evaluate the report to determine whether there appears to be a factual basis for the assertions that warrant further review. This determination must be completed in time for the SBTMT to meet the following school day if necessary. Unless the student or parent refuses, the Chair should ~~interview~~ speaks with the student of concern in all cases when making this determination. If the student or their parents or guardian refuse to allow the student to be ~~interviewed~~ spoken with, then the refusal must be documented. This initial ~~interview~~ conversation to make a factual basis preliminary determination does not require use of the Student Interview form (Form B).

2A. Summary Closure and Unfounded Allegations

If the Chair determines that there is not a sufficient factual basis to support the allegation, the Chair may summarily close the matter as unfounded, as defined in ~~this~~ rule.

This disposition is appropriate only when it is clear there is no factual basis; the case should be advanced to the next step if there is any doubt. When using this summary disposition, the Chair must complete the Intake and Case Disposition form (Form A) and enter it in the threat management information system as soon as possible, but within one school day of receiving the report of concerning behavior. The principal must review the decision to close the case as soon as possible but within two school days and the district threat management coordinator must review the case as soon as possible but within two school days after its review by the principal.

Step 3: Type of Harm Determination- Self-Harm, Harm Toward Others, or Both

If the Chair determines there is a factual basis for the reported threat or concerning behavior or decides that there is not enough information to summarily close the case as unfounded, the next step is to determine whether the concern is one of self-harm, harm toward others, or both. If the threat or concerning behavior contains a threat of self-harm, it must be immediately referred to the appropriate entity to conduct a self-harm assessment. There must never be any delay in reporting a threat of self-harm to the appropriate entity that can assess the threat and provide protective services.

3A: Refer and Close: If the threat is self-harm only, with no other indicators of concern regarding potential harm toward others, then no further action is required by the Chair other than to appropriately document the referral on the Intake and Case Disposition form and summarily close the matter. For this summary disposition, the closure by SBTMT Chair and the review by the school principal and district threat management coordinator must be documented in the threat management information system. The principal should review the decision to close the case as soon as possible but within two school days and the district threat management coordinator should review the case as soon as possible but within two school days after its review by the principal.

Step 4: SBTMT Referral Decision- Is review by full SBTMT Appropriate and Necessary?

In making the determination whether to refer the matter to the SBTMT, the Chair should consider all relevant factors, including: the nature of the threatening or concerning behavior; circumstances surrounding the behavior; the person's age and ability to carry out a harmful act; the person's known baseline behavior; and the person's history, or lack thereof, regarding similar concerning communications or behaviors, special needs manifestations, or other behaviors as reflected in school records. If the threat of self-harm includes a potential risk of harm toward another person, or the matter is solely a risk of harm toward another person, and the Chair does not close as low-level (see below), then the Chair must refer to the SBTMT.

4A: Low Level Closure: If the Chair determines that the matter does not warrant review by the SBTMT and it should be summarily closed, then the Chair must assign the case a low level of concern. The Chair may refer the student for services, as appropriate, that are not part of an SSMP. The Chair should document the case on the Intake and Case Disposition form (Form A), including the reasons for not referring it to the SBTMT and if there was a referral to services, identify which services. The Chair should then close the matter and the decision to close the matter will be reviewed by the school principal and district threat management coordinator. The principal

should review the decision to close the case as soon as possible but within two school days and the district threat management coordinator should review the case as soon as possible but within two school days after its review by the principal. The Chair should also refer the matter for review under the student code of conduct or other disciplinary process as appropriate regardless of whether the matter is referred to the threat management team. Whether the matter is referred to the threat management team has no impact on whether it is a School Environmental Safety Incident Reporting (SESIR) reportable event.

Step 5: Preliminary SBTMT Meeting- SBTMT Assigns a Preliminary Level of Concern

If the Chair refers the matter to the SBTMT, the team must convene no later than the next school day after the concerning behavior was reported to the Chair or administrator, whichever was earlier. The Chair must determine whether an SBTMT member has personal knowledge of the student of concern and if not, identify a member of instructional or administrative personnel with personal knowledge of the student to consult with the SBTMT.

At this initial meeting, the SBTMT must conduct an initial assessment, assign a preliminary level of concern (Low, Medium, or High), and determine the necessity to implement an interim SSMP. In assigning a level of concern, it is important to recognize that concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may need intervention or increased supports to prevent the situation from progressing into a more serious situation. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention. The Florida Model assigns a Low, Medium, or High level of concern to each concerning behavior or threat reported to the threat management team that cannot be summarily closed as unfounded.

What follows are factors to consider when determining level of concern:

Low Level of Concern: A low level of concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal, and it appears that any underlying issues can be resolved easily. Factors to consider in designating a low level of concern are:

- A communication has been received or reported that causes some concern about potential for violence; however, it may be confusing, unrealistic, or improbable (e.g., “I will plant a nuclear bomb at work.”) or makes no allusion to violence at all.
- A clear grievance may not be stated or implied. If the student seems to have developed a grievance, it may not be to the level where violence appears likely in addressing it.
- The threat or other behavior may serve as venting rather than actually warning of future violence.
- Even though the student may have made a threat, it may appear through their actions and communications that they appear to be seeking a peaceful resolution of an issue.
- The communication or reporting person may not provide details to establish credibility or viability of the threat.
- The communication may reference information that is inaccurate about the target, suggesting a lack of inside knowledge.
- The student is highly unlikely to have access to the means or the potential target to carry out the threat.

- The communication is vague, indirect, or suggests a lack of commitment to follow through on a threat.
- The method of delivery is indirect (e.g., a mailed or emailed letter versus a hand-delivered communication to the target).
- Acting out violently may not currently be an acceptable means for them to achieve justice; this may be influenced by moral codes, spiritual/religious beliefs, a fear of legal sanctions, or other reasons.
- There does not appear to be a pressing timeframe/deadline for resolution of the student's grievance.
- The student may have exhibited few or no warning behaviors.
- The student may not have a significant number of risk factors, and there are protective factors (e.g., parental support, counseling, peer relationships) in place that mitigate the risk of violence.

Medium Level of Concern: A Medium level of concern designation is appropriate where the student does not appear to pose an immediate threat of violence, but the student exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. Factors to consider in designating a Medium level of concern are:

- The student has a defined grievance and seems to be considering violence as an option for resolution or as a means to achieve justice.
- There may be no sense of urgency in the communication; the student may still be pursuing peaceful alternatives to resolving their grievance. If a deadline is given, it may allow time for the threat assessment team to respond and find a resolution to the grievance.
- The student may not have decided about whether to act out violently (e.g., "I don't want to hurt them, but no one is helping me.")
- The student may have surpassed some of the low level of concern factors, or there is an absence of significant protective factors (e.g., parental support, peer relationships).
- Others may have articulable concerns about the student acting-out violently.
- The student may exhibit a cluster of warning behaviors, potentially combining both expression and action.
- The student may be engaged in the research and planning phase of a possible attack (e.g., information gathering and basic research pertaining to a target).
- The student may have an increased number of stressors or risk factors (e.g., acting out violently, disappointment/failure, a paranoid personality disorder, substance abuse, or instability in employment and relationships). At this point in time, these factors may or may not be appropriately managed by the student or those around the student.
- There may be significant information lacking from the investigation about the student, the potential victim, the context of the threat, or other substantial aspects, which make pinpointing a level of concern

difficult. Critical factors which could impact the assessment one way or another are missing.

High Level of Concern: A High level of concern designation is appropriate where the student poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. Factors to consider in designating a High level of concern are:

- The communication may reflect an increase in intensity or severity in the tone and content— particularly in a series of communications, as well as the student’s use of multiple methods of delivery (e.g., in-person, telephone, social media, mail, electronic, etc.).
- The language of the threat or other concerning behavior appears less emotionally driven and more action-oriented, suggesting that the student is operating in a predatory manner, as opposed to an emotional, reactive, or impulsive mode. The student has the means and ability to carry out the threat.
- The student conducted research on the target and has inside, personal, or background information on potential victims. It strongly suggests the student has knowledge necessary to approach and attack.
- The communication may indicate directions are being received from a higher power or that the student is experiencing delusions that encourage violent action.
- The communication may be directed and fixated on a cause or a person. There is a terminal theme to the communication, as if the relationship between the communicator and the target will soon be over.
- The student may convey that action may be taken to end the grievance and achieve resolution.
- The student may feel violence is the only available method of achieving justice or appears willing to accept all negative consequences resulting from violence.
- Highly concerning communications do not generally name the precise time, place, or target in advance. However, communications may reference a timeframe/deadline or suggest the student is losing patience.
- The student appears to have begun preparing or finalizing plans for a violent act. Such preparations may include weapons acquisition or training/practice that are out of character for the individual and an escalation from their norm. Evidence suggests the student may increase their focus and time spent on research and planning (e.g., surveillance, suspicious investigating, or approaches to the target location.)
- The student may have virtually or actually rehearsed the attack as a means to ensure they have both the ability and the internal will to commit violence.
- The student exhibits highly concerning warning behaviors. Suicidal/homicidal ideation is likely present.
- The student may exhibit a combination of serious mental illness, substance abuse or dependence, a history of violence or family of origin violence exposure, or other risk factors.
- The student of concern may desire recognition and fame and believe that violence can help achieve this.

- Stressors in the student's life appear to be escalating and the student's ability to cope appears diminished.

5A: SBTMT Determines Whether an Interim SSMP is Appropriate

If the preliminary level of concern is low the SBTMT may implement an interim SSMP. If the preliminary determination is Medium or High, then it must implement an interim SSMP. *(Note: If a change in placement is part of the SSMP and the student has an Individualized Educational Plan (IEP), a determination must be made whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. A manifestation means that the behavior had a direct and substantial relation to the disability. The SBTMT must consult with the appropriate authority within the district to make this determination if the student has an IEP. It is not the SBTMT's role to make an IEP manifestation determination).*

After the initial meeting and required preliminary determinations, the SBTMT will then begin the assessment phase of the threat management process by using the threat management instrument. ~~If the school does not have an automated system, then paper forms will be completed and forwarded through the district's established process.~~

Step 6: Collect Information and Conduct Interviews

The SBTMT will obtain background information from school records, law enforcement records, and mental health providers, as available, to evaluate more thoroughly the threatening or concerning behavior and determine whether a threat toward others or actionable concerning behavior actually exists.

Note: The questions on all interview forms or questionnaires are intended to help guide the interview process but should not be read verbatim and are not a script; interviewers must use their best judgement and knowledge of the situation to ask appropriate questions and should document additional information learned.

This detailed information collection should include questionnaires and interviews with the student of concern (Initial Interview of Student of Concern Form B); people familiar with the student, including parents and guardians (Parent/Guardian Interview Form C); witnesses to and the target of the threat (Witness/Target Interview Form D); and all the student's teachers (Teacher Information questionnaire Form E). There should also be a review of formal academic, disciplinary, and law enforcement records, and social media postings. It is recommended that the school have an established process with the county sheriff or other police agencies through which the threat management team receives a comprehensive background report regarding the student of concern. Information regarding threat factors, concerning behaviors, and protective factors should be analyzed in the context of the student of concern's age and development to determine the credibility and seriousness of the threat.

As deemed appropriate for cases with a preliminary High or Medium level of concern, a school-based mental health services provider may complete mental health interview forms of the student of concern, as well as the parent or guardian (Parent/Guardian Mental Health Interview Form F and Student of Concern Mental Health Interview Form G). The purpose of the mental health interview is to help the SBTMT determine appropriate services that may benefit the student as part of the SSMP when applicable. ~~If the mental health professional conducting these interviews is not a member of the SBTMT, it may be helpful for an SBTMT member or other school administrator to be present.~~

Steps 7-9: SBTMT Final Disposition and Level of Concern

Distinguishing the appropriate concern level is critical because it will determine the response to the reported threat or concern. The SBTMT must meet as soon as possible after it has acquired all necessary information, but no later than two school days after the preliminary meeting and determine that the case was unfounded or assign a level of concern. Any extension of this timeline must be approved by the school principal or higher authority and the extension granted may not exceed two school days. Additional extensions must be approved by the DTMC and may be granted for a maximum of one school day each and only due to exigent circumstances. All extensions

must be documented on the Intake and Case Disposition form (Form A). There are four possible dispositions.

Close as Unfounded

To assign a disposition of unfounded, the SBTMT must determine after its information gathering that the threat(s) never occurred, what was said was clearly not a threat, or the incident of concern did not happen or rise to the level of being a threat. In sum, an unfounded threat has no factual basis for the allegation. The reporting person may simply have been mistaken about the concerning behavior. No threat management action is needed when a threat allegation is deemed unfounded. The matter should be documented and the decision to close the matter as unfounded reviewed by the school principal and DTMC. The principal should review the decision to close the case as soon as possible but within two school days and the DTMC should review the case as soon as possible but within two school days after its review by the principal.

Low Level of Concern (With or Without SSMP)

Low levels of concern in a school setting are generally expressions of anger, frustration, fear, or anxiety that are noticeable but do not represent a serious concern. The person may retract the threat or offer an explanation or apology that indicates no future intent to harm. A Low concern level is also where the person does not appear to pose a threat of violence and any underlying issues can be resolved easily. If the level of concern is designated as Low, the SBTMT team may decide to close the matter without any referral to services, refer the student to services without a formal SSMP, or place the student on an SSMP that may include services.

Medium or High Level of Concern (with SSMP)

If the case is not closed as unfounded or determined to be a low level of concern, the team must assign a level of concern of either medium or high. Medium and High levels of concern reflect an intent to harm others. These typically, but not always, include warning behaviors such as planning and preparation, recruitment of accomplices, and acquisition of a weapon. A Medium concern level is where the person does not appear to pose a threat of violence at that time but exhibits behaviors that indicate a continuing intent to harm or a potential for future violence. A High concern level is where the person appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan. If the level of concern is designated as Medium or High, it must result in an SSMP.

Step 10: Review and Referral by the DTMC for Medium and High Levels of Concern

If the SBTMT determines that the level of concern is Medium, the DTMC upon review may refer the case to the DTMT for its consideration. If the SBTMT determines that the level of concern is High, then the DTMC must refer to the DTMT for review. The DTMT must convene to consider the case within two school days of receiving the referral from the DTMC. The DTMT ~~may refer the case back to the SBTMT without providing additional support or oversight or may provide additional and ongoing support and recommendations~~ to the SBTMT as needed.

All Steps - Required Review by Principal and DTMC: All SBTMT final decisions and recommendations described in the steps above must be reported to the school principal, who must review the team's documents to ensure completeness and fidelity, and the principal will determine whether he or she concurs with the team's decisions. The DTMC must also review SBTMT's decisions. The principal must review the team's decision as soon as possible but within two school days of receipt of the decision of the SBTMT and the DTMC must review the case as soon as possible but within two school days after its review by the principal. If there is disagreement at any level of review about decisions made and the participants cannot come to a consensus, then the matter must be automatically referred to the DTMT and it will make the final decision.

Step 11: Monitoring of the SSMP: The SBTMT is required to meet monthly, assess each SSMP for its effectiveness, and make modifications as appropriate, as described in the section below.

THE STUDENT SUPPORT MANAGEMENT PLAN (SSMP)

The Student Support Management Plan is not punitive or part of a disciplinary process. The SSMP is a student support and management plan that uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP identifies mandatory action steps that are needed to ensure school safety and responses that can help support the student of concern and make positive outcomes more likely. The action steps selected will comprise the SSMP. The resources and other support the student needs will differ depending on the information gathered during the assessment, including the mental health interviews when applicable and identified protective measures.

Creating the Student Support and Management Plan (SSMP)

The SBTMT should develop the SSMP with input from the student's parent or guardian, including but not limited to information learned during the mental health interviews, if they are conducted. Some actions may need to be taken immediately, while others (e.g., IEP meetings) may need to occur at a later time. The SBTMT will identify in the SSMP any long-term action that requires gradual implementation and continual monitoring. Any disciplinary referrals should be noted in the SSMP for future situational awareness only because the SSMP is not disciplinary in nature. The SBTMT will also identify any protective actions to be taken with potential victims of the threat or any students impacted by the threat or concerning behavior. The SSMP must include a timeline for plan monitoring and completion. The SSMP should contain accountability measures to ensure it is an effective plan.

Some of the possible resources and supports that may comprise the SSMP include, but are not limited to:

- Holding parent/guardian conferences to discuss the SSMP
- Implementing anti-bullying best practices that provide consequences for the aggressor, as well as support for the victim
- Consideration of potential schedule changes
- Assigning a mentor
- Providing mental health and resiliency support
- Consideration regarding extracurricular activities
- Requiring regular meetings with a counselor at school
- Referring the student to outside mental or behavioral health services
- Requiring daily searches
- Requiring social media monitoring
- Requiring a teacher or staff to escort the student throughout the school campus
- ~~Recommending to the appropriate authority removal or expulsion from schools~~
- Restricting the use of computers or other electronic devices.

The SSMP requirements will be documented on the ~~Intake and Case Disposition form (Form A)~~ SSMP Implementation and Monthly SSMP Monitoring Form (Form H). The SSMP must be consistent with the following minimum timeframes for SSMP implementation and monitoring:

- Low level of concern: 90 days minimum
- Medium level of concern: 180 days minimum
- High level of concern: One year minimum.

The requirements of an SSMP are established by the SBTMT and must be adaptable to meet the needs of the situation. The specific frequency of contact with the student during the SSMP period will vary based on the need to adequately monitor the student and ensure others' safety. SSMPs should be coordinated with law enforcement

regarding off-campus threat management when appropriate. The SBTMT is required to meet monthly, assess each SSMP for its effectiveness, and make modifications as appropriate. Modifications to the SSMP will be documented on the SBTMT Monitoring Form for Monthly Meeting form (Form H). The monthly assessment, or more frequently as determined by the SBTMT, must occur for the duration of the monitoring period.

School-based and district threat management team members must follow established policies and procedures, consistent with Sections 1006.07(7) and 1012.584, F.S., for referrals to school-based, community, or healthcare providers for mental health services, evaluation, or treatment as part of the SSMP. If an immediate mental health or substance abuse crisis is suspected, school personnel must follow existing policies to engage resources, including, but not limited to, law enforcement officers who have been trained in crisis intervention.

Continuing Review of Student Support Management Plans

~~At least~~ Within 30 days before the end of the initial SSMP monitoring period for the assigned level of concern, the SBTMT must consider the matter again and assess whether to close the case upon expiration of the monitoring period or extend the SSMP. If the decision is to extend the SSMP, requirements may be added or deleted and documented on the SBTMT Monitoring Form for Monthly Meeting (Form H).

Any SSMP reassessment may not result in the initial level of concern category being changed to a lower level based on subsequent circumstances; however, the SSMP's requirements may be modified downward as the matter is periodically reviewed. The matter may also be reconsidered at any time based on new or additional information and the level of concern may be increased. If the level of concern is increased, then the SSMP must be modified and documented as appropriate with the new level.

If a student is facing possible assignment to an alternative school, suspension, or expulsion as a consequence of their actions, the school should consider ways in which these can be safely enacted and identify resources that may assist the student during this time. These necessary events may actually exacerbate the pathway to violence and trigger violence, and the school should actively consult with law enforcement because the school-based threat may become a community-based threat. Consultation must be consistent with FERPA and related laws.

PARENTAL NOTIFICATION

There are multiple laws and rules that address requirements for parental notification, including Sections 1002.20, 1001.42(8), 1006.07(7), and 1014.04, F.S. This part of the manual, however, is limited to the parental notification requirements for threat management. The importance of parental notice cannot be overstated in the threat management process. Explaining the purpose of threat management and the concerning behavior to a parent or guardian provides them with the opportunity to support the student and provides an opportunity for the school community to enlist the support of a parent in threat management process itself. Because parental involvement in threat management can improve outcomes, the SBTMT should consider involving parents and guardians throughout the process.

The minimum notification requirements are set forth below.

- **Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent of the targeted student before the end of the school day that the report was received unless the Chair has determined the concern is unfounded.**
- If the Chair of the SBTMT determines that the reported behavior is low level of concern and summarily closes the report, (Step ~~2A~~ 4A) the Chair or his designee must use reasonable efforts to notify the parent or guardian of the student of concern on the same day as the report is closed.
- If the Chair does not summarily close the case and refers it to the SBTMT, reasonable efforts must be made to notify the student of concern's parent on the same day the SBTMT assigns the preliminary level of concern. (Step 5)
- If the level of concern is High (preliminary or final disposition), the Chair or his designee must notify the superintendent or his designee to ensure that the notice requirements of Section 1006.07(7)(e), F.S., are met. This section provides as follows:

Upon a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, a threat management team shall immediately report its determination to the superintendent or his or her designee. The superintendent or his or her designee or the charter school administrator or his or her designee shall immediately attempt to notify the student's parent or legal guardian. Nothing in this subsection precludes school district or charter school governing board personnel from acting immediately to address an imminent threat.

- Parents or guardians must also be notified if the threat management process reveals information about their student's mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to implementation of an SSMP.
- Reasonable efforts must be made to notify the student of concern's parents or guardians on the same day the SBTMT concludes final disposition (Steps 7-9).
- Once an SSMP is finalized and anytime it is substantively revised, the SBTMT Chair or designee must provide a copy of the SSMP to the student of concern's parent or guardian. The targeted student's parent or guardian should also be informed that an SSMP has been implemented.

The timelines for notice may be modified where the team reasonably believes and documents that disclosure by the time designated above would result in abuse, abandonment, or neglect, as defined in Section 39.01, F.S.

“A reasonable effort to notify” a parent or guardian means the exercise of reasonable diligence and care to make contact with the student’s parent or guardian, typically through the contact information shared by the parent or guardian with the school or school district. The SBTMT Chair or designee must document all attempts to make contact with the parent or guardian on Form A.

DRAFT

THREAT MANAGEMENT CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

When threat management is necessary it must be conducted for all students regardless of whether they have a disability. Threat management must always be based on an individualized assessment that is based on current information and should not be based on generalizations or stereotypes about the effects of a particular disability. Threat management teams should direct their attention to symptoms and behaviors, rather than formal diagnoses, to assess a concern for violence. In addition, behaviors exhibited by a student with a disability need to be evaluated in the context of that student's known baseline of behavior.

Issues involving students with disabilities and threat management are fact-specific and should be discussed with your local legal counsel. A summary of federal regulations implementing I.D.E.A. follows:

- **Removal for less than 10 days:** School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or may suspend the student for not more than 10 consecutive school days (to the extent those consequences are also applied to students without disabilities). Students with disabilities may be subject to removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct. 34 C.F.R. s. 300.530(b)(1).
- **Change in placement:** If a student with a disability is removed from his or her current placement for 10 school days in the same school year, it is considered a change in placement. 34 C.F.R. 300.536. During any subsequent days of removal, the local education agency (LEA) must provide services as required under 34 C.F.R. s. 300.530(d).
 - Services may be required when a student with a disability is removed from his or her current placement for less than 10 school days, if those services are also provided to a student without a disability that is similarly removed. 34 C.F.R. s. 300.530(d)(3).
- **Manifestation determination:** Within 10 school days of a change in placement of a student with a disability based on a violation of the code of student conduct, the LEA, parent and other members of the IEP team must review all relevant information and must determine:
 - If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
 - If the conduct in question was the direct result of a failure to implement the student's IEP, and if so, take steps to remedy the issue. 34 C.F.R. s. 300.530(e).
- **If the behavior is determined to be a manifestation of the student's disability:** The IEP team is required to conduct a functional behavioral assessment and implement a behavioral intervention plan, or if one is already in place, the plan must be reviewed and modified as needed to address the behavior. The parent and LEA may agree to a change in placement as part of the modification to the behavioral intervention plan. 34 C.F.R. 300.530(f).
- **If the behavior is determined not to be a manifestation of the student's disability:** Disciplinary procedures may be applied in a same manner as they would to students without disabilities, except that students with disabilities must continue to receive educational services. 34 C.F.R. 300.530(c)-(d). The IEP team may also consider whether the student's IEP needs to be revised. A change in placement is also

permitted with parental consent.

- **Alternative placements are allowed for 45 days in certain circumstances:** If the threat assessment team and school administration determine that it is not safe for a student to remain in his or her current placement, IDEA allows for a temporary alternative placement of up to 45 school days, even where the behavior in question was determined to be a manifestation of the student's disability. A temporary alternative placement is available only if the student:
 - Carries a weapon to or possesses a weapon at school, on school premises or at a school function;
 - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises or at a school function; or
 - Inflicted serious bodily injury on another person while at school, on school premises or at a school function. 34 C.F.R. 300.530(g).
- **The 45-day alternative placement can be ordered or extended by a hearing officer:** If an LEA believes that maintaining the current placement of a student with a disability is substantially likely to result in injury to the student or others, the LEA may request a hearing, where a hearing officer will determine whether the student should be returned to their previous placement (if removal was improper or that the behavior at issue was a manifestation of the student's disability) or can order a change in placement for up to 45 days. 34 C.F.R. s. 300.532(a)-(b).
 - These procedures may be repeated, if the LEA believes returning the student to the original placement is substantially likely to result in injury to self or others. 34 C.F.R. s. 300.532(b)(3).

Best Practices for Interviewing Students with Disabilities

The threat management process may be intimidating for students, and there are additional considerations that should be part of the process when working with a student with a disability to make them feel comfortable and obtain accurate information. These best practices can be used in all student interactions, but may be particularly effective with students with special needs:

- Utilize adults who are familiar with the student's unique needs and levels of functioning.
- Stay calm, supportive, and ask the student what would make them feel most comfortable.
- Consider the student's sensory needs. It may be easier for the student to function in a quiet, small environment with soft lighting and without distractions.
- Ensure the environment is quiet, comfortable, and conducive to productive dialogue. Be patient and allow the person to respond without interrupting or finishing their sentence for them.
- Speak directly to the student and not to an individual who may be providing assistance, such as a paraprofessional, tutor, or sign-language interpreter. Respect the student's preferred manner of communication and allow for sufficient processing time.
- Rephrase, rather than repeat, sentences that the student does not understand.
- Gauge the pace, complexity, and vocabulary of your speech according to theirs.
- Phrase questions in a neutral way to elicit accurate information. Students with disabilities may be anxious to please and may tell you what they think you want to hear. To verify responses, try repeating each question in a different way.
- Provide the plan for the interview prior to beginning, if appropriate under the circumstances, to include concrete steps for the process, and offer the opportunity to ask clarifying questions.
- Consider that the student may engage in some behaviors that may be interpreted as non-compliant but may be a product of the student's disability. Work with the IEP team or others who know the student well to utilize strategies that typically work to gain their cooperation.

REQUIRED THREAT MANAGEMENT TIMELINES

For ease of reference, some of the threat management timelines are set forth below. Please be aware that additional timelines are found in the section entitled “Standardized Threat Management Operational Process.” Some of the timelines refer to a school day; a school day is measured beginning with the next school day after the day of the event or triggering action. As an example, if the matter is closed on a Tuesday, the principal must review it within two school days of closure. Wednesday is day one and Thursday is day two.

1. School personnel MUST **immediately** report any behavior or communications that may constitute a threat to school safety to the Chair of the SBTMT.
2. The Chair of the SBTMT must review a report of concerning behavior and complete the Intake and Case Disposition form to determine if the matter should be referred to the SBTMT. This determination must be completed in time for the SBTMT to meet the following school day if necessary. If a school administrator receives the report of concerning information before the SBTMT Chair, the time for the Chair of the SBTMT to review the report and complete the Intake and Case Disposition form begins at the time the administrator receives the report.
 - a. If the Chair of the SBTMT determines that the report of concerning behavior can be closed without referral to the SBTMT, the principal should review the decision to close the case **as soon as possible but within two school days of receiving notification of case closure** and the district threat management coordinator should review the case **as soon as possible but within two school days** after its review by the principal.
 - b. If the Chair of the SBTMT determines that the report of concerning behavior has a factual basis, but the threat is related to self-harm only, the Chair must immediately refer the student to the appropriate entity to conduct a self-harm assessment and close the case. The principal must review the case as soon as possible but within two school days of receiving notification of case closure and the DTMC must review the case as soon as possible but within two school days after the review by the principal
3. If the Chair of the SBTMT refers the matter to the threat management team because it appears to constitute a threat of harm toward another person, the team MUST convene for an initial meeting **no later than the next school day** from the day the initial report was received by the Chair or administrator to assign a preliminary level of concern and consider implementing an interim SSMP.
4. The SBTMT must meet a second time **as soon as possible** after it has acquired all necessary information, **or within two school days** after the initial team meeting, whichever is earlier.
5. An extension of the requirement that the SBTMT meet a second time within two school days to consider the matter MUST be approved by the school principal or higher authority and the **extension may be granted for a maximum of two school days**. After the initial extension, the time can be extended in one day increments based upon exigent circumstances.
6. If the SBTMT determines that the threat level is High, the case must automatically be referred to the DTMT for review. DTMT must convene to consider the case **within two school days** of receiving the referral from the SBTMT.
7. If the Principal or DTMC returns the report of concerning behavior back to the Chair of the SBTMT for further consideration, the Chair must make any corrections and resubmit as soon as possible, but no later than two school days from the date returned by Principal or DTMC.

MAINTENANCE OF RECORDS AND INFORMATION SHARING

Documentation and Maintenance of Threat Management Records

All threats, concerning behaviors or concerning communications reported to the SBTMT Chair must be documented using the Intake and Disposition form (Form A). Interview forms, staff questionnaires, and the SSMP review form should be used as needed during each case being assessed but are not required in every instance.

Completed threat management instrument forms (Forms A-H) and any related documentation are considered “Category B” records under Rule 6A-1.0955, F.A.C. Records that fall under Category B are subject to periodic review and may be removed from a student’s records when the information is no longer useful, and at a minimum must be maintained for 3 school years. This determination should be made with the threat management team. Factors to consider in determining whether threat assessments are still useful include, but are not limited to, the concern level assigned, whether there are ongoing concerns, an open SSMP, and whether the records demonstrate serious or recurrent behavior patterns. In many cases, there are documented behaviors and histories of assessments and interventions in a student’s record beyond three years that provide vital information to safety and mental health professionals. Consult with your SBTMT Chair and school administration for guidance on how these records should be maintained in accordance with your district’s regulations, DOE rules and the State records retention schedule.

Record and Information Sharing

Pursuant to Section 1006.07(7), F.S., school threat management records, including threat assessment reports, all corresponding documentation, and the completed threat management instrument forms required by Rule 6A-1.0019, F.A.C., are considered education records. In most cases, student health and mental records maintained by a K-12 school are also considered education records (*see additional guidance on this issue* below). Access to and disclosure of education records is governed by the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations (20 U.S.C. s. 1232g, 34 C.F.R. Part 99), related state laws (Sections 1002.22, 1002.221, and 1002.222, F.S.), Rule 6A-1.0955, F.A.C., and district or school policy. FERPA provides parents and eligible students (those who are 18 or attending postsecondary institutions at any age) the right to inspect and review education records, to control or limit certain disclosures of information contained therein, and to challenge information contained in those records. Because threat assessments and related threat management records meet the definition of education records, parents can review these records upon request.

While disclosure of education records generally requires written consent, there are several exceptions set forth in the FERPA regulations that detail when records and information may be shared without consent. Commonly used exceptions relevant to the threat management process are the disclosure of directory information, disclosure to school officials, and disclosure related to a health or safety emergency. Specific guidance from the U.S. Department of Education can be found at the links provided or by contacting the Office of Safe Schools at FloridaModel@fldoe.org:

- [Guidance: FERPA and Student Health Records](#)
- [Guidance: School Resource Officers, School Law Enforcement Units, and FERPA](#)
- [Guidance: FERPA and Disclosures Related to Emergencies and Disasters](#)

Questions regarding access to and disclosure of records by the threat management team are often fact-specific and should be discussed with local legal counsel. Such discussions should involve careful review of any interagency agreements that may be in place to allow the SBTMT or DTMT access to records, including but not limited to the district and individual user access agreements for the Florida School Safety Portal. Generally, if records are shared the names and identifying information of students other than the student of concern must be redacted, consistent with FERPA and district policies. School administrators must ensure compliance with all

Florida law and FERPA requirements. Consult with your school administration or legal advisor for guidance on compliance with public record requests.

School Administration must provide applicable education records to threat management teams during the threat management process and this dissemination is broader than the FERPA health and safety exception cited above. In general, members of the threat management teams will meet the definition of a “school official” under FERPA, which will allow them to access needed information to carry out their duties without consent. Further, under Florida law all members of the SBTMT and DTMT, including school administrators and teachers, may have access to criminal history record information from law enforcement officers. No member of the threat management team may disclose or use such information beyond the threat management process, unless another exception permitting such disclosure is present. Florida law also provides that all state and local agencies and programs (*e.g.*, DOE, DJJ, DOH, etc.) may share with each other, and the threat management teams, records or information that are confidential if the records are reasonably necessary to ensure access to appropriate services for the students and to ensure safety of the student and others. Because record sharing between agencies may involve compliance with other state and federal laws or regulations, or interagency agreements, it is best to consult your local counsel or administration on such matters.

Transferring Student Records

Section 1003.25, F.S., and Rule 6A-1.0955, F.A.C., establish certain requirements for maintaining and transferring records of students who transfer from school-to-school and district-to-district, including threat management records. The law requires that student records be transferred within five school days of receipt of the request for records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. Student records must contain verified reports of serious or recurrent behavior patterns, including threat assessments and intervention services, and psychological evaluations, including therapeutic treatment plans and therapy progress notes created or maintained by school staff.

Transferring these records as soon as possible is important so that the receiving school can assume threat management responsibility for the student. It is required under Section 1006.07(7), F.S., that the threat management team of the transferring school maintain responsibility for the student on an SSMP until responsibility is formally accepted by the receiving school.

FLORIDA HARM PREVENTION AND THREAT MANAGEMENT INSTRUMENT FORM A

The School Threat Management Intake and Disposition Form will be used to document a report of concern about a student's behavior that may ~~threaten~~ pose a risk to school safety. The form commences the threat management process. This form is to be completed by the SBTMT Chair using information from the individual(s) making the report. This form will also be used to document the case disposition. Please complete all applicable sections.

INFORMATION ABOUT THE INCIDENT

Student of Concern

Name: _____ FLEID #: _____ Age: _____ Sex: _____
 Race: _____ D.O.B: _____ Grade Level: _____
 Does student have an existing: IEP: ___ 504: ___ BIP: ___ None: ___
 Is the student an English Language Learner (ELL)? Yes: ___ No: ___
 Today's date: _____ ~~Date & time of incident:~~ Date of incident: _____ Time of incident: _____
 Location of incident: _____
~~Date & time of~~ Report received by SBTMT Chair: Date: _____ Time: _____
 Was this an Imminent Threat reported to law enforcement before the SBTMT Chair? Yes: ___ No: ___
 If Yes, ~~date & time~~ Reported to law enforcement: Date: _____ Time: _____
 Name and agency of officer reported to: _____ Agency: _____
 Law enforcement case #: _____
 Name of reporter to SBTMT Chair: _____ Contact number: _____
 Method of receiving information by SBTMT Chair (i.e. in-person, FortifyFL, phone, etc.): _____
 Reporter's affiliation to school: _____
 Was the matter reported to a school administrator before SBTMT Chair? Yes: ___ No: ___
 If Yes, date & time reported to school administrator: _____
 If reported to school administrator, administrator's name: _____
 Name of SBTMT Chair completing this intake form: _____
 District #: _____ School name: _____ MSID #: _____
 Name of Student
 of Concern: _____ FLEID #: _____ Age: _____ Sex: _____
 Race: _____ D.O.B: _____ Grade Level: _____
 Does student have an existing: IEP: ___ 504: ___ BIP: ___ None: ___
 Incident Type: Self Harm: ___ Harm toward Others: ___ Harm to Self & Others: ___ Unable to Determine: ___
 (If unable to determine then treat as Harm toward Others)
 If Harm Toward Others, who is the target of the threat: _____
Was the matter reported to the target of the threat's Parent(s)? Yes: ___ No: ___
 Method of Notification: _____ Date and Time: _____
 If Parent was not notified, explain reason: _____
Was the matter reported to the student of concern Parent(s)? Yes: ___ No: ___
 Method of Notification: _____
 Date and Time: _____
 If Parent was not notified, explain reason: _____

“Reasonable effort to notify” means the exercise of reasonable diligence and care to make contact with the targeted student’s parent or guardian, typically through the contact information shared by the parent or guardian with the school or school district. The SBTMT Chair or designee must document all attempts to make contact with the parent or guardian.

People Contacted by Chair: ~~Names of Witnesses and Contact Information:~~

~~1) Witness Person #1: _____ Contact information: _____~~

~~Relationship to Student of Concern (Other Student, Teacher, Bus Driver, Etc.): _____~~

~~2) Witness #2: _____ Contact information: _____~~

~~Relationship to Student of Concern (Other Student, Teacher, Bus Driver, Etc.): _____~~

~~3) Witness #3: _____ Contact information: _____~~

~~Relationship to Student of Concern (Other Student, Teacher, Bus Driver, Etc.): _____~~

~~4) Witness #4: _____ Contact information: _____~~

~~Relationship to Student of Concern (Other Student, Teacher, Bus Driver, Etc.): _____~~

Date & time SBTMT Chair spoke to Student of Concern: _____

Write a brief narrative explaining the reported concern, ~~and~~

Write a brief narrative explaining the Student of Concern's response.

DRAFT

Action by Chair:

Unfounded: _____ Low Level of Concern w/o SSMP: _____ Referral for Self-Harm Only: _____ Referral to full SBTMT: _____

****SBTMT Chair must assess whether a factual basis exists for the claim as soon as possible, but within one school day of receiving the information. ****

Upon initial assessment, is there a factual basis for the claim? Yes: _____ No: _____

If No, date & time matter closed as unfounded: _____ and _____

Explanation for closed as unfounded: _____

Principal who approved determination to close as unfounded:

Name: _____ Date of review: _____

If returned to the SBTMT for further consideration, reason why:

Date returned: _____

DTMC who approved determination to close as unfounded:

Name: _____ Date of review: _____

If returned to the SBTMT for further consideration, reason why:

Date returned: _____



DRAFT

Does the claim ~~allege~~ involve potential risk of: Self-Harm: _____ Harm toward Others: ____ Harm to Self & Others: ____

If the claim ~~alleges~~ potential risk involves self-harm, who was the matter referred to for a self-harm assessment: _____

If the claim ~~alleges~~ potential risk involves only Self Harm, date & time closed by SBTMT Chair: _____

Principal who approved determination to close as Self-Harm only:

Name: _____ Date of review: _____

If returned to the SBTMT for further consideration, reason why: _____ Date returned: _____

DTMC who approved determination to close as Self-Harm only

Name: _____ Date of review: _____

If returned to the SBTMT for further consideration, reason why: _____ Date returned: _____



If Closed

For a claim that involves Harm toward Others, does it warrant review by the full SBTMT? Yes: ____ No: ____

If No, then designate as Low Level of Concern and explain:

Was the case referred for services? Yes: _____ No: ____ Date & time closed: _____ Time closed: _____

If Yes, what services?

Principal who approved determination to close and not refer to full SBTMT:

Name: _____ Date of review: _____

If returned to the SBTMT for further consideration, reason why: _____
_____ Date returned: _____

DTMC who approved determination to close and not refer to full SBTMT:

Name: _____ Date of review: _____

If returned to the SBTMT for further consideration, reason why: _____
_____ Date returned: _____



If Closed

If referred to full SBTMT, date SBTMT convened: _____

****SBTMT must meet no later than the next school day from the day the initial report was received by the Chair.****

SBTMT members:

Name	Title	Role
		Administration
		Instruction
		Law Enforcement
		Counseling

(Additional Members as Needed)

Name, titles and roles of SBTMT members:

DRAFT

Preliminary SBTMT determination of Level of Concern:

Low Level of Concern: ___ Medium Level of Concern: ___ High Level of Concern:

If designated as Low, does the matter require an interim SSMP? Yes: ___ No: ___

If designated as Medium or High, interim SSMP required – Implementation date: _____

If interim SSMP implemented on any Level of Concern refer to “Form H” for the components and requirements of the interim SSMP.

SBTMT Background Information Assignments:

Obtaining law enforcement background information regarding the Student of Concern assigned to:

Name: SBTMT member: _____ Date: _____

Obtaining relevant school background information regarding the Student of Concern assigned to:

Name: SBTMT member: _____ Date: _____

Obtaining mental health information regarding the Student of Concern assigned to:

Name: SBTMT member: _____ Date: _____

Student of Concern interview by SBTMT member: _____ Date: _____

Information gathered: _____

Parent or guardian of the Student of Concern interview by SBTMT member: _____ Date: _____

Information gathered: _____

Student of Concern mental health interview by SBTMT member: _____ Date: _____

Information gathered: _____

Parent mental health interview by SBTMT member: _____ Date: _____

Information gathered: _____

Any other person to be interviewed:

SBTMT member to conduct Interview: _____ Date: _____

Information gathered: _____

(Additional Person Added As Needed)

Staff questionnaires completed by:

Name: _____ Date: _____

Information gathered: _____

(Additional Person Added As Needed)

List information obtained and made part of the file for consideration by the SBTMT₂ (i.e., ~~Law enforcement investigative reports, criminal history, school disciplinary records, school mental health records, community mental health records, information obtained from the instructional or administrative staff member personally familiar with the student of concern~~):

Law enforcement background information

Criminal history

School disciplinary records

School mental health records

Community mental health records

Information obtained from the instructional or administrative staff member personally familiar with the student of concern

School background information

Information regarding IEP, 504, BIP if applicable

Information regarding previous threat or risk assessments

Other

List information regarding the totality of concerning behaviors, stressors, and protective factors to determine if and where the student is on the pathway to violence of the circumstances including:-

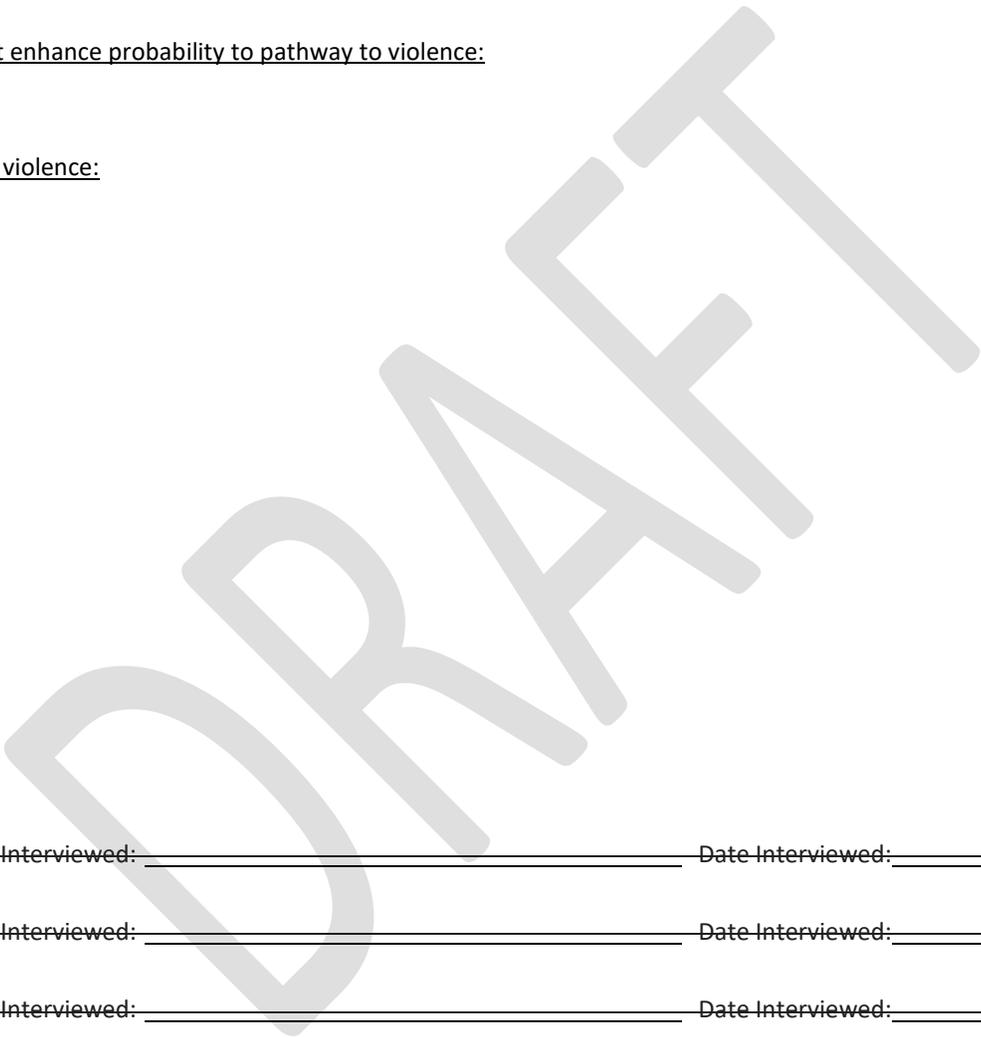
Concerning behaviors:

Stressors:

Protective factors:

Factors that enhance probability to pathway to violence:

Pathway to violence:



Person to be Interviewed: _____ Date Interviewed: _____

Staff questionnaires completed by:

Name: _____ Date: _____
Name: _____ Date: _____
Name: _____ Date: _____
Name: _____ Date: _____
Name: _____ Date: _____

SBTMT Student of
Concern interview by: _____ Date: _____

SBTMT parent or guardian of the
Student of Concern interview

by: _____ Date: _____

Mental health Student of
Concern interview by: _____ Date: _____

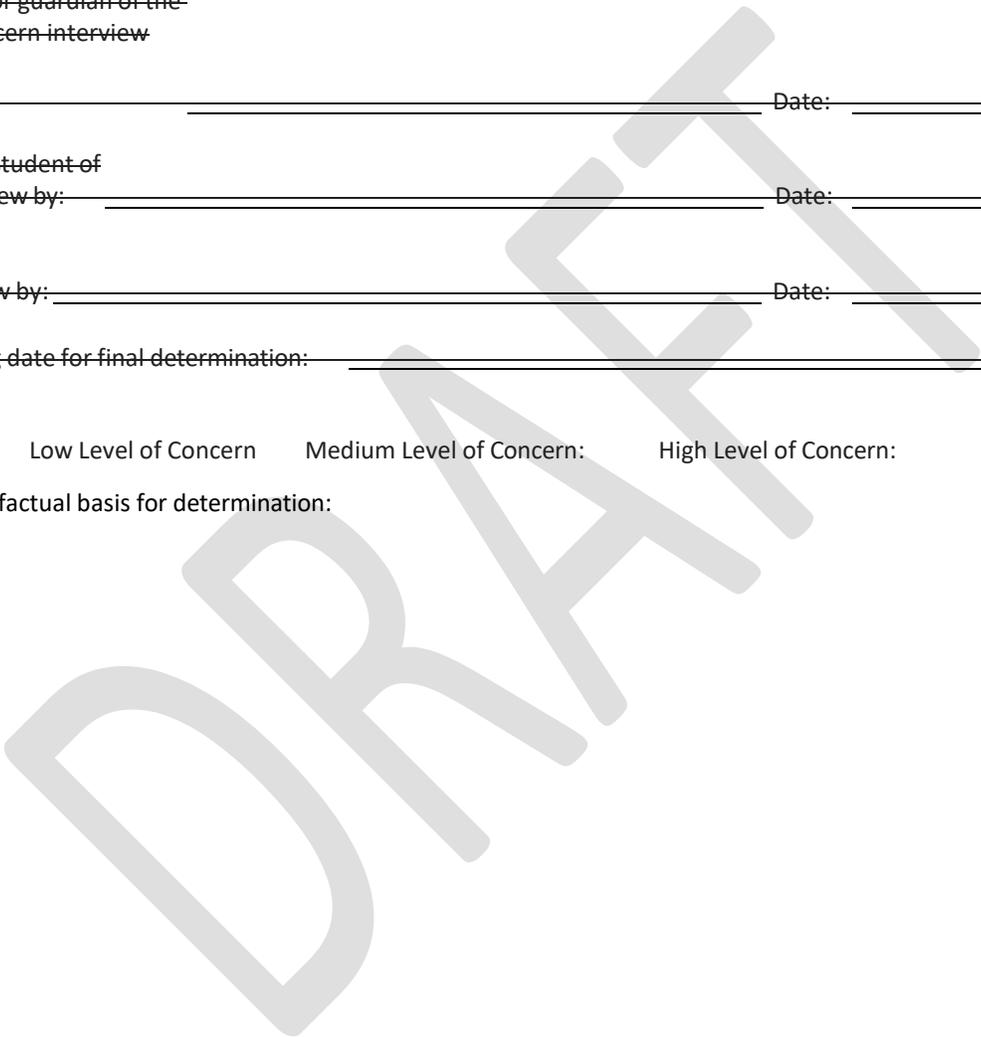
Mental health
parent interview by: _____ Date: _____

SBTMT meeting date for final determination: _____

Determination:

Unfounded: Low Level of Concern Medium Level of Concern: High Level of Concern:

Provide a brief factual basis for determination:



If Unfounded, date closed:

Principal who approved determination to close as Unfounded:

Name:

Date of review:

If returned to the SBTMT for further consideration, reason why:

Date Returned:

DTMC who approved determination to close as Unfounded:

Name:

Date of review:

If returned to the SBTMT for further consideration, reason why:

Date Returned:



If Closed

If Level of Concern is designated as Low, was SSMP implemented? Yes:

No:

If yes, date SSMP Implemented:

If No, why not?:

If Yes, duration of SSMP:

Principal who approved determination:

Date of review:

Name:

Date Returned:

If returned to the SBTMT for further consideration, reason why:

Date of review:

DTMC who approved determination:

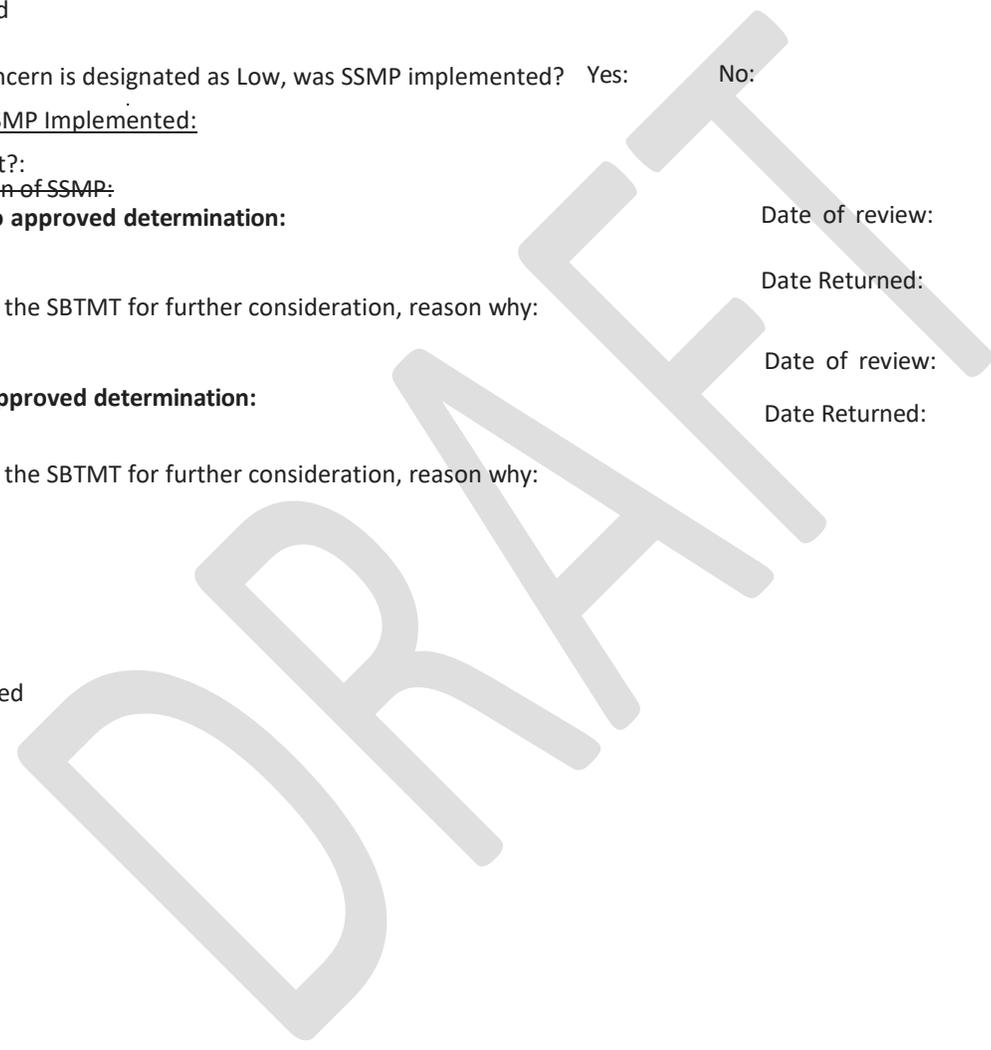
Date Returned:

Name:

If returned to the SBTMT for further consideration, reason why:



If Closed



If Medium or High Level of Concern Determination:

Date SSMP implemented: _____ - Duration of SSMP: _____
If SSMP implemented on any Level of Concern refer to "Form H" for the components and requirements of the SSMP.
Medium Level of Concern determination reviewed by DTMC, referred to DTMT: Yes: _____ No: _____
If yes, date referred to DTMT: _____

Date High Level of Concern Determination Referred to DTMT: _____
Date DTMT Reviewed the Case _____
DTMT Referred Back to SBTMT or Retained and Providing Support to SBTMT: _____
Date Referred Back to the SBTMT: _____
DTMT Comments:

Principal who approved final determination:

Name: _____ Date of review: _____
If returned to the SBTMT for further consideration, reason why: _____ Date returned: _____

DTMC Who Approved Final Determination:

Name: _____ Date of review: _____
If returned to the SBTMT for further consideration, reason why: _____ Date returned: _____

During Subsequent SSMP Reviews was the Level of Concern Modified to a Higher Level? Yes: _____ No: _____

Level of Concern was Modified, State New Level: _____
Date Threat Management Case Closed: _____

Principal Who Reviewed File and Approved Case Closure:

Name: _____ Date of review: _____
If returned to the SBTMT for further consideration, reason why: _____ Date returned: _____

DTMC Who Reviewed File and Approved Case Closure:

Name: _____ Date of review: _____
If returned to the SBTMT for further consideration, reason why: _____ Date returned: _____