Threat Assessment Training and Implementation Needs Survey State Report
Report to the Florida Department of Education Office of Safe Schools from
Project for the Statewide Implementation of School Threat Assessment in Florida
University of Virginia, School of Education and Human Services[i]

Overview
A threat assessment training and implementation needs survey was sent to district safety specialists in all 67 of Florida's school districts as well as 6 lab schools and 2 other schools that operate outside of districts.

According to the survey, more than half of district specialists reported moderate or serious training needs. These needs included staff who needed training (e.g., teachers; 65%), having sufficient trainers (59%), and difficulties scheduling times/locations for training (52%).

Regarding implementation needs, more than half of district specialists identified needs in follow-up interventions for students (61%), working with parents (55%), and time for team members to conduct threat assessments (54%). Fewer than half of district specialists indicated they had implementation needs related to working with school or division level administration, law enforcement, mental health staff, or teachers/school staff. They also indicated few or no needs related to coordinating with special education services, team member knowledge of threat assessment, team member turnover, or record keeping.

Most respondents reported school or district-wide intervention strategies in addition to threat assessment. The most common strategies were multi-tiered systems of support and anti-bullying programs.

Most schools keep threat assessment records electronically (81%); approximately equal numbers store information in both a student educational record and separate record (55%) or only in a separate record (52%). Complete statewide results are reported below.

Participants
The survey (see Appendix A) was sent to 74 district safety specialists. District safety specialists from 49 districts, 5 lab schools and 1 other school responded for a response rate of 73% (see Appendix B). Six specialists (8%) opened the survey and declined the informed consent, and another 13 (17%) were unresponsive to the request to complete the survey.

School Teams

	Number of schools	Percent of total
Number of schools, including charter schools in district	2,747	N/A
Approximate number of schools using CSTAG model	2,692	98%
Approximate number of schools with TA team at this time	2,730	99%
Approximate number of schools with some team members formally trained in CSTAG	2,559	93%

Respondents were asked whether their responses applied to charter schools, and if not, to explain how practices are different. Twenty-nine (47%) indicated their responses apply to the charter schools in their district, 20 (32%) indicated they were unable to answer the question, 6 (10%) indicated they do not apply, and 7 (11%) did not respond to this item. Of the 6 that indicated "do not apply", 3 indicated they have no charter schools, 1 indicated they use the same model and record system, 1 indicated they use the same model and their own record system, and 1 indicated they use the same model.

3.31.21

Training Needs[1]

Rate the following threat assessment training needs for the schools in your district.	Little or no need	Moderate need	Serious need
Having sufficient trainers to conduct training	23 (41%)	23 (41%)	10 (18%)
Scheduling time or location for training to take place	27 (48%)	22 (39%)	7 (13%)
Training all team members	29 (52%)	17 (30%)	10 (18%)
Training school administration	32 (57%)	15 (27%)	9 (16%)
Training law enforcement	29 (52%)	16 (29%)	11 (20%)
Training mental health staff (counseling, school psych, social work)	32 (57%)	18 (32%)	6 (11%)
Training other staff (e.g., teachers)	20 (36%)	30 (54%)	6 (11%)
Training new team members after staff turnover	27 (48%)	21 (38%)	8 (14%)
Training for elementary schools	32 (57%)	20 (36%)	4 (7%)
Training for middle schools	32 (57%)	20 (36%)	4 (7%)
Training for high schools	33 (59%)	19 (34%)	4 (7%)
[2]Other training needs (please describe)	42 (75%)	12 (21%)	2 (4%)

Note. [1] "Little or no need" means the district is meeting the need without significant difficulties, "Moderate need" means the need requires attention, "Serious need" means this is a high priority concern, [2] Written in training needs included related to refresher training (3), time, number of trainers, content, process (all 2), and FASST (1).

Participants were asked to elaborate on the most serious training need identified above or to describe another need that they regard as the most serious training need in threat assessment for their district. Responses fell into 9 categories: none (10), initial training (18), finding time for training (13), needing more trainers (11), training law enforcement staff (5), providing refresher training (3), and the process of conducting a threat assessment TA (2). Other responses (6) were related to training to address mental health (3), law enforcement coverage for monthly meetings (1), funding for substitutes to cover staff absences during training (1), and CSTAG/FASST (1). Complete responses are in Appendix C.

Implementation Needs

Rate the following needs in how threat assessment is being carried out in your schools.	Little or no need	Moderate need	Serious need
Working with school-level administration	43 (77%)	10 (18%)	3 (5%)
Working with district-level administration	43 (77%)	11 (20%)	2 (4%)
Working with law enforcement	40 (71%)	12 (21%)	4 (7%)
Working with mental health staff (counseling, school psych social work)	41 (73%)	14 (25%)	1 (2%)
Working with parents	25 (45%)	28 (50%)	3 (5%)
Working with teachers/school-based staff	32 (57%)	23 (41%)	1 (2%)
Coordinating threat assessment with special education services	38 (70%)	15 (27%)	3 (5%)
Team member knowledge of threat assessment	39 (70%)	15 (27%)	2 (4%)
Record keeping practices	30 (54%)	21 (38%)	5 (9%)
Team member turnover	34 (61%)	20 (36%)	2 (4%)
Time needed for team members to conduct threat assessment	26 (46%)	27 (48%)	3 (5%)
Follow-up interventions for students	22 (39%)	28 (50%)	6 (11%)
[1]Other (please describe)	47 (84%)	7 (13%)	2 (4%)

Note. [1] Written in training needs included related to data collection (3), data transfer (1), district review team oversight (1), conducting TA on distance learning students (1), parent resources (1), and structured case management beside interventions (1)

Participants were asked to elaborate on the most serious implementation need identified above or to describe another need that they regarded as the most serious in their district. Responses fell into 11 categories: training (13), records (12), intervention plans (8), time (8), fidelity (5), law enforcement (4), parents (4), COVID/distance learning (4), buy-in/acceptance of TA (2). Other responses (3) related to mental health services (2) and charter

schools (1). Five respondents indicated they had no serious implementation needs. Complete responses are in Appendix C.

Respondents were also asked to elaborate on the ways they have modified how they carry out threat assessment in schools in response to the Covid-19 pandemic. Responses fell into 4 categories: virtual meetings (26), social distancing/masks (17), and no modifications (12). Other responses (5) related to changes in sharing information while maintaining confidentiality (1), breaking training into two shorter face-to-face sessions (1), partnering with community LEO instead of SRO for fully online students (1), and including virtual learners (1). Complete responses are in Appendix C.

Intervention Strategies

Which of the school or district-wide intervention strategies do schools in your district use?	I don't know	Few or no schools	Many schools	All or almost all
Restorative discipline practices	0	19 (34%)	17 (30%)	20 (36%)
Multi-tiered systems of support (such as Positive Behavior Intervention and Supports or Response To Intervention)	0	2 (4%)	12 (21%)	42 (75%)
Social-Emotional Learning (SEL) curriculum	0	5 (9%)	20 (36%)	31 (55%)
Anti-bullying program	0	6 (11%)	11 (20%)	39 (70%)
[1]Other (please describe)	0	34 (61%)	6 (11%)	16 (29%)

Note. [1] Written in intervention strategies included mental health services (11), SEL (6), trauma informed care (2), MTSS (1), PBIS (1), and other (5). Other responses included mentoring programs (1), hearing impaired strategies with interpreters (1), asking students to report peer crisis situations (1), cultural activities (1), and MFB Child Safety Matters (1).

Threat Assessment Record Keeping

	Number of schools	Percent of total (N = 2,747)
Approximate number of schools maintaining TA records in electronic data system	2,211	81%
Approximate number of schools maintaining TA records only in student educational record	547	20%
Approximate number of schools do not put TA records in student educational record but maintain them in separate record	1,419	52%
Approximate number of schools maintaining records in both student educational record and separate record	1,518	55%

Note. Total could be greater than 100% because respondent answered each item separately.

Is the information in your student threat assessment records consistent across schools?	Number of school districts	Percent of total (N = 55)
All schools record the same information	46	84%
Most schools record the same information	6	11%
[1]Records vary across schools	3	6%

Note. Two responses related to using different record keeping software (e.g., Focus vs Syward). The third response indicated all contain CSTAG forms but each record may contain additional individualized data.

Which of the following is maintained in the threat assessment records for your schools?	Few or no schools	Many schools	All or almost all
Student gender	6 (11%)	1 (2%)	49 (88%)
Student age or grade level	2 (4%)	0 (0%)	54 (96%)
Student race/ethnicity	19 (34%)	1 (2%)	36 (64%)
Special education status	8 (14%)	1 (2%)	47 (84%)
Free/reduced price meal status	42 (75%)	0 (0%)	14 (25%)
Type of threat (transient, serious substantive, or very serious substantive)	1 (2%)	0 (0%)	55 (98%)
What student threatened to do (e.g., shoot someone)	1 (2%)	0 (0%)	55 (98%)
Who student threatened (e.g., student, teacher)	1 (2%)	0 (0%)	55 (98%)
Whether the threat was to harm others, harm self, or both	3 (5%)	0 (0%)	53 (95%)
Whether student was referred for a Baker Act evaluation	8 (14%)	3 (5%)	45 (80%)
Whether student received a Baker Act hospitalization	11 (20%)	2 (4%)	43 (77%)
Disciplinary consequences (e.g., suspension, expulsion)	8 (14%)	3 (5%)	45 (80%)
Whether student was arrested or charged in association with threat incident	7 (13%)	5 (9%)	44 (79%)
Whether student attempted or carried out the threat	3 (5%)	2 (4%)	51 (91%)
Whether anyone was harmed by student who made threat	4 (7%)	2 (4%)	50 (89%)
Whether student returned to school or continued education in some other setting	6 (11%)	3 (5%)	47 (84%)
What interventions or services were undertaken for the student	1 (2%)	3 (5%)	52 (93%)
Follow-up information on whether the student passed or failed courses	22 (39%)	5 (9%)	29 (52%)
Follow-up information on whether student had further disciplinary problems	11 (20%)	3 (5%)	42 (75%)

Appendix A: Survey of Threat Assessment Training and Implementation Needs

The purpose of this survey is to assess the needs of Florida schools for threat assessment training and implementation. Note that Section 1006.07(7) of Florida Statutes requires each district school board adopt policies for the establishment of threat assessment teams at each school, consistent with the model policies developed by the Office of Safe Schools. Based on requirements outlined in section 1001.212 of Florida Statutes, the Office of Safe Schools identified the CSTAG as the standardized, statewide behavioral threat assessment instrument, which includes various components, one of which is specific to training for members of threat assessment teams and school administrators regarding the use of the instrument.

This survey is being conducted by the Florida Department of Education in collaboration with a research team headed by Dr. Jennifer Maeng and Dr. Dewey Cornell at the University of Virginia. Dr. Cornell is the principal developer of the Comprehensive School Threat Assessment Guidelines used in Florida schools. This project is funded by the U.S. Department of Justice (2020-RF-CX-0002). Direct questions about the survey to Brooks Rumenik (brooks.rumenik@fldoe.org; 850-245-0416).

_____ Name of person completing this survey (confidential)
_____ Job title
_____ School district

Training Needs
As you may know, Florida schools are required to use a standardized threat assessment tool, the Comprehensive School Threat Assessment Guidelines (CSTAG).

_____ How many schools, including charter schools, are in your district? Use this number in answering the questions below:
_____ Approximately how many of your schools use the CSTAG model?
_____ Approximately how many of your schools have a threat assessment team at this time?
_____ Approximately how many of your schools have some team members who have been formally trained to use CSTAG?

In rating the support needed for your district,
- "Little or no need" means the district is meeting the need without significant difficulties
- "Moderate need" means the need requires attention
- "Serious need" means this is a high priority concern

Training Needs

Rate the following threat assessment training needs for the schools in your district.	Little or no need	Moderate need	Serious need
Having sufficient trainers to conduct training			
Scheduling time or location for training to take place			
Training all team members			
Training school administration			
Training law enforcement			
Training mental health staff (counseling, school psychology, social work)			
Training other staff (e.g., teachers)			
Training new team members after staff turnover			
Training for elementary schools			
Training for middle schools			
Training for high schools			
Other training needs (please describe)			

Please elaborate on the most serious training need identified in the list above or describe another need that you regard as the most serious training need in threat assessment for your district.

_____

Implementation Needs

Rate the following needs in how threat assessment is being carried out in your schools.	Little or no need	Moderate need	Serious need
Working with school-level administration			
Working with district-level administration			
Working with law enforcement			
Working with mental health staff (counseling, school psychology, social work)			
Working with parents			
Working with teachers/school-based staff			
Coordinating threat assessment with special education services			
Team member knowledge of threat assessment			
Record keeping practices			
Team member turnover			
Time needed for team members to conduct threat assessment			
Follow-up interventions for students			
Other (please describe)			

Please elaborate on the most serious implementation need identified in the list above or describe another need that you regard as the most serious need in the implementation of threat assessment in your district.

_____

In what ways have you modified how you carry out threat assessment in your schools in response to the Covid-19 pandemic?

_____

Which of the school or district-wide intervention strategies do schools in your district use?	I don't know	Few or no schools	Many schools	All or almost all schools
Restorative discipline practices				
Multi-tiered systems of support (such as Positive Behavior Intervention and Supports or Response To Intervention)				
Social-Emotional Learning (SEL) curriculum				
Anti-bullying program				
Other (please describe)				

Threat Assessment Records

Help us understand where your schools maintain threat assessment records.

Note that Section 1003.25, Florida Statutes requires the following, "(1) Each principal shall maintain a permanent cumulative record for each student enrolled in a public K-12 school. Such record shall be maintained in the form, and contain all data, prescribed by rule by the State Board of Education. The cumulative record is confidential and exempt from the provisions of s. 119.07(1) and is open to inspection only as provided in chapter 1002.

_____ Approximately how many of your schools maintain threat assessment records in an electronic data system?

_____ Approximately how many of your schools maintain threat assessment records only in the student's educational record?

_____ Approximately how many of your schools do not put any threat assessment records in the student's educational record, but maintain them in a separate record?

_____ Approximately how many of your schools maintain threat assessment records both in the student's educational record and in a separate record?

How are threat assessment records for a student transferred when the student moves to a different school? Choose one.

Note that Section 1003.25, Florida Statutes requires the following, (2) The procedure for transferring and maintaining records of students who transfer from school to school shall be prescribed by rules of the State Board of Education. The transfer of records shall occur within 3 school days. The records shall include: (a) Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services. (b) Psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by school district or charter school staff, as appropriate. Additionally, Florida Administrative Code Rule 6A-1.0955 Education Records provides a list of information contained in education records to include a "Threat assessment done by the threat assessment team."

_____ Records are not transferred

_____ Records are transferred upon request only

_____ Records are routinely transferred

_____ Transfer practices vary across schools

Is the information in your student threat assessment records consistent across schools? Choose one.

_____ All schools record the same information

_____ Most schools record the same information

_____ Records vary across schools.   Explain _____

Which of the following is maintained in the threat assessment records for your schools?	Few or no schools	Many schools	All or almost all schools
Student gender			
Student age or grade level			
Student race/ethnicity			
Special education status			
Free/reduced price meal status			
Type of threat (transient, serious substantive, or very serious substantive)			
What student threatened to do (e.g., shoot someone)			
Who student threatened (e.g., student, teacher)			
Whether the threat was to harm others, harm self, or both			
Whether student was referred for a Baker Act evaluation			

Whether student received a Baker Act hospitalization			
Disciplinary consequences (e.g., suspension, expulsion)			
Whether student was arrested or charged in association with threat incident			
Whether student attempted or carried out the threat			
Whether anyone was harmed by student who made threat			
Whether student returned to school or continued education in some other setting			
What interventions or services were undertaken for the student			
Follow-up information on whether the student passed or failed courses			
Follow-up information on whether student had further disciplinary problems			

Do your answers to this survey apply to the charter schools in your district as well? If not, please explain how practices differ for the charter schools in your district. If you are not able to answer this question, please indicate.

Appendix B: School Districts

The threat assessment training and implementation needs survey was sent to district safety specialists in 74 of Florida's school districts (n = 67), lab schools (n = 6), and other schools (n = 2). District safety specialists from 49 districts, 5 lab schools and 1 other school responded (73% response rate). Specialists from 6 districts (8%) opened the survey and declined the informed consent, and another 13 (17%) were unresponsive to the request to complete the survey.

Completed Survey (n = 55)

Baker	Hernando	St. Johns
Bay	Hillsborough	St. Lucie
Bradford	Holmes	Santa Rosa
Brevard	Jefferson	Sarasota
Broward	Lake	Seminole
Calhoun	Lee	Suwannee
Charlotte	Leon	Taylor
Citrus	Liberty	Union
Clay	Madison	Wakulla
Columbia	Manatee	Walton
Dade	Marion	Washington
DeSoto	Martin	
Dixie	Monroe	*Florida School for the Deaf &*
Flagler	Okaloosa	*the Blind*
Franklin	Okeechobee	*FAMU Lab School*
Gadsden	Palm Beach	*FAU Lab School*
Gilchrist	Pasco	*FSU Lab School*
Hamilton	Pinellas	*FSU Lab School*
Hardee	Putnam	*UF Lab School*

Did not complete survey

Declined informed consent (n = 6)

Escambia
Hendry
Indian River
Jackson
Nassau
Osceola

Unresponsive to survey request (n = 13)

Alachua
Collier
Duval
Glades
Gulf
Highlands
Lafayette
Levy
Orange
Polk
Sumpter
Volusia
FL Virtual

Appendix C: Categorized Responses

Qualitative Comments

14 Responses for Other Training Needs
In-service training
Refresher Training
Usage of forms and distinguishing between what forms to use for transient to substantive for our staff members.
We need to add trainers that have been fully certified in the Virginia model
Suicide risk assessment training
Finding training dates and locations that fit into our schedules
We have trained before and will be utilizing NAV 360 to meet additional training needs
Need additional trainers
FASST
Yearly updates for new staff has been a challenge due to COVID
Time is the largest need.
Overall Mental Health Mandates per the state of Florida
Writing the mental health assessment/ post assessment support

50 Responses for Most Serious Training Need
Additional trainers
Training of law enforcement has occurred slowly as the agencies cannot pull officers from their duties to do the training and we must train them on school breaks and summer, but they are not normally with other team members
I am the only trainer in the District. It is nearly impossible for me to conduct training.
The last train the trainer was in summer of 2018!
We really need additional CSTAG training in general. Prior to this school year, our district had zero training with CSTAG. Due to my prioritization of this training coupled with our awesome state regional contact, we were able to provide training to members from each school. However, we still need additional training for the remaining members of our teams. I am in the process of becoming a certified trainer for my district through Dr. Cornell, so that will help. Additionally, I believe we all (statewide) could benefit from an overview of the CSTAG model. As a previous school-based administrator, I did not fully grasp the gravity of it at the school level. I am working diligently to stress it to my school folks, but if information came directly from the state about the importance of utilizing this model with fidelity, I feel like it would be more impactful for everyone.
Need more trainings
SROs must be in schools each day, so they cannot be trained on school days.
Training of new staff due to attrition is always of concern. Providing refresher training and ensuring that the CSTAG process is being implemented properly.
Would be beneficial to have at least one more certified trainer on staff.
Usage of forms and distinguishing between what forms to use for transient to substantive for our staff members using them.
How we can more efficiently have district team members trained to be trainers? The current model of having to travel to a location during a pandemic and is time consuming should be reconsidered to a virtual platform.
All of our schools and the Threat Team members are trained annually. The school follows the CSTAG Model and is trained annually by our CSTAG Trainer. The other four schools are trained annually by County Public Schools on their model.
We have only 2 trainers including me and I am retiring at the end of next year. We have limited numbers of PD days and large meeting spaces so its always difficult to find the time and locations for training.
Training teachers outside of the safety team or to recruit to the safety team has been difficult.
Refresher Training time allotment
There needs to be more State sponsored training for train the trainers in the Cornell model
The concern is getting more educators trained, beyond the assessment teams.
Having enough trainers to train everyone
Scheduling Time for Training
We don't have anyone trained as of this date. But, we have 5 of our 8 members being trained on 17 Feb in Tallahassee

Being a single K-12 School District, we are able to regularly communicate with team members and address any deficiencies in understanding responsibilities that may arise.

Just in need of the formal 8 hour training, some members have had the 6 hour "refresher" training

Law Enforcement training has been difficult - they are at the schools when school is in session but on other detail when school is not in session.

Training all team members in a large district

We only have three schools and the core group at each school has been trained but we need to train new members and learn the NAV 360 System.

Need training for train-the-trainer for eventual personnel turn-over.

Having enough LEO's to cover all school monthly TAT meetings.

We are a small district. We do not have the logistical issues that larger districts must deal with.

Training for teachers in dealing with threating situations.

Funding for training- substitute teachers or after-hours summer stipends.

CSTAG & FASST

We currently have 2 CSTAG trainers. We are in the process of training other staff to help assist the trainers. The majority of our School Based Threat Assessment Teams (SBTAT) are trained in CSTAG. We are now training new staff in CSTAG and provide a yearly Threat Assessment Training at the beginning of the school year for all SBTAT members. Please note, that due to COVID, we do not have the ability to train in person. We are using virtual and recorded trainings for all types of trainings that we offer. We are unable to pull teachers and staff during school hours, therefore, trainings are mostly held after hours.

Because of the varied work schedules, time to bring all team members in the district together to train is the largest need.

Finding time to do refresher training.

Changes with both Teachers and School Resource Officers has taken place since the last training the district received.

Providing training to all members from each team including keeping up with staff turnover. More trainers are needed.

Training on CSTAG for TA Team at the School

We are a small district and do not have a serious training need at this time.

Overall Mental Health Mandates per the state of Florida

Finding the time to train 100% of all TAT members from all schools is easily the largest training challenge in our district.

Training in general for all staff

All schools have SRO's. It would be ideal to train all of them during the summer.

Scheduling and the turn over

Having sufficient trainers to train staff

Once paperwork is completed where should documents be held and how to ensure the paperwork is forwarded with student

Mental needs that can be used for our staff and students due to locations.

Train the trainer training for CSTAG.

Scheduling time for the training has been the greatest challenge for our elementary schools.

Scheduling training has been challenging but manageable

Training the mental health staff is an issue due to turnover

8 Responses for Other Implementation Needs
Beside interventions, we need structured case management
District Review Team oversight
Conducting threat assessments on distance learning students, who have made a threat outside the jurisdiction of the campus or school district police force.
We would benefit from an electronic version of CSTAG in our FOCUS Database to better track Threat Assessments.
Parent Resources
Understanding confidentiality/dispersment of information
Training on new system
Data Collection & Analysis

52 Responses for Serious Implementation Needs
Record keeping
School administrators must accept and adopt threat assessment principles to have better approval and compliance with the work of threat assessment teams
Getting them to own the BTA, not just check the boxes.
Charter staffing requirements are different than traditional public. Traditional public district schools have fewer needs at this time.
Time is always an issue at the school level. Again, this goes back to my previous answer about stressing the importance of the BTA process as a priority. Also, record keeping seems to be an ongoing issue. Our district is working on a remedy for that part of the process as we are now utilizing a new software to manage our BTA processes. However, this is new and it is a transition. I am confident that with continued use and understanding of the platform, our record keeping practices will be wonderful. I do believe that if there is a system that is dynamic that could be utilized statewide for all districts as the BTA processes move forward, that might be of benefit.
Time needed to complete
The time needed for team members to meet and complete the process.
Ensuring consistency with implementation of CSTAG and record keeping of process
Documentation of interventions provided and data collection on student performance related to the intervention
Conducting threat assessments on distance learning students, who have made a threat outside the jurisdiction of the campus or school district police force.
More time for administrators to complete the TA process. As they continue to work through it over the next few months, years, I am sure we will find ways to make the process efficient without losing fidelity.
[District] would like to have a form of electronic storage capability for record keeping practices
Our team is well-trained and works well together. We meet monthly and more often as needed. We track our students and their interventions well. However, we would like to have an electronic version of the CSTAG within FOCUS in order to more easily complete the packet and maintain the record. Currently we complete the paper copy and scan and upload the PDF. County Schools' model is electronic and it is very efficient for our other 4 Charter Schools within County.
Our school teams are functioning pretty well. The most difficult is the coordination that needs to happen with those administering discipline and law enforcement.
The follow-up for services from a Backer Act are difficult in a rural community.
Parent & teacher Training - time allotment
We are looking at a better way to track the information from beginning to end. We do not want to miss information.
Consistency in which each school level team completes documentation.
Time or availability of student/staff/ parent for interview.
Additional trainers needed
Time needed for team members to conduct assessments. Time for follow-up interventions.
Our team is very proactive and meets as required
Obtaining TA records from other institutions in a timely manner before accepting students to our school.
Just need the formal training
Turnover in staff
Making sure schools have active monitoring plans for substantive threats
To follow the initial process at the school level, interview to determine need of a threat assessment
Due to the high mobility rate of students in our district, it is challenging to ensure follow up with interventions and monitoring plans
Training and fully understanding the TA process.
Only issue is having the LEO personnel available for coverage and monthly meetings.
Additional services for those students who need residential placement.
Mental health staff shared between schools; therefore, they are not always available.
It can be difficult navigating interventions during the pandemic
Working with school level administration and law enforcement
Due to COVID, it has been challenging to provide training to teachers and school-based staff. SBTAT were trained in CSTAT in Fall of 2019, then in March, 2020, we moved to distance learning. This change in environment has impacted the implementation of the CSTAG with fidelity. Conducting threat assessments on students with disabilities (SWD) has presented the need for further guidance. Certain behaviors that are a manifestation of the student's disability poses a level

of uncertainty when deciding to conduct a threat assessment. For example, a student with a disability that states he is going to kill you due to frustration or anger because he has no other way to verbalize his feelings, SBTAT members are uncertain if this student needs a threat assessment. Especially if the student makes this statement multiple times a day or week. We are currently working with FOCUS, which is the organization that we use for Student Information System, on developing an electronic record keeping system. Once this is developed and in production, we will have a consistent process for record keeping. Currently, schools upload threat assessment documentation through a MACH FORM data base. This data base houses all threat assessments. However, each school is responsible for maintaining student threat records. Team turnover is an ongoing concern. There is a shortage in Florida of Certified School Counselors and School Psychologists. Due to COVID, we are experiencing a shortage of school nurses.

Most parents view the process in a negative light.
Finding time to train those as a result of turnover.
Ensure proper record keeping, looking into electronic options.
Threat assessment is being carried out well, but still need to updated information on changes and to stay current throughout the year.
Finding available intervention/services.
Formal CSTAG training
Limited time and consistent monitoring of follow-up interventions are typically regarded as needs for our district.
Working with parents during the COVId-19 pandemic
Whether described as Record-Keeping or Data Collection & Analysis. We are working to develop a better system for documenting all threat assessments. It is a significant challenge and the private providers identified by the state charge ridiculous prices.
Working with teachers from the beginning of the process and to continue with wrap around services
Need more training specific to SRO in schools
working with parents that blame society or the district for their childs behavior
Working with parents and follow up after they get out of treatment.
Training new staff members due to employee turnover in the school district
Formal training is currently underway for the elementary schools in our district
Follow-up meetings at the school site has been a challenge, but manageable.
Currently there only 2 staff members at the district, the Superintendent and an assistant.

47 Responses for COVID-19 Implementation Modification
Many meetings have virtual participation
Threat Assessments extend to students in the virtual setting. Instant support is available as the district transitions to a more technology-based manner of communication.
We really haven't other than maybe including some individuals virtually in meetings. However, this is not necessarily a bad approach as the digital platform allows another method for individuals to be present for the meetings.
Voom
Meetings are held virtually.
TAT continue to meet on a monthly basis during the pandemic while school is open.
Threat assessment team members ensure social distance while conducting threat assessment meetings
We have gone to a virtual platform to hold meetings. Moved to online platform to document threat assessments. Given the option for virtual TA training.
Offer virtual attendance to both staff and parents
Our team meets virtually and we have to meet and interview our virtual students via Google Meets or Zoom. We have continued to conduct wellness checks using the [local] Police when a threat to self is made. We also have officers go to the home to check for weapons or check on a student having made a threat in the virtual or school setting.
Some training and meetings have been done virtually.
Following social distancing guidelines.
Virtual - training sessions
Larger meeting rooms.
Developed a protocol for students participating in virtual instruction.
Team members are meeting virtually when necessary or over phone conference.
Meetings held on computer

Training is being conducted via zoom or other digital platform to maintain social distancing.
We have had to change the way we meet and share information and still maintain confidentiality of the students.
Some meetings done over zoom
We have made no changes to our practice
Including virtual learners
The implementation is basically the same but CDC social distancing suggestions are followed when possible
School-based teams were provided guidance and training on conducting Virtual Threat Assessments for students engaged in distance learning
Still have meetings just follow CDC guidelines.
We meet in larger rooms with distancing.
Social distancing while meeting and mask worn.
Larger meeting areas and virtual meetings
Social distance and mask
In County, we have some students on campus and some students on-line. We have developed Virtual procedures for students who are on-line. SBTAT members will conduct threat assessments virtually and try to include a parent or adult that is in the home. If necessary, a LEO will be sent to the home. On campus, SBTAT members follow social distance and mask mandates when assessing students for threats while following standard Threat Assessment procedures.
To this point, Covid-19 has caused minimal modifications (social distancing, masks, etc.) during face-to-face interviews, meetings, etc.
Awareness of potential for virtual assessments.
Trainings/meetings are conducted using social distance and team members are making sure to wear face coverings when dealing with incidents.
Threat assessment meetings are held via Zoom and or Google Meets as needed.
Fortunately, this has not been an issue this year. All CDC rules apply when the safety/TA team meets (Masks, social distancing, virtual meetings when possible)
Many threat assessment meetings are now conducted virtually.
Limited home visits and virtual parent meetings
We have conducted all live training sessions via Microsoft Teams. We experienced no decrease in knowledge as indicated on course post-tests.
TAT meetings are virtual
Broke the training in to two smaller face to face sessions.
Use a bigger conference room
For students who are full-time online (low percentage of students) we are partnering more with community law enforcement rather than the school-based School Resource Officer due to the student's location.
Some members meet virtual
We still meet as a team but try to reduce people in the meeting if we can. Most schools cover a number of things so it works out ok.
Following the CDC's guideline when conducting interviews.
Since the students have returned to the brick and mortar, we have not changed the way we have implemented threat assessment.
Adjusting to virtual meetings when possible. Finding larger meeting rooms. Limiting the number of team members in an office at a time: rotating members in and out of small spaces.

19 Responses for School- or District-wide Intervention Strategies
Hearing impaired strategies with specific interpreters for interviewing
See Something Say Something, Admin meeting quarterly with each grade level
Sources of Strength
Community Mental Health Partnering Services
Social skills groups/universal screener /peer to peer program
Jason Foundation Suicide Prevention Curriculum & Youth Mental Health First Aid
Mental Health Referrals
Counseling services
PBIS

Mentoring Programs
Asking students to report peer crisis situations.
MH Counseling
Trauma informed practices
Trauma Informed Care, YMHFA/Kognito, 6-12 grade Mental Health Curriculum, School Based Mental Health Services, Community referrals for Mental Health Services.
Why Try Curriculum, Monique Burr Foundation curriculum
MFB Child Safety Matters
We are in the process of adopting a district-wide SEL curriculum in all grades and schools. This work is being done in conjunction with an overhaul of our MTSS-B procedures.
Reach
Cultural activities throughout the year