

Supervision & Support Plan for Student of Concern

- The Supervision and Support Plan for the Student of Concern is designed to assist a school site in identifying strategies and resources that will support the student in being successful in the educational setting, at home and in the community.
- Discipline consequences should be kept separate from the supervision and support plan.
- This plan should be viewed as a supportive and caring measure and not a punitive one.
- Input from the student of concern and their family will help increase the effectiveness of the strategies identified.
- This plan is a great place to problem solve around the barriers that are preventing student safety, success and school connectedness.

If target(s) are identified:

Intended victim warned; parent/guardian notified. Requires a phone call notification within 12 hours, followed by a notification letter within 24 hours. Use the Notification Log and Notification Letter to document.

Protective Response initiated by law enforcement and district office.

Design and implement a safety plan using the form Plan to Protect Targeted or Victimized Student for identified target(s). Consider both physical and psychological safety needs of targeted student.

Other:

Individual and family options:

Increase supervision (curfew, monitor communications, monitor in community, supervise transportation, etc.)

Safety-proof home (secure or remove all weapons, potential weapons, add/test smoke detectors, etc.)

Suicide Assessment on:

Review and pursue crisis and/or mental health services

Request parent/guardian consent for an authorization form to allow communication between school and medical/ mental health provider.

Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack. Use a Family Social Media Contract or refer to www.common sense media.org for information on appropriate youth media.

Consider making the following firearms admonition to guardians: "Firearms are the responsibility of the owner. Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home."

Document the date, time, and guardian's response.

Inform the parent/guardian of mandatory reporting laws. Note that the school will contact the parent/guardian when a child is in a dangerous situation or causing considerable disruption to school setting. If the parent/guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform Child Protective Services regarding a potential neglectful situation. Document the date, time, and parent/guardian's response.

Engage student and family in other resources and support when not at school:

- Anger management program/mediation program alcohol/drug
- Evaluation
- Parenting program
- Mentoring program
- Faith community youth program
- Foster positive community activities/interest (sports, tutoring, 4-H club, After School supports, Music, Theatre, Dance Classes, etc.)

School options:

(If student is on IEP/504 plan, any change in placement or Special Ed services must be done through Special Education Team process or 504 team process.) **Alert staff and teachers on need-to-know basis.**

- Decrease or eliminate pass time or unsupervised time Modifications of daily schedule
- Late arrival/early dismissal Individual Accountability Plan (Check in/Check out)
- Intermittent/random check of backpack, locker, pocket, purse, etc. by:
 - Administrator CDS/Counselor School Resource Officer/ Office staff
 - Other:
- Notify Probation/Parole Officer
- Assign identified staff to build trusting relationship through check-in or mentorship:
 - Administrator Mentor Counselor School Resource Officer Teacher
 - Other
- Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
- Referral to appropriate Special Education Team to consider psychoeducational evaluation/ special education assessment or behavior team referral. (NOTE: Must be done through Special Education Team Process.) Referral to appropriate school team to consider alternative placement.
- Increased supervision in the following settings:

- Other intervention or supervision strategies that directly address triggers and agitators:

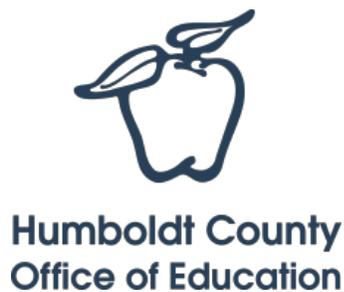
- Identify and further develop activities, friendships, or experiences of value that inhibit possibility of acting out:

- School Counselor or Behavior Specialist intervention, including:

Ongoing Administrator tasks:

- Assign tasks and completion date expectations.
- Routinely check in with teachers, coaches, campus monitors, counselors, and parents for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Status checks should be completed as often as necessary until your Level One Team determines the level of risk has diminished.
- Document your updates and management steps through the process.
- If the student moves to another school or program, include the Level 1 Student Threat Assessment form and collateral information in a sealed envelope that is transferred with the student of concerns' educational record (cumulative folder) to the next school.

The Humboldt County Student Threat Assessment Protocol has been adapted by the following:



Team Signatures:

_____	<input type="text"/>	_____	<input type="text"/>
NAME, TITLE	DATE	NAME, TITLE	DATE
_____	<input type="text"/>	_____	<input type="text"/>
NAME, TITLE	DATE	NAME, TITLE	DATE
_____	<input type="text"/>	_____	<input type="text"/>
NAME, TITLE	DATE	NAME, TITLE	DATE

Notes: