



<https://www.esc14.net/page/t4si>

# Averted School Violence: Building Your District's Capacity and Culture

**Title IV, Part A School Safety State Initiative**  
TxSSC Conference | June 20, 2023



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# Title IV, Part A

## School Safety State Initiative

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**TIVA School Safety  
State Initiative Website**



**Averted School Violence:  
Building Your District's  
Capacity and Culture**



**District Safety Teams &  
Committees Website**



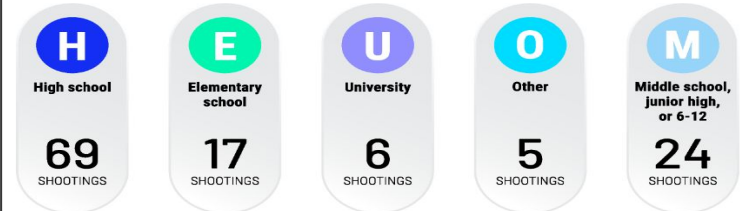
**Evaluations**

# THE DAILY NEWS

## Will school shootings in 2023 outpace last year's record high?

There have been more shootings with more victims in the first three months of 2023 than the same period last year.

### NUMBER OF SHOOTINGS BY SCHOOL TYPE SINCE COLUMBINE



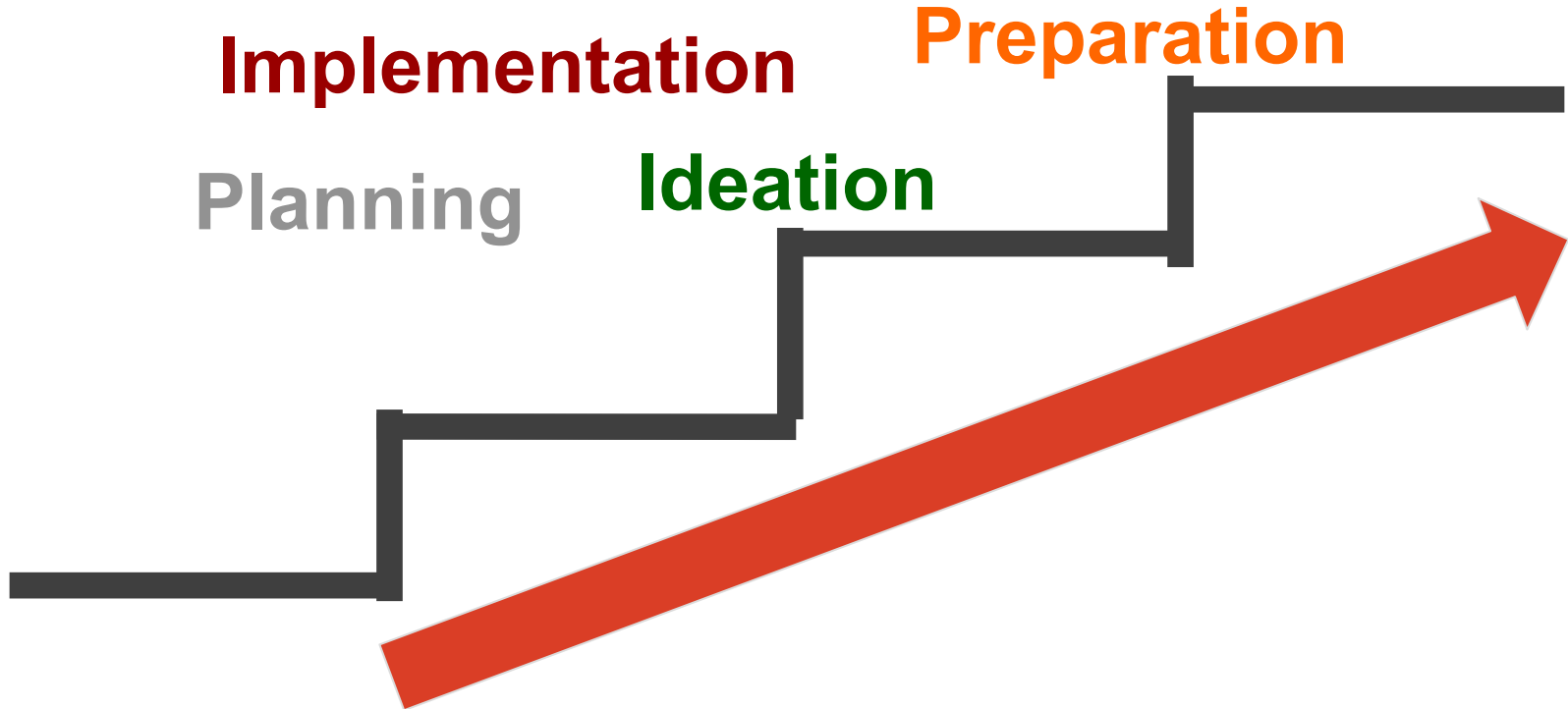
### INJURIES AND FATALITIES IN ACTIVE SHOOTER INCIDENTS SINCE COLUMBINE



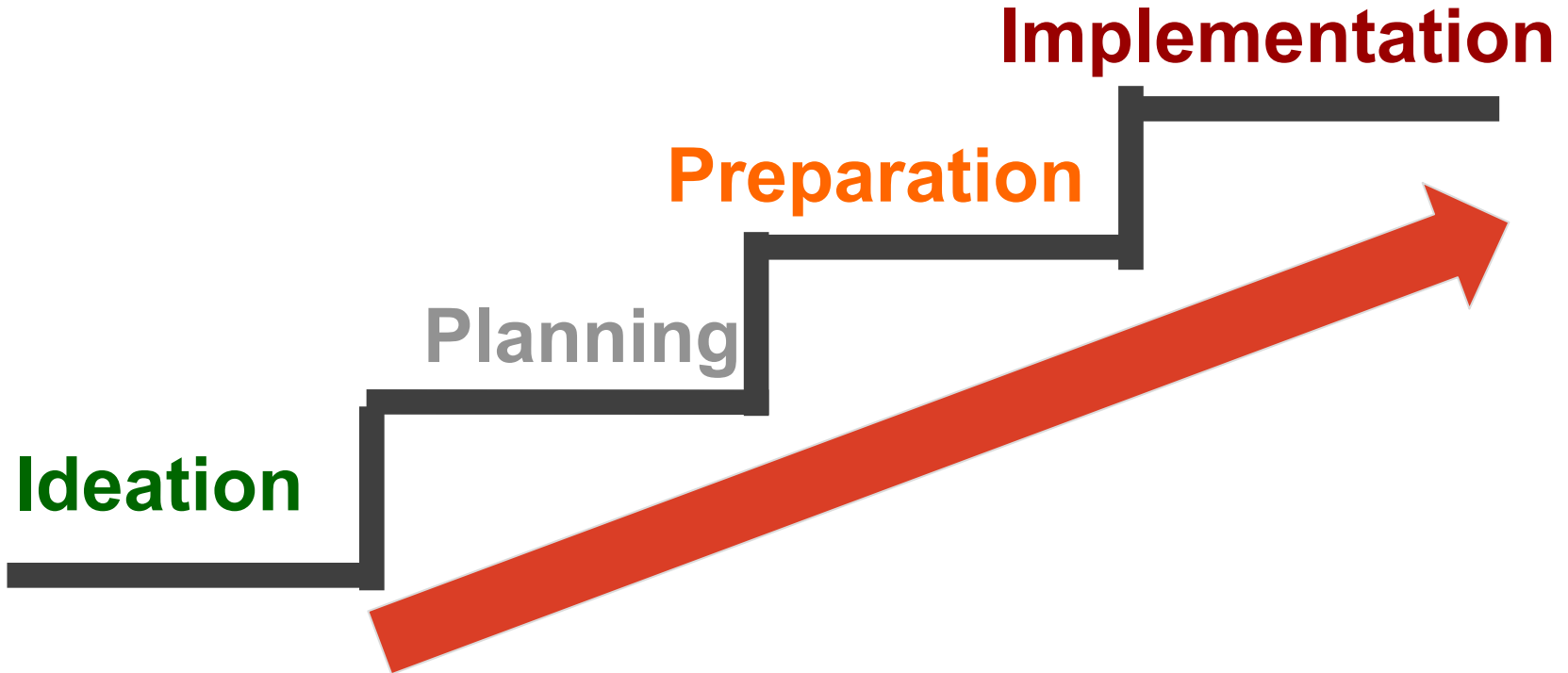
SOURCES: K-12 SCHOOL SHOOTING DATABASE, CENTER FOR HOMELAND DEFENSE AND SECURITY AT NAVAL POSTGRADUATE SCHOOL; THE VIOLENCE PROJECT MASS SHOOTER DATABASE

[Source Link](#)

# Pathway to Violence



# Pathway to Violence





## SSSP Teams' Six Pillars of Student Supports



# SSSP Data Collection | June, 2023

## Safe and Supportive Schools



- Campus principals should have received an email with the link on June 1, 2023, sent from [safeandsupportiveschoolprogram@tea.texas.gov](mailto:safeandsupportiveschoolprogram@tea.texas.gov).
- All team activities for the school year are required to be reported to the agency by the June 30th deadline by campus.
- The data reporting questions are contained in a sample copy of the 2022-2023 SSSP Survey, which can be accessed [here](#).



**Safe + Supportive  
School**

Strategies  
to Avert School  
Violence

Mandated  
Safety  
Requirements +  
Interventions



**8 Lessons Learned  
from Averted Violence**



**SSSP Teams  
+  
Behavioral Threat  
Assessment**



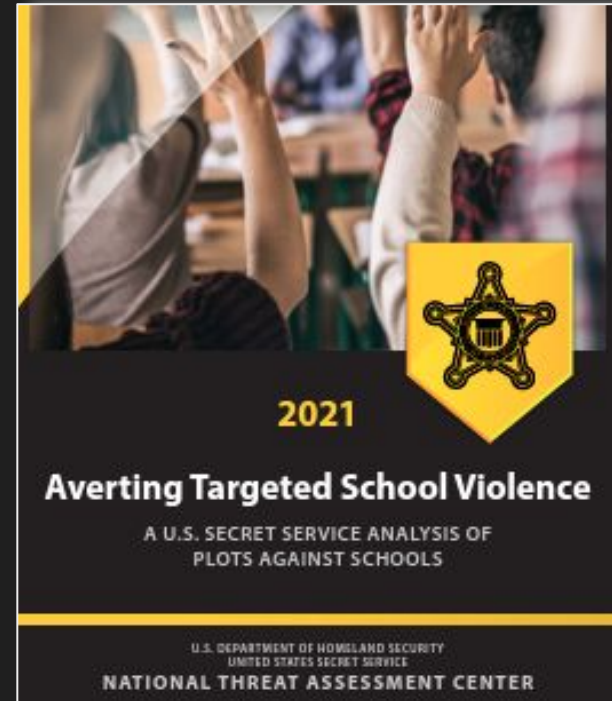
**Student Supports**



**Case Management  
+  
Management  
Options**

# TODAY'S AGENDA

# Lessons Learned



Targeted school violence is preventable when communities identify warning signs and intervene.



## LEGALLY, what constitutes a BEHAVIORAL THREAT ASSESSMENT?

- Assault
- Threats of self harm
- Use of weapon
- Sexual Assault
- Sexual Harassment
- Dating Violence
- Stalking
- Bullying
- Cyberbullying
- Fighting
- Verbal Threats

Or other behaviors, *set by the district*, that could lead to



- Specific interventions- including mental health or behavioral supports;
- Discipline - that could include a change of placement.

**Low risk behaviors,**  
*but may need  
intervention supports ?*



- Marked decline in school performance
- Increased absenteeism
- Withdrawal | Isolation
- Sudden or dramatic change in behavior
- Sudden or dramatic change in appearance
- Drug | Alcohol use
- Emotional | Mental Health symptoms

Students were most often motivated to plan a school attack because of a **grievance** with classmates.

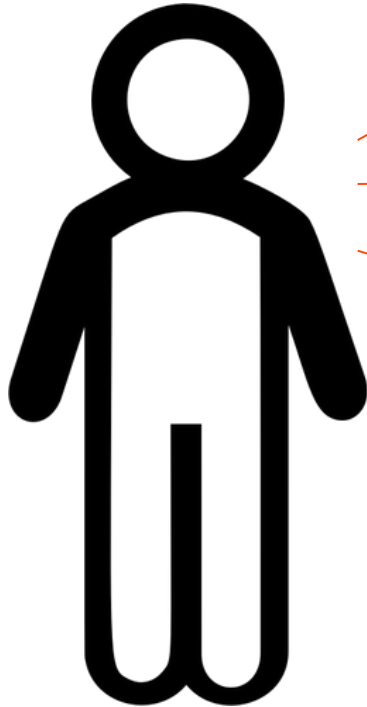




# ALIGNMENT

SCHOOL  
RESPONSE

STUDENT  
PERCEPTION



Awareness  
and  
Training

Anonymous  
Reporting or  
Investigation

Discipline or  
Law  
Enforcement

Student  
Support

Parent  
Notification  
and  
Collaboration

Behavior	District Responsibility to Act
<b>Threats of self harm</b>	Parent notification, intervention, re-entry planning including check-in and staff/student/parent awareness/training.
<b>Verbal Threats</b>	A variety of discipline and intervention required depending on how the incident is coded.
<b>Bullying/ Cyberbullying</b>	Parent notification, victim transfer, counseling, mediation, and staff/student/parent awareness/training.
<b>Fighting</b>	A variety of discipline and intervention required depending on how the incident is coded.
<b>Assault</b>	Aggravated assault requires parent notification, victim transfer and counseling, discipline including DAEP or discretionary Expulsion, and law enforcement notification.
<b>Use of weapon</b>	A variety of discipline including Expulsion/DAEP placement and parent notification, law enforcement notification.
<b>Sexual Assault</b>	Title IX process, parent notification, victim transfer, law enforcement notification and investigation coordination.
<b>Sexual Harassment</b>	Title IX process, parent notification, staff/student/parent training/awareness.
<b>Dating Violence and stalking</b>	Title IX process, parent notification, safety plans, enforcement or alternatives to protective orders, staff/student/parent awareness/training, law enforcement notification and investigation coordination.

Students are best positioned to identify and report concerning behaviors displayed by their classmates.

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# Recognizing and Reporting

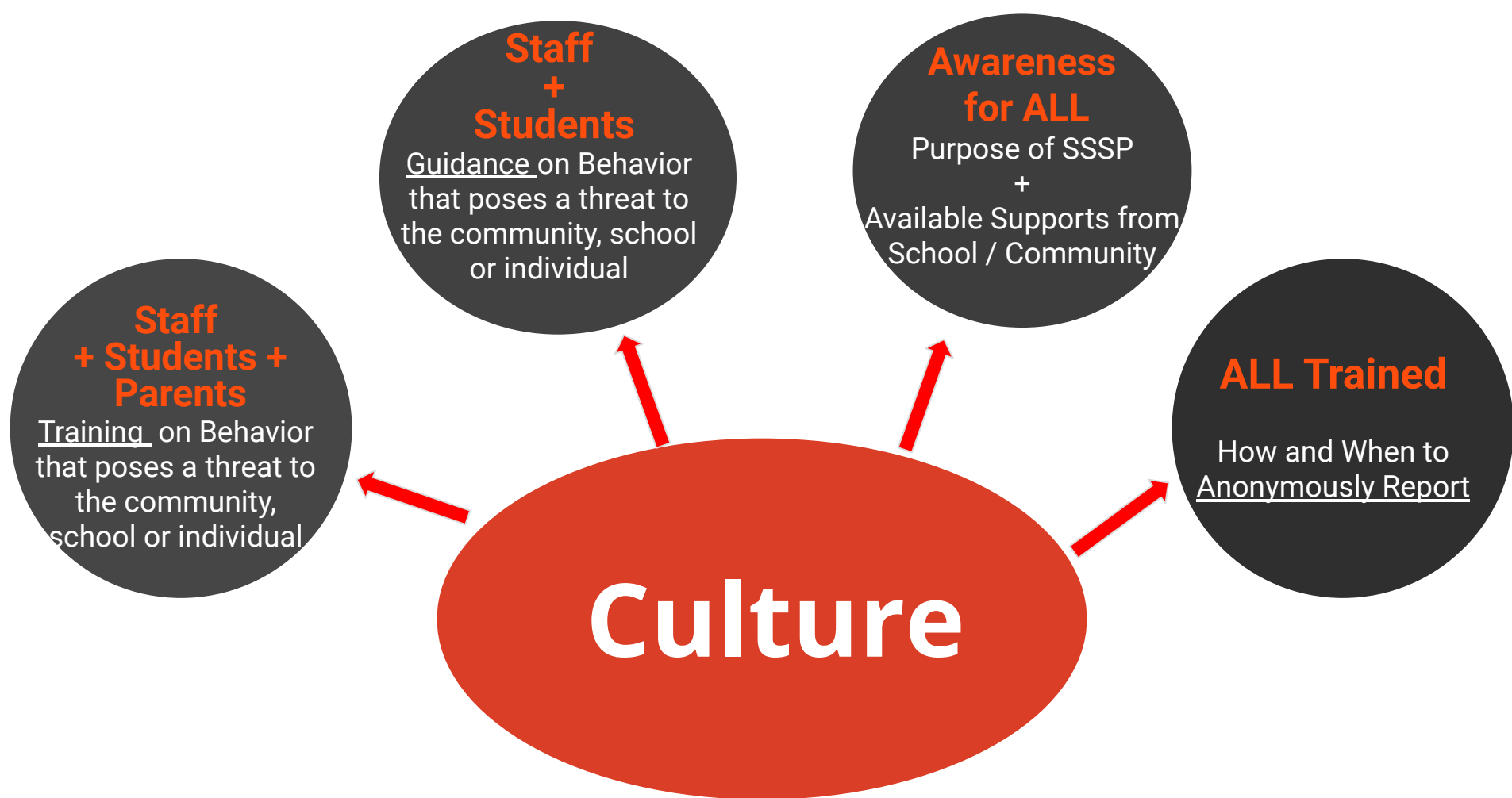
if you

SEE

something

SA

Y



**Recognizing and Reporting harmful, threatening, or violent behavior**

**School Resource Officers (SROs)**  
play an important role in the  
prevention of school violence.





# Create and Promote a Safe School Climate + Build Student | Staff Relationships

- **Assess + Enhance** current school climate
- **Strengthen** students' connectedness to school
- **Build** relationships with students
- **Trusted Adult** role model

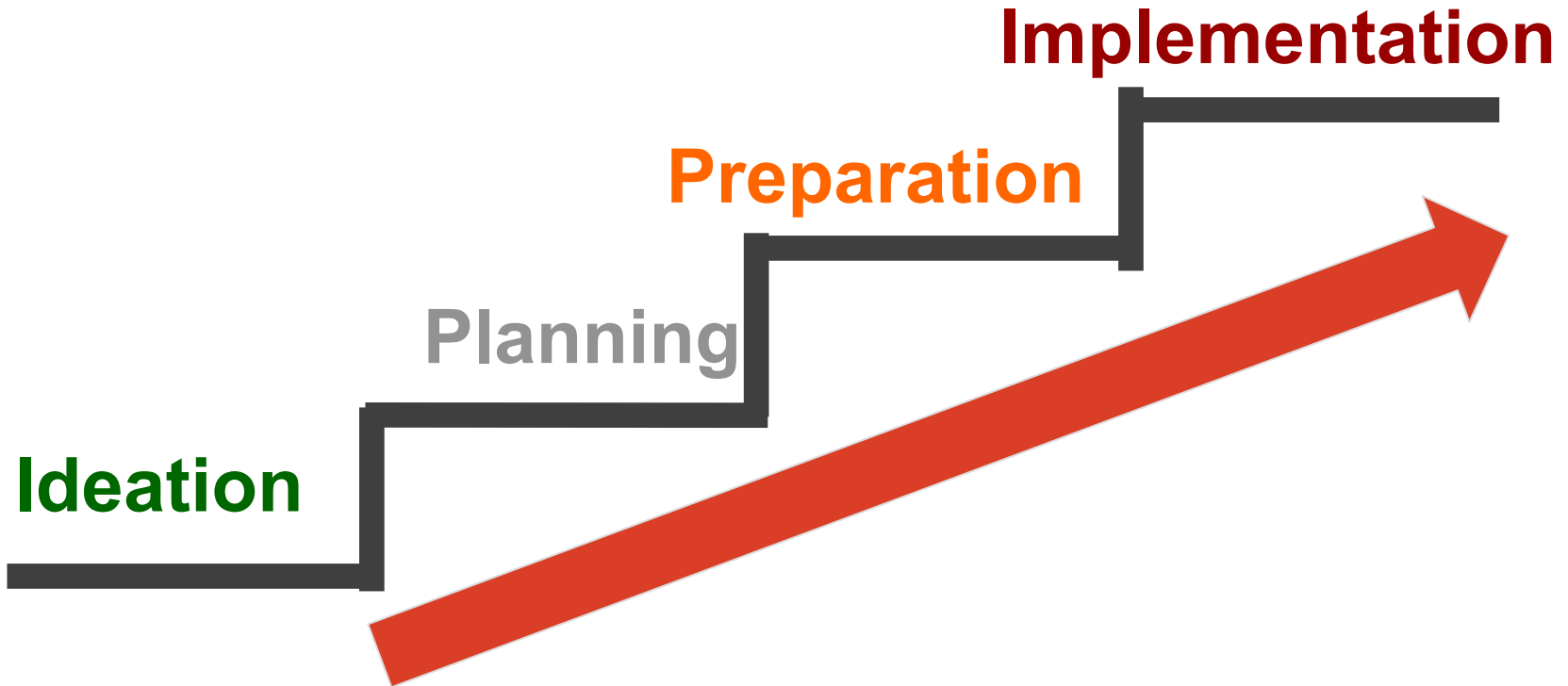
*The Path to Violence* Documentary  
Tyler Tomlinson, Roy Police Officer | Roy High School SRO

Removing a student from school does not eliminate the risk they might pose to themselves or others.





# Pathway to Violence



## Threat Assessment IS:

A means to  
identify, assess, and manage  
individuals  
who are **at risk** for violence  
against themselves or others.

## Threat Assessment IS NOT:

A simple checklist of warning  
signs or red flags used to  
remove a student from school.

---

A means to label a student as a  
troublemaker and enact  
consequences.

---

A means to find "the next school  
shooter".

Students displaying interest in violent or hate-filled topics should elicit immediate assessment and intervention.





**1/3** Conducted Research into prior mass attackers

**9** Displayed interest in Hitler, Nazism, and/or white supremacy

**Many** Particular interest in Columbine High School attack.

# Things to Consider

**Imminent danger or safety concern** → Immediately notify law enforcement.  
Once emergency has been contained → Complete a full threat assessment.

If involves a student, Team should → Superintendent → notify parent or guardian. [TEC 37.115(h)]

Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), 504 Plan, Individualized Education Program (IEP), and/or Health Plan? →  
Notify school staff to see if this is baseline behavior.  
If not, → continue with this process.

Sexual harassment, sexual assault, dating violence, stalking, or domestic violence assault, → notify the District's Title IX Coordinator immediately.

# **KEY QUESTIONS to Guide Data Collection in a Behavior Threat Assessment (TxSSC)**

- 1. What are the student's motive(s) and goals?**
- 2. Have there been any communications suggesting ideas or intent of attack?**
- 3. Has the subject shown inappropriate interest in any of the following?**
  - School attacks or attackers
  - Weapons (including recent acquisition of any relevant weapon)
  - Incidents of mass violence (terrorism workplace violence, mass murderers)
- 4. Has the student engaged in attack-related behaviors?**
  - Developing an attack idea or plan
  - Making efforts to acquire or practice with weapons
  - Casing, or checking out, possible sites and areas of attack
  - Rehearsing attacks or ambushes
- 5. Does the student have the capacity to carry out an act of targeted violence?**
- 6. Is the student experiencing hopelessness, desperation, and/or despair?**
- 7. Does the student have a trusting relationship with at least one responsible adult?**
- 8. Does the student see violence as an acceptable, desirable, or only way to solve problems?**
- 9. Is the student's conversation and "story" consistent with his or her actions?**
  - Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?
- 10. Are other people concerned about the student's potential for violence?**
- 11. What circumstances might affect the likelihood of an attack?**
  - What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?

Schools should seek to intervene with students before their behavior warrants legal consequences.

7

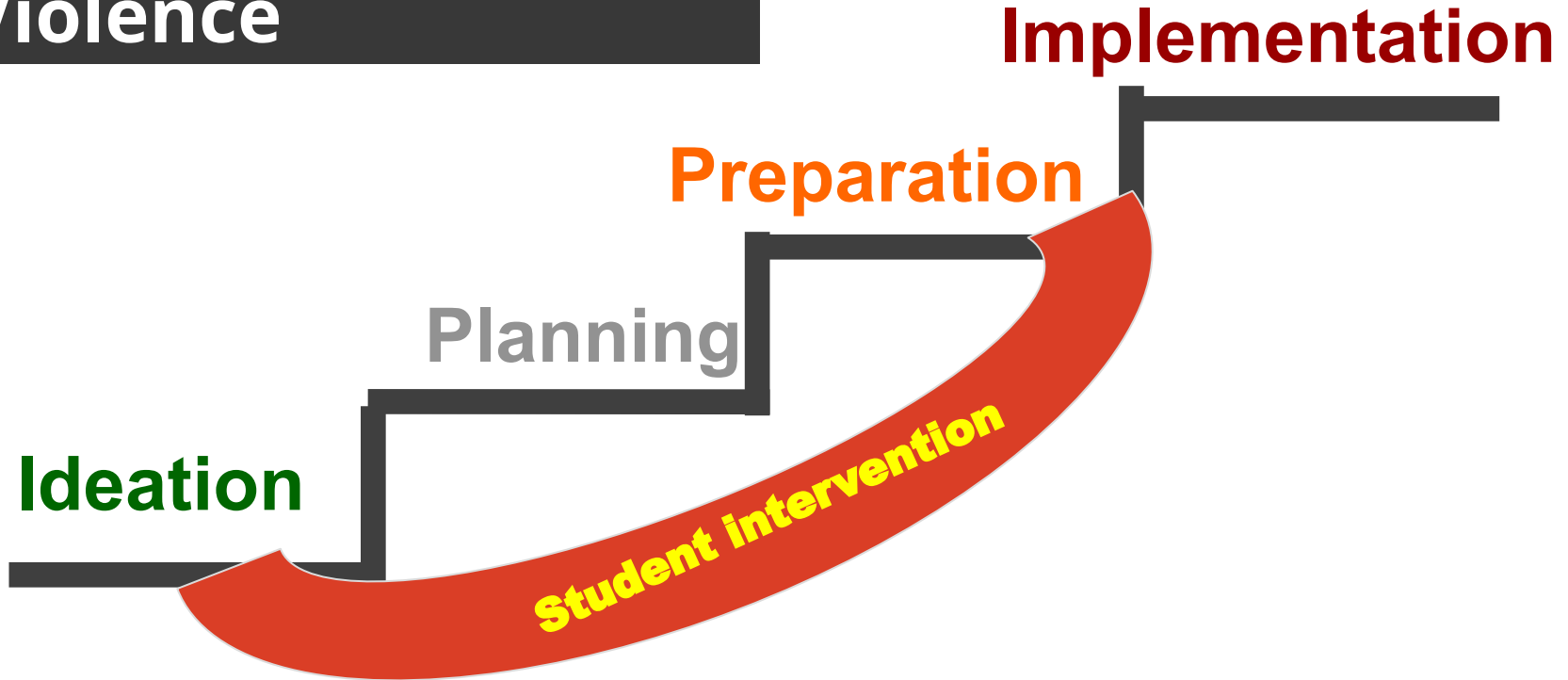




## SSSP Teams' Six Pillars of Student Supports



# Getting Students Off the Pathway to Violence



# SSSP Team

**School Administration**

**Counseling**

**Special Education**

**Behavioral Mgmt.**

**Law Enforcement**

**Mental Health &  
Substance**

**School Safety  
Security**

**Classroom  
Instruction**

**Emergency  
Management**

# Rethink Interventions

**School  
Administration**

**Counseling**

**Special  
Education**

**Behavioral  
Mgmt.**

**Law  
Enforcement**

**Mental  
Health &  
Substance**

**School Safety  
Security**

**Classroom  
Instruction**

**Emergency  
Management**

**Discipline**

**School  
Administration**

**Legal**

**Law  
Enforcement**

**Mental or Behavioral**

**Counseling**

**Behavioral  
Mgmt.**

**Special  
Education**

**Mental Health  
& Substance**

**Classroom  
Instruction**

**School Safety**

**School Safety  
& Security**

**Emergency  
Management**

# Finding Intervention Resources

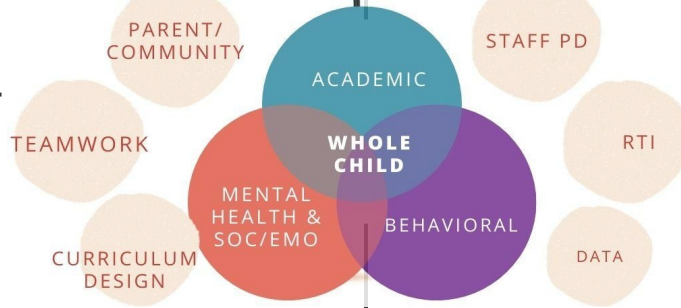


**School Climate**

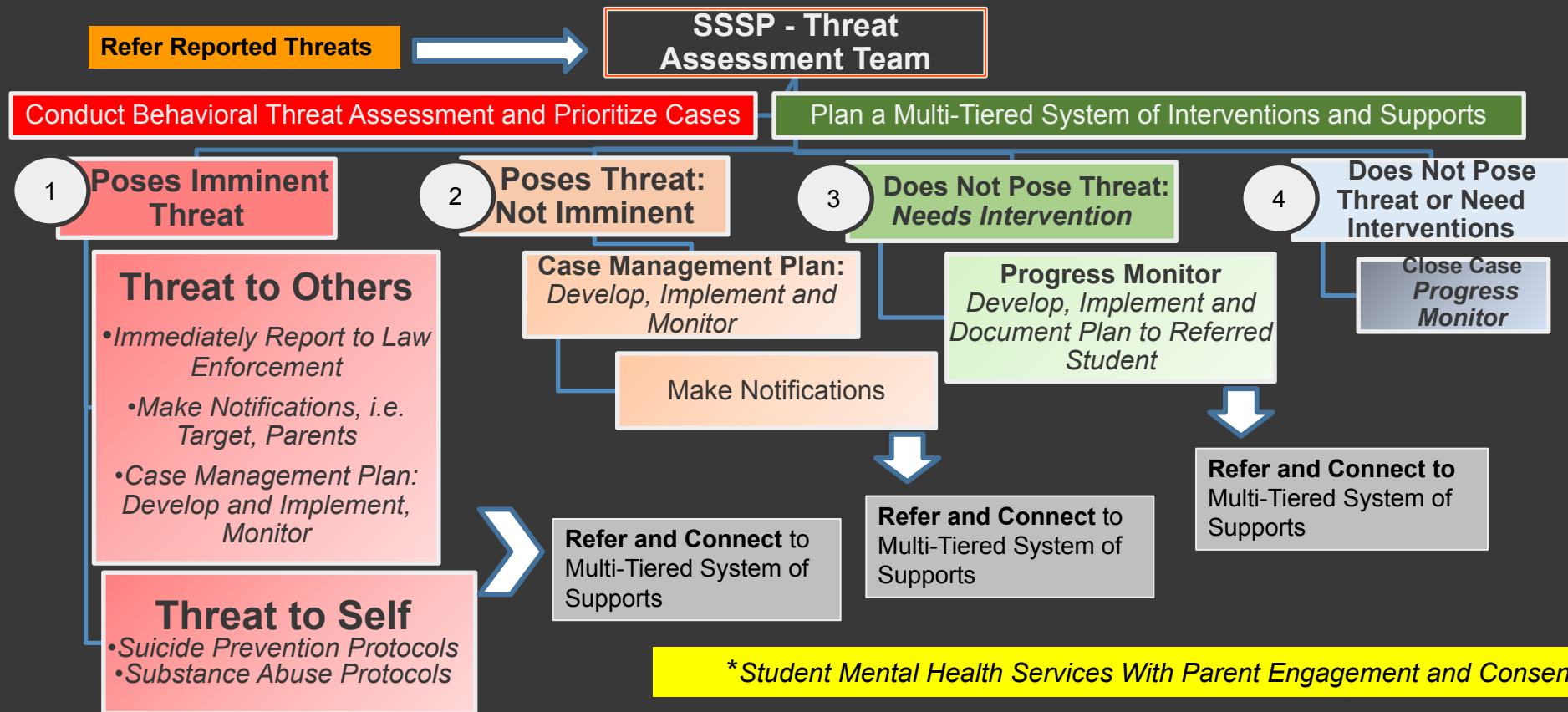
**Academic  
+  
Non-Academic**

**Behavioral Health  
+  
Mental Health**

**Integrated Student  
Supports**



# Assessing Risk Informs Interventions



# Develop Intervention Options

## Student AT-RISK for Violent Behavior

### Identify resources and points of contact to assist targets + victims.

- ❑ Peer support programs
- ❑ *Therapeutic counseling*
- ❑ Life skills classes
- ❑ Tutoring in specific academic subjects
- ❑ *Mental health care*
- ❑ *Access to community resources*

*\*Parent Approval Required*

### Create a situation that is less prone to violence.

- ❑ *Ask family and law enforcement to block student's access to weapons*
- ❑ *Connect student to positive, prosocial models of behavior*
- ❑ *Removal from campus for a time, maintain relationship with S+P*

*\*Parent Approval Required*

### Reduce the effect of stressors.

- ❑ *Provide resources - help student manage and overcome negative events, setbacks, and challenges.*
- ❑ *Remove or redirect student's motive*
  - ❑ *Bully prevention efforts*
  - ❑ *Offer counseling*

*\*Parent Approval Required*

# Develop Intervention Options

## Student NOT AT-RISK for Violent Behavior

- ❑ Monitoring and guidance to cope with losses
- ❑ Develop resiliency skills to overcome setbacks
- ❑ Learn more appropriate strategies to manage emotions

Parents still need to be notified.



The role of parents and families in recognizing concerning behavior is critical to prevention.



# Required Communication with Case Management

- ❑ Always **inform Parents | Guardians** of the needs of their child.
  - ❑ Always follow **District policies** concerning informing and involving parents.
  - ❑ Report immediately to the **Superintendent** SSSP Team's determination that a student or other individual poses a serious risk of violence to self or others. [TEC 37.115(h)]
  - ❑ Follow district's **suicide prevention program** upon identifying a student at risk of suicide. [TEC 37.115(i)]
- ❑ Follow district policies and procedures related to **substance use prevention and intervention** upon identifying a student using or possessing tobacco, drugs, or alcohol. [TEC 37.115(j)]
  - ❑ **Written consent** from Parent | Guardian to provide a mental health care service to a student < 18 [TEC 37.115(g)]
  - ❑ As needed, refer individual for Full and Individual Evaluation (FIE) for **Special Education services**.
  - ❑ Create **Re-entry plans** for suicidal ideation, mental health stay, or discipline removal.

# Student Re-Entry Plan Required to return to School

## Mandated Supports

### TEC 38.351 (i)(5) + FFEB Legal

Procedures to support return of student to school following hospitalization or residential treatment for a mental health condition or substance abuse; and

For suicide prevention, intervention, and postvention.

### TEA | School MH Practice Guide and Toolkit

MTSS Tier 3 (Intensive supports) - Support student and consult with family regarding case coordination with physician or care provider.

Develop procedures to support student following hospitalization | residential treatment for MH, substance abuse, suicide prevention, and DAEP.



# Resources

## Implementation Help

# Where can you find State Requirements for School Safety?

Title IV, Part A  
School Safety and  
Mental Health State  
Initiative  
Web Page



District Resources

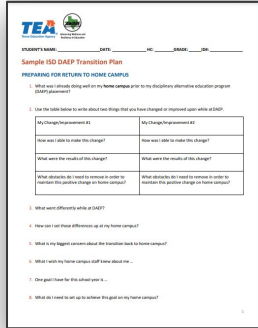
Safety Teams

A screenshot of the Region 14 Education Service Center website. The header includes the Region 14 logo, the text "Region 14 Education Service Center", and the tagline "Service for World Class Schools". A search bar is located in the top right. Below the header is a navigation menu with links for "Departments", "Programs &amp; Services", "R14 Districts", "PITStop", "Jobs", "R14 Service Station", "ESC Employees", and "About Us". A left sidebar menu lists: "Title IV State Initiative", "District/LEA Resources", "ESC Resources", "Parent Resources", "TEA Resources", and "Title IV SI FAQ". The main content area features the TEA logo, the Region 14 logo, and the Title IV logo. Below these is a section titled "District/LEA Resources" with a list of dropdown menus: "Required Training", "Title IV Resources", "TEA Safety &amp; Mental Health Resources", "Mental Health and Safety", and "Safety Teams". At the bottom of this list is a link: "Click Here for District Safety Teams - Safety &amp; Security Committee / Safe and Supportive Schools Program Team". Two orange arrows point from the text in the adjacent dark boxes to the "District/LEA Resources" and "Safety Teams" dropdown menus.



# Are there forms to assist Districts with Case Management?

## TEA Sample DAEP Transition & Parent Transition Forms



TEA Logo

STUDENT'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Sample ISD DAEP Transition Plan**

PREPARED FOR RETURN TO HOME CAMPUS

1. What was the primary reason you had to leave campus or for the disciplinary alternative education program (DAEP)?

1. Use the table below to write about two things that you have changed or improved upon while at DAEP.	By Change/Improvement #1
How was I able to make this change?	How was I able to make this change?
What were the results of this change?	What were the results of this change?
What obstacles do I need to overcome in order to continue this positive change in home campus?	What obstacles do I need to overcome in order to continue this positive change in home campus?

2. What went differently while at DAEP?

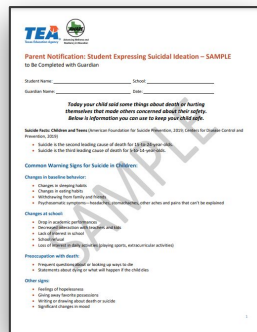
3. How can I use these differences up in my home campus?

4. What is my biggest concern about the transition back to home campus?

5. What is my home campus staff aware about me...

6. How can I best be for this school year...

7. What do I need to ask my teacher that I did not ask my home campus?



TEA Logo

**Parent Notification - Student Expressing Suicidal Ideation - SAMPLE to be Completed with Guardian**

Guardian Name: \_\_\_\_\_ District: \_\_\_\_\_

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

**Today your child said some things about death or hurting themselves that made others concerned about their safety. Below is information you can use to keep your child safe.**

**Suicide Help, Children and Teens (from the Foundation for Suicide Prevention, 2015, Center for Suicide Control and Prevention, 2014)**

- Suicide is the second leading cause of death for 15-29 year olds.
- Suicide is the third leading cause of death for 10-14 year olds.

**Common Warning Signs for Suicide in Children**

**Changes in behavior include:**

- Change in sleeping habits
- Change in eating habits
- Withdrawing from friends and family
- Loss of interest in school
- Self-harm or suicidal thoughts
- Loss of hope or giving up on things, sports, extracurricular activities

**Changes in school:**

- Drop in academic performance
- Withdrawal from school or frequent absences
- Loss of interest in school
- Self-harm or suicidal thoughts
- Loss of hope or giving up on things, sports, extracurricular activities

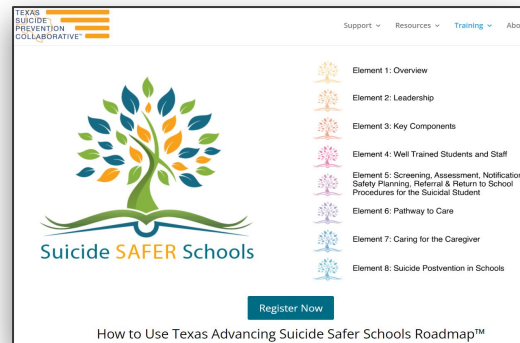
**Prevention of youth suicide:**

- Prevention and intervention of suicidal thoughts
- Intervention about things to watch for signs of the child's life

**Other signs:**


- History of depression
- Family history of depression
- History of suicidal thoughts or suicide
- History of suicide attempt

## Support for Returning to School Click Image



TEA SUICIDE PREVENTION COLLABORATIVE

Support Resources Training About



How to Use Texas Advancing Suicide Safer Schools Roadmap™

- Element 1: Overview
- Element 2: Leadership
- Element 3: Key Components
- Element 4: Well Trained Students and Staff
- Element 5: Screening, Assessment, Notification, Safety Planning, Referral & Return to School Procedures for the Suicidal Student
- Element 6: Pathway to Care
- Element 7: Caring for the Caregiver
- Element 8: Suicide Postvention in Schools


Register Now


## TEA Toolkits

- [TEA Texas School Mental Health](#)
- [TEA Mental Health and Behavioral Health](#)
- [TEA Suicide Prevention, Intervention, and Postvention](#)
- [TEA Substance Abuse Prevention and Intervention](#)

# What Websites and Resources do TEA & TASB provide?




 **Legal Services**

 **Texas State**  
TEXAS SCHOOL SAFETY CENTER

**OPERATIONALIZING SCHOOL BEHAVIORAL THREAT ASSESSMENT FAQs**

Since 2019, Texas law has required that school districts and open-enrollment charter schools have access to Safe and Supportive School Teams (SSSTs) to conduct behavioral threat assessments (BTA) and provide support to campuses. SSST members who have completed training and are working to operationalize the threat assessment procedures at their campuses frequently contact The Texas School Safety Center (TxSSC) with questions about this process. School officials also call the Texas Association of School Boards (TASB) with policy-related questions. Together, we answer some of the most common questions below.

**Establishing a Safe and Supportive School Team**

**Safe and Supportive School Program Guidance** 

**Implementing the Behavioral Threat Assessment Process**

The Texas School Safety Center (TxSSC) has developed [Model Policies and Procedures](#) for Behavioral Threat Assessment and Safe and Supportive School Program (SSSP) Teams. The TxSSC document and this guidance document should be used in the establishment and operation of each SSSP team.

**Establishment of the Safe and Supportive School Program Team**

In accordance with Texas Education Code (TEC), §37.115(c), a SSSP team must be established by the board of trustees to serve each campus within the school district. The number of SSSP teams and the number of campuses each team serves is a local decision based on the needs of and resources available to each school district. The SSSP team is a multidisciplinary team composed of individuals with a broad range of expertise with the responsibility of implementing the district SSSP. As part of its operation, the SSSP team is tasked with conducting behavioral threat assessments and determining the best course of action to support an individual who made a threat and the victims of the threat.

To ensure continuity of SSSP team operations, the team should annually review the following considerations:

- How does the district ensure all the areas of expertise specified in TEC, §37.115(d) are represented? How does the team document areas of expertise that are missing from the team including the reason they are not represented?
- How does the team replace expertise area vacancies on the team created through attrition or other circumstances?
- What is the process for ensuring all team members attend threat assessment training provided by the TxSSC or a regional education service center (ESC)? What procedure exists for collecting and maintaining the training certificates?
- How have the following been developed, systematized and communicated to each team member so that a common understanding exists?
  - The designated role of each team member
  - Signs of behaviors that pose a threat
  - The threat reporting mechanisms developed by the local education agency
  - Resources available to support students who made the threat and those who were targets of the threat
  - Annual training provided to staff, students, and community stakeholders regarding the signs of behaviors that pose a threat, the reporting mechanisms, and the responsibility to report the behavior
  - The process for documenting threat reports and threat assessments, and the method for maintaining and storing such documents
  - The way and type of threat assessment information that can be communicated to school staff, between other campuses within the district, and with outside entities including districts that receive the student after a threat has been reported
  - The data that must be reported to the TEA at the end of the school year and the way that the data will be collected, maintained, and stored
- How often does the team meet at regularly calendared intervals, to review student support plans, practice conducting scenario-based threat assessments, and to review available resources to support students?


SSSP Guidance - Implementing the Behavior Threat Assessment Process 1

TEA TEA Website Contact TEA Sign Up For Updates

**Texas School Mental Health** ABOUT INITIATIVES TOOLKIT HIGHLIGHTS LEARNING PORTAL RESOURCES CONTACT



**Mental health is critical to children's success in school and life.**

[READ MORE](#)



**School Mental Health Practice Guide and Toolkit**

SEPTEMBER 2021



Advancing Wellness and Resiliency in Education

*Images are linkable*

# TEA's Multi-Tiered System of Support (MTSS) Resources

Clickable image to the right

[Multi-Tiered System of Support](#) ▼

[School Climate](#) ▼

[Academic Support](#) ▼

[Behavioral Health and Mental Health](#) ▼

[Integrated Student Supports](#) ▼

[Threat Assessment and Safe and Supportive School Program Team](#) ▼

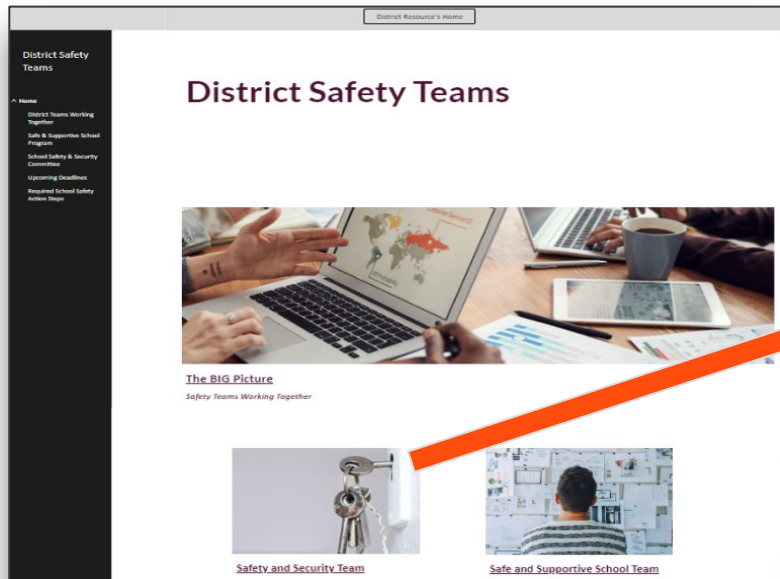
[Behavior Support](#) ▼

[Crisis Preparedness and Response](#) ▼

[School Safety](#) ▼



# Is there a website to keep up with Safety Teams and requirements?



*Images are linkable*



# Where can I find Texas School Safety Center (TxSSC) Resources?

## Eleven Key Questions to Guide Data Collection in a Threat Assessment Inquiry

Please note that these questions should not be utilized without adequate training and planning.

1. What are the student's motive(s) and goals?
  - What motivated the student to make the statements or take the actions that caused him or her to come to attention?
  - Does the situation or circumstance that led to these statements or actions still exist?
  - Does the student have a major grievance or grudge? Against whom?
  - What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2. Have there been any communications suggesting ideas or intent to attack?
  - What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or website concerning his or her ideas and/or intentions?
  - Have friends been alerted or "warned away"?
3. Has the subject shown inappropriate interest in any of the following?
  - School attacks or attackers;
  - Weapons (including recent acquisition of any relevant weapon);
  - Incidents of mass violence (terrorism, workplace violence, mass murderers).
4. Has the student engaged in attack-related behaviors? These behaviors might include:
  - Developing an attack idea or plan;
  - Making efforts to acquire or practice with weapons;
  - casing, or checking out, possible sites and areas for attack;
  - Rehearsing attacks or ambushes
5. Does the student have the capacity to carry out an act of targeted violence?
  - How organized is the student's thinking and behavior?
  - Does the student have the means, e.g., access to a weapon, to carry out an attack?
6. Is the student experiencing hopelessness, desperation, and/or despair?
  - Is there information to suggest that the student is experiencing desperation and/or despair?
  - Has the student experienced a recent failure, loss and/or loss of status?
  - Is the student known to be having difficulty coping with a stressful event?
  - Is the student now, or has the student ever been, suicidal or "accident-prone"? Has the student engaged in behavior that suggests that he or she has considered ending their life?

## TEXAS STATE TEXAS SCHOOL SAFETY CENTER

The following model policies and procedures are consistent with the requirements of the Texas Education Code (TEC) §§ 25 and reflect research-based best practices. Elements of the procedures that are aligned with TEC requirements include a cross-reference to the applicable section of the TEC. Please note this document is not to be used as a train-the-trainer model.

### MODEL POLICIES AND PROCEDURES TO ESTABLISH AND TRAIN ON THREAT ASSESSMENT

#### PURPOSE

As part of the Safe and Supportive School Program, the purpose of this document is to provide model policies and procedures for public school districts and charter schools in establishing and training teams that conduct threat assessment in Texas.

#### POLICY

The Texas School Safety Center (TxSSC) has worked with the Texas Association of School Boards (TASB) in recommending a school board policy (PFA-BECCAL & ELOCAL) for Safe and Supportive School Program Teams. School Boards must adopt LOCAL policies. LEGAL policies are required by law.

#### DEFINITIONS

• A "Safe and Supportive School Program Team" is a team that conducts behavioral threat assessments by assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and who gathers and analyzes data to determine the level of risk and appropriate intervention. The team serves as a safety net for the community and school by:

1. Conducting a fact-based, systematic, and investigative approach to determining how likely a person is to carry out a threat of violence.
2. Identifying, assessing, and managing appropriate interventions of individuals who are at risk for violence against themselves and others.
3. Providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

When conducting this process with fidelity it leads to a positive and safe school climate. This process is not intended to be punitive or adversarial; rather, it is a way to build trust and situational awareness.

- "Harmful, threatening, or violent behavior" includes behaviors such as verbal threats, threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student. (TEC 37.151(a)(1))

Updated August 2021

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Images are linkable

# What are Community Resource Coordination Groups (CRCG)?

The screenshot shows the homepage of the Community Resource Coordination Groups (CRCGs) website. At the top, there is a navigation bar with links for Home, About, Get Help, Get Involved, and For CRCG Leaders. Below the navigation bar is a search area with fields for 'Find Your Local CRCG: City' and '(OR) County'. A banner image shows a diverse group of people, with the text 'Here to Connect. Here to Help.' Below the banner, the heading 'Community Resource Coordination Groups' is followed by a paragraph explaining that CRCGs are county-based groups of local partners and community members that work with parents, caregivers, youth, and adults to identify and coordinate services and supports, including behavioral health, basic needs, and caregiver support.

## Find Resources Near Me

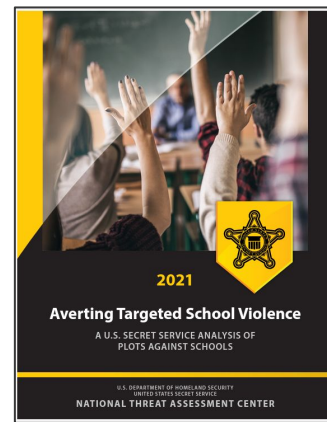
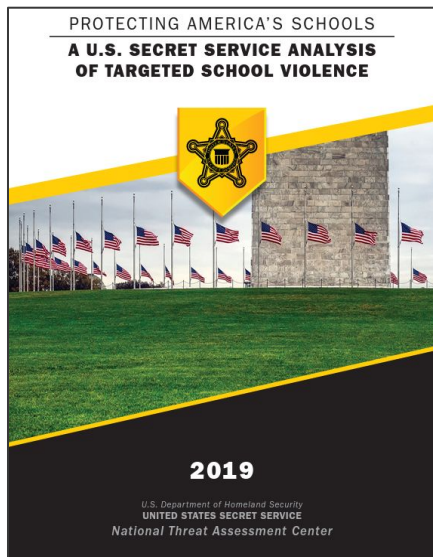
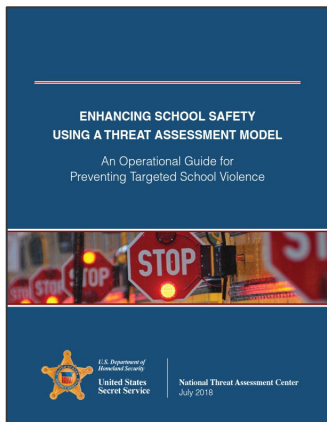
If you are looking for resources for yourself or someone else, below you will find information and resources for a variety of needs. If you are unable to find a resource that may be beneficial to you, contact the [State CRCG Office](#) for help.

- + Social Services Directory
- + Mental Health
- + Suicide Prevention
- + Education and Family Support
- + Benefits

The screenshot shows the homepage of the Children's Advocacy Centers of Texas (CACTX) website. The header includes the CACTX logo, the text 'children's advocacy centers™ of texas', and a search bar. Below the header is a navigation bar with links for Home, About CACTX, Child Abuse in Texas, Local Centers, News, and Support. The main content area features a large image of children with the text 'EVERYONE HAS A ROLE TO PLAY' and 'Together we can prevent child sexual abuse.' At the bottom, there is a search section with dropdown menus for County, City, and Center, each with a 'Find a Center' button. A link is provided to 'See a map with all locations, click here.'

# What can Children's Advocacy Centers of Texas (CACTX) do for me?

# Where can I learn more about the U.S. Secret Service *Behavior Threat Assessment Model*? And more averted violence cases?



[Link](#)



**8 Lessons Learned  
from Averted Violence**



**SSSP Teams  
+  
Behavioral Threat  
Assessment**



**Student Supports**



**Case Management  
+  
Management  
Options**

**Review**



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**Evaluations**



