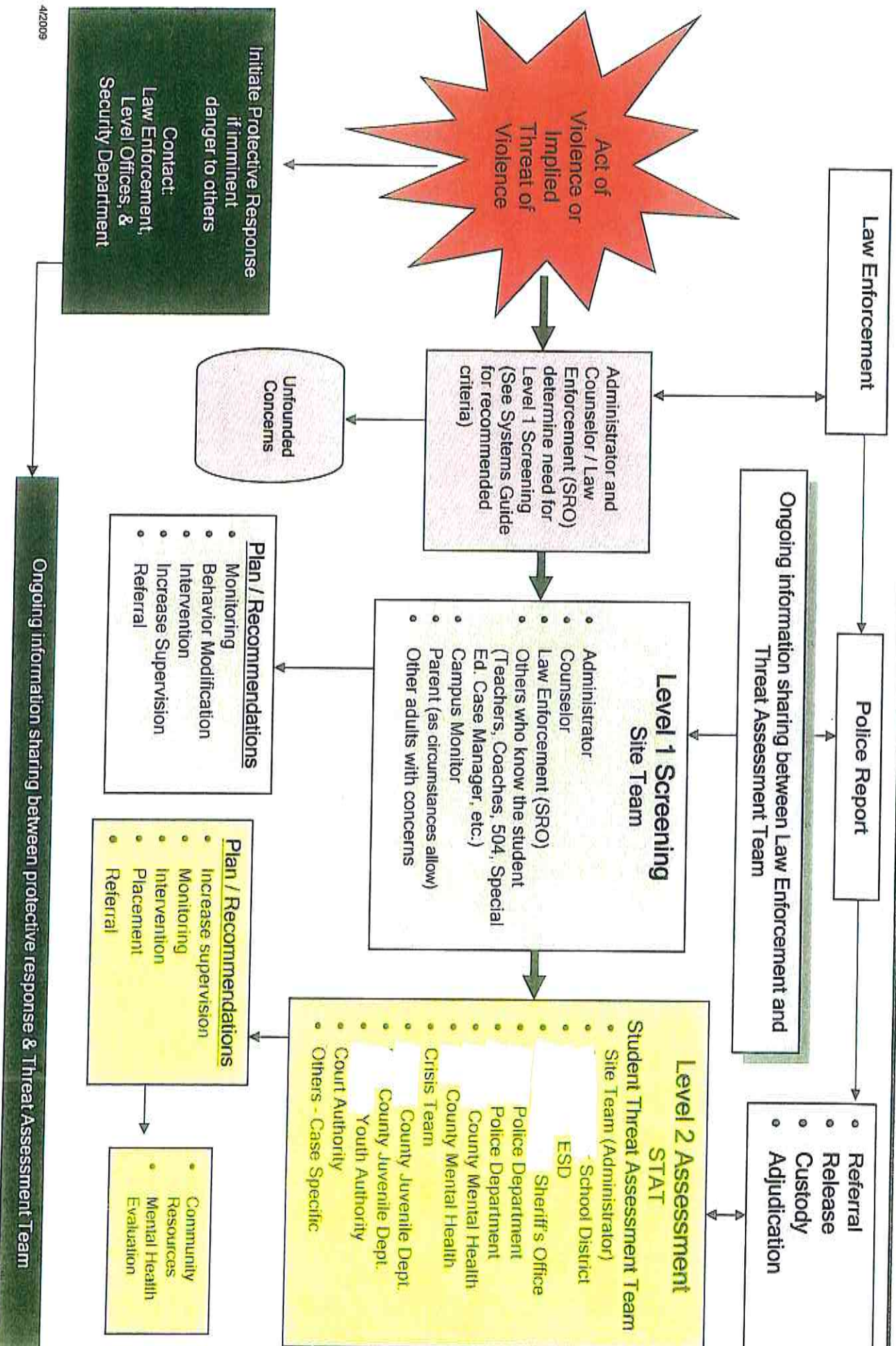


STUDENT THREAT ASSESSMENT and MANAGEMENT SYSTEM Systems Flow Chart



LEVEL ONE: Site-based Assessments

Conducting a Level 1 Assessment

1. Schedule ASAP (within the next school day) (take safety precautions).
 2. Invite staff who know the student best.
 3. Include Community case managers, if available.
 4. Use the Level 1 protocol as the primary documentation.
 5. Use the Level 1 "20 Questions" & "Companion" documentation.
 6. For further discussion consider: reviewing the risk, identify the sense of urgency, is lethal likely, how specific is the target/plan, is there a scheduled attack?
 7. Take steps to protect: notify victim, call 911, include district safety support, notify parent/guardians, consider steps that will decrease violence.
 8. Notify victims parent/guardian.
 9. Notify the parent/guardian (unless there are safety issues) (within a school day after Threat Team results).
 - Modes of Communication: phone call and/or certified letter
 10. Use intervention strategies to design a safety plan: individual options, school options, family options and community options.
 11. File & circulate copies of document as appropriate.
 12. Track & schedule "update" meeting(s).
- *Follow-up meetings quarterly or as needed when new data is available.**

RISK FACTORS

The following is an abbreviated list of actions, behaviors and circumstances that may indicate greater risk for targeted violence. If you have concerns please contact your school administrator or principal, or your School Resource Officer for further consultation. If you have concerns of imminent danger, contact Law Enforcement immediately by calling 911.

- 1. Has there been a shift toward a threat of extreme aggression or violence?** Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.
- 2. Have there been threatening communications suggesting a potential violent attack?** Is the communication an expression that suggests details of planning or ongoing consideration of an attack? Communications may include verbal expressions, artwork, email, Internet messaging, texting, written language exercises or any other medium of communication. A communication can also be made by indirect, veiled or casual references to possible harmful events, warnings of potential harm or references to previously occurring violent events such as school or community shootings.
- 3. Are there indications of a specific target or targets?** Is there an ongoing consideration or focus on a particular person or a group of people?
- 4. Are there indications of a motive, goal or justification for a serious or lethal attack?** While there can certainly be many motives for acting out violently or aggressively, the most common is the need to establish or re-establish control, often disguised as revenge or vendetta for lost love or humiliation and the desire to prove bravery after making a threat or taking a dare. Pay close attention to motive themes of loss, being wronged or excessive anger.
- 5. Are there any indications of behavior that increase the possibility of violence occurring?** Such indications may include a plan, acquiring weapons, rehearsing or practicing the attack, scheduling the attack or other preparations. A communication that threatens an attack is only an expression and does not suggest a "posed threat" unless there are behaviors supporting the intent to carry out the attack. Many threats are not stated with clearly expressed language but are indicated by veiled threats and/or behavior that relates to a possible attack. Attack related behavior includes but is not limited to, the following:

- A plan to carry out a targeted act of aggression against a specific individual or group. A plan would have a sequence of actions necessary for its success. The more plausible the plan the greater the risk.
- The acquisition of a weapon, the attempted acquisition of a weapon or research about how to acquire a weapon. If the threat is the use of physical force to the point of serious or lethal injury, then the physical force is the weapon.
- The rehearsal of the event or a similar event. Rehearsal is like simulation or practice. Rehearsal can be indicated through art, fantasy games, writing, film projects or other opportunities that allow role play or practice. It can also be indicated by the use of movies, Internet sites or video games that have themes and sequences of violence that can serve as a simulation or practice. However, it must be noted that the use of such games or films as entertainment does not lead or cause students to act out violently. Their use is only attack-related behavior when it serves as rehearsal or practice.
- Scheduling an attack. Scheduling the act can be indicated through vague communication or actually noted in clear detail. Sometimes the schedule is flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence and locks it in as the only solution.

6. **Are actions and behaviors consistent with communications?** If threats are made but not accompanied by attack-related behaviors, motives or a specific target(s) consistent with that threat, then the risk decreases.
7. **Is there peer collaboration?** Are peers aware of, or concerned about, a potential attack? Are peers encouraging the attack?
8. **Are alternatives and emotional coping reserves decreasing?** For example, a person who is low on coping strategies or alternatives may consider violence to be the only option available to solve problems.
9. **Are there indications of suicidal thoughts?** Is there a history of suicidal ideation, gestures, references or intent? A desire to die, be killed by another, or commit suicide, combined with a threat to harm others, increases the overall risk, especially if the suicidal behavior is one feature of a plan to kill others and carry out revenge or justice. If there is a risk of suicide, consider a Suicide Risk Assessment or seek advice and/or assessment from a doctor or mental health professional.
10. **Are there personality or behavioral traits, family dynamics, school system issues or social dynamics that lead to a more vulnerable and potentially dangerous situation?** Reckless and vindictive behavior, family dysfunction, academic failure and social crisis are all risk factors that can aggravate an already at-risk situation.

School-Based Threat Assessment

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency expulsion, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including imposing an emergency expulsion, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. Training should consist of one day of threat and trauma training and 2 hours annually thereafter. At least four members will be present including both genders. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,
- Community resources (Peace Makers),
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school

personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241.

Function of Threat Assessment Team

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district/school-based members and community resource/law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Policy 2145 – Suicide Prevention.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need-to-know particular information to support the safety and well-being of the school, its students, and its staff; and
- Reports its determination to the superintendent or designee within three school days.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team; McKinney Vento and/or Foster status should be considered as well. Although some of the functions of a school-based threat assessment may run parallel

to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review and Reporting

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Other tasks of threat assessment team

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing training to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

Cross References: 2121 - Substance Abuse Program
 2145 - Suicide Prevention
 2161 - Special Education and Related Services for Eligible Students
 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
 3143 - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
 3231 - Student Records
 3241 - Student Discipline
 3432 - Emergencies
 4210 - Regulation of Dangerous Weapons on School Premises
 4310 - District Relationships with Law Enforcement and other Government Agencies

Legal References: CFR 34, Part 99, Family Educational Rights and Privacy Act Regulations
 Chapter 28A.320 RCW
 Chapter 28A.300 RCW

Adoption Date: **12.19; 09.24**
Classification: **Essential**
Revised Dates: **12/01/2019; 12.20**

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CONFIDENTIALITY AND ETHICS

The issues of confidentiality and ethics are extremely important when taking part in threat assessment. Each member of the Threat Assessment Team must make the commitment to have the process remain strictly confidential. The following issues are not for public dissemination:

- ✓ Documents developed
- ✓ Statements made by the Threat Assessment Team
- ✓ Deliberations
- ✓ Impressions
- ✓ Opinions
- ✓ Ranking

It is our obligation to protect the rights and preserve the self-respect of the individual.

The only people authorized to give information are the administrator and team member(s) chosen to give feedback during the post debriefing. Only certain data will be shared. YOU MAY BE PRESSURED by coworkers or community members to share information. You MAY NOT RESPOND to these questions, other than to affirm that we are proceeding as planned and hope to be finished soon. If someone is insistent, refer him/her to the accountable administrator.

All materials will be collected and filed. Remember, this is a professional process.

Confidentiality is the obligation of the team, not the individual.

Position: _____

Date: _____

Print Name

Signature

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

Plan to Protect Targeted or Victimized Student

Student Name: _____ Today's Date: _____

DOB: _____ Student #: _____ School _____ Date(s) of Incident: _____

INCIDENT	Attached is a copy of the District Incident Report dated _____. The following is the plan to protect (student's name) _____ from harm.
SAFETY CONCERNS	The safety issues of concern are: _____ _____ _____
SUPPORT PLAN	<p>After meeting with: <input type="checkbox"/> Administration <input type="checkbox"/> CDS/Counselor <input type="checkbox"/> School Resource Officer * <input type="checkbox"/> Guardian/Parent <input type="checkbox"/> Security <input type="checkbox"/> Special Education * Student Threat Assessment Team * Other _____ the following will be implemented:</p> <p><input type="checkbox"/> Law Enforcement has been notified. <input type="checkbox"/> The parent/guardian of the above student was notified of this incident on _____ and a follow-up letter was sent to parent/guardian on _____ <small>(date)</small> <input type="checkbox"/> Further assessment will be pursued through the student threat assessment team.</p> <p>The student will aid in his/her own protection by: _____ _____ _____</p> <p>The student will receive the following support from the school: _____ _____ _____</p> <p>The student will receive the following support from the community: _____ _____ _____</p> <p>The student will receive the following support from home: _____ _____ _____</p> <p>The student will receive the following support from law enforcement: _____ _____ _____</p>

Administrator, Plan Supervisor, Date:
(Will maintain responsibility until reassigned or modified)

CDS/Counselor, Date:

Liaison Officer, Date:

Parent/Guardian, Date:

Student, Date:

Other, Date:

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
Notification Log
 (Use as documentation for notification to legal guardians
 of threatened or victimized students)

- An Interpreter was used for non-English communication
 Attached Copy of District Incident Report

School: _____ Student Name: _____ Student #: _____

Date /Time of Incident: _____ Name of Administrator completing this Form: _____

Parent/Guardian Name: _____	Home #: _____	Work #: _____
Parent/Guardian Name: _____	Home #: _____	Work #: _____
**#1 Emergency Name: _____	Home #: _____	Work #: _____
**#2 Emergency Name: _____	Home #: _____	Work #: _____

****NO INFORMATION REGARDING INCIDENT SHOULD BE GIVEN TO THE EMERGENCY CONTACT PERSON – ONLY PARENT/GUARDIAN.**

DOCUMENT CONTACT OR ATTEMPTS TO CONTACT IN LOG BELOW

Name	Number Used	Attempted Date and Time	Message Left

NOTIFICATION CHECK-LIST

- Described incident to parent/guardian – parent/guardian's comments (attach additional sheet if necessary):

- Informed the parent/guardian that _____ School personnel, law enforcement, and other agencies as necessary are investigating the validity of this threat.

- Described to parent/guardian any immediate safety measures that have been taken - parent/guardian's comments (attach additional comment sheet if necessary):

- Notified parent/guardian that a follow-up letter to this conversation will be arriving within a couple of days as required by Oregon Revised Statutes.

- Identified myself as the contact person regarding the school's investigation of this incident and provided the name of the School Resource Officer for the Law Enforcement portion of the investigation (provided officers contact information.)

- Notified parent/guardian of meeting scheduled on _____ to develop a Plan to Protect their student from harm.
 (date)

Student Threat Assessment and Management System
Parent/Guardian Interview - Level 1

Step 1: Directions for Case Manager:

This interview is only to be conducted by a school counselor or administrator as a supplement to the Level 1 Screening Protocol (by phone or in person) if a parent/guardian does not attend the Level 1 Screening. Address the following questions through an interview or conversation with open-ended inquiry. Do NOT ask the parent/guardian to read and complete the questions by themselves.

Although a parent/guardian can provide crucial information regarding a situation, do not delay the Level 1 Screening if the parent is not available, is unwilling, or if the Site Team determines that the parent should not be included at this time.

The following is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the results of this interview while being mindful of supervision, intervention and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name: _____ Date: _____

Administrator / Case Manager's Name: _____

Parent / Guardian's Name: _____

Person conducting the Interview: _____

Contact parent / guardian and describe threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff. (ORS 339-250)

Step 2: Ask the following questions through conversation or direct inquiry.

The numbers in parenthesis at the end of each question refer to the corresponding Level 1 Protocol questions that are to be addressed in accordance with the information collected in this questionnaire.

1. Does the parent / guardian (or other family / community members) have concerns about behavior, potential violence, or issues: specific to the incident? (1,2,13,18,19)

2. Has the student communicated any threats, ideas of violence, or wishes / intentions to harm anyone (at school, at home, in the community, or himself / herself)? (2,3,4,5)

3. Are there any fascinations, identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, Internet usage)? Does the student justify the use of violence to solve problems? (7,8,11)

4. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend / boyfriend, justice, bullying, revenge, etc.)? (7,8,10,11,15)
5. Are there certain situations that agitate the student or his / her inclination to violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased stress? Have there been any relationship changes (peers, family) or belief changes? (7,8,9,15, 17)
6. What is the student's self-perception? (Leader, follower, victim, outcast, etc.) (9,11,17)
7. Are there drug / alcohol issues with the student, family, or friends? (17)
8. Is the student involved with the Juvenile Department, Police, SCF, Mental Health, or other agencies? Is communication with these agencies possible? (20)
9. What are student's positive activities, interests, relationships, (Scouting, church, sports, clubs, recreation, pets, family, friends, community)? (16)
10. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? Has the student attempted or communicated a desire to obtain a firearm or weapon? If needed, is the parent able to search the student's room or possessions? (6)
11. Are there any other concerns not addressed by these interview questions? (19,20)
12. What is parent's relationship with the student? difficult, neutral, or positive relationship with this student? (16)

Student Threat Assessment and Management System

Student Interview - Level 1

Step 1: Directions for Case Manager:

This interview is only to be conducted by an administrator, SRO, or school counselor as a supplement to the Level 1 Screening Protocol. Address the following questions through an interview or open-ended inquiry with the student or students of concern (who is/are in a situation that poses a threat).

Do NOT ask the student to read and complete the questions by themselves.

Although the student can provide crucial information regarding a situation, do not delay the Level 1 Assessment if the student is not available or is unwilling.

The following is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the results of this interview while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name: _____ Date: _____

Administrator / Case Manager's Name: _____

Person conducting the interview: _____

Address the student and describe the perceived threat, dangerous situation or violent action that has brought this situation to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff. (ORS 339-250).

Step 2: Ask the following questions through conversation or direct inquiry.

1. Do you know why I'm speaking with you? It has been reported that you are _____ or have done _____.
How do you explain what is being reported by others?
2. Why did you do _____? When did you _____?
3. Who are you upset or angry with?
4. Who else is involved? How are they involved?

5. Why do you think people are concerned?
6. Do you have a plan to hurt anyone, including yourself? Have you practiced or pretended to hurt others or yourself? If so, how?
7. Do you have weapons or are you trying to get weapons (including knives, swords, bats, explosives, etc.)?
8. Are there people or things that are stressing you or harming you (bullying, harassment, gang issues, school work, threats to you)?
9. How is school? Do you have anyone you trust (education staff, relative, adult within the community) and can you talk with them about this situation?
10. What are some good things going on in your life? Are you involved in sports, clubs, recreational activities, art, music, church, scouts, etc.?
11. Who are your friends? Are they helpful and positive or are they encouraging you to be aggressive?
12. Who has control of this situation?
13. Is there anything else I should know?
14. What can we do to help you?

Step 3:

1. What is interviewers relationship with student: difficult, or neutral, or positive relationship with this student?
In your opinion, was the student: guarded or defensive or communicative in a manner that appeared open and honest?

Student Threat Assessment and Management System
Student-Witness Interview - Level 1

Step 1: Directions for Case Manager:

This interview is only to be conducted by an administrator, SRO, or school counselor as a supplement to the Level 1 Screening Protocol. Address the following questions through an interview or open-ended inquiry with the student or students of concern (who is/are in a situation that poses a threat).

Do NOT ask the student to read and complete the questions by themselves.

Although the student can provide crucial information regarding a situation, do not delay the Level 1 Assessment if the student is not available or is unwilling.

The following is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the results of this interview while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name: _____ Date: _____

Administrator / Case Manager's Name: _____

Person conducting the Interview: _____

Address the student and describe the perceived threat, dangerous situation or violent action that has brought this situation to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

Step 2: Ask the following questions through conversation or direct inquiry.

1. It has been reported that you witnessed a threat.....tell me what happened.

2. When did this happen? Who is/are involved in the threat/situation? How are they involved?

3. What exactly was said (written, posted, drawn, filmed or otherwise communicated)?

4. Who was threatened? Who are they wanting to harm?

5. What reasons, if any, were given for the threatened behavior?
6. Is there a plan to hurt anyone?
7. Do any of the students who are involved with the threat have weapons or have access to weapons (including knives, swords, bats, explosives, etc.)?
8. Have any of the students involved done anything that would make you think they are practicing or preparing to follow through on the threat and harm someone?
9. Who is in control of the situation? Is there a leader?
10. What do you think of this situation?
11. Is there anything else we should know about this situation?
12. What can we do to help?

Step 3:

1. **What is interviewers relationship with student:**

difficult, or neutral, or positive relationship with this student?

2. **In your opinion, was the student:**

guarded or defensive or communicative in a manner that appeared open and honest?

Student Threat Assessment and Management System
Teacher / Staff Questionnaire - Level 1

Step 1: Directions for Case Manager (Administrator):

Contact teacher / staff and describe threat, dangerous situation or aggressive action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess any situation that may be dangerous for the student, other students and/or staff. Request that teacher / staff complete this questionnaire as thoroughly as possible. The numbers in parenthesis at the end of each question refer to the corresponding Level 1 Protocol questions that are to be addressed in accordance with the information collected in this questionnaire.

This questionnaire is only to be completed as a supplement to the Level 1 Assessment Protocol if a teacher or staff does not attend the Level 1 Assessment. The Level 1 process is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the results of this questionnaire while being mindful of supervision, intervention and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of aggression.

Student's Name: _____ Date: _____

Administrator / Case Manager Name: _____

Teacher / Staff Name: _____

Step 2: Directions to teacher/staff: Please address the following questions regarding the student noted above and return to administration:

1. Do you have concerns about disruptive behavior or potential aggression? (1, 2, 13, 18, 19)

2. Has the student communicated any threats, ideas of aggression, or wishes / intentions to harm anyone, animal or object (at school, at home, in the community, or himself / herself)? (2,3,4,5)

3. Does the student discuss or reference the availability of or the desire to obtain firearms or other weapons? (6)

4. Does the student discuss or reference interests, fascinations, or identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, and Internet usage)? Does the student justify the use of aggression to solve problems? (7,8, 11)

5. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend / boyfriend, justice, bullying, revenge, grades, etc.)? (7,8,10,11,15)
6. Are there certain situations that agitate the student or his/her inclination to aggressive activity, ideas, or communication? Has the student experienced any relationship changes (peers, family) or belief changes? (8,9,15)
7. What is the student's self-perception? (Leader, follower, victim, outcast, etc.?) (9,11,17)
8. Are there indications of drug / alcohol issues with the student or family? (17)
9. What are student's positive activities, interests, and relationships, (Clubs, church, sports, recreation, hobbies, pets, family, friends, community)? (16)
10. Do you have a difficult, neutral, or positive relationship with this student? Is the student approachable and open? (16)
11. Do you have concerns or information not addressed by this assessment? (16, 20)

INSTRUCTION: THIS PROTOCOL IS ONLY FOR USE BY STAFF WHO HAVE BEEN TRAINED ON THE LEVEL 1 ASSESSMENT PROCESS.

This protocol does not predict future violence nor are they a foolproof method of assessing an individual's or group's risk of harm to others. This survey is not a checklist that can be quantified. It is a guide designed to assist in the investigation of potential danger (identify circumstances and risk factors that may increase risk for potential youth aggression) and to assist school staff in development of a management plan. Furthermore as circumstances change, so too does risk potential; therefore, if you are reviewing this survey at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

Complete the following survey through investigation conducted by the building Level 1 Site Team (a multidisciplinary team consists of an administrator, a school counselor and a School Resource Officer). The administrator, as case manager, should lead the discussion using the noted step-by-step instructions and accompanying questions as a guide. The following people should be considered for participation in Level 1 meetings as sources of additional information:

- Teachers, coaches, case managers, other educators. (If education staff are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- Campus Monitors, Instructional Assistants, transportation staff, or other people who have contact with student / students.
- Parents/Guardians, if time and circumstances allow. (If parents/guardians are unable to attend, complete the Parent Interview form.)
- Case managers, Probation Officers if adjudicated or a ward of the Court.
- Students should NOT attend

Many cases can be managed through a Level 1 Assessment with appropriate interventions. The assessment usually takes from 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level 2 Assessment by staff who specialize in Threat Assessment (Step 4). If consultation is needed regarding this process, please contact Student Services

STEP 1: ENSURE STUDENT AND STAFF SAFETY

IF IMMEDIATE DANGER EXISTS CALL LAW ENFORCEMENT, LEVEL OFFICE, AND FOLLOW THE DISTRICT SAFETY GUIDELINES.

- If necessary, take appropriate precautions such as building-wide security measures or detaining the student(s) of concern, restricting access to coats, backpacks, etc.
- Provide Notification (phone call within 12 hours and letter within 24 hours) to guardian of any student(s) identified as a target of violence (where outcome could be severe or lethal injury). For specifics, see the Student Threat Assessment System Guide or consult with Level Director.

STEP 2: COMPLETE THE FOLLOWING INFORMATION:

- The parent / guardian has been notified that assessment is being done.
- The parent / guardian has not been notified of meeting because:
- Parent Interview completed if parent cannot attend (see Student Threat Assessment System Guide).
- Copy of District Incident Report is attached.

SCHOOL: SCHOOL PHONE #: TODAY'S DATE:
ADMINISTRATOR / CASE MANAGER: DATE OF INCIDENT:
STUDENT NAME: STUDENT #: DOB: AGE: GRADE:

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

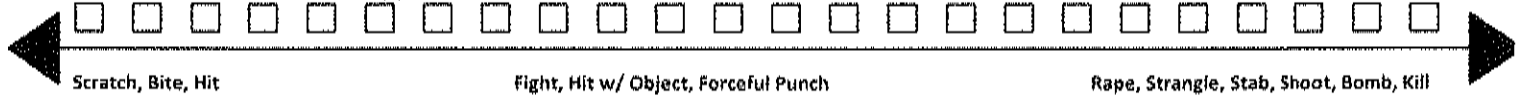
Each question is a prompt for the investigation of circumstances that may involve the escalation of aggression by one or more students. The question is noted in **bold** followed by a short clarifying explanation (further explanation can be found within the *Level 1 Companion*). Review the questions as an outline for guided conversation investigating situational factors or concerns that suggest an increase in the risk of acted out aggression. Note responses at each item or under "Other Concerns" (item #20).

1. Note the location of the threat, behavior or dangerous situation on the following continuum:

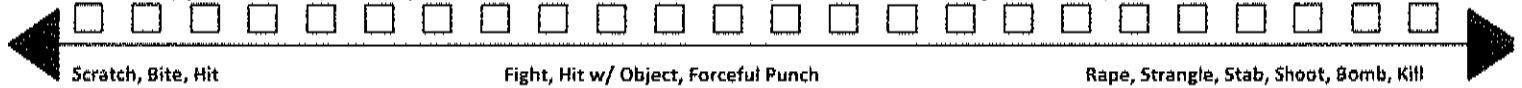
Identify location of threat and/or acted out behavior in reference to the following continuum and describe details of your concerns. (The behaviors listed within the continuum are examples and not necessarily locked into their position). Note that there is a change within the continuum from aggression (non-severe or non-lethal injury) to extreme aggression (severe or lethal injury). Extreme aggression is also referred to as violence.

MILD AGGRESSION → MODERATE AGGRESSION → EXTREME AGGRESSION (VIOLENCE)
(Frequent, Low Impact) (Less Frequent, Moderate Impact) (Infrequent, High Impact)

Suggested or Threatened Aggressive Behavior: (Mark the box that most closely relates to level of behavior)



Acted-Out Aggressive Behavior: (Mark the box that most closely relates to level of behavior)



Describe details of behavior, threat or dangerous situation:

2. Have there been communications suggesting a potential attack or act of aggression (i.e. direct threats, specific references, veiled threats or vague warnings)?

Threats can be direct, through verbal communication, art, email, Internet use, social media, written language exercises and other mediums of communication. Threats can be indirect (such as ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (such as school shootings).

No Yes, Describe:

3. Are there indications of a plan, feasible process or clear intention to harm others?

Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted attack (called "attack related behavior"). Many threats are not stated directly but are indicated by vague references combined with behavior. Attack related behavior may be, but not limited to, the following:

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group or student body. The plan would have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon or research about how to acquire a weapon.
- Rehearsal (practice and simulation) of the event or similar event. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, through first-person

shooter video games, etc. However, the use of such games or movies as entertainment does not lead students to act out violently. Their use is only considered attack-related behavior when used as rehearsal.

- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence as a solution.

No Yes, Describe:

4. Are there indications of suicidal ideation?

Is there a history of suicidal ideas, attempts, gestures, references and intent? The wish to die, be killed or commit suicide combined with a threat to harm others increases risk, especially if the self-destructive behavior is the last part of a plan to harm others and carry out revenge or justice.

No Yes, Describe:

5. Are there indications of a specific target or a focus of aggressive or violent ideation?

Is there ongoing consideration or focus on a particular person, group or student body? If the situation is absent a known target, it is likely a situation revolving around reactive aggression, used as a means to bully, intimidate, confront or defend interests and wants.

No Yes, Describe:

6. Are there indications of a weapon(s) choice/availability?

If weapons are being considered but not immediately available within the home, are they available through relatives, friends or other means? Note your level of confidence in the source of your information.

No Yes, Describe (how confident are you in your information?):

7. Are there indications of a focused or unusual interest in acts of violence, previous school/community attacks or attackers, weaponry or anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)?

What may be inappropriate to some may still be within the normal range, given the individual's age, developmental level or cultural background. This question is similar to #3. It examines whether interest is a curiosity, a fascination or if interest is an admiration for anti-social characters as role-models and examples of how to justify violence as problem solving.

No Yes, Describe:

8. Are there indications of a motive, goal or justification for aggressive behavior or a lethal attack?

If focus is on a specific target(s) (see question #5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. A few common motives are revenge for lost love or humiliation, the desire to prove bravery after making a threat or taking a dare. If the situation is absent motive, then it may be a situation revolving around reactive aggression or the affectation of rage. Reactive aggressive talk often has triggers that agitate the situation rapidly. Such triggers are usually not motives but should be identified to avoid or eliminate them in the future.

No Yes, Describe:

9. Are there indications of hopeless, stressfully overwhelming or desperate situations (real or perceived)?

As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage desperate solutions and last-ditch efforts to take control. It is important to note that the point of this question is to examine the perception of the person or party you are concerned with, not necessarily what has been observed by others (staff, parents, other students or the community).

No Yes, Describe:

10. Are there indications of a capacity or ability to plan and carry out an act of targeted violence?

Based upon the cognitive or adaptive capacity of the person or party of concern, what is the likelihood of a successfully organized and executed planned attack? If someone is making fairly exaggerated or complex threats but is unable to organize and execute them due to supervision, cognitive ability or overall functioning, then feasibility drops.

No Yes, Describe:

11. Are beliefs or ideas irrational, or a feature of a mental health disorder (paranoid, obsessive, a feature of a disability)? Are values, beliefs or ideas socially maladjusted (sees aggression as an acceptable and justifiable method of problem solving)?

Are beliefs or ideas a feature of a mental health disorder? Threatening talk as a feature of mental illness such as Psychosis, Tourette's Syndrome or Autism is often grandiose or implausible and usually disconnected from attack-related behavior (see question #3), specific targeting (see question #5) and clear motive (see question #8).

Typically, threats that are made and are features of disabilities are less concerning than those that are made or implied with thoughtful and sober consideration that follows a process of reason and justification. However, if threat is accompanied by attack-related behavior and targeting, risk increases just as it would with threats that are not features of mental health issues.

No Yes, Describe:

12. Are actions and behaviors consistent with communications?

After considering questions 1-11, is there a congruent relationship between communicated or implied threats and any accompanying behavior? If threats are made but lack attack-related behaviors, motives, or a specific target(s), consistent with that threat, then risk decreases. Many threats that lack attack-related behavior are likely to be means of communicating dissatisfaction or anger, attention seeking, releasing stress or an affectation of strength or power (bravado).

No Yes, Describe:

STOP AND REVIEW THE PREVIOUS QUESTIONS AND YOUR RESPONSES:

➤ Do the responses identify a threat of aggression (actions, circumstances, communication) with a specific motive focused on a specific target (individual or group) with an indication of attack related behavior? If so, the risk of targeted aggression is indicated. Please proceed with the assessment by moving to item number 13.

No Yes

➤ Do the responses indicate the absence of a targeted threat? If so, do the responses identify either of the following: 1. Aggressive talk or behavior that is highly emotional, is unplanned and is a reaction to a perceived insult, affront, or threat or a means of defending personal interest or self? 2. Aggressive behavior and/or aggressive talk that is used to intimidate, bully, manipulate or impress others? If so, the threat is likely a reactive or an affective gesture. If the potential outcome of aggression is severe or lethal injury, proceed with the assessment by moving to item #13. If the potential outcome of the aggression is mild to moderate injury, you may stop the assessment at this point and move to Step 4, using the answers from questions 1-12 to identify situation(s), setting(s) and trigger(s) that increase the likelihood of the behavior and then develop strategies that will decrease that behavior. No Yes

➤ Do the responses indicate the absence of a threat? If so, you may stop the assessment at this point and move to Step 4, noting the absence of the threat under *School Options: Other*. Then continue to monitor the situation for behavior, ideas or circumstances that may indicate the presence of risk. No Yes

13. Are caregivers, peers, and/or campus staff concerned about a potential for acting out aggressively?

Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions

and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

No Yes, Describe:

14. Are there trusting and successful relationships with one or more responsible adults either on campus or within the community?

The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc, the less chance of wanting to disappoint or hurt them. A situation that lacks connection to adults increases risk since there is less to lose by acting out. If a student (or group of students) lacks connection to pro-social adults and are also marginalized within the student population, then intervention and connection is strongly indicated!

No Yes, Describe:

15. What circumstances, events, or triggers increase or agitate the likelihood of a violent or aggressive attack?

What situations agitate or trigger aggressive thinking, threats and behavior? Is there an indication that the student(s) of concern are awaiting an event or action before making their final decision regarding violent behavior?

No Yes, Describe:

16. What circumstances, events, or inhibitors decrease the likelihood of a violent or aggressive attack?

Identify all positive influences (activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. The situation that lacks inhibitors is one of greater risk since there is less to lose by acting out and little motivation toward healthy solutions.

No Yes, Describe:

17. Are there indications that peer group reinforces delinquent thinking?

Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking that supports the use of violence as a solution. Risk increases if a situation lacks positive social connection, accountability and inhibitors but is filled with anti-social thinking about entitlement, revenge and the use of violence as an acceptable means of solving problems.

No Yes, Describe (include relationship dynamics within peer group):

18. Is there a history of behavioral, drug/alcohol or developmental issues?

Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Risk increases considerably when coping strategies are limited.

No Yes, Describe:

19. Are there mental health issues?

Are there mental health issues that indicate a low reserve of coping strategies and lack of emotional resiliency?

No Yes, Describe:

20. Other Concerns:

The Level 1 is not a quantifiable questionnaire or fixed checklist. It is intended as a set of pertinent questions that encourage discussion and examination of concerns and potential risk. Are there other concerns not noted elsewhere on this survey?

Describe:

CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

1. Review all previous questions and highlight/identify responses that indicate concern or risk.
2. Identify your impressions and sense of urgency.
3. Is the potential aggression likely to cause severe or lethal injury?
4. Do the responses identify threats (actions, specific circumstances and/or communications) that are focused on a specific target (individual or group) for a specific reason or motive and involve planning and preparation with the capacity to carry out the event? If so, the risk of *targeted aggression* is clearly indicated and must be addressed immediately.
5. Is there indication an attack has been scheduled or an identified date when an attack may happen?

TAKE IMMEDIATE PRECAUTIONARY STEPS TO PROTECT POTENTIAL VICTIMS AND ASSURE SUPERVISION FOR THE STUDENT(S) OF CONCERN IF:

1. Targeted aggression is indicated.
2. Potential victims are identified.
3. The potential outcome of the aggression may cause severe or lethal injury.

PRECAUTIONARY STEPS... may include but are not limited to:

1. If Risk is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Operations and the Safety and Risk Management Department for consultation and support.
3. Contact STAT (see Step 5) for further assessment, consultation and support.
4. Notify the guardians of the potential target(s) (see Step 1 and Step 4, _____) of your concerns and the actions you are initiating. Document all communication using the *Notification Log and Notification Letter*. (See Student Threat Assessment System Guide or consult with Level Director.) Outline and document a safety plan for the targeted student(s) (use the *Plan to Protect Victimized of Targeted Student* form).
5. Consider all options available to inhibit or decrease the chances of violence. Proceed to Step 4 for a partial list of options that are available within the District. Options may also include restricting access to target(s) or campus; however, it is important to remember that removing student(s) who pose a threat does not necessarily decrease that threat if they are not supervised when away from campus. Therefore, since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

**STEP 4: DEVELOP A SUPERVISION PLAN TO ADDRESS CONCERNS
(Including aggravating factors) IDENTIFIED THROUGH STEP 3.**

Use answers from Step 3 to Identify concerns:

RECOMMENDED INTERVENTIONS: (CHECK IF IMPLEMENTED):

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 Safety and Risk Management Department.
- 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 Options:

- Individual Accountability Plan
- Suicide Assessment initiated on (date) (use District Suicide Protocol)
- No harm contract
- Student will self manage (using personal tracking system, journaling, check and connect with staff, etc.).
Describe:
- Other:

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.)

- 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 guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform DHS regarding a potential neglectful situation. Document the date, time and guardian's response.
- Review educational plan
- Specialized class
- Travel card and time accountability
- Social skill building programs
- Increase supervision in following settings:
 - Modifications of daily schedule Late arrival / early dismissal
 - Alert staff and teachers on need-to-know basis
 - Decrease or eliminate pass time or unsupervised time
 - Intermittent check of backpack, locker, pocket, purse, etc. by: Administrator CDS / Counselor SRO
 Office staff Other
- Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
- 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.
- Other intervention or supervision strategies that directly address triggers and agitators identified in Step 3:
 - Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out:
 - School Counselor or Behavior Specialist intervention including:
 - Other:
- Referral to appropriate school team to consider alternative placement
- Home supervision pending further assessment
- Increased supervision in the following settings:
- Referral to appropriate Special Ed. Team to consider Psycho Educational Evaluation / Special Education Assessment or Behavior Team Referral. (NOTE: Must be done through Special Education Team Process.)

Family / Home Options:

- Strategize safety options / planning
- 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.)
- Review and pursue crisis and/or mental health services
- Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
- Other:

Community Options:

- Referral to Youth Services Team
- Student will self-manage. Describe:
- Explore Mental Health evaluation options
- Anger management program / mediation program
- Alcohol/Drug evaluation
- Parenting program
- Mentoring program
- Notify Probation /Parole officer
- Faith Community program
- Foster positive community activities, interests
- Other:

Other Options:

Review:

Administrator will review the status of this plan (recommend weekly or bi-weekly and decrease as supervision/intervention decreases risk) and revise as needed on: (date)

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

- You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol.
- You have confidently answered the questions on this protocol and have safety concerns regarding impulsive or reactive behavior that will likely result in serious or lethal injury to another.
- You have confidently answered the questions on this protocol and have concerns regarding threats of targeted aggression that indicate motive, plan, preparation, scheduling and/or other behavior that suggests the serious consideration of an act of targeted aggression.
- You have exhausted your building resources and would like to explore community support to assist you with supervision.

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

- If a student (s) of concern brought a gun to school or attempted to acquire a gun with intent to harm or intimidate others.

See Step 5 for Level 2 Threat Assessment referral process.

