

# **Administrative Review of LPS Threat Assessment Protocols**

**June 24, 2014**

Exhibit No.:	17
Deponent:	Meredith
Date/RPR:	6/30/15
Hunter + Geist, Inc. <i>dm</i>	

**LPS 04039**



## **Administrative Review of LPS Threat Assessment Protocols**

**June 24<sup>th</sup>, 2014 – ESC Building Room 303**

### **SUMMARY**

#### **Participants:**

Guy Grace, LPS Director of Security  
Sergeant Rod Pacheco, Arapahoe County Sheriff's Office  
Commander Hal Mandler, Littleton Police Department  
Laurie Elliot, Division Director - Arapahoe Douglas Mental Health Network  
Clay Abila, LPS Director of Secondary Education  
Kathleen Ambron, LPS Director of Elementary Education  
Melissa Cooper, LPS Director of Special Education/Student Support  
Nate Thompson, LPS Director of Social, Emotional, & Behavior Services  
Dr. John Nicoletti, Expert Consultant - Nicoletti-Flater & Associates

#### **Objectives:**

- Examine current LPS Threat Assessment data, procedures, and training process
- Review updated research, best practices, and examples from other organizations
- Consider various options for high level risk reviews and interventions
- Determine what information and resources we need to successfully implement changes to the process
- Establish timelines and next steps for moving forward

#### **Agenda:**

1. Introductions & Review of Meeting Objectives
2. Summary of Current LPS Procedures, Data, and Challenges
3. Review Comparison Models from Other Districts and Organizations
4. Break
5. Four-Tier Framework for Examining Our Process
  - A) Pre-event – *Preparation prior to an event.*
  - B) Event Threshold – *The person gets on our radar.*
  - C) Horizon/Event – *The person attacks.*
  - D) Post-Event – *Recovery after an event occurs.*
6. Closing & Next Steps

#### **List of Next Steps / Recommendations:**

- ✓ Get feedback from principals and school site teams.
- ✓ Create a Loose/Tight Expectations guidance document for schools (what, who, principal role, training, etc.) to further clarify expectations.
- ✓ Consider how to better track T.A.'s in Infinite Campus without putting too much in the student's record.
- ✓ Consider using Nicoletti's 4 stage model for district-wide planning.
- ✓ Get clarification on legal issues related to student interviewing, student statements, SRO involvement, searches, etc.
- ✓ Develop a District-level Threat Assessment Committee / Review Team to be a clearinghouse for incidents and monitor lists, cross-reference information and names, etc.
- ✓ Consult/involve SROs in all Threat Assessments; use them to help gather information, run reports, etc.
- ✓ Consider how to involve Dept. of Human Services, possibly as a source of data or part of an interagency team when needed.
- ✓ Continue gathering data and refine how to summarize and interpret for continuous improvement.
- ✓ Review protocol for following up on Safe2Tell reports, look for ways to improve consistency.
- ✓ Continue discussing whether "Threat Assessment" is the best name for the process.
- ✓ Continue developing training modules for the core site teams, all staff, and for a district team.
- ✓ Work to develop additional options for high risk students such as highly supervised education settings.

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**June 24th 1:00 - 4:00 pm**

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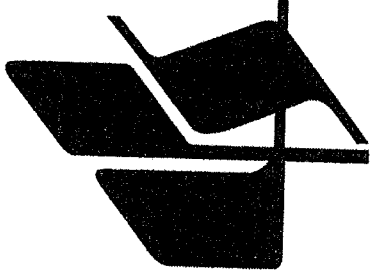
## **AGENDA**

1. **Introductions & Review of Meeting Objectives (1:00 – 1:15)**
2. **Summary of Current LPS Procedures, Data, and Challenges (1:15 – 1:45)**
3. **Review Comparison Models from Other Districts and Organizations (1:45 – 2:15)**
4. **Break (2:15 – 2:25)**
5. **Four-Tier Framework for Examining Our Process (2:25 – 3:45)**
  - A) **Pre-event** – *Preparation prior to an event.*
    - Training
    - Awareness
    - Communication
    - Reporting
  - B) **Event Threshold** – *The person gets on our radar.*
    - Threat Assessment Process
  - C) **Horizon/Event** – *The person attacks.*
    - Emergency Protocols, Inter-agency Response, and Intervention
  - D) **Post-Event** – *Recovery after an event occurs.*
    - Crisis Response & Recovery
6. **Closing & Next Steps**

## **DOCUMENTS**



**Littleton  
Public  
Schools**



## **LPS Threat Assessment Data**



## **LPS Threat Assessment History**

**2008-09** - Initial LPS protocols are developed (assessment form was adapted from models in Creek & DPS)

**2009** - First training was conducted in the spring semester and initial data tracking begins

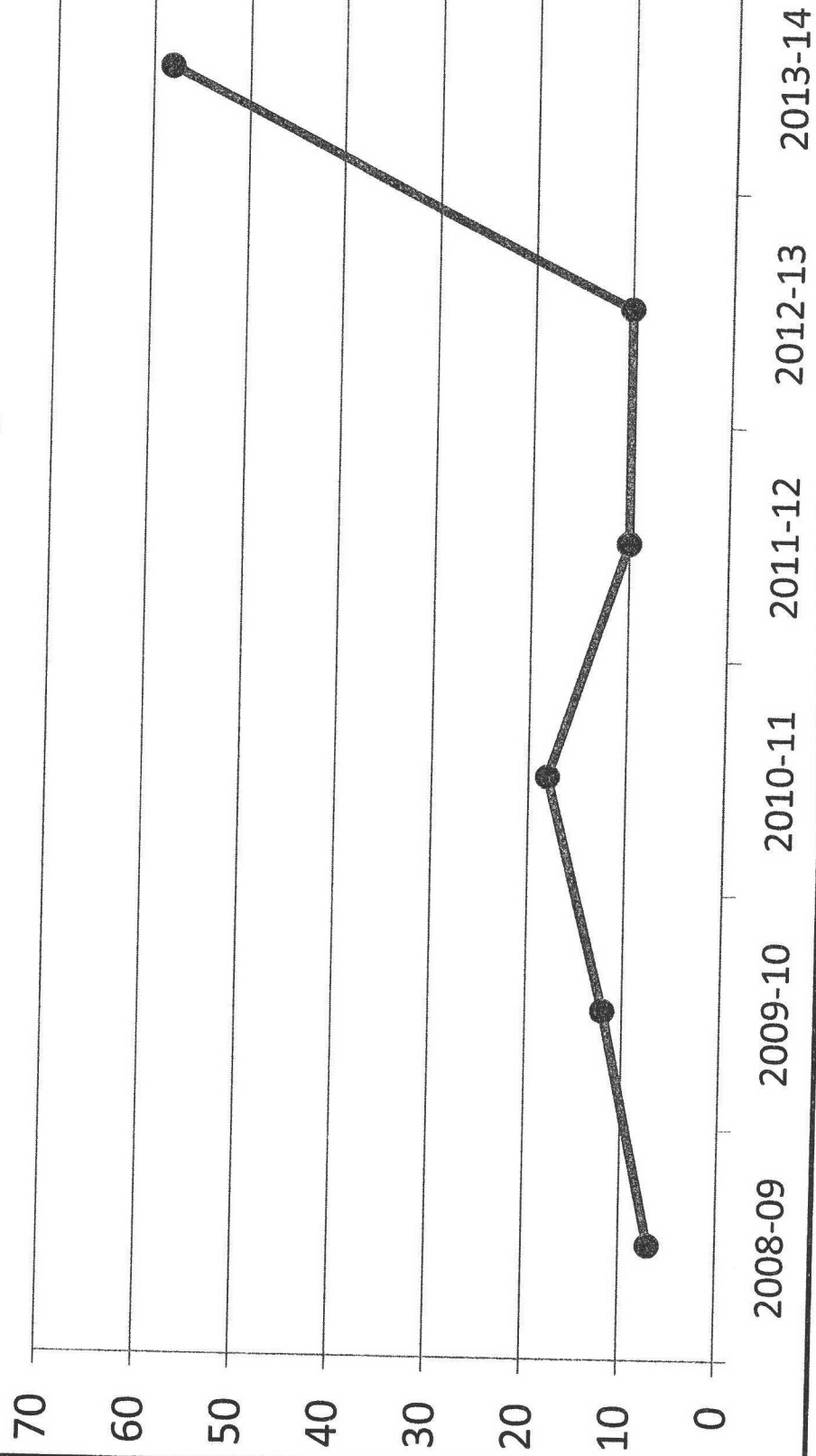
**2010** – Adaptations are made to make the forms more user-friendly and trainings were separated into Elementary and Secondary sections. Begin to offer site-based consultations.

**2011** - Danger Assessment Training is developed to integrate training for Threat Assessment, Suicide Intervention and Bullying.

**2012** – LPS Security joins the Danger Assessment Training to help integrate general safety and emergency concepts.

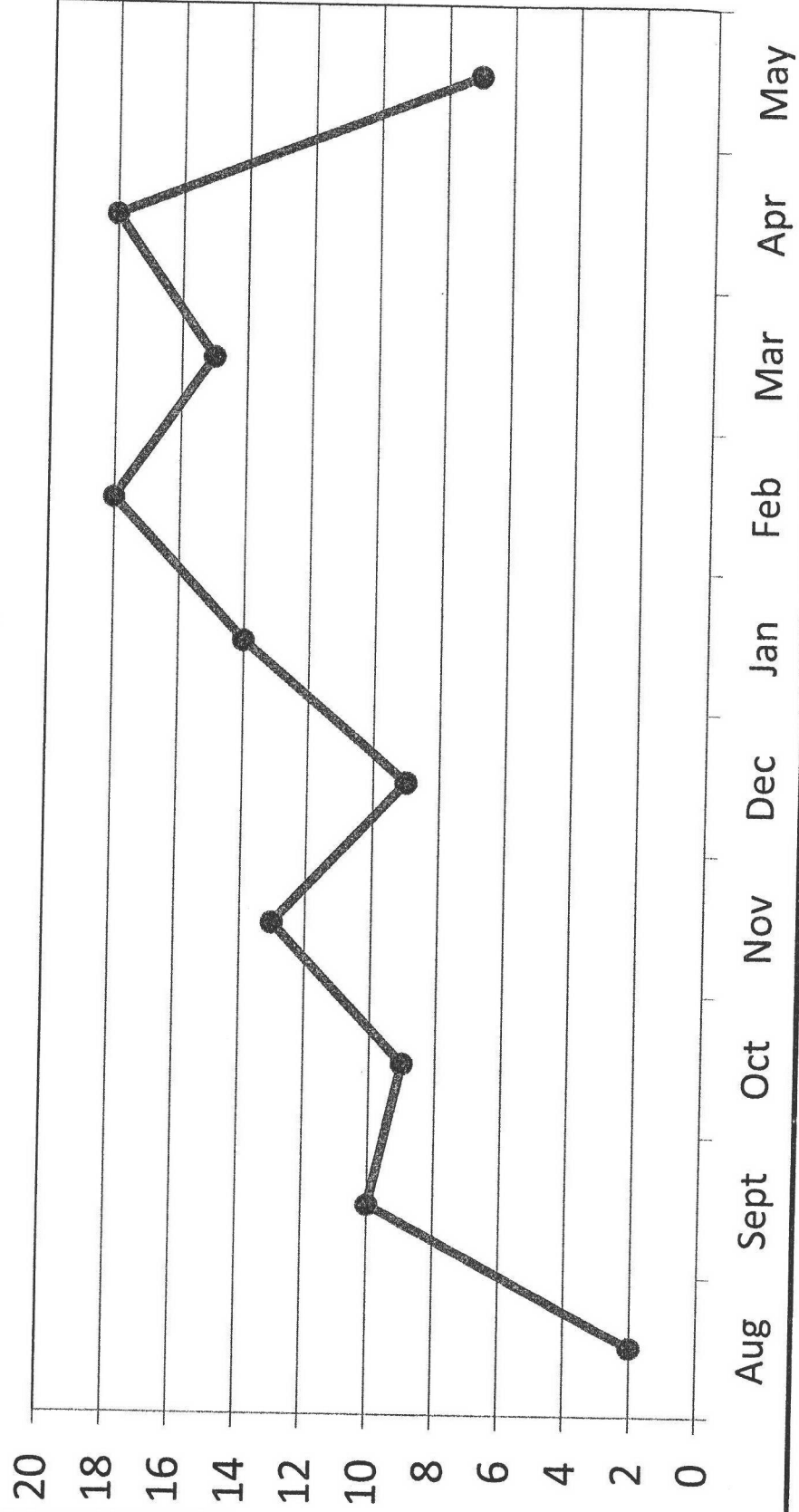


## Total Assessments by Year



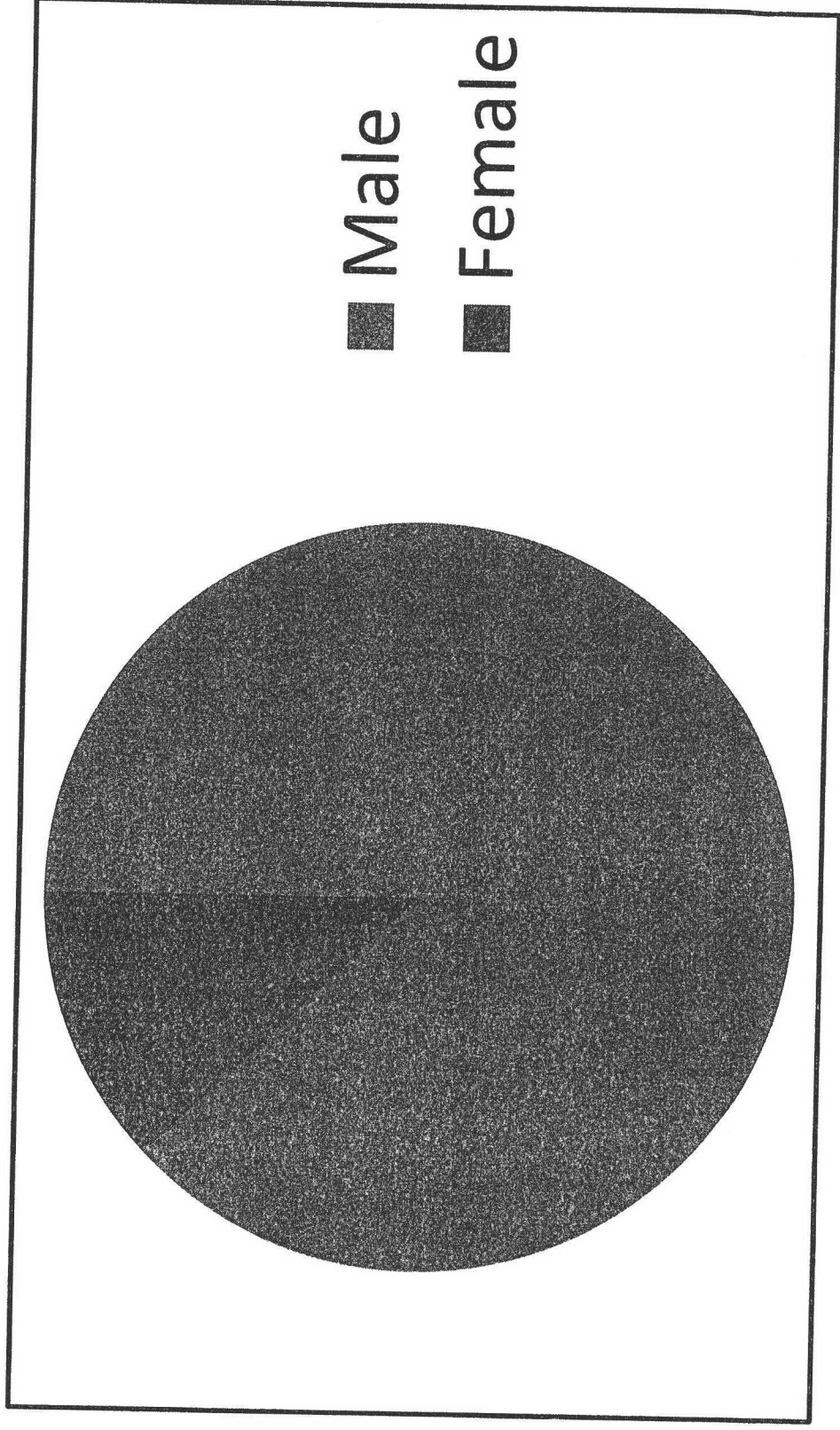


## Assessments by Month



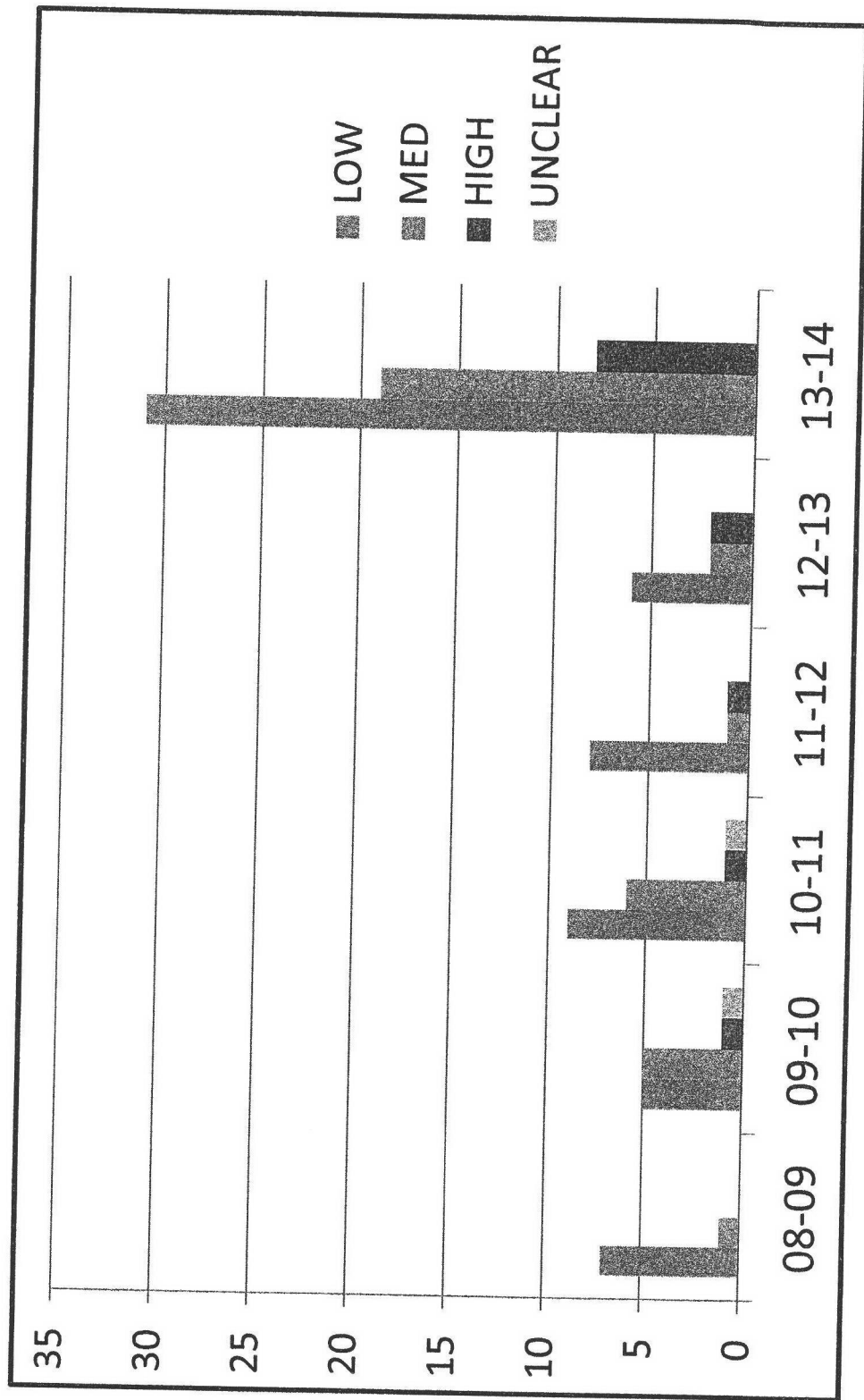


# Assessments (2008-2014) by Gender





# Assessments by Risk Level





## **Key Challenges Noted by LPS Staff:**

- Difficult to choose a level of risk – feels uncomfortable
- Mental health staff feel like they bear a hard burden in decisions
- Issues with how to explain to parents and what to share or not share
- Confusion about notifying teachers and other staff (who, when, how)
- Lack of options when parents or students don't want mental health care
- Making decisions when staff have very different perceptions of the student
- Logistic challenges of implementing a tight safety / supervision plan



## THREAT ASSESSMENT & ACTION PLAN

The Building Team should initiate a Threat Assessment when a *student poses a threat, makes a threat, or if there is concern that a student may be about to act out violently*. This document does not need to be completed for every threat made between students in the "heat-of-the-moment" such as during a fight. The threat assessment addresses the cases in which there is a concern about or there appears to be a plan for specific targeted violence. If the primary concern is about a student being at risk for self-harm, utilize the *Suicide Risk Assessment*. In some cases, both the *Threat Assessment* and the *Suicide Risk Assessment* will need to be completed.

An administrator should assemble the building Threat Assessment Team and any other staff with information about the situation. The Threat Assessment Team usually consists of:

- Administrator
- School Psychologist or Social Worker
- Counselor (assigned to Threat Assessment Team)
- School Resource Officer (as needed/available)
- Teacher, Counselor, other person who knows the student
- District Administrator (as needed)

It is important that information be shared among all the team members. The information for this assessment can be gathered from sources that include eye-witness reports, academic and discipline records, staff/parent observations, and student interview. If the immediate danger is sufficiently contained, the team may want to consider gathering additional background information from other sources to cross reference facts, etc.

Please contact Nate Thompson, Coordinator of Student Support Services at (303)347-3570 for assistance regarding the Threat Assessment process.

### ◆ SUMMARY INFORMATION

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

DOB: \_\_\_\_\_ Student Number: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_ Ph: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ *\*Attach photo and other identifying information if available*

Brief Description of the Incident: \_\_\_\_\_

### ◆ STEP 1: MAKE SURE ALL STUDENTS AND STAFF ARE SAFE

☒ Locate and detain the student(s) under constant adult supervision\*

☐ Do not allow student(s) access to his/her coat, backpack, or locker.

**\*NOTE: If the student cannot be located or detained, and the threat is believed to pose an imminent threat of harm to others, delay filling out this form and contact the Law Enforcement immediately.**

### ◆ STEP 2: MAKE IMMEDIATE NOTIFICATIONS

☐ Contact School Building Administrator(s) – review need for threat assessment

☐ Contact Emergency Responders, School Resource Officer, District Security **303-347-3420** as needed based on the situation

☐ Contact District Administration (Level Director or Student Support) if the level of threat is school, district or community-wide

☐ The parent/guardian has been notified prior to conducting the assessment

☐ The parent/guardian to be notified after conducting the assessment, because:

### ◆ STEP 3: REVIEW THREAT ASSESSMENT FACTORS

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student poses a threat to the safety of others. *The Building Threat Assessment Team should answer the following questions to the degree possible. The team should check all that apply and provide notes explaining the evidence next to each statement checked.*



### THREAT FACTORS:

Threat was: ☐ Direct ☐ Indirect/Veiled  
Threat was: ☐ Verbal ☐ Nonverbal ☐ Symbolic ☐ Hand or body gesture ☐ Written ☐ Via Technology  
Target of the threat was: ☐ Specific ☐ Vague

#### Identified Target(s):

Threat was: ☐ Impulsive, spontaneous ☐ Calculated, planned ahead ☐ Plausible, possible  
☐ Unrealistic, improbable ☐ Vague with minimal details ☐ Specific with lots of detail

Student has communicated ideas or intent to attack. ☐ Yes ☐ No

Access to Weapons: ☐ None known ☐ Vague references ☐ Specific and verified ☐ At home ☐ At friend's

Ability to carry out plan: ☐ No ability or training ☐ Possible ability ☐ Reported ability and training

Motive to threaten or harm targeted others: ☐ None known ☐ Possible reasons ☐ Definite motive/triggers

Other relevant details: \_\_\_\_\_

### EARLY WARNING SIGN FACTORS:

- ☐ Violent behavior towards others ☐ 1-2 isolated incidents ☐ Significant history
- ☐ Violent/threatening themes conveyed in stories, diary entries, essays, letters songs, drawings, or videos
- ☐ "Practicing behaviors" (e.g., progression of harmful acts related to current threat concerns)
- ☐ Fascination with weapons, bomb making, or other acts of violence/destruction
- ☐ Depression, self-harm, and/or suicide issues
- ☐ History/perception of being bullied or victimized by others

Other relevant details: \_\_\_\_\_

### AT-RISK FACTORS:

- ☐ History of school discipline: ☐ Oppositional/Misconduct ☐ Suspension ☐ Expulsion ☐ Incarceration
- ☐ Poor student achievement or academic progress
- ☐ Violence/abuse is modeled at home or in the community
- ☐ Difficulty controlling impulses or emotions
- ☐ Irrational beliefs and ideas
- ☐ Significant psychiatric/medical condition(s) or medication needs:
- ☐ Failed love relationships
- ☐ Student externalizes blame
- ☐ Peers are fearful of the student
- ☐ Staff is fearful of the student
- ☐ Angry reactions are extreme or disproportionate to the situation
- ☐ Drug or alcohol concerns: \_\_\_\_\_
- ☐ Sensitivity to feedback/criticism
- ☐ Student currently reports or appears: ☐ Hopeless ☐ Anxious ☐ Depressed ☐ Angry ☐ Detached
- ☐ History of violence toward objects, animals, or property (e.g., vandalism, torturing animals, fire setting)
- ☐ Student tends to hold on to resentments or harbors a grudge
- ☐ Student recently experienced: ☐ Emotional trauma ☐ Rejection or humiliation ☐ Loss of family member or peer  
☐ Victimization by peers ☐ Severe disciplinary action
- ☐ Student's peer group reinforces antisocial/violent attitudes
- Student's relationships at school: ☐ Good ☐ Average ☐ Poor
- Home environment concerns: ☐ Inconsistent discipline ☐ Limited control ☐ Lack of supervision
- Reacts to discipline: ☐ Calmly ☐ With agitation/violence ☐ Unpredictable
- ☐ Student is receiving Special Education/504 services. Disability: \_\_\_\_\_ Contact person: \_\_\_\_\_
- Family history of: ☐ Mental Health ☐ Violence ☐ Substance Abuse ☐ Legal Issues
- ☐ Bizarre or concerning behaviors: \_\_\_\_\_
- Other relevant details: \_\_\_\_\_

### PROTECTIVE FACTORS:

- When in distress, student will: ☐ Isolate ☐ Leave ☐ Engage negatively ☐ Seek positive support
- Adult Supervision: ☐ No monitoring ☐ Sometimes monitoring ☐ Closely monitoring
- Name(s) of people monitoring: \_\_\_\_\_
- Community agencies: ☐ Not involved ☐ In process of becoming involved ☐ Are involved: \_\_\_\_\_
- Supportive Relationships: ☐ None ☐ Sometimes Who: \_\_\_\_\_
- Level of self-control: ☐ Limited at all times ☐ Okay with supports ☐ Consistently present
- Previous measures that have been effective to inhibit student's violent/threatening behaviors: \_\_\_\_\_

Updated Apr2011

#### ◆ **STEP 4: REVIEW FINDINGS WITH THE BUILDING TEAM – DETERMINE LEVEL OF CONCERN**

Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: "To what extent does the student pose a threat to school/student safety?" As a team, consider the risk factors identified and determine the level of concern regarding the threat. If you have difficulty determining the level of concern, please consult with Nate Thompson, Coordinator of Student Support Services at (303)247-3570.

☐ **Low Level of Concern – COMPLETE THE ACTION PLAN (STEP 5)**

- Risk to the target(s), students, staff, and school safety is minimal. Threat is vague and indirect. Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism. Available information suggests that the person is unlikely to carry out the threat or become violent.

☐ **Medium Level of Concern –CONTACT LPS SECURITY and DISTRICT ADMINISTRATION IMMEDIATELY**

- The threat could be carried out, although it may not appear entirely realistic at present. Threat is somewhat plausible and concrete. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time). No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" Moderate or lingering concerns about the student's potential to act violently.

☐ **High Level of Concern — CONTACT LPS SECURITY and DISTRICT ADMINISTRATION IMMEDIATELY (and 911 if needed)**

- The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. Threat is specific and *plausible*. There is an identified target and the student has the *capacity* to act. Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has a victim under surveillance or a gun has been found. Information suggests strong concern about the student's potential to act violently.

#### ◆ **STEP 5: DEVELOP AN ACTION PLAN**

Use the following guide to formulate an action and supervision plan. Not all steps will apply in every situation.

##### **SAFETY MEASURES**

- ☐ Medical Care: ☐ Emergency Medical Response / Ambulance ☐ School Nurse
- ☐ Police Response: ☐ no action taken ☐ ticketed/charged ☐ apprehended/detained ☐ weapons check at school/home
- ☐ Intended victim warned and /or parents or guardian notified on: \_\_\_\_\_ by: \_\_\_\_\_
- ☐ Suicide Risk Screening completed on: \_\_\_\_\_ by: \_\_\_\_\_
- ☐ Mental Health Evaluation: ☐ parent taking to hospital ER for evaluation ☐ ambulance ☐ mobile crisis team evaluation
- ☐ Additional measures to ensure safety: \_\_\_\_\_
- ☐ Child Abuse Report to Dept. of Human Services on: \_\_\_\_\_ by: \_\_\_\_\_

##### **DISCIPLINE & MONITORING**

- ☐ Disciplinary action taken: \_\_\_\_\_ If suspended, student will return on: \_\_\_\_\_
- ☐ Safety Contract (attached) signed by: ☐ Student ☐ Student and Parent
- ☐ Modify daily schedule: \_\_\_\_\_
- ☐ Daily or ☐ Weekly check –in with (Title/Name): \_\_\_\_\_
- ☐ Backpack, coat, and other belongings check-in and check-out by \_\_\_\_\_
- ☐ Increased supervision in the following settings: \_\_\_\_\_
- ☐ Student consent to abide by a "no contact" contract in regards to: \_\_\_\_\_
- ☐ Follow up Intervention contact by support staff: ☐ Psychologist ☐ Nurse ☐ Counselor ☐ Case Manager ☐ Other: \_\_\_\_\_
- ☐ Specific steps to address the precipitating/aggravating circumstances or alleviate tension: \_\_\_\_\_

- ☐ Schedule review of IEP or Section 504 Plan to review goals and placement options, and consider updating assessment, services or change of placement. DATE: \_\_\_\_\_

##### **NOTIFICATIONS**

- ☐ LPS Security notified for all *Medium* and *High* Level Concerns. Date: \_\_\_\_\_
- ☐ Staff and teachers alerted on a need to know basis. Date: \_\_\_\_\_
- ☐ Building Administration has discussed "need to know" issue of informing community.
- ☐ District Administration informed. Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

##### **PARENT / GUARDIAN FOLLOW UP STEPS**

- ☐ Parents will provide the following supervision and or intervention: \_\_\_\_\_
- ☐ Will parents give permission to share information with community partners (e.g., legal systems and therapists)? ☐ YES ☐ NO
- ☐ Community resources and interventions have been reviewed with parents or caretakers.
- ☐ Other agreements made: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ◆ **STEP 6: DOCUMENTATION AND REVIEW**

File the original Threat Assessment form in the discipline file at the building level and keep copy in a predetermined confidential central file for threat assessments. Also fax copy to Nate Thompson, Student Support Services, (303) 347-3547 (Attn: Cathy Carr). It is best practice to review this plan within a specified period and modify it as appropriate.

- ☐ Plan will be reviewed on \_\_\_\_\_ by \_\_\_\_\_
- ☐ Confidential building location and contact for document and plan: \_\_\_\_\_
- ☐ Enter in Infinite Campus under Behavior Event/TAAP (Medium and High Level Threats Only)
- ☐ Copies of this plan have been given to :
- ✓ Building Administrator
  - ✓ Nate Thompson, ESC - Student Support Services
  - ✓ LPS Security (Medium and High Level Concerns only)

## ◆ **SIGNATURES**

\_\_\_\_\_  
Administrator, Plan Supervisor

\_\_\_\_\_  
Teacher or other staff who knows student

\_\_\_\_\_  
Other

\_\_\_\_\_  
School Psychologist / MH Professional

\_\_\_\_\_  
Counselor from Building Team

\_\_\_\_\_  
Other

\_\_\_\_\_  
School Resource Officer

\_\_\_\_\_  
Other

\_\_\_\_\_  
Other

\_\_\_\_\_  
Date

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase risk for potential youth violence and to assist school staff in developing a safety plan.

This screening form was developed by Littleton Public Schools with information adapted from the U.S. Department of Secret Service, Federal Bureau of Investigation, U.S. Department of Education, Nicoletti-Flater Associates, Cherry Creek School District, and Denver Public Schools.

Littleton Public Schools

REQUEST FOR STUDENT'S ATTENDANCE  
AND/OR DISCIPLINARY RECORDS AND CERTIFICATION

On behalf of \_\_\_\_\_ (name of Criminal  
Justice Agency), I, \_\_\_\_\_ (name of individual) hereby  
request that the Littleton Public Schools Superintendent or a designee provide to the requesting Criminal Justice  
Agency the attendance and/or disciplinary records and information (strike one if inapplicable) pertaining to  
\_\_\_\_\_ (name of Student), case number \_\_\_\_\_.

In conjunction with this request, I hereby certify:

1. That I am an employee of the requesting Criminal Justice Agency.
2. That I have the express authority from the Criminal Justice Agency to make this request.
3. That I have personal knowledge that the requesting Criminal Justice Agency is actively investigating a criminal matter, or a matter of school attendance, concerning the Student.
4. That the Student's attendance and/or disciplinary records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the Student's parent or guardian.
5. That the Criminal Justice Agency believes the Student's records and information are necessary for the juvenile justice system to effectively, serve prior to adjudication, the Student.
6. That the requesting Criminal Justice Agency receiving the Student's records and information shall use it only for the performance of its legal duties and responsibilities and shall maintain the confidentiality of the information received.
7. That I will deliver the Student's records and information, along with a copy of this form, directly to the requesting Criminal Justice Agency.
8. That the requesting Criminal Justice Agency has no objection to Littleton Public Schools notifying the Student's parents or guardians of this Request and Certification.
9. That the Student's records and information, and any copies, will be returned to Littleton Public Schools or destroyed when no longer needed.

\_\_\_\_\_  
Signature of Individual

\_\_\_\_\_  
Print Name of Individual

\_\_\_\_\_  
Badge number

\_\_\_\_\_  
Date

Request ☐ approved ☐ denied

By: \_\_\_\_\_  
Signature of Superintendent or designee

\_\_\_\_\_  
Date

5/5/2006

**LPS 04054**

Littleton  
Public  
Schools



## Threat Assessment Review Meeting

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

Participants:

- ☐ Review initial concerns and threat assessment screening results.
  
- ☐ Summarize interventions implemented - including discipline, mental health, and current level of concern.
  
- ☐ Discuss current concerns, recommendations, and options.
  
- ☐ Establish next steps for educational placement and safety planning, including all agreements made in the meeting.



## Early and Imminent Warning Signs for School Violence

### Principles for Identifying the Early Warning Signs of School Violence

- Develop caring, supportive relationships with students
- DO NO HARM
- Understand violence and aggression within a context
- Avoid stereotypes such race, socioeconomic status, academic ability, appearance
- View warning signs within a developmental context
- Understand that children typically exhibit multiple signs (do not over react to one sole sign)

**Early Warning Signs:** When observing a child's behavior it is imperative that the examiner look for multiple signs and consider the appropriate context. The signs must be presented in combination and indicate a need for further analysis to determine the appropriate intervention.

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Being a victim of violence
- Feelings of being picked on and persecuted
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating and bullying behaviors
- History of discipline problems
- Past history of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Drug use and alcohol use
- Affiliation with gangs
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence

**Imminent Warning Signs** indicate a student is very close or has a very high potential of being violent. Usually these signs are apparent to both staff and parents. When these signs are evident safety is the first and foremost consideration.

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for seemingly minor reasons
- Detailed threats of lethal violence
- Possession and/or use of firearms and other weapons
- Other self-injurious behaviors or threats of suicide

Source: <http://www.colorado.edu/cspv/publications/factsheets/safeschools/FS-SC06.html>



## **Threat Assessment / School Safety Resources:**

Colorado School Safety Resource Center

<http://www.safeschools.state.co.us/>

Center for the Study of Prevention of Violence

<http://www.colorado.edu/cspv/>

National Threat Assessment Center

<http://www.secretservice.gov/ntac.shtml>

Virginia Youth Violence Project

<http://youthviolence.edschool.virginia.edu>

Cyberbullying Research Center

<http://www.cyberbullying.us>

## SCHOOL-BASED THREAT ASSESSMENT IMPLEMENTATION PLAN

*Note: This form is designed to help staff to develop and implement an effective threat assessment process for their school. It is intended to complement, but not replace, the LPS Threat Assessment & Action Plan (TAAP) form.*

SCHOOL/PROGRAM: \_\_\_\_\_ DATE: \_\_\_\_\_

### 1. EARLY WARNING SIGNS AWARENESS VENUES/COMMUNICATIONS:

<input type="checkbox"/> Staff Meetings	<input type="checkbox"/> New Staff Training	<input type="checkbox"/> Staff In-service
<input type="checkbox"/> Parent Meetings	<input type="checkbox"/> Newsletters/Parent letter	<input type="checkbox"/> School Website
<input type="checkbox"/> Student Clubs/Activities	<input type="checkbox"/> School Assemblies	<input type="checkbox"/> Classroom Safety Unit
<input type="checkbox"/> Other Venues/Communication:		

### 2. REPORTING PROCEDURES AND CONTACTS:

<input type="checkbox"/> Anonymous Tip Line Posters	<input type="checkbox"/> Suggestion Box	<input type="checkbox"/> Safety Website
<input type="checkbox"/> Report to Threat Assessment Team	<input type="checkbox"/> Report to Individual (Names: _____)	
<input type="checkbox"/> Other Reporting Options:		

### 3. THREAT ASSESSMENT TEAM MEMBERS:

_____	_____	_____
_____	_____	_____

### 4. TEAM ASSIGNMENTS:

Locate Student:	Primary Person:	Back-up Person:
Interview student:	_____	_____
Interview witnesses:	_____	_____
Contact parent/guardian:	_____	_____
Review Records	_____	_____
Contact Prior Schools:	_____	_____
Outside Agencies/Supports:	_____	_____
Other assignments/duties:	_____	_____

### 5. ACTION PLAN OPTIONS:

Disciplinary Measures:	What:	By Whom:
Monitoring Measures:	_____	_____
Skill Development Measures:	_____	_____
Relationship-Building Measures:	_____	_____
Other Measures:	_____	_____

### 6. DOCUMENTATION: (Note: Original document is filed in student's discipline file)

Building location of threat assessments: \_\_\_\_\_

Person in charge of tracking files: \_\_\_\_\_

### 7. KEY SUPPORTS AND PHONE NUMBERS:

District Consult/Supports:	Guy Grace (x 3416)	Nate Thompson (x 3570)
PRO/Police (who/phone):	_____ / _____	_____ / _____
District Administrators (who/phone):	_____ / _____	_____ / _____
Other Supportive Persons/Agencies:	_____	_____





## **Threat Assessment / School Safety Resources:**

Colorado School Safety Resource Center

<http://www.safeschools.state.co.us/>

Center for the Study of Prevention of Violence

<http://www.colorado.edu/cspv/>

National Threat Assessment Center

<http://www.secretservice.gov/ntac.shtml>

Virginia Youth Violence Project

<http://youthviolence.edschool.virginia.edu>

Cyberbullying Research Center

<http://www.cyberbullying.us>



Date \_\_\_\_\_  
Date of Birth \_\_\_\_\_

•

## **COMPARISON MODELS**

## Adams 12 Five Star Schools Threat Assessment Screening BUILDING LEVEL

The Building Team should initiate a Building Level Threat Assessment Screening when a *student makes a threat, or if there is concern that a student may be about to act out violently*. Information should be shared among all members of the Building Threat Assessment Team, The Building Team is directed by a trained Administrator and typically consists of:

- Administrator (Principal, Assistant Principal)
- Psychologist or Social Worker
- School Resource Officer
- Dean, Student Advisor or Counselor
- Teacher, Nurse or other Staff Member

This Threat Assessment Screening will guide your inquiry, document concerns, and help you develop a Supervision Plan to maximize student safety. Contact administrative offices as necessary for guidance.

Actively seek information from:

- ☐ Current and previous school/discipline records
- ☐ Law Enforcement, Probation, Diversion, etc.
- ☐ Interviews with school staff, students, parents, the target of the threat, the student of concern
- ☐ Searches of the student(s), lockers, and cars
- ☐ Agencies: mental health, human services, etc.
- ☐ Activities: internet histories, diaries, notebooks
- ☐ Parent interview: offer support, seek help in understanding, clarify weapons interest / access.

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

DOB: \_\_\_\_\_ Student Number: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Parents Name: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Other Phone: \_\_\_\_\_

### Step 1: Make Sure All Students Are Safe

- ☐ Call 911 if imminent danger exists
- ☐ Do not allow access to coats, backpacks, lockers or vehicles
- ☐ Detain students as appropriate

### Step 2: Notify Safety & Security Services – 720-972-4911

- ☐ Report threats of imminent danger to Safety & Security Communication Center – 720-972-4911.

### Step 3: Consider Notification of the Parent(s) or Guardian(s)

- ☐ Parents/guardians notified prior to completing the Threat Assessment Screening.
- ☐ Parents/guardians to be notified after completing the Threat Assessment Screening.

### Step 4: Initiate the Building Level Threat Assessment Screening

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student poses a threat to the safety of others.

**Describe incident or concern. (Attach Report) What happened, who witnessed, where/when did it occur?**

*The Building Threat Assessment Team should answer the following questions to the degree possible. The team should check all that apply and provide notes explaining the evidence supporting each checked box.*

- ☐ 1. Target(s) of the threat is clearly identified.
- ☐ 2. Threat is specific as to time, location and / or means to carry out the threat.
- ☐ 3. Student details threats / violent ideas in stories, journals, essays, letters, songs, drawings, videos.
- ☐ 4. Student has expressed subtle threats, boasts, innuendos, or predictions.
- ☐ 5. Student has expressed homicidal ideation.
- ☐ 6. There is evidence of a plan to hurt others.
- ☐ 7. Student has expressed suicidal ideation.
- ☐ 8. There is evidence of a plan to hurt self.
- ☐ 9. Student displays a sense of hopelessness, failure and/or depression.
- ☐ 10. Student feels treated unfairly.
- ☐ 11. Student has experienced recent changes in home, or traumatic emotional event.
- ☐ 12. Student has demonstrated obsessive thoughts.
- ☐ 13. Motives for the student's threat are understood by staff.
- ☐ 14. Student has previously engaged in behaviors relevant to carrying out this threat.
- ☐ 15. There have been "practice sessions" for carrying out this threat.
- ☐ 16. Student has an interest in weapons.
- ☐ 17. Student is known to have sought to attain weapons.
- ☐ 18. Student has access to firearms at home or through friends.
- ☐ 19. Student has a history of witnessing violence in the home / neighborhood to solve problems.
- ☐ 20. Student has a history of using violence to solve problems.
- ☐ 21. Student has a history of aggressive behavior.
- ☐ 22. Student has been suspended from school.
- ☐ 23. Student has been expelled from school.
- ☐ 24. Student has a history of difficulty controlling emotions or impulses.
- ☐ 25. Student has a history of extreme reactions which are disproportionate to the situation at hand.
- ☐ 26. Student has a history of academic difficulties.
- ☐ 27. Student displays irrational beliefs or ideas.
- ☐ 28. Student denies responsibility for his or her actions.
- ☐ 29. Peers have expressed being fearful of the student.
- ☐ 30. Staff members have expressed being fearful of the student.
- ☐ 31. Student takes medications which may be impacting his or her thought process.
- ☐ 32. Student is known to engage in video games which are generally considered to be violent.
- ☐ 33. Student is known to listen to music or watch programs that are generally considered to be violent.



- ☐ 34. Student is known to frequent websites that are generally considered to be violent.
- ☐ 35. Student has a history of drug or alcohol use.
- ☐ 36. Student is a victim of harassment or bullying.
- ☐ 37. Student has a history of harassing or bullying others.
- ☐ 38. Student has a history of juvenile crime (including vandalism or property crimes).
- ☐ 39. Student is a member of a closed peer group.
- ☐ 40. Student's peer group reinforces antisocial attitudes.
- ☐ 41. Student lacks positive, quality relationships with peers.
- ☐ 42. Student lacks positive, quality relationships with adults at school.
- ☐ 43. Student has a history of reacting inappropriately when given disciplinary sanctions at school.
- ☐ 44. There is evidence to suggest that the student's parents are **not** likely to closely supervise him or her following this incident.
- ☐ 45. There is evidence to suggest that the student's parents are **not** likely to be supportive of the student in providing resources necessary to help recover from this incident.
- ☐ 46. Search of locker, backpack, or personal items revealed further evidence of a threatening nature.
- ☐ 47. There is evidence of violence-related behavior showing progression from thought to violent action.
- ☐ 48. Threat is plausible.
- ☐ 49. Student initially appears to have the resources, intent, and motivation to carry out the threat.

### **Step 5: Review Findings with the School Building Team**

Convene the school Building Team and discuss all relevant information regarding the student. As a team, ask the question: "*To what extent does the student pose a threat to school/student safety?*"

#### ☐ **Low Level of Concern – Typically Internal Interventions**

Risk to the target(s), students, staff, and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.

#### ☐ **Medium Level of Concern – School Directed & District Supported Response**

The threat could be carried out, although it may not appear entirely realistic at present.

- Threat is somewhat plausible and concrete. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- Moderate or lingering concerns about the student's potential to act violently.

#### ☐ **High Level of Concern – District Directed School Supported Response**

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and *plausible*. There is an identified target and the student has the *capacity* to act.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has a victim under surveillance.
- Information suggests **strong** concern about the student's potential to act violently.

## Step 6: Decide on a Course of Action

With the input of all Building Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

- ☐ **Low Level of Concern**
  - ☐ The Building Team will develop an action and supervision plan.
- ☐ **Medium Level of Concern**
  - ☐ The Building Team will develop an action plan and may request District support and/or a District Threat Assessment as determined necessary based upon the circumstances.
  - ☐ A copy of the threat assessment will be submitted to the Manager of Intervention Services for review.
- ☐ **High Level of Concern**
  - The Building Team has determined that a District Level Threat Assessment is needed, or that Law Enforcement investigation is needed. **(Most students must be removed from school, at least for a period of time, to allow for further assessment and intervention.)**
  - If there is imminent danger, call the Police Department at 911 (e.g., a gun is found).
  - Immediately notify Safety & Security Communications Center – 4255, to request a District Level Threat Assessment Review.
  - The District Threat Assessment Team may be available for immediate consultation, or for a scheduled meeting on short notice depending upon the situation.
  - While awaiting contact from the District Threat Assessment Team, complete the Supervision Plan in Step 7 for use in providing for student's own and others immediate safety. Document all interim steps take by the Building Team.

## Step 7: Develop an Action and Supervision Plan

Use the following guide to formulate an action and supervision plan. Not all steps will apply in every situation.

- ☐ Summarize all disciplinary action taken.
- ☐ If suspended, student will return on \_\_\_\_\_.
- ☐ If District Threat Assessment referral, note date, time and person contacted at District to request.
- ☐ Intended victims have been warned and parents / guardians notified.
- ☐ Suicide assessment has been completed, by whom and when.
- ☐ Staff and teachers have been provided as much information as is practical.
- ☐ Consideration for what, if any, notification should be released to the public.
- ☐ Safety plan will be developed, by whom, and when will the planning meeting occur.
- ☐ Travel card required.
- ☐ Backpack, coat and belongings to be checked in and out.
- ☐ Supervision to be increased, in what settings.
- ☐ Schedule modified.
- ☐ Support staff to monitor student's progress.
- ☐ Behavior plan developed or updated.
- ☐ Precipitating or aggravating factors have been identified, and a plan developed to alleviate those.
- ☐ Drug or alcohol intervention will occur.
- ☐ Counseling outside of school will occur.
- ☐ Appropriate confidentiality releases have been secured to allow open discussion with providers.

- ☐ Student Assistance Team will review student's case.
- ☐ IEP Team will review student's individual plan.
- ☐ Follow up schedule, including "checkpoint" meeting, is planned.
- ☐ Community resources have been made available to parents.
- ☐ Other school notes.

- ☐ Parents commit to the following supervision strategies.

- ☐ Other parent commitments.

**Monitor this Supervision Plan regularly and modify it as appropriate.**

\_\_\_\_\_  
Administrator, Plan Supervisor

(Maintains responsibility until reassigned or modified)

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Psychologist, Social Worker, Advisor

\_\_\_\_\_  
Other (please specify title)

**Step 8: 1. Fax completed form to Safety & Security Services, (720) 972-6943 for all threats determined to be a medium OR high concern.**  
**2. File in student discipline folder.**

-----  
| The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of |  
| assessing an individual's potential to harm others. The purpose of this screening is to identify factors shown to |  
| increase the risk for a student to carry out violence, and to assist school staff in developing a safety and |  
supervision plan based upon those factors.

Adams 12 Five Star Schools acknowledges the significant support of the Denver Public Schools Emergency Management Committee members in the development of this Threat Assessment Screening protocol. This Threat Assessment Screening is guided by findings and recommendations published in the *Safe School Initiative, Threat Assessment in Schools* (U.S. Department of Education, U.S. Secret Service, 2002), *Threat Assessment: An Approach to Prevent Targeted Violence* (National Institute of Justice, 1995), and *The School Shooter: A Threat Assessment Perspective* (Federal Bureau of Investigation, U.S. Department of Justice, 1999) and other sources.



## CHERRY CREEK SCHOOL DISTRICT

### DANGER ASSESSMENT AND INTERVENTION PLAN (DAIP)

The objective of this screening is to determine if a student poses a threat to the safety of others or to the school. The school danger assessment team should initiate a **Danger Assessment and Intervention Plan** when a student makes a threat, uses threatening behavior, or if there is concern that the student's behavior indicates an escalation in the potential for violence. These concerns may include (check those that apply):

- ☐ Student directly or indirectly threatens to harm person, group, and/or entire school
- ☐ Artistic, written, or symbolic expression with disturbing and/or violent content is presented
- ☐ Belief that someone possesses a weapon on campus
- ☐ The student is demonstrating any imminent warning signs or a cluster of early warning signs
- ☐ Student makes threat to harm or kill self (along with indicators of harm to others)
- ☐ Student has escalating pattern of behavior that has been resistive to intervention at school
- ☐ Other reason for assessment:

The school must secure the school's safety by appropriately detaining the student and not allowing the student(s) access to coats, backpacks, lockers, or cars. If there is concern for imminent danger, contact the Building Administrator, School Resource Officer, or call 911 immediately.

Student:

School:

DOB:

Student ID#:

Grade:

Age:

Gender: M ☐ F ☐ Ethnicity code: North, Central, or South American Indian/Alaskan Native (1) ☐  
Asian (2) ☐ Black (3) ☐ Hispanic (4) ☐ White (5) ☐ Native Hawaiian/Pacific Islander (6) ☐  
2 or more [non-Hispanic] (7) ☐

Date of incident:

Special Education: Y ☐ N ☐

Disability: Autism ☐ Physical-ADHD ☐ Physical-Other ☐  
SIED ☐ SLD ☐ SLIC ☐ S/L ☐ TBI ☐

**For best practice, complete ALL of the following:**

1. Assemble the school danger assessment team and determine facts. If there is imminent danger, contact the SRO or local police immediately.

Check those school team members involved in this screening:

- ☐ Administrator
- ☐ Dean
- ☐ Mental Health

- ☐ Counselor
- ☐ Nurse
- ☐ Special Education

- ☐ SRO
- ☐ Classroom Teacher
- ☐ Other relevant adults:

2. Describe the incident or behavior of concern. Who/what was your source(s) of information? What happened, who was present, where and when did the incident occur, who was the target of the threat?

3. Information gathering (consider all of the following & check sources of information gathered):

- ☐ Current school academic and discipline records
- ☐ Previous school academic and discipline records
- ☐ Law Enforcement records of student
- ☐ Search of student, locker, car (if applicable) on school property, according to district policy
- ☐ Initiate search (or search warrant) of room/home/vehicle with law enforcement, if appropriate.
- ☐ Interview with student of concern
- ☐ Parent/guardian interview
  - ☐ Parent/guardian has not been notified because:
- ☐ Interview with school staff and/or classroom teacher
- ☐ Interview with target individual(s) of threat
- ☐ Interview with other student (s)
- ☐ Internet histories, written and artistic material, etc.
- ☐ Contact with: ☐ Probation ☐ Diversion ☐ Human Services ☐ other involved agencies
- ☐ Other contact(s):

4. Evaluate information. Mark the level of risk that best describes the situation. Consider both risk and protective factors.

**THREATENING RISK FACTORS TO CONSIDER:**

- Type of threat: ☐ no threat ☐ threat was vague ☐ threat was indirect but possible  
☐ threat was direct, specific/plausible
- Target: ☐ target not identified ☐ target is identified but not accessible  
☐ target is identified and accessible
- Threat was: ☐ impulsive ☐ somewhat planned ☐ extensively planned
- Student has communicated ideas or intent to attack. Details:
- Student has: ☐ no access to weapons ☐ possible access to weapons ☐ definite access to weapons
- Student has: ☐ no ability ☐ some ability ☐ considerable ability to carry out plan
- The plan itself: ☐ no plan ☐ plan is vague ☐ has some details ☐ has great amount of details
- Student has: ☐ no violent history ☐ one or two episodes of violence ☐ extensive violent history
- Motive: ☐ no known reason for student to act on plan at this time ☐ possible reasons due to recent circumstances ☐ definite triggers or events that would make student likely to act now
- List of Triggering Event(s):
- Other:

**BEHAVIOR RISK FACTORS TO CONSIDER:**

- ☐ Student is identified Special Education. Disability: \_\_\_\_\_ Case Manager: \_\_\_\_\_
- ☐ Student has been disciplined by school: ☐ truancy ☐ suspensions ☐ expulsion(s).  
Details:
- ☐ Student has expressed suicidal ideation/attempt (date/nature of incident(s): \_\_\_\_\_
- ☐ Legal concerns: ☐ prior assault charges ☐ other charges ☐ probation  
Details:
- ☐ Student has conflict or grievances with: ☐ other student(s) ☐ parent ☐ sibling ☐ school.  
Details:

*This information is provided as part of the Cherry Creek School District's commitment to create safe, respectful, and inclusive learning environments where all members work together to promote academic success, civil behaviors, and social competence. All staff, students and parents help create safe schools.*

- ☐ Family has issues with: ☐ mental health needs ☐ physical violence ☐ sexual violence  
☐ substance abuse ☐ legal/divorce conflict
- ☐ Student has experienced: ☐ a recent loss ☐ emotional trauma ☐ symptoms of depression, hopelessness or despair
- ☐ Student has shown inappropriate interest in: ☐ weapons ☐ school attacks (attackers)  
☐ incidents of mass violence, terrorism, or murder
- ☐ Student has been victim of bullying/harassment: ☐ mild ☐ moderate ☐ severe
- ☐ Student has engaged in bullying/harassment of other students: ☐ mild ☐ moderate ☐ severe
- ☐ Student sees violence as acceptable or desirable way to solve problems
- ☐ Practicing behavior: ☐ no known practicing behavior ☐ some practicing but no apparent escalation ☐ a definite escalation of practicing behavior.
- ☐ Chronological list of practicing behavior(s):
- ☐ Other people are concerned about the student's potential for violence.  
 Details:
- ☐ Student's behavior appears motivated by:
- ☐ Student uses illegal substances (kind of substance/frequency):
- ☐ Student has been known to associate with peers of concern. Name(s) of peers (s):
- ☐ Other:

#### **PROTECTIVE FACTORS TO CONSIDER:**

- When distressed student: ☐ does not seek help ☐ sometimes seeks help ☐ often seeks help  
 If yes, name(s) of resource:
- Peers or adults are: ☐ not monitoring ☐ sometimes monitor ☐ constantly monitor the student's actions. If yes, name(s) of peers/adults who monitor:
- Supportive agencies: ☐ are not involved ☐ may soon be involved ☐ are currently involved  
 If yes, name of agency:
- ☐ Student has a trusting relationship with at least one responsible adult:
- ☐ Student has shown ability to self-monitor or self-restrain
- Previous measures have been effective inhibiting the student from acting violently: ☐ never  
☐ sometimes ☐ often. List the effective interventions:

**5. Based on the factors listed in #4 and after consideration of the Secret Service questions, determine the level of concern. If team is unable to determine level of risk, call for consultation (Dr. Ronald Lee, 720-554-4252, Dr. Marla Bonds, 720-554-4491). Check the determination of threat/danger level.**

- ☐ **LOW LEVEL: Risk to target(s), students, staff, and school safety is minimal.**
- Threat is vague and indirect.
  - Information contained within the threat is inconsistent, implausible, lacks detail, or realism.
  - Available information suggests that the person is unlikely to carry out the threat or become violent.
  - Identify appropriate interventions and document intervention plan.
- ☐ **MEDIUM LEVEL: The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.**
- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat would be carried out (e.g. possible place and time).

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- No clear indication that the student has taken preparatory steps (e.g. weapon seeking), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty (e.g. "I'm serious").
- Moderate or lingering concerns about a student's potential to act violently.
- **Building administrator should be notified.** Create intervention plan and document referrals to resources. Include active case management.

☐ **HIGH LEVEL: The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.**

- Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.
- Information suggests concrete steps have been taken to act on the threat. (e.g. acquired or practiced with weapon has victim under surveillance)
- Information suggests a strong concern about a student's potential to act violently.
- Threats at this level almost always require immediate law enforcement intervention or hospitalization.
- **If High Level of concern, notify Building Principal, Executive Director. SRO notifies supervisor.**

6. **Develop an Action and Supervision Plan (Use the following suggested intervention areas to help address all concerns identified during the danger assessment screening and consider the use of a Functional Behavioral Assessment, if needed).**

- ☐ **For MEDIUM/HIGH LEVEL concern. Principal was notified on:**
- ☐ **For HIGH LEVEL concern: Executive Director was notified on:**
- ☐ **For HIGH LEVEL of concern: Director of Safety and Security (Randy Councell, 720-554-4489) was notified on:**
- ☐ **Action and Supervision Plan was communicated to student and parent/guardian on:**

**DISCIPLINE MEASURES:**

- ☐ Student will be suspended for \_\_\_\_\_ days for violation of \_\_\_\_\_
- ☐ Student will be ticketed by \_\_\_\_\_ police for charge(s) of \_\_\_\_\_
- ☐ Student will be apprehended and detained by \_\_\_\_\_ police for charge(s) of \_\_\_\_\_
- ☐ Student will be placed on Habitually Disruptive Student Plan. Level: \_\_\_\_\_ Date: \_\_\_\_\_
- ☐ Student will be reviewed for expulsion for violation of \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

**MONITORING MEASURES:**

- ☐ Student will check in every \_\_\_\_\_ with \_\_\_\_\_
- ☐ Student will check out every \_\_\_\_\_ with \_\_\_\_\_
- ☐ Student will maintain a safety contract with \_\_\_\_\_ and promise to contact \_\_\_\_\_ and/or \_\_\_\_\_ if (s)he feels close to hurting self or others.
- ☐ Student's attendance and whereabouts on campus will be monitored by \_\_\_\_\_
- ☐ Student will have a "no contact contract" with \_\_\_\_\_
- ☐ Student's daily schedule will be modified by: \_\_\_\_\_
- ☐ Parent(s) or guardian(s) will be contacted every \_\_\_\_\_ by the school to maintain ongoing communication between school and home.
- ☐ Parents will provide the following intervention/supervision: \_\_\_\_\_
- ☐ Notify target and/or target's parents of threat.
- ☐ Agency \_\_\_\_\_ will be contacted every \_\_\_\_\_ by the school to maintain ongoing communication between school and community setting.
- ☐ Probation/Juvenile Diversion will be contacted regularly by school. Name of contact(s): \_\_\_\_\_
- ☐ Mental Health professional (s) will be contacted regularly by school. Name of contact(s): \_\_\_\_\_

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- ☐ Other agencies to be contacted regularly:  
☐ Permission to exchange/obtain information was obtained.  
☐ Student will be detained, incarcerated, placed at/by:  
☐ Other:

**SKILL DEVELOPMENT MEASURES:**

Student will begin: ☐ conflict resolution ☐ anger management ☐ social skills group  
☐ other: Contact person:

Student will work with (name of community professional or agency):  
to focus on the development of

Student will be considered for special education assessment by (date):

A behavior intervention plan (BIP) will be developed for the student using a Functional Behavioral  
Assessment (FBA): ☐ needed ☐ not needed

Student will be considered for a change in placement in order to  
Other:

**RELATIONSHIP BUILDING MEASURES:**

Student will seek support from: ☐ counselor ☐ mental health ☐ dean ☐ mentor  
☐ other:

Individual will participate in one or more school activities:

Individual will participate in the program

Contact:

Individual will participate in the community-based program to develop support.

Agency involved:

Other:

7. **Documentation and review. File original School Danger Assessment Screening and Intervention Plan form in discipline file at building level and keep copy in confidential central file. Fax copy to district Intervention Office, 720-554-5980.**

Plan will be reviewed on

Confidential building location and contact for document and plan:

District location and contact for document: Intervention Office, ESC.

\_\_\_\_\_  
**Administrator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Mental Health**

\_\_\_\_\_  
**Counselor**

\_\_\_\_\_  
**Dean**

\_\_\_\_\_  
**School Resource Officer**

\_\_\_\_\_  
**Other**

\_\_\_\_\_  
**Other**

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and intervention plan.

This screening form was developed by Linda Kanan, Ph.D. and Ronald Lee, Psy.D. with information adapted from the U.S. Department of Secret Service, Federal Bureau of Investigation, U.S. Department of Education, John Nicoletti, Ph.D., Nicoletti – Flater Associates and Christopher Saiz, Ph.D., Denver Public Schools.

# CLARK COUNTY SCHOOLS STUDENT THREAT ASSESSMENT PROGRAM

## Plan to Protect Targeted Student

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

DOB: \_\_\_\_\_ School: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

<b>INCIDENT</b>	Attached is a copy of the Incident Report dated _____. It was determined that the following Plan to Protect Targeted Student should be implemented.
<b>SAFETY CONCERNS</b>	The issues of concern are: _____ _____ _____
<b>SUPPORT</b>	<p>After meeting with: <input type="checkbox"/> Administration <input type="checkbox"/> Counselor <input type="checkbox"/> Liaison Officer <input type="checkbox"/> Guardian/Parent <input type="checkbox"/> Special Education <input type="checkbox"/> Other _____, the following Plan to Protect has been implemented:</p> <p><input type="checkbox"/> Law Enforcement has been notified of this incident.</p> <p><input type="checkbox"/> The parent/guardian of the above student was notified of this incident on _____ (date) and a follow-up letter was sent to parent/guardian on _____ (date).</p> <p><input type="checkbox"/> The parents of the offending student were notified of this incident on _____ (date).</p> <p><input type="checkbox"/> The Site Team screened the offending student through a Level I Threat Assessment on _____ (date).</p> <p><input type="checkbox"/> The Site Team initiated a Level II Assessment on _____ (date).</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>

\_\_\_\_\_  
**Administrator, Plan Supervisor**      **Date**  
 (Will maintain responsibility until reassigned or modified)

\_\_\_\_\_  
**Counselor**      **Date**

\_\_\_\_\_  
**Liaison Officer**      **Date**

\_\_\_\_\_  
**Parent/Guardian**      **Date**

\_\_\_\_\_  
**Student**      **Date**

\_\_\_\_\_  
**Other**      **Date**

## Clark County Schools Student Threat Assessment Program Parent / Guardian Questionnaire – Level I

This questionnaire is to be completed in person or by phone as a supplement to the Level I Screening Protocol. The parent/guardian can provide crucial information regarding the situation. Do not delay the Level I Screening if the parent is not available, is unwilling, or if the School Team determines that the parent should not be included at this time.

The Level I Screening is an examination of current circumstances and as these circumstances change, so too does risk potential. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

**Directions for Administrator or School Counselor:** Contact parent/guardian and describe threat, dangerous situation or violent action that has brought the student to your attention. Explain your obligation and responsibility to investigate and assess any situation that may be dangerous for the student, other students and/or staff.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's(s') / Guardian's Name: \_\_\_\_\_

Person completing the questionnaire: \_\_\_\_\_  
Please attach to Level I Screening Form

**Please address the following questions through conversation or direct inquiry:**

1. What do the parent(s) / guardian(s) know about the incident /issue? (1,2)\*
2. What are the parent(s) / guardian(s) (or other family / community members) concerns about behavior or potential violence? (5, 11, 15)\*
3. Has the student communicated any threats, ideas of violence, or wishes / intentions to harm anyone, animal or object (at school, at home or in the community)? (1,2,4)\*  
☐ Yes ☐ No If yes, explain:
4. Has the student expressed a desire / plan to hurt himself / herself?  
Desire ☐ Yes ☐ No Plan ☐ Yes ☐ No  
If yes to either, please explain details of the desire and/or plan. (3)\*
5. Has the student made any communication about a desire to obtain a firearm or other weapon?  
☐ Yes ☐ No If yes, what was the reason? (3)\*

**Clark County Schools Student Threat Assessment Program**  
**Parent / Guardian Questionnaire – Level I**

6. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? (8)\*  
☐ Yes ☐ No If yes, where?
7. Does the student have private space such as bedroom, car, etc. that you as a parent do not access due to agreements, past practices, locks, etc? ☐ Yes ☐ No (9)\*
8. What are the student's attitudes towards violence and the justification to use or not use it? How are these attitudes expressed? (10,12)\*
9. Does the student express interest, fascination or identification with violence? ☐ Yes ☐ No  
Are there indications of interest in especially vindictive or vengeful acts of violence expressed in movies, music, music videos, games, literature, internet sites? (10,11,12)\*  
☐ Yes ☐ No If yes, explain:
10. Has the student become increasingly focused or agitated about a particular issue such as social problems, girlfriend / boyfriend, justice, bullying, revenge, etc.? (4,5,17,25)\*  
☐ Yes ☐ No If yes, explain:
11. Have there been any recent mood / belief or behavior changes? ☐ Yes ☐ No (13)\*  
Has the student experienced a loss of relationship? ☐ Yes ☐ No Please describe:
12. Are there certain situations that agitate the student's inclination to violent activity, ideas, or communication? ☐ Yes ☐ No If yes, explain:
13. Any changes at home that may have increased student's stress? (5,7,13,32)\*  
☐ Yes ☐ No If yes, explain:
14. Has the student hurt animals or engaged in fire-play? (16)\*  
Yes ☐ No If yes, explain:
15. Is there an adult that your child is close to? ☐ Yes ☐ No If yes, who?
16. Does the student have a best friend? ☐ Yes ☐ No If yes, who?
17. Does the student hang out with a group of kids at school? ☐ Yes ☐ No If yes, who?
18. How does the student view himself / herself?  
☐ follower ☐ leader ☐ victim ☐ loner ☐ outcast (18,26)\*



**Clark County Schools Student Threat Assessment Program  
Parent / Guardian Questionnaire – Level I**

19. Are there drug or alcohol concerns with the student, the student's friends or with any members of the household? (31)\*  
Student: ☐ Yes ☐ No      Friends: ☐ Yes ☐ No      Family: ☐ Yes ☐ No
20. Is the student involved with any mental health agency related to the above noted concerns?  
☐ Yes ☐ No    Is communication between this agency and school a possibility? ☐ Yes ☐ No  
If not, any particular reason? (30)\*
21. Is the student involved with: ☐ Juvenile Dept. ☐ Police ☐ DCFS/Child Welfare  
☐ Other agencies: \_\_\_\_\_(33,34)\*
22. What kind of relationship do you have with your child? (difficult, positive, etc.) (7)\*Describe:
23. What are student's positive activities and interests? ☐ scouting ☐ church ☐ sports clubs  
☐ recreation; types \_\_\_\_\_ ☐ other \_\_\_\_\_(7)\*
24. Are there any other concerns that relate to the student's situation? ☐ Yes ☐ No (35)\*  
Please explain:

*\*Corresponds to Level I Screening Protocol Item Number*

## **Talking Points for A Staff Meeting About the Student Threat Assessment System**

- It's our obligation as a school to make sure our school is safe for both students and staff.
- If you observe a situation in which a student makes a threat, tries to hurt someone physically, or says or writes something that worries you because it might lead to harm to the student or others, report it right away.
- When a student is involved in any potentially dangerous circumstance—ones that involve a threat, an act of violence, or even a concerning communication—it's our job to investigate and if necessary, intervene to insure the safety of everyone in our school.
- In responding to some situations, it may be necessary for our school to conduct a formal screening of a student who is involved in a dangerous behavior or circumstance.  
\_\_\_\_\_, \_\_\_\_\_, and I have all been recently trained in how to conduct such a screening.
- The purpose of the screening will be to gather enough information from all appropriate sources (e.g. staff members, parents, etc.) to make good decisions about how to intervene effectively to manage the situation or the student concerned.
- You, as a staff member, may be invited to such a screening, or you may be asked to complete a brief teacher interview form that will provide the screening team with important information.
- Once the screening is completed, we may invite an outside team to conduct a formal assessment of the situation. That would involve a team of three threat assessment trained professionals (one from law enforcement, one from mental health and one from the education field) —coming out to our school at short notice.
- We would call in such a team if we needed more information about risk or if we were concerned that we couldn't manage the situation safely without community assistance and resources.
- This screening and assessment process is known locally as the \_\_\_\_\_ Student Threat Assessment System. It is a best practice approach as it follows the recommendations of the U.S. Secret Service and U.S. Department of Education's recent guide entitled "Threat Assessment in Schools."
- By participating in this approach, we can help keep all of us safe.
- Are there any questions?

**Denver Public Schools**  
**THREAT APPRAISAL**

The building Threat Appraisal Team should initiate a Threat Appraisal when a *student poses a threat, makes a threat, or if there is concern that a student may be about to act out violently*. This document does not need to be completed for student discipline issues involving threats between students that occur in the heat-of-the-moment. This document addresses the cases in which there is a concern about or there appears to be a plan for targeted violence. If there is a concern about a student being at risk for self-harm, complete the Suicide Risk Review. In some cases, both the Threat Appraisal and the Suicide Risk Review will need to be completed.

**Instructions:** Assemble a meeting of the building Threat Appraisal Team and all other faculty and staff who have information about the situation being reviewed. This meeting must be facilitated by a DPS employee who has been trained to facilitate the completion of this protocol. If no trained employees are available, call Dr. Barbara Downing at (720) 423-8223 or Liz Jagiello at (720) 423-8034 for support.

This Threat Appraisal protocol will guide your inquiry, document concerns, and help you develop an Intervention Plan to maximize student safety. Actively seek information from any of the following as appropriate:

- |  |   |
|--|---|
| <input type="checkbox"/> Current and <i>previous</i> school/discipline records   | <input type="checkbox"/> Searches of the student(s), lockers, and cars  |
| <input type="checkbox"/> Law Enforcement, Probation, Diversion, etc.   | <input type="checkbox"/> Other agencies: mental health, human services, etc.  |
| <input type="checkbox"/> Interviews with school staff, students, parents, the target of the threat, the student of concern | <input type="checkbox"/> Activities: internet histories, diaries, notebooks   |
|  | <input type="checkbox"/> Parent interview: offer support, seek their help in understanding, clarify interest in/access to weapons |

Complete this protocol electronically. Print it out. Have all team members print and sign their names. Follow Step 8 for routing.

Today's Date: \_\_\_\_\_

Student: \_\_\_\_\_

School: \_\_\_\_\_

DOB: \_\_\_\_\_

Student Number: \_\_\_\_\_

Grade: \_\_\_\_\_

Age: \_\_\_\_\_

Parents Name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

**Step 1: Make Sure All Students Are Safe**

- ☐ Appropriately detain the student(s) being assessed until this protocol is completed.
- ☐ Do not allow access to coats, backpacks, or lockers.
- ☐ If there is imminent danger, call DPS Safety and Security dispatch at 720-423-3911, and the Denver Police Department at 911.

**Step 2: Complete Incident Report**

- ☐ Complete a copy of the District Incident Report.
- ☐ Fax it to DPS Safety and Security at 720-423-3474.

**Step 3: Notify the Student's Parent(s) or Guardian(s)**

- ☐ Parents/guardians have been notified of the situation and this screening.
- ☐ Parents/guardians have NOT been notified because \_\_\_\_\_

**Step 4: Initiate the Level I Threat Appraisal Screening**

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student *poses a threat to the safety of others*. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviors that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Who are the Targets of the threat? \_\_\_\_\_

Describe the incident or concern. Who was present? Where did the incident occur? What happened?  
\_\_\_\_\_  
\_\_\_\_\_

**Assess and Discuss All Items:**  
**Provide narrative of discussion**

---

- ☐ Is there evidence of a plan to hurt *self* or *others*? Is the threat vague, or specific, plausible and detailed? \_\_\_\_\_
- ☐ Violent ideation or threats conveyed in stories, diary entries, essays, letters, songs, drawings, or videos? Subtle threats, boasts, innuendos, or predictions? \_\_\_\_\_
- ☐ Homicidal ideation? Suicidal ideation? Obsessive thoughts? \_\_\_\_\_
- ☐ *Motives* for the student's threat or behavior? \_\_\_\_\_
- ☐ Has the student engaged in behaviors relevant to carrying out the threat? "Practice sessions"? \_\_\_\_\_
- ☐ Access to firearms in home or home of extended family or friends? (Confirm with parent/guardian) \_\_\_\_\_
- ☐ Interest in weapons or acts of violence? Weapon-seeking? \_\_\_\_\_
- ☐ Violence seen as a way to solve problems? \_\_\_\_\_
- ☐ Difficulty controlling impulses or emotions? Are emotional reactions extreme or disproportionate to the situation? \_\_\_\_\_
- ☐ History of disruptive behavior? Aggressive behavior? Suspension? Expulsion? \_\_\_\_\_
- ☐ Nature of the student's achievement/academic progress? \_\_\_\_\_
- ☐ Irrational beliefs or ideas? Mental health concerns? \_\_\_\_\_
- ☐ Student accepts responsibility for actions? Denials? \_\_\_\_\_
- ☐ Are peers fearful of the student? Staff fearful of the student? \_\_\_\_\_
- ☐ Drug or alcohol concerns? Nature of substance use/abuse? \_\_\_\_\_
- ☐ Initiator or victim of harassment or bullying? \_\_\_\_\_
- ☐ Student experiencing hopelessness, personal failure, desperation, depression? \_\_\_\_\_
- ☐ History of violence toward others, objects or property (e.g., fights, vandalism, fire setting)? \_\_\_\_\_
- ☐ Student feels treated unfairly? Grievances, grudges? Against whom? Result of attempts to solve these problems? \_\_\_\_\_
- ☐ Recent loss or emotional trauma? Loss of status: Shame, rejection, humiliation, failed love relationship? \_\_\_\_\_
- ☐ Member of a closed peer group? Does the student's peer group reinforce antisocial attitudes? \_\_\_\_\_
- ☐ Quality of support? Quality of the student's relationships with peers/adults at school? \_\_\_\_\_

- ☐ What support will parents provide? Lack of supervision? \_\_\_\_\_
- ☐ How will the student react to discipline in the current situation?  
Student's reaction to recent or past disciplinary incidents? \_\_\_\_\_

## Step 5: Review Findings of this Threat Appraisal process

As a team, ask the question: "To what extent does the student pose a threat to school/student safety?"

### ☐ Low Level of Concern

Risk to the target(s), students, staff, and school safety is minimal. Example: In the heat of the moment, a student becomes angry and makes a statement such as, "I am going to blow you all up!"

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.

### ☐ Medium Level of Concern

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible. Example: A student with history of inadequate anger management makes a statement to a peer that he is going to pull the fire alarm and shoot people as they come out of the building. Call to family indicates no weapons in the home.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "My uncle has a knife collection!"
- Moderate or lingering concerns about the student's potential to act violently.

### ☐ High Level of Concern

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. Example: A student shares parts of a plan with his friends to target specific students in their school. He has more thoroughly explained plans for targeted violence in a Language Arts essay. When family is contacted, it is discovered that there are handguns in the home.

- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.

## Step 6: Decide on a Course of Action

Using the Level of Concern from above, decide between the two following courses of action.

### ☐ Low to Medium Level of Concern

- Complete the Step 7 Action and Intervention Plan on page 4. (*Most students can be managed at school with increased support and interventions.*)

### ☐ Medium to High Level of Concern

- Immediately notify DPS Safety and Security at 720-423-3911 and Dr. Barbara Downing at 720-423-3319.
- If there is imminent danger, call the Denver Police Department at 911 and DPS Safety and Security at 720-423-3911 (e.g., a gun is found).
- Complete the Step 7 Action and Intervention Plan on page 4 and use it to provide for student safety. Document all interim steps taken by the Building Team.

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and intervention plan.

This Threat Appraisal Screening is guided by findings and recommendations published in the *Safe School Initiative, Threat Appraisal in Schools* (U.S. Department of Education, U.S. Secret Service, 2002), *Threat Appraisal: An Approach to Prevent Targeted Violence* (National Institute of Justice, 1995), and *The School Shooter: A Threat Appraisal Perspective* (Federal Bureau of Investigation, U.S. Department of Justice, 1999) in addition to other sources.

## Step 7: Develop an Action and Intervention Plan

Use the following Plan to address all concerns identified during this Threat Appraisal process.

### SCHOOL (attach additional pages as needed)

- ☐ Adult supervision is needed and will be conducted by: \_\_\_\_\_
- ☐ If suspended, student will return on: \_\_\_\_\_
- ☐ Intended victim warned and/or parents or guardian notified.
- ☐ Suicide assessment initiated on: \_\_\_\_\_ by \_\_\_\_\_
- ☐ Contract not to harm self or others created (please attach).
- ☐ Alert staff and teachers on a need-to-know basis.
- ☐ Daily or ☐ Weekly check-in with (Title/Name): \_\_\_\_\_
- ☐ Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- ☐ Backpack, coat, and other belongings check-in and check-out by: \_\_\_\_\_
- ☐ Late Arrival and/or Early Dismissal: \_\_\_\_\_
- ☐ Increased supervision in these settings: \_\_\_\_\_
- ☐ Modifications to daily schedule: \_\_\_\_\_
- ☐ Behavior plan (attach a copy to this Threat Appraisal Screening).
- ☐ Intervention by support staff (Psychologist, Social Worker, Counselor).
- ☐ Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe: \_\_\_\_\_
- ☐ Drug and/or alcohol intervention with: \_\_\_\_\_  
*Referral to IEP team to consider possible Special Education assessment.*
- ☐ If Special Education or 504 student, review goals and placement options.
- ☐ If Special Education student, refer to your Program Manager for consideration of change in placement.
- ☐ Review community-based resources and interventions with parents or caretakers.
- ☐ Name and phone # of probation or parole officer: \_\_\_\_\_
- ☐ Intervention Plan case manager: \_\_\_\_\_  
Review date: \_\_\_\_\_

### PARENTS/GUARDIANS

- ☐ Parents will provide the following supervision and/or intervention: \_\_\_\_\_
- ☐ Parent signatures: \_\_\_\_\_

Type in and sign all participant names:

Administrator \_\_\_\_\_

Discipline Faculty Member \_\_\_\_\_

Support Services \_\_\_\_\_

Classroom Teachers \_\_\_\_\_

Campus Security Officer \_\_\_\_\_

Denver Police Department Officer \_\_\_\_\_

Additional Team Members \_\_\_\_\_

**Step 8: Part 1: Email this completed screening to Dr. Barbara Downing at barbara\_downing@dpsk12.org and Liz Jagiello at Elizabeth\_jagiello@dpsk12.org**

**Part 2: Scan and email p. 4, the Action/Intervention Plan and Signature page with signatures, to barbara\_downing@dpsk12.org and Elizabeth\_jagiello@dpsk12.org**

**Part 3: File this copy in the student's Discipline Folder. Do not destroy this copy.**



# Protocol for the Assessment of Risk and Threat (PART)

Douglas County Schools, Re. 1

Student of Concern: \_\_\_\_\_  
School: \_\_\_\_\_  
DOB: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Name of Parent(s): \_\_\_\_\_  
Date of Incident: \_\_\_\_\_  
Primary Interviewer: \_\_\_\_\_  
Threat Assessment Team Members/Consultants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## I. Reason for Referral:

Describe the incident of concern.

- What was the specific threat that was made?
- Who are the target(s) of the threat?
- Who was present when the threat was made?
- Where did the incident occur?
- Is there imminent danger? IF SO, GO TO Section II.1

## II. Conduct the threat assessment screening

### Step 1: Make sure all students are safe

- ☐ Appropriately detain the student(s). If it is necessary to escort the threatening student, two adults should accompany student during transport.
- ☐ If there is imminent danger, call 911.
- ☐ Do not allow student(s) access to coats, backpacks or lockers.
- ☐ Where appropriate, restrict student access and use of personal cell phones. Keep telephone lines open for crisis or emergency responders.

### Step 2: Conduct Search (if appropriate)

The school principal with the support of the school resource officer or central district security representative should conduct the search.

- ☐ Student Locker
- ☐ Backpack
- ☐ Purse
- ☐ Car (if available)
- ☐ Personal Belongings (i.e. Cell phone or Palm Pilot that may have important records)

- ☐ Threatening Student

**Step 3: Notify DCSD Security and Communications Office**

- ☐ Report the situation to the DCSD Security Office, 303/387-9999
- ☐ Complete a copy of the Threat and Risk Assessment Protocol and FAX to DCSD Safety and Security at 303/387-0294.
- ☐ Notify School Resource Officer (if available in the school).

**Step 4: Conduct a Threat Assessment Screening**

**A. Convene the Building Threat Assessment Team**

The building level team is directed by the school administrator and consists of:

- ☐ School Administrator
- ☐ School Psychologist
- ☐ School Social Worker
- ☐ SRO (School Resource Officer) or central district security representative
- ☐ School Counselor (if available)
- ☐ Other: To be determined by core team

Either the school psychologist or the school social worker should be designated as the primary interviewer. The primary interviewer is responsible for leading the evaluation, bringing the gathered data before the core team for review, and compiling a brief written summary report of the findings.

School mental health professionals who are providing direct services to the student making a threat or those with pre-existing relationships should consider removing him/herself from the evaluation process to prevent dual role conflicts. In this case, an alternative school district mental health professional from inside or outside the building will be assigned by the Mental Health Coordinator to assist in the assessment.

**B. Responsibilities of the Threat Assessment Team**

***a. The threat assessment team should complete the following:***

1. Review current and previous school academic and discipline records.
2. Conduct Interviews. The recommended sequence for the interviews is as follows:
  - ☐ Administrator(s)
  - ☐ Person(s) threat was made against
  - ☐ Teachers with concerns about the student and/or good knowledge of a student
  - ☐ Peers of the student who may be familiar with the threat or concerns regarding the student
  - ☐ Threatening Student
  - ☐ Parent(s) or guardian(s)
  - ☐ Other people identified with information about the threat or threatening student (local police, other school mental providers, siblings, etc.)

The purpose of this process is to determine whether a student poses a threat to the safety of self or others.

***b. Document and discuss all questions listed below.***

1. Who are the targets of the threats?
2. Describe the incident or concern. Who was present? Where did it occur? What happened? (Please record direct quotes. Be very specific about the exact nature of the threat.)
3. Is there evidence of a plan to hurt self or others? Is the threat vague, specific, plausible, and detailed?
4. Is there violent ideation or threats conveyed in stories, diary entries, essays, letters, songs, drawings, videos, and web sites? Are the threats subtle, boasts, innuendos, or predictions?
5. Describe any homicidal or suicidal ideation reported. Is the student engaging in obsessive thinking? Has the student ever attempted suicide?
6. What are the student's motives for the threat or behavior? (i.e. revenge, recognition or notoriety, getting out of an unbearable situation, desire to die, etc.)
7. How was the threat timed as compared to the triggering event? Was the threat an immediate or delayed response?
8. Has the student engaged in behaviors relevant to carrying out the threat? (i.e. practicing)
9. Does the student have an interest in weapons or acts of violence?  
Has the student sought out a weapon? Does the student have access to weapons (at home or through friends or relatives)?
10. Does the student view violence or aggression as a method for solving problems?
11. Does the student have difficulty controlling impulses or emotions? Are emotional reactions extreme or disproportionate to the situation?
12. Does the student have a history of disruptive behavior, violent and/or aggressive behavior? Does the student have a history of violence towards others, objects, or property? (i.e. fights, fire setting, violence towards pets or animals, sexual misconduct, etc.)
13. Did the student have disciplinary or legal action taken against him/her based upon this behavior? How will the student react to discipline in the current situation? What has been the student's reaction to previous disciplinary incidents? Out of school suspensions?
14. How is the student performing in school? (i.e. academic progress, CSAP proficiency, student achievement, attendance)
15. Does the student have a history of mental health concerns? Does the student have a history of irrational or impulsive behavior? Is the student experiencing hopelessness, personal failure, desperation, or depression? Has the student recently experienced a loss or emotional trauma? If so, what was the loss and what was the resulting emotion? (i.e. shame, rejection, loss of status, humiliation, loss of love, isolation, etc.)
16. Is the student accepting responsibility for his/her actions? Is the student in denial? To what degree does the person "own" the threat that he/she made?

17. Are peers fearful of the student? Are staff or family members fearful of the student?
18. Describe the student's drug and alcohol use. To what extent has this use been problematic for the student?
19. Does the student have a history of bullying/harassment or being bullied/harassed by others?
20. Does the student feel that he/she has been treated unfairly? Does he/she have any known grudges or grievances? If YES, who is the target of these grudges and grievances? How has the student attempted to resolve his/her feelings in the past?
21. Does the student have any identified medical issues? (i.e. diagnoses) What current medications is the student using? Medications?
22. Is this student the member of a peer group? Does the student's peer group reinforce antisocial attitudes?
23. What is the student's support structure in and out of school? What is the quality of relationships between the student and his/her peers/adults at school?
24. What support are the student's parents/guardians willing to provide? Describe the supervision provided by the parents after school hours?
25. Have people noticed recent changes in mood or behavior of the student making the threat?
26. Does the student making the threat have a history of child abuse or neglect?
27. Are there any other possible concerns or issues that need to be addressed?

**Step 5: Notify the Student's Parent(s) or Guardian(s)**

*NOTE: Parental notification is not required to initiate a threat assessment.*

- ☐ Once a threat assessment has been initiated, the parent(s)/guardian(s) of the student making the threat should be notified that a threat assessment is being conducted. Additionally, the parent(s)/guardian(s) should be notified that they will be interviewed as part of that process.

**Step 6: Review finding. Determine the level of threat.**

Convene the school building threat assessment team. Discuss all information and data gathered regarding the student. Remember, it is the responsibility of the team to gather and respond to facts and to limit the amount of subjectivity in this analysis. As a team answer the following three questions:

- ☐ Does the student appear to have the resources, intent, and motivation to carry out the threat?
- ☐ Is there evidence of attack-related behaviors that suggest movement from thought to violent action?
- ☐ To what extent does the student pose a threat to school/student safety?

One outcome of the threat assessment is the determination of the level of risk involved. Risk for harm categories provide a framework for schools to conceptualize risk based upon a review of early warning signs, risk factors, precipitating events, and stabilizing factors. The descriptors following each category are not an exhaustive list of behaviors and possible responses, but are provided as a frame of reference.

☐ **Low Level of Concern**

Risk to the target(s), students, staff, and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail: threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.

☐ **Medium Level of Concern**

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g. possible place and time.)
- No clear indication that the student of concern has taken preparatory steps (e.g. weapon, seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious."
- A moderate or lingering concern about the student's potential to act violently.

☐ **High Level of Concern**

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.
- Information suggests concrete steps have been taken toward acting on the threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.

Once a level of risk has been assigned, a course of action must be collaboratively determined by the Threat Assessment Team, DCSD Security Office, and the building level School Resource Officer (if available.) A "low level" threat would warrant minimal supervision and intervention regarding the incident that prompted the threat assessment. A "medium level" of threat would require that prior to the student's return to school, a written risk management plan be developed and implemented to minimize potential harm. This plan should be regularly reviewed until the perceived threat is significantly reduced. This plan should be disseminated to all school personnel with a legitimate educational interest and the parent's of the student. Student's judged to be a "high level" threat will be removed from school until the student is judged to no longer pose a threat for imminent harm. Further, the school administrator is responsible for notifying the potential victim identified in the threat. Prior to the return of the student, a risk management plan must be developed and implemented. If the person posing the threat is an identified special education or Section 504 student, the ISS Regional Director should be notified and the IEP team convened.

**Step 7: Develop a supervision plan**

Supervision plans need to be created for the student of concern before their reentry in the school. Supervision plans should be built based upon the findings of the case. The following five areas should be considered for inclusion in the plan. A completed supervision plan should be submitted and regularly reviewed by the building-level administrator.

- A. Develop a behavior contract delineating expectations and consequences for behaviors.
- B. Perform scheduled and unscheduled searches of person and property.
- C. Maintain regular contact with the student. The purpose of the contact is to ensure supervision plan compliance and to build rapport between a student and an adult.

D. Participate in skill building activities that support the student's use of positive desirable behaviors.

E. Establish a communication plan between school and home to ensure the student is adequately supervised and they are fully engaged in the supervision plan.

***Step 8: Document the threat assessment process***

- ☐ A copy of the working Protocol for the Assessment of Risk and Threat (PART) should be maintained in the primary interviewer's professional files.
- ☐ The primary interviewer should compile the finding of this assessment in a brief (1 page max) Threat Assessment Report.
- ☐ The Threat Assessment Report should be stored in the interviewer's professional files, the student's discipline file, and a copy should be faxed to the DCSD Security Office (303) 387-0294.
- ☐ The Supervision Plan must be developed for any student returning to school. The plan must be written, submitted to the building principal, and communicated to all people responsible for monitoring compliance with the plan.

Jeffco Schools  
District Level Threat Assessment  
AGENDA

- I. Welcome / Introductions / Confidentiality Forms
- II. Purpose / Overview
- III. Outcome of School Threat Assessment
- IV. Precipitating Incident / Current Status / Concerns
  - A. Timeline / Plot
  - B. Motive
  - C. Intent
  - D. Means (weapon / targets)
- V. Student Background
  - A. School -- attendance, grades, special needs, activities, teachers/adults, assessments, discipline
  - B. Family -- members, location, history, living arrangements
  - C. Peer -- school, ages, interests, concerns
  - D. Community
    - 1. Law Enforcement -- legal status, previous involvement
    - 2. Social Services -- present or past involvement
    - 3. Courts -- orders, special circumstances
    - 4. Therapeutic Community -- current, previous, release of information
  - E. Other
- VI. Identify Questions and Focus for Time with Student/Parent(s)
- VII. Student / Parent(s) Join Team (approximately 45 minutes)
  - A. Student / Parent impressions of concerning behaviors / events
  - B. Specific questions for family  
*Student/Parent(s) are dismissed.*
- VIII. Outcome of District Level Threat Assessment
- IX. Safety Interventions and Support Recommendations
- X. Identified Vortex (one person, point of contact)
- XI. Next Steps / Follow-up

**Jefferson County Public Schools**  
**Building Level Threat Assessment Form**  
(Please complete online)

School Name:  
Name of Person Completing Form:  
Position of Person Completing Form:  
Work Phone#:  
After Hours or Cell#:  
Date of Assessment:  
Date Learned of Threat:

**Student Being Assessed:**

Name:  
Student ID #:  
Birth Date  
Current Grade Level:  
Gender:  
Special Programs:

**Assigned Level of Threat (1-5):** (Levels of Threat)

- ☐ 1 High Threat of Potential Violence-may qualify for immediate arrest or mental health hold
- ☐ 2 High Threat of Potential Violence-does not qualify for immediate arrest
- ☐ 3 Evidence for Violence Potential-evidence for intentional infliction for emotional distress on others
- ☐ 4 Possible Indicator for Violence Potential-evidence for unintentional infliction of emotional distress on others
- ☐ 5 Insufficient Evidence for Violence Potential- insufficient evidence for infliction of emotional distress on others

**Describe the Threat and Situation** (including motive, pertinent dates and times)

**Identify the type of Threat (check one of the Five types)**

- ☐ **Direct** – clear, specific threat made against an individual or group of individuals (e.g., Johnny is going to die tomorrow)
- ☐ **Indirect** – vague, ambiguous threat not directed at an individual or group (e.g., someone is going to die)
- ☐ **Veiled** – implies violent behavior without actually identifying what the behavior is (e.g., we would be better off without Johnny around anymore)
- ☐ **Conditional** – extortion (e.g., if you don't do this, I will do this)
- ☐ **Other behaviors of concern** - (e.g., has gun, knife, other type of weapon, gestures)



<b>Does the student indicate a plan?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	
<b>Details of the plan are: (Levels of Threat)</b> <input type="checkbox"/> Specific Time Frame <input type="checkbox"/> Specific Action(s) <input type="checkbox"/> Targeted Towards Specific Individual/Group/Facility <input type="checkbox"/> Fixed/ Organized <input type="checkbox"/> Disorganized	<b>Access to Weapons:</b> <input type="checkbox"/> Have in Hand <input type="checkbox"/> Available/Easy to Obtain <input type="checkbox"/> Available/Difficult to Obtain <input type="checkbox"/> NO Access
<b>Viability of Plan:</b> <input type="checkbox"/> Plan Realistic <input type="checkbox"/> Some Details are Plausible <input type="checkbox"/> Plan Unrealistic	<b>Time Imperative:</b> <input type="checkbox"/> Immediate <input type="checkbox"/> Within a Few Hours <input type="checkbox"/> Future Date <input type="checkbox"/> No Specific Time

**Primary Targets of Threat are:**

☐ Student 
 ☐ Teacher 
 ☐ Parent 
 ☐ Administration 
 ☐ Building 
 ☐ Other

**Targeted Individuals:**

Name	Birth Date	Grade Level	Gender

☐ All Parties Involved Have Been Notified (including their parents)

**Interviews completed (attach questions/answers):**

Name	Affiliation (parent, victim, witness, alleged perpetrator etc)	Date of Interview	Questions Attached	Additional info

**Complete Threat Warning Signs below:**

*Place an "X" in the box if the student exhibits the behavior*

**Verbal/Written Behaviors**

- ☐ Direct/indirect threats
- ☐ Verbalizing a violent plan
- ☐ Recurrent suicide threats or statements
- ☐ Expresses a wish to kill, be killed and/or die
- ☐ Threats or brags about bringing weapon to school
- ☐ Threatening e-mails, phone calls and/or pager messages
- ☐ Hopeless statements
- ☐ Bragging about violent behavior or fantasies
- ☐ Excessive profanity (contextually inappropriate)
- ☐ Challenging/intimidating statements
- ☐ Name calling or abusive language

☐ Other

### **Bizarre Thoughts**

- ☐ Delusions in general (false thoughts of something that is not there)
- ☐ Persecution delusions with self as victim
- ☐ Grandiose delusions (involve power, control, or destruction)
- ☐ Hallucinations (voices tell individual to do something)
- ☐ Paranoid behavior (others and/or entities are conspiring against individual)
- ☐ Significantly deteriorated thought processes
- ☐ Other

### **Physical Clues**

- ☐ Physical altercations/assault on others, frequent fighting
- ☐ Inappropriate weapons possession or use
- ☐ Drawings and other creative outlets (i.e. writing) with persistent violent themes
- ☐ Violent attire (camouflage fatigues, violent message T-shirts)
- ☐ Physically intimidates others, bullying or victim of bullying
- ☐ Following or surveying targeted individual(s)
- ☐ Short fused, loss of emotional control, mood swings, bad temper, demonstrates depression
- ☐ Destruction of property
- ☐ Deteriorated physical appearance and self care
- ☐ Possession of inappropriate violent literature and hate groups
- ☐ Isolated and withdrawn
- ☐ Current and/or history of substance abuse
- ☐ Rebellion against authority
- ☐ Violent tattoos
- ☐ Other

### **Obsessions**

- ☐ Sees self as victim of specific individual(s) or group or organization
- ☐ Holds grudges and deep resentments
- ☐ Is the object of particular desire
- ☐ Perceives self as recipient of injustices, humiliation and disrespect
- ☐ Thoughts of death or violence
- ☐ Sees no way out, narrow focus
- ☐ Obsessive about publicized acts of violence
- ☐ Obsessive about violent figures
- ☐ Listens, fixated on music or other media with violent themes
- ☐ Fixated on weapons and destruction
- ☐ Stalking behaviors
- ☐ Other

**Factors to Consider Checklist Below:** Place an "X" in the appropriate box for indicators to consider in determining level of threat.

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**Peers**

- ☐ behaviors on the part of peers that may give the student an excuse or rationalization to commit violence
- ☐ perceived disparities in peer treatment – special groups get special treatment
- ☐ peer encouragement of violent acts
- ☐ peer accomplices for violent acts
- ☐ need to fit in/ few friends
- ☐ no supportive peers
- ☐ other (explain)

**Family**

- ☐ parents divorced/separated, marital issues
- ☐ violence in the home
- ☐ emotional, physical, sexual abuse
- ☐ excessive harsh/severe discipline
- ☐ substance abuse/dependency
- ☐ neglectful and/or ineffective parenting
- ☐ weak or absent same sex parent
- ☐ other (explain)

**Psychological Issues (if documented in medical/mental health records)**

- ☐ psychiatric diagnosis
- ☐ hopelessness/desperation
- ☐ suicidal
- ☐ other (explain)

**Substance abuse/dependency**

- ☐ substance dependency and use
- ☐ other (explain)

**Self Esteem**

- ☐ feelings of inadequacy, low self worth
- ☐ sense of being powerless, shame, isolation inadequacy
- ☐ other (explain)

**Law Enforcement Contact**

- ☐ explain

**Peer support**

- ☐ has law abiding pro-social friendships
- ☐ has numerous friendships not limited to one social group
- ☐ friends are supportive and caring
- ☐ other (explain)

**Coping Skills**

- ☐ balance important issues simultaneously and without difficulty
- ☐ manage multiple life issues
- ☐ responsible and values commitments to others
- ☐ impulse control
- ☐ other (explain)

**Interpersonal skills**

- ☐ multiple and/or enduring friendships
- ☐ ability to mix well with a variety of others
- ☐ sense of self and self worth
- ☐ connections with friends and family
- ☐ other (explain)

**Family**

- ☐ positive parental involvement
- ☐ parents care about student's performance at school, respect for authority, exposure to drugs and alcohol, types of friends, type of media student is interested in
- ☐ parents set and implement limits
- ☐ effective and appropriate parenting skills and modeling exhibited
- ☐ control and restrict access to weapons
- ☐ other (explain)

**Mental health resources**

- ☐ involvement in mental health treatment
- ☐ takes prescribed medication as prescribed
- ☐ participates in drug/alcohol intervention programs
- ☐ participates in self help programs
- ☐ other (explain)

(list continued on next page)

<p><b>Non-acceptance of Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> blames others</li> <li><input type="checkbox"/> externalizes responsibility</li> <li><input type="checkbox"/> other (explain)</li> </ul> <p><b>Attachment issues</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> intense and/or absent attachments</li> <li><input type="checkbox"/> unwillingness to let go of attachments/relationships</li> <li><input type="checkbox"/> superficial friendships on their part or others</li> <li><input type="checkbox"/> other (explain)</li> </ul> <p><b>Academic Issues</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identified learning disabilities</li> <li><input type="checkbox"/> ADHD resulting in impulsive behaviors</li> <li><input type="checkbox"/> history of poor academic performance</li> <li><input type="checkbox"/> attendance Issues</li> <li><input type="checkbox"/> other (explain)</li> </ul> <p><b>Background Issues</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> geographic mobility</li> <li><input type="checkbox"/> early initiation of behavior problems (see behavior report)</li> <li><input type="checkbox"/> criminal background</li> <li><input type="checkbox"/> poverty</li> <li><input type="checkbox"/> history of bullying behaviors</li> <li><input type="checkbox"/> previous suicide attempts/threats</li> <li><input type="checkbox"/> other (explain)</li> </ul> <p><b>Precipitating Events (catalyst for violence)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> victim of bullying, ridicule</li> <li><input type="checkbox"/> significant personal rejection</li> <li><input type="checkbox"/> loss of romantic or personal relationship</li> <li><input type="checkbox"/> disciplinary action/investigation</li> <li><input type="checkbox"/> extreme jealousy</li> <li><input type="checkbox"/> change or loss of status</li> <li><input type="checkbox"/> change or loss of affiliated groups</li> <li><input type="checkbox"/> suicide/suicide threat by significant other</li> <li><input type="checkbox"/> intervention(s)</li> <li><input type="checkbox"/> other (explain)</li> </ul> <p><b>Other Outside Influences</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> cult involvement (advocating violence and/or negative social activities)</li> <li><input type="checkbox"/> emphasis on or fascination with Satanic influences, rituals, or other violent themes</li> <li><input type="checkbox"/> fantasies with violent themes, power and control components</li> <li><input type="checkbox"/> other (explain)</li> </ul>	<p><b>Rules and boundaries</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> student accepts consequences appropriately</li> <li><input type="checkbox"/> student understands difference between right and wrong</li> <li><input type="checkbox"/> student follows school rules and expectations</li> <li><input type="checkbox"/> student understands the difference between a truth and a lie</li> <li><input type="checkbox"/> other (explain)</li> </ul> <p><b>Other Support</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> active participation in school related activities</li> <li><input type="checkbox"/> active participation in outside organizations providing positive social-emotional/spiritual support</li> <li><input type="checkbox"/> other (explain)</li> </ul> <p>Note: The presence or absence of factors does not necessarily indicate a student will engage in violent behavior at school and no one factor is decisive. The number of boxes marked in this checklist is not meant to be added to arrive at a number that suggests the need to take action. Rather, each situation is different. In some situations one, very intense warning sign might be enough to trigger concerns and actions by the Threat Assessment Team. In others it is the overall picture that defines threat potential. We have to be careful not to use them to unfairly label or stigmatize a student. Care must be taken to avoid stereotypes or false cues such as race, socio-economic status, academic ability or physical appearance. We should be aware that even when a serious risk of violence is not indicated, the presence of some factors may certainly indicate that a student is in need of support and intervention.</p>
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**Individuals Participating in this Building Level Threat Assessment and Follow Up Duties**

NAME	TITLE	ORGANIZATION/ PHONE #	ACTION RESPONSIBILITY	DATE COMPLETED

**Attach the following information from Infinite Campus to this referral:**

- ☐ Student Summary Sheet
- ☐ Behavior History
- ☐ Academic Information
- ☐ Attendance
- ☐ Enrollment History

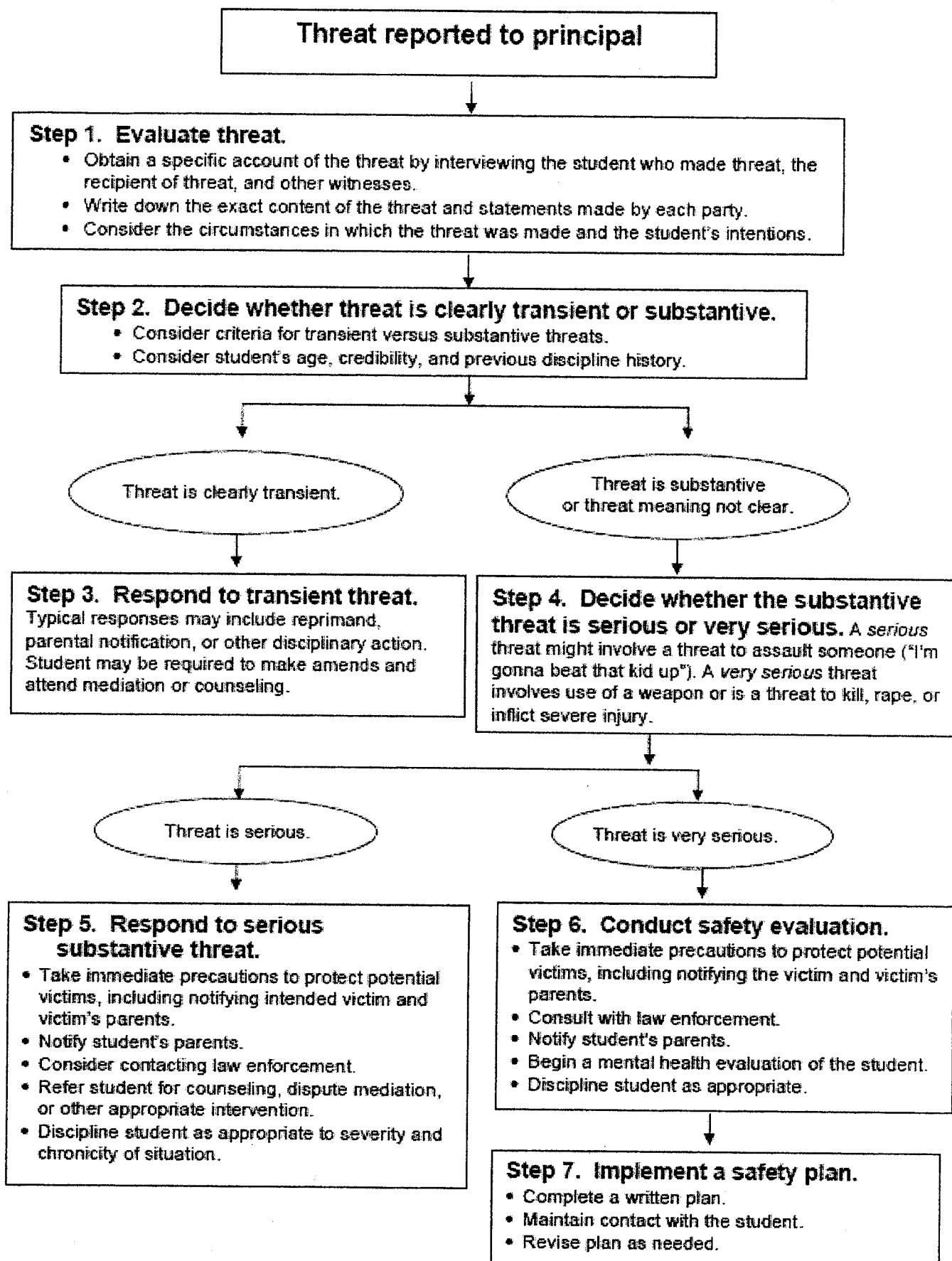
**ATTACH ANY ADDITIONAL INFORMATION NECESSARY!** (504/IEP records as appropriate, alternative school/program placements, health/medication records, mental health assessments, witness statements, teacher/staff interviews, law enforcement records/information, behavior records, etc.)

**Building Outcome:**

- ☐ Situation Resolved By Building Level Threat Assessment
- ☐ Building Level Threat Assessment Team is Still Concerned: Contact Area Community Superintendent or Executive Director for further action

# VIRGINIA YOUTH VIOLENCE PROJECT

*Confronting Violence in Our Schools: Planning, Response, and Recovery – A PERI Symposium*



**FCPS Threat Assessment Documentation****Date:**

**Instructions:** This form should be completed by the school administrator when conducting a threat assessment. This form should be maintained in the cumulative file of the student's scholastic record if the threat is determined to be substantive. If the threat is determined to be transient, the form may be maintained in the student's scholastic record at the discretion of the administrator. Record specific account(s) of the threat made from the student making the threat **and** from the recipient(s) of the threat and witness(s) as applicable.

Administrator completing form:

Position:

School:

**Information on student making threat:**

Name of student

Date of birth

Grade

Address

Home phone

Emergency contact

Relationship

Is there a history of violent behavior in school?

Yes ☐No ☐Unknown ☐

Is there a history of violent behavior away from school?

Yes ☐No ☐Unknown ☐Is there a history of discipline referrals? Yes ☐ No ☐ Unknown ☐

Other information:

**Information about the threat:**

Date threat occurred: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date administrator learned of threat: \_\_\_\_/\_\_\_\_/\_\_\_\_

Where the threat was made:

Who reported the threat:

What was reported (quote as possible; use quotation marks to identify direct quotes)

**Information on victim(s) or recipient(s) of threat:**Has the intended target/victim(s) been identified? Yes ☐ No ☐

Name(s) &amp; grade of victim(s):

Primary recipient(s) of the threat (check all that apply):

☐ Student ☐ Teacher ☐ Parent ☐ Administrator ☐ OtherNumber of victim/recipients of threat: ☐ one ☐ two ☐ three ☐ four ☐ five or more

Adapted from *Guidelines for Responding to Student Threats of Violence* by Dewey Cornell and Peter Sheras, (Sopris West, 2006)  
\* Prior to releasing these documents to parents/guardians, all identifying information relating to other students shall be redacted

**FCPS Threat Assessment Documentation****Date:****Student Name:****Administrator completing interview:**

**Student Interview Directions:** Use these questions as a guide to interview the student making the threat. Other questions should be asked, if appropriate and relevant. This should not be completed by the student. Use quotation marks to indicate student's exact words when applicable.

1. Do you know why I wanted to talk with you? Tell me.

2. What happened today when you were [place of incident]? (record student's exact words as possible)

3. What exactly did you say? And what exactly did you do?

4. What did you mean when you said or did that?

5. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the student believes the person who was threatened was frightened or intimidated.)

6. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

7. What are you going to do now? Do you intend to carry out the threat?

8. Additional witnesses; Other relevant information:

Adapted from *Guidelines for Responding to Student Threats of Violence* by Dewey Cornell and Peter Sheras, (Sopris West, 2006)  
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**FCPS Threat Assessment Documentation****Date:****Witness Name:****Administrator completing interview:**

**Witness Interview Directions:** Use these questions as a guide for individuals who have direct or indirect knowledge of the threat; complete this form for each individual interviewed. Other questions should be asked, if appropriate and relevant. This should not be completed by the student. Write the student's exact words as possible and use quotation marks to indicate student's exact words.

Is the witness the ☐ Recipient (target) of threat or ☐ Witness to threat, but not recipient

If the witness is the recipient are they a ☐ student or ☐ staff member

Has the recipient been threatened before by this individual ☐ Yes ☐ No

1. What exactly happened today when you were [place of incident]?

2. What exactly did [student who made the threat] say or do? (Write the witness's exact word.)

3. What do you think he or she meant when saying or doing that?

4. How do you feel about what he or she said or did? (Gauge whether the person who observed or received the threat feels frightened or intimidated.) Are you concerned that he or she might actually do it?

5. Why did he or she say or do that? (Find out whether witness knows of any prior conflict or history behind this threat.)

6. Additional witnesses; Other relevant information:

Adapted from *Guidelines for Responding to Student Threats of Violence* by Dewey Cornell and Peter Sheras, (Sopris West, 2006)  
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# Fairfax County Public Schools

## Threat Assessment and Response Summary Sheet

**This summary sheet is used to determine the level of threat and to guide the response to the threat.**

Name of student: \_\_\_\_\_ Date of threat: \_\_\_\_\_

Team members: \_\_\_\_\_

To your knowledge did the student making the threat:

Have or seek accomplices:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Report the threat as a specific plan:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Write plan(s) or a list:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Repeat the threat over time:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Mention weapon in the threat:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Use weapon in the threat:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Have prior conflict with recipient:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Previously threaten the recipient:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Experience being bullied by the recipient of the threat:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Follow or approach the recipient of the threat:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Have the ability to develop and carry out the threat:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown

Based on the interviews and the responses above, determine the type of threat (refer to *FCPS Threat Assessment Guidelines* as necessary). Check appropriate box and once identified, follow the prescribed response.

☐ Transient

☐ Serious Substantive

☐ Very serious Substantive

### RESPOND TO TRANSIENT THREAT

- ☐ Contact student's parents if necessary
- ☐ Notify intended victim's parents if necessary
- ☐ See that threat is resolved through explanation, apology or making amends
- ☐ Consult with safety and security specialist/SRO if necessary
- ☐ Refer for conflict mediation or counseling, to resolve problem if appropriate
- ☐ Follow discipline procedures as per Regulation 2601
- ☐ Develop Behavior Intervention Plan/contract as appropriate
- ☐ Maintain threat assessment documentation in the cumulative file of the student's scholastic record, if completed, as appropriate

### RESPOND TO SERIOUS THREAT

- ☐ Mobilize threat assessment team members as needed
- ☐ Notify student's parents
- ☐ Protect and notify intended victim and parents of victim
- ☐ Caution the student about the consequences of carrying out the threat
- ☐ Provide direct supervision of student until parents assume control
- ☐ Consult with safety and security specialist/SRO
- ☐ Refer for conflict resolution or counseling
- ☐ Follow discipline procedures as per Regulation 2601
- ☐ Develop Behavior Intervention Plan
- ☐ Maintain threat assessment documentation in the cumulative file of the student's scholastic record

### RESPOND TO VERY SERIOUS THREAT

- ☐ Mobilize threat assessment team
- ☐ Notify student's parents
- ☐ Protect and notify intended victim and parents of victim
- ☐ Notify cluster assistant superintendent or designee
- ☐ Caution the student about the consequences of carrying out the threat
- ☐ Provide direct supervision of student until parents assume control
- ☐ Consult with safety and security specialist/police
- ☐ Follow discipline procedures as per Regulation 2601
- ☐ Conduct mental health assessment
- ☐ Develop Behavior Intervention Plan/contract
- ☐ Maintain threat assessment documentation in the cumulative file of the student's scholastic record

Print name of administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of administrator: \_\_\_\_\_

(signature indicates agreement with identified level of threat indicated above)

Adapted from *Guidelines for Responding to Student Threats of Violence* by Dewey Cornell and Peter Sheras, (Sopris West, 2006)

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SS/SE-233 (5/08)

## FCPS THREAT ASSESSMENT AND RESPONSE PROTOCOL

Adapted from the *Guidelines for Responding to Student Threats of Violence*, Virginia Youth Violence Project (Cornell & Sheras, 2006)

### IDENTIFY AND EVALUATE THREAT

A threat is an expression of intent to harm someone that may be spoken, written, or gestured. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to an actual or prospective victim and regardless of whether the actual or prospective victim is aware thereof, existing in any fashion, whether orally, visually, in writing, or electronically. This protocol does NOT address threats to damage property, threats made by non-students, fights with no threat, or language such as slurs, insults, or verbal abuse that does not constitute a threat. WHEN IN DOUBT, treat the expression as a threat. See Regulation 2111 for more specific guidance.

Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include age of the child, and the context of the threat or remark.

The administrator makes a preliminary determination of the seriousness of the threat. If the threat has not been resolved, and the administrator determines it is potentially serious, then the *Threat Assessment Documentation and Threat Assessment and Response Summary Sheet* should be completed.

The student, recipients of threat, and other witnesses shall be interviewed to obtain a specific account of threat in context using the *Threat Assessment Documentation* form.

#### Student Interview

- Do you know why I wanted to talk with you?
- What happened when you were [place of incident]?
- What exactly did you say? And what exactly did you do?
- What did you mean when you said or did that?
- How do you think he/she feels about what you said or did?
- What was the reason you said or did that?
- What are you going to do now that you have made this threat?

#### Witness Interview

- What exactly happened when you were [place of incident]?
- What exactly did [student] say or do?
- What do you think he/she meant when saying that?
- How do you feel about what he/she said or did?
- Why did he/she say or do that?

### DETERMINE WHETHER THREAT IS CLEARLY TRANSIENT OR SUBSTANTIVE

#### Transient Threat

A transient threat meets one or more of the following:

- Non-genuine expression
- Non-sustainable intent to harm
- Temporary feelings of anger
- Tactic in argument
- Intended as joke or figure of speech
- Resolved on scene or office (time-limited)
- Conflict is resolved and ends with apology, retraction, or clarification
- WHEN IN DOUBT, consider threat as substantive and assess further

#### Substantive Threat

A substantive threat meets one or more of the following:

- Specific, plausible details such as a specific victim, time, place, and method
- Threat has been repeated over time or related to multiple persons
- Threat is reported as a plan or planning has taken place
- Recruitment of accomplices or invitation for an audience
- Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)

*Factors to consider in which substantive threats are more likely:*

Age of student      Credibility of account      Documented history of aggression

### DETERMINE IF SUBSTANTIVE THREAT IS SERIOUS OR VERY SERIOUS

#### Serious

A threat to assault

#### Very Serious

Threat to kill, rape, or inflict severe injury or involves the use of weapons

### RESPOND TO TRANSIENT THREAT

- ❖ Contact student's parents if necessary
- ❖ Notify intended victim's parents if necessary
- ❖ See that threat is resolved through explanation, apology or making amends
- ❖ Consult with safety and security specialist/SRO if necessary
- ❖ Refer for conflict mediation or counseling, to resolve problem if appropriate
- ❖ Follow discipline procedures as per Regulation 2601
- ❖ Develop Behavior Intervention Plan /behavior contract as appropriate
- ❖ Maintain threat assessment documentation in the cumulative file of the student's scholastic record, if completed, as appropriate

### RESPOND TO SERIOUS THREAT

- ❖ Mobilize threat assessment team members as needed
- ❖ Notify student's parents
- ❖ Protect and notify intended victim and parents of victim
- ❖ Caution the student about the consequences of carrying out the threat
- ❖ Provide direct supervision of student until parents assume control
- ❖ Consult with safety and security specialist/SRO
- ❖ Refer for conflict resolution or counseling
- ❖ Follow discipline procedures as per Regulation 2601
- ❖ Develop Behavior Intervention Plan/behavior contract
- ❖ Maintain threat assessment documentation in the cumulative file of the student's scholastic record

### RESPOND TO VERY SERIOUS THREAT

- ❖ Mobilize threat assessment team
- ❖ Notify student's parents
- ❖ Protect and notify intended victim and parents of victim
- ❖ Notify cluster assistant superintendent or designee
- ❖ Caution the student about the consequences of carrying out the threat
- ❖ Provide direct supervision of student until parents assume control
- ❖ Consult with safety and security specialist/police
- ❖ Follow discipline procedures as per Regulation 2601
- ❖ Conduct mental health assessment
- ❖ Develop Behavior Intervention Plan/behavior contract
- ❖ Maintain threat assessment documentation in the cumulative file of the student's scholastic record

Adapted from *Guidelines for Responding to Student Threats of Violence* by Dewey Cornell and Peter Sheras, (Sopris West, 2006)

\* Prior to releasing these documents to parents/guardians, all identifying information relating to other students shall be redacted

**OTHER**