

2016-2017

THREAT ASSESSMENT

**Centennial, David Douglas,
Gresham-Barlow, Parkrose
and Reynolds School Districts**

STUDENT THREAT ASSESSMENT HANDBOOK

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STAT MANAGEMENT

(System Overview)

Purpose

The School District Student Threat Assessment and Safety Management System constitutes a comprehensive and systematic approach to investigate and assess students who are engaged in or exhibiting behaviors implying aggression or violence directed at other people. It is not designed for the use with students who are suicidal, acting out sexually, or setting fires, unless they are doing so as an act of violence intended to cause serious or lethal injury to others.

This system combines the use of investigative information gathering strategies with “targeted violence” related questions. The purpose is to collect data to help make an informed judgment about a student’s level of safety towards others and to identify risk factors surrounding a student’s behavior. The data collected guides the development and implementation of a Student Safety Management Plan.

Goals

1. To provide a protocol to assess threats of potentially harmful behaviors, risk factors, and action required to support school safety.
2. To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans.
3. To develop and maintain a sense of safety among students, teachers, staff and parents/guardians.

NOTE: Each school has a school-based Student Threat Assessment Team (STAT) consisting of an Administrator, SRO if available, and School Psychologist/Counselor who will be responsible for case management, safety plan, and review.

IMMINENT DANGER RESPONSE

The STAT system is not designed to provide an immediate safety crisis response. If there is imminent danger, call law enforcement and follow school emergency procedures. After containment, if further information is needed to help assess threat potential, proceed with this system.

System

The system consists of the following levels:

1. Inquiry: A school administrator, with consultation from another member of the school based STAT team, determines the need for Level 1 assessment.
2. Level 1: A school-based Student Threat Assessment Team (STAT) consisting of an Administrator, SRO (as needed), Counselor/School Psychologist, and one or more designated trained individuals (case manager, etc.) complete a school-based assessment. The team may involve other participants in the Level 1 process and/or request consultation from the district Student Services Director or designee.
3. Level 2: If the Level 1 team determine there is need for further assessment, assistance in development of the Student Safety Management Plan, or concerns that cannot be addressed at the Level 1, the case can be referred to the Level 2 team. The Level 1 team will contact the Student Services Director or designee to consult and initiate the referral. The Administrator or designee on the Level 1 team will present the case to the Level 2 team.

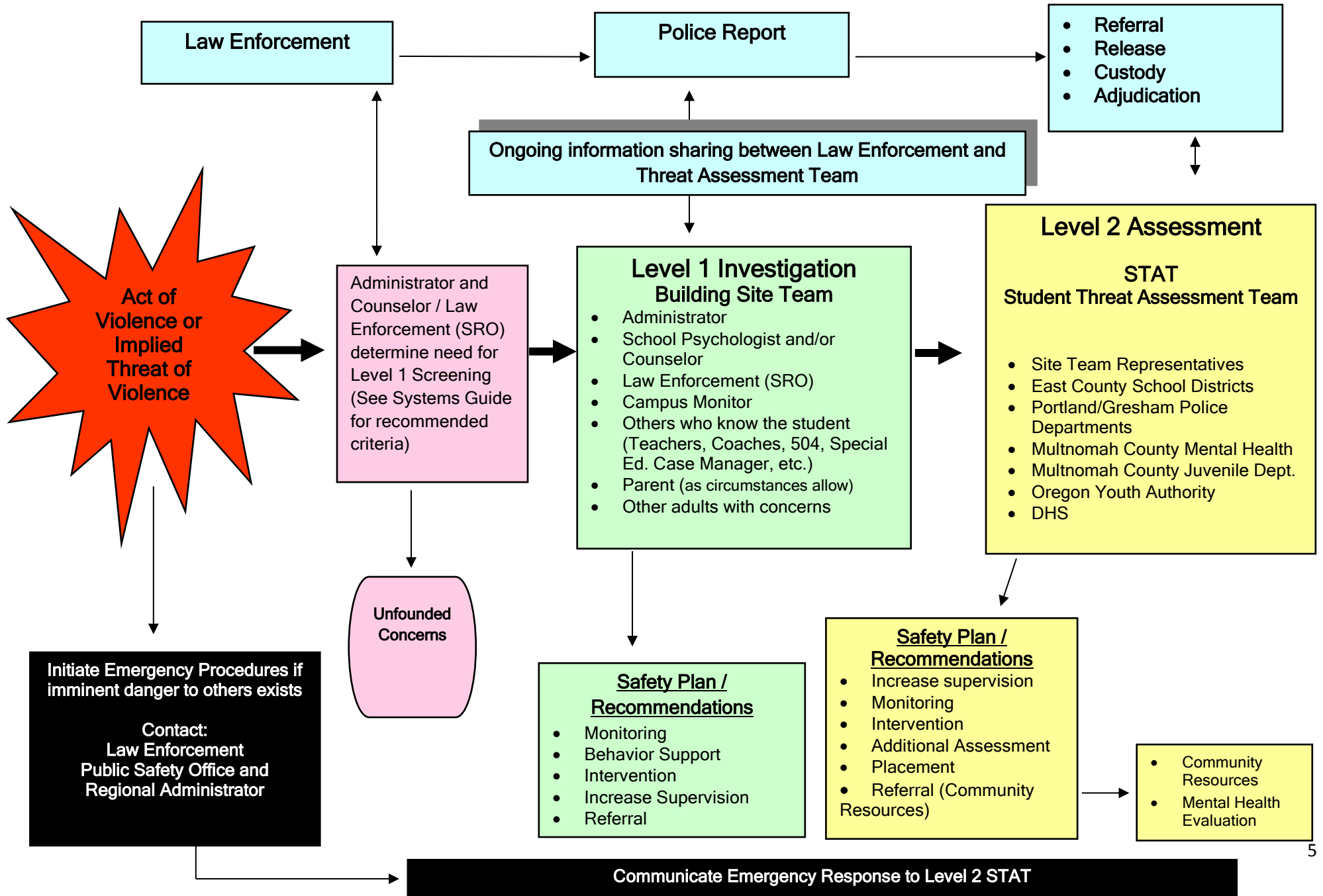
*Level 2 Team is a panel of multi-agency members from the Centennial, David Douglas, Gresham-Barlow, Parkrose and Reynolds School Districts, local Law Enforcement, Multnomah County Mental Health, DHS, and Multnomah County Juvenile Department that assists school-based STAT members with threat management and identification of resources. Level 2 Teams do not case manage.

Discipline and Safety

Due to safety and rule violations, behaviors that are associated with potential or actual violence may lead to a disciplinary action involving either suspension or expulsion. Discipline and assessment are parallel processes with different, but equally important purposes. Discipline is designed to support the order and stability of the school and to provide the opportunity to teach pro-social behavioral skills. The School District Student Threat Assessment System constitutes a comprehensive and systematic approach to investigate and assess students who are engaged in or exhibiting behaviors implying aggression or violence directed at other people. Threat assessment identifies the level of intervention and supervision necessary to mitigate safety/risk factors. It also allows teams to collect information to make decisions regarding student safety and assists teams in implementing interventions with the purpose of reducing risk.

MASTER FLOWCHART

STUDENT THREAT ASSESSMENT and MANAGEMENT SYSTEM



SCHOOL DISTRICT

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

SYSTEMS GUIDE

THE INCIDENT

- A. Implied threat or act of aggression occurs (student(s) engaged in or considering aggression directed at other people.) NOTE: System is NOT to be used for students who are suicidal, acting out sexually, or setting fires, unless they are doing so as an act of aggression intending severe or lethal injury to others (violence).
- B. If imminent danger exists notify Law Enforcement, appropriate Level Office, and Student Services Department. Initiate a protective response using district guidelines.

NEED FOR LEVEL 1

- A. The Level 1 Assessment is initiated by the administrator with consultation from another member of the Site Team. The Site Team is comprised of administrators, school psychologist, school counselors and school resource officers. (*See Systems Flow Chart.*)
 - 1. If after consultation between an administrator and either the school counselor or school resource officer, it is determined that a Level 1 assessment is not necessary, this decision is documented using the *Inquiry Protocol*. This protocol should be maintained in the administrator's working file.
- B. The Level 1 Assessment Protocol is recommended for investigation and documentation of concerns about dangerous student activities, behaviors, ideation, and/or statements. A direct threat (expressed or acted out) does not have to be clearly indicated in order to proceed with a Level 1 Assessment. Site Teams are encouraged to use the Level 1 Assessment Protocol to address concerns and document their review of potential danger or safety issues, even if dismissed as minor or unlikely. (The Level 1 Protocol can be used as a reasonably short (20-30 minutes) review or a more extensive and lengthy assessment, depending upon the circumstances.)
- C. Consider completing an interview with the student of concern using the *Student Interview* form as a guide. Other students who were witnesses to the incident or who have pertinent information may be interviewed using the *Student Witness Interview* form as a guide.
 - 1. The following are our guidelines for considering a level 1:
 - 2. Threat or aggression is specific to identified target with motive and plan.
 - 3. Weapon at school or attempt to bring a weapon to school
 - 4. Threat or aggression is causing considerable fear or disruption to activity.
 - 5. There is continued intent to carry out threat.
 - 6. There is a history of threats or extreme aggression (violence).
 - 7. Staff, parent, or student perceives threatening circumstances.
 - 8. Administrator is unable to determine if a situation poses a risk to school personnel or the community.

LEVEL 1

A. Use the following process to complete the Level 1 Assessment protocol:

- 1. Use the following process to complete the Level 1 Assessment protocol: Schedule assessment as soon as Site Team can assemble. Make sure all student/staff are safe. If necessary take appropriate precautions such as detaining the student and restricting access to coats, backpacks, lockers, etc. If imminent exists, call law enforcement, level office and follow district guidelines. STAT team member and/or SRO (if appropriate)

interview the student or student's of concern regarding the threat, behavior related to the threat, motives, accelerating factors and protective supports.

2. Include teachers who know student well (especially English, Humanities and Art teachers), Campus Monitor(s), and education case managers if student is on IEP or 504 Plan. The **Teacher Questionnaire** is available for education staff to complete if unable to attend meeting.
3. Also include community agency case managers if student is adjudicated or a Ward of the Court.
4. The parent/guardian should be notified that the assessment will be taking place and invited to participate if Administrator determines that parents/guardians will be constructive to the assessment process. Site Team may elect to complete the assessment without notification and/or inclusion of the parent if it is determine the the participation of the parent would compromise the process. Documentation for parental notification I son the Level 1 Assessment. The **Parent Interview** is available to complete by phone if parent does not attend meeting.
5. Through team discussion and information gathering (including interview information from the student/s of concern and information transferred from the **Student Interview, Student Witness Interview, Teacher Questionnaires** and **Parent Interview** (if completed), conduct the Level 1 assessment using **Level 1 Protocol**. The Level 1 Protocol includes demographics, assessment questions, supervision strategies to address risk factors, management needs and has recommended criteria for considering further assessment through the Level 2 process.
6. Use the **Companion to Level 1 Protocol** as a reference to assist the completion of the Level 1 assessment. (The Companion is an in-depth explanation of each question and risk factor noted in Step 3.)
7. Use the supervision strategies suggested in Step 4 to address the concerns and aggravating factors identified in Step 3. If the Site Team determines that more assessment is necessary (see step 5-Level 1 Protocol) contact Student Services Director or Designee. STAT Dispatch will then schedule the Level 2 Investigation Team. Upon calling STAT Dispatch, have the information available requested under step 5 of Level 1 Assessment Protocol. This will allow Dispatch to schedule the appropriate attendees (Juvenile Probations Officers, State Case Workers, Therapists, etc.) for the Level 2 Assessment.

B. Use the following process to finish the Level 1 process:

1. In Synergy: Note the presence of a confidential file for this student in the Family Alert section under the Alerts tab.
2. If other student(s) has been identified as a possible targeted victim notify his/her parents/guardians using the Notification Log and the Notification Letter (notification call is to be done within 12 hours; notification letter within 24 hours. See ORS. 339.327). Then consider completing a Plan to Protect Targeted or Victimized Student taking into consideration information from the targeted student and his or her parent/guardians.
3. Maintain two copies of the Level 1 Protocol. One in a letter-size manila envelope market, Confidential Record placed in the student's regular academic or cumulative file and a second copy in the administrator's working file (available to school psychologist, counselor, and SRO). The case is tracked and managed by the school administrator. Schedule follow up dates for review of supervision plan and risk factors as needed.

LEVEL 2

- A. A Level 2 assessment is conducted primarily at the school site by an investigative team comprised of a School Psychologist, Mental Health Worker, Law Enforcement Threat Assessment Specialist and other Case Workers as appropriate (such as Juvenile Probation Counselor, Oregon Youth Authority Counselor and/or DHS Case Manager). The investigative team represents the East County Student Threat Assessment Team (or STAT) with membership from the following agencies: Centennial, David Douglas, Gresham-Barlow, Parkrose and Reynolds School districts, Multnomah County Sheriff's Office, Portland/Gresham Police Departments, Oregon Judicial

Department, Multnomah County Children's Mental Health, Multnomah County Juvenile Department, Division of Human Services and Oregon Youth Authority.

- B. After the assessment is conducted and management strategies are determined, the student's case will be scheduled for further Level 2 review and advisement with the entire Student Threat Assessment Team noted above. (SEE Level 2 Flow Chart.) A member of the Site Team (the administrator in most cases) will also attend the STAT staffing. STAT consultation will further advise on risk, management and intervention strategies, community resources and will support school and other agency professionals on the management of dangerous situations.
- C. Once a student is staffed, case management will be done from the school site by the building administrator and reviewed on a schedule determine at the time of the assessment or as needed if situation escalates. Members of STAT will provide follow up and consultation as circumstances change and/or supervision needs increase. Student may be reviewed and re-assessed at any time upon the request of the Site Team.
- D. At Level 2 Assessment Summary documenting the risk factors and supervision strategies will be written and provided to the Site Team. Place copies of the Level 2 Assessment Summary in the Confidential Record noted above and update Synergy to note the presence of a Confidential Record.

COMMUNICATION WITH STAFF AND FAMILIES

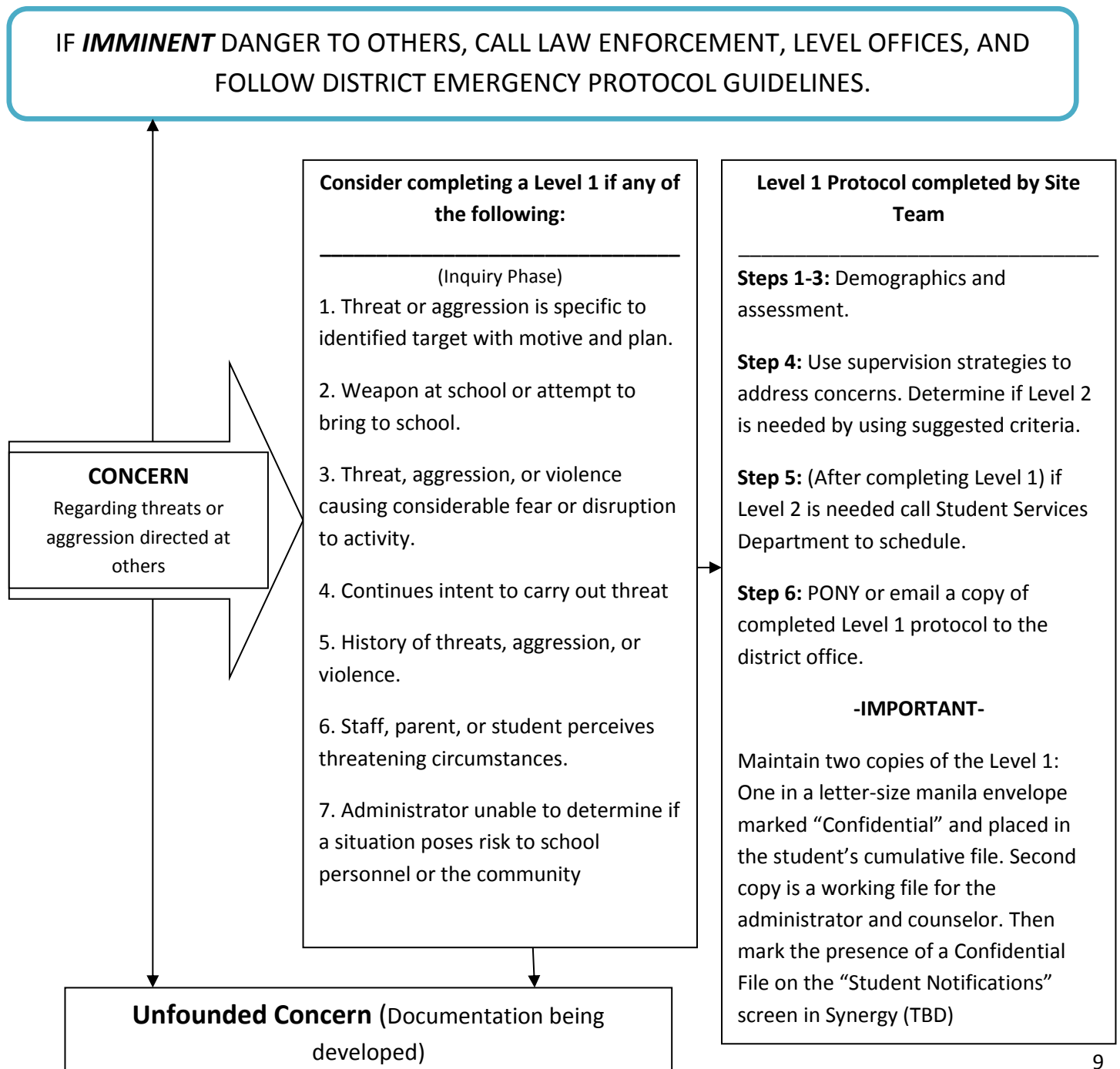
- A. After both a Level 1 and Level 2 Assessment, determine which school staff need to know that a threat assessment has been completed. Consider staff such as classroom teacher, administrators, transportation staff, secretarial staff, Special Education case managers, coaches, or others interacting regularly with the student. The parent(s)/guardian(s) of the assessed student, as well as the targeted student's parent(s)/guardian(s) (if applicable), should also be notified at the conclusion of the Level 1 or Level 2 assessment. Provide information regarding the severity of the threat and the supervision/management plan. Provide only the minimum amount of information that is necessary to ensure safety. Make sure that staff responsible for monitoring the plan understands and can fulfill their responsibilities.
- B. Provide staff and parents with the risk factors brochure and direct them to inform a member of the investigation team (administrator, SRO, etc.) should new concerns arise.

Centennial, David Douglas, Gresham Barlow, Parkrose, Reynolds SCHOOL DISTRICT
STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM
~LEVEL 1 ASSESSMENT PROTOCOL~

(Version 2016)

This system is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually or who are setting fires, unless they are doing so as an act of aggression intending severe or lethal injury to others.

Consult the flow chart below in determining the course investigation. If a Level 1 Threat Assessment is indicated, proceed with the attached protocol and step-by-step instructions.



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

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

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

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

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

STEP 1: ENSURE STUDENT AND STAFF SAFETY

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

- ☐ If necessary, take appropriate precautions such as building-wide security measures or detaining the student(s) of concern, restricting access to coats, backpacks, etc.
- ☐ Provide Notification (phone call within 12 hours and letter within 24 hours) to guardian of any student(s) identified as a target of violence (where outcome could be severe or lethal injury). For specifics, see ORS 339.327, the Student Threat Assessment System Guide, or consult with Level Director.
- ☐ Is law enforcement involvement in the investigation or protective response? If so, provide the name of the investigating officer(s) _____ Case Number _____

What were the results (i.e. student arrested, charged, detained, search of belongings, parent/student interviews, etc.)?

STEP 2: COMPLETE THE FOLLOWING INFORMATION

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

SCHOOL: _____ SCHOOL PHONE #: _____ TODAY'S DATE: _____

ADMINISTRATOR/CASE MANAGER: _____ DATE OF INCIDENT: _____

STUDENT NAME: _____ STUDENT # _____ DOB: _____ AGE: _____ GRADE: _____

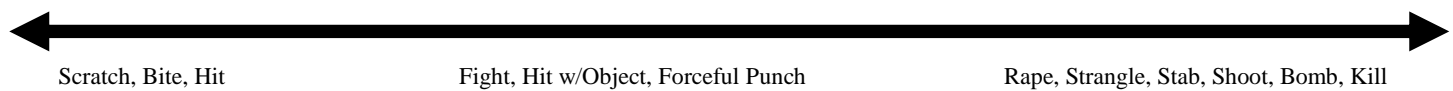
STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

Prior to completing this protocol, consider reviewing the following sources of information: district records, student interview, student witness interviews, parent interview, teacher questionnaires, search of belongings, search of social media activity, etc. Each question is a prompt for the investigation of circumstances that may involve the escalation of aggression by one or more students. The question is noted in **bold** followed by a short clarifying explanation (further explanation can be found within the Level 1 companion). Review the questions as an outline for guided conversation investigating situational factors or concerns that suggest an increase in the risk of acted out aggression. Note responses at each item or under "Other Concerns: (item #20).

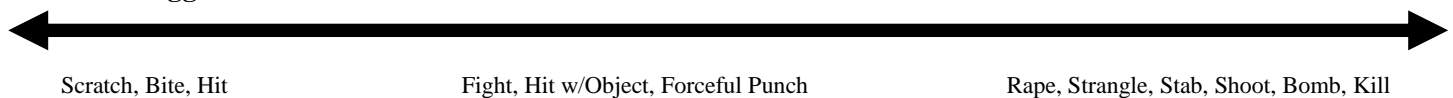
1. Note the location of the threat, behavior of dangerous situation on the following continuum: Identify location of threat and/or acted out behavior in reference to the following continuum and describe details of your concerns. (The behaviors listed within the continuum are examples and not necessarily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

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

Suggested or Threatened Aggressive Behavior:



Acted-Out Aggressive Behavior:



Describe details of threat or dangerous situation and/or acted out behavior:

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

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

☐ No ☐ Yes, Describe:

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

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

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group or student body. The plan would have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon.
- Rehearsal (practice and simulation) of the event or similar even. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc. However, participating in these activities does not lead students to act out violently. Their use is only considered attack-related behavior when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence as a solution.

☐ No ☐ Yes, Describe:

4. Are there indications of suicidal ideation?

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

☐ No ☐ Yes, Describe:

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

Is there ongoing consideration or focus on a particular person, group, or student body? If the situation is absent an ongoing target, it is likely a situation revolving around reactive aggression, where the individual involved perceives themselves to be under immediate threat, is in an n escalated emotion state, and uses threats as a means of self-protection or defending interest and wants.

☐ No ☐ Yes, Describe:

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

If weapons are being considered but not immediately available within the home, are they available through relatives, friends or other means? Note your level of confidence in the source of your information. *Be sure to ask both student and parent directly about weapons availability and document their responses.*

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

7. Are there indications of a focused or unusual interest in acts of violence, previous school/community attacks or attackers, weaponry, law enforcement or military paraphernalia or appearance, or anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)? Are there indications of violent revenge fantasies, or a desire to be an agent or martyr of a particular cause or belief system?

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

☐ No ☐ Yes, Describe: _____

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

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

☐ No ☐ Yes, Describe: _____

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

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

☐ No ☐ Yes, Describe: _____

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

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

☐ No ☐ Yes, Describe: _____

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

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

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

☐ No ☐ Yes, Describe: _____

12. Are actions and behaviors consistent with communications? (Review questions 1-11)

If threats are made but lack attack-related behaviors, motives, or a specific target(s), consistent with that threat, then risk decreases. Many threats that lack attack-related behavior are a likely means of communicating dissatisfaction or anger, attention seeking, releasing stress, or an affectation of strength or power (bravado).

☐ No ☐ Yes, Describe: _____

STOP AND REVIEW THE PREVIOUS QUESTIONS AND YOUR RESPONSES:

➤ Do the responses identify a threat of aggression (actions, circumstances, communication) with a specific motive focused on a specific target (individual or group) with an indication of attack related behavior?
☐ No ☐ Yes If so, the risk of targeted aggression is indicated. Please proceed with the assessment by moving to item number 13.

➤ Do the responses indicate that this is a reactive threat? If so, do the responses identify either of the following:
1. Aggressive talk or behavior that is highly emotional, is unplanned and is a reaction to a perceived insult, affront, or threat or a means of defending personal interest or self? ☐ No ☐ Yes
2. Aggressive behavior and/or aggressive talk that is used to intimidate, bully, manipulate or impress others?
☐ No ☐ Yes

If yes to either question, the threat is likely a reactive or an affective gesture. If the potential outcome of aggression is severe or lethal injury, proceed with the assessment by moving to item #13. If the potential outcome of the aggression is mild to moderate injury, you may stop the assessment at this point and move to Step 4, using the answers from questions 1-12 to identify situation(s), setting(s) and trigger(s) that increase the likelihood of the behavior and then develop strategies that will decrease that behavior.

➤ Do the responses indicate that the situation does not pose a threat? ☐ No ☐ Yes If so, you may stop the assessment at this point and move to Step 4, noting the absence of the threat under *School Options: Other*. Then continue to monitor the situation for behavior, ideas or circumstances that may indicate the presence of risk.

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

Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

☐ No ☐ Yes, Describe: _____

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

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

☐ No ☐ Yes, Describe: _____

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

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

Describe: _____

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

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

Describe: _____

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

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

☐ No ☐ Yes, Describe (include role within peer group): _____

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

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

☐ No ☐ Yes, Describe: _____

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

☐ No ☐ Yes, Describe: _____

20. Other Concerns:

The Level 1 is not a quantifiable questionnaire or fixed checklist. It is intended as a set of pertinent questions that encourage discussion and examination of concerns and potential risk. Are there other concerns not noted elsewhere on this survey? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

Describe: _____

CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

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

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

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

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

1. If Risk is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Administrators, Student Services Director or designee.
3. Contact STAT (see Step 5) for further assessment, consultation, and support.
4. Notify the guardians of the potential target(s) (see Step 1 and Step 4, ORS 339.327) of your concerns and the actions you are initiating. Document all communication using the *Notification Log and Notification Letter*. (See Student Threat Assessment System Guide or consult with Level Director.) Outline and document a safety plan for the targeted student(s) (use the *Plan to Protect Victimized of Targeted Student* form).

5. Consider all options available to inhibit or decrease the chances of violence. Proceed to Step 4 for a partial list of options that are available within the District. Options may also include restricting access to target(s) or campus; however, it is important to remember that removing student(s) who pose a threat does not necessarily decrease that threat if they are not supervised when away from campus. Therefore, since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

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

RECOMMENDED INTERVENTIONS: (CHECK ☒ IF IMPLEMENTED):

If Target(s) are identified:

- ☐ Intended victim warned – parent/guardian notified. (ORS 339.327 requires a phone call notification within 12 hours, followed by a notification letter within 24 hours. Use the *Notification Log* and *Notification Letter* to document.)
- ☐ Protective Response initiated by Safety and Risk Management Department.
- ☐ Design and implement a safety plan (using the form *Plan to Protect Targeted or Victimized Student*) for identified target(s). Consider both physical and psychological safety needs of targeted student.
- ☐ Other: _____

Individual Options:

- ☐ Individual Accountability Plan
- ☐ Suicide Assessment initiated on _____ (use District Suicide Protocol)
date
- ☐ Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.). Describe: _____
- ☐ Other: _____

School Options:

(If student is on IEP/504 plan, any change in placement or Special Ed services must be done through Special Education Team process or 504 team process.)

- ☐ Consider making the following firearms admonition to guardians: “Firearms are the responsibility of the owner: Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.” Document the date, time and guardian’s response.
- ☐ Inform guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform DHS regarding a potential neglectful situation. Document the date, time and guardian’s response.
- ☐ Review educational plan
- ☐ Review transportation options
- ☐ Monitor Social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack
- ☐ Specialized class
- ☐ Travel card and time accountability
- ☐ Social skill building programs
- ☐ Increase supervision in following settings: _____
- ☐ Modifications of daily schedule ☐ Late arrival/early dismissal
- ☐ Alert staff and teachers on need-to-know basis
- ☐ Decrease or eliminate pass time or unsupervised time
- ☐ Intermittent/Random Check of backpack, locker, pocket, purse, etc. by: ☐ Administrator ☐ CDS / Counselor ☐ SRO
☐ Office staff ☐ Other _____
- ☐ Assign identified staff to build trusting relationship through check-in or mentorship:
☐ Administrator ☐ Mentor ☐ Counselor ☐ School Resource Officer ☐ Teacher ☐ Other: _____

☐ Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.

☐ Other intervention or supervision strategies that directly address triggers and agitators identified in

Step 3: _____

☐ Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out: _____

☐ School Counselor or Behavior Specialist intervention including: _____

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

☐ Other: _____

☐ Referral to appropriate school team to consider alternative placement

☐ Home supervision pending further assessment

☐ Increased supervision in the following settings: _____

☐ Referral to appropriate Special Ed. Team to consider Psycho Educational Evaluation/Special Education

Assessment or Behavior Team Referral. (NOTE: Must be done through Special Education Team Process.)

Family / Home Options:

☐ Strategize safety options/planning

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

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

☐ Review and pursue crisis and/or mental health services

☐ Monitor Social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack

☐ Use a Family Social Media Contract or refer to www.common sense media.org for information on appropriate youth media

☐ Other: _____

Community Options:

☐ Referral to Youth Services Team

☐ Explore mental health evaluation options

☐ Anger management program/mediation program

☐ Alcohol/Drug evaluation

☐ Parenting program

☐ Mentoring program

☐ Notify Probation/Parole officer

☐ Faith community program

☐ Foster positive community activities/interests

☐ Other: _____

Other Options: _____

Review:

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

(date)

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

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

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

- If a student (s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearms related offenses in the community.

Is the Level 1 team requesting a Level 2 Threat Assessment at this time?

☐ No ☐ Yes

If yes, see Step 5 for Level 2 Threat Assessment referral process.

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

1. To begin process, immediately contact Student Services Director or Designee.
2. Provide Student Services Director or Designee with the information requested below so a complete Level 2 team can be assembled in a timely manner.

If a Level 2 Assessment is not requested, move ahead to Step 6 to complete the protocol.

- NOTE -

While awaiting the Level 2 assessment, use the student supervision plan (Step 4) to manage the situation and document interim steps taken by Site Team.

INFORMATION NEEDED FOR INITIATING A LEVEL 2



1. Is student adjudicated? ☐ Yes ☐ No

If yes – Name of Probation Officer _____ Phone #: _____

2. A Ward of the Court or other supervision? ☐ Yes ☐ No

If yes – Name of Caseworker _____ Phone#: _____

3. Other agencies or individuals involved with the student (therapists, doctors, etc.) that should be included with the parent's permission? ☐ Yes ☐ No

If yes, is there signed consent for exchange of information? ☐ Yes ☐ No

If yes, please list agencies and individuals:

_____ Phone: _____

_____ Phone: _____

_____ Phone: _____

4. Special Ed. or 504 plan, disability codes and current placement? ☐ Yes ☐ No

If yes, details: _____

5. Is student in self-contained classroom? ☐ Yes ☐ No

6. Was guardian present at Level 1 assessment? ☐ Yes ☐ No

7. Are guardians supportive, constructive and available to attend Level 2? ☐ Yes ☐ No

If yes, what is their contact information: Home Phone: _____ Cell Phone: _____

8. Other information needed for Level 2 assessment: _____

STEP 6: SIGN, SEND, FILE AND BEGIN SUPERVISION AS PLANNED:

Sign the Protocol.

1. **Maintain *two copies* of the Level 1:**
2. ***One* in a letter-size manila envelope marked “Confidential” placed in the student’s cumulative file and a *second copy* in a working file for the administrator and counselor.**
3. **Update the Student Notifications screen in Synergy to indicate the presence of a confidential file.**

***Note: The Level 1 system is a school site-managed process. Level 1 protocols are not reviewed by any department staff unless a review is requested through a phone call or email by the Student Services Director or Designee.**

Team Signatures:

Administrator, Plan Supervisor
Date

Counselor
Date

School Resource Officer	Date
--------------------------------	-------------

Other _____ Date _____

Other	Date
--------------	-------------

Other	Date
--------------	-------------

NOTES:

Developed by John Van Dreal at Salem-Keizer Public Schools using the following information: Pynchon and Borum, [Assessing Threats of Targeted Group Violence: Contributions from Social Psychology](#); Reddy, Borum, Berlun, Vossekuil, Fein, and Modzeleski, [Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches](#); O'Toole, [The School Shooter: A Threat Assessment Perspective](#); Fein, Vossekuil and Holden, [Threat Assessment: An Approach to Prevent Targeted Violence](#); Meloy, [Violence Risk and Threat Assessment](#), Specialized Training Services Publication; De Becker, [The Gift of Fear](#); Johnson, [Assessment of Violent and Potentially Violent Youth In the Schools](#). Calhoun, [Hunters and Howlers](#). Vossekuil, Pollack, Bourne, Modzeksksi, Reddy, and Fein, [Threat Assessment in Schools, A Guide to Managing Threatening Situations and to Creating Safe School Climates](#).

RECOMMENDATIONS FOR CASE MANAGERS (ADMINISTRATORS)

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Routinely check in with teachers, coaches, campus monitors, counselors, and parents for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Status checks should be completed as often as necessary until your level 1 team determines the level of risk has diminished.
- Document your updates and management steps through the process.
- If the student moves to another school or program, immediately notify the receiving school of the Level 1/Level 2 and management plan.
- Contact your district threat assessment consultant with any concerns or significant updates.

REVIEW NOTES

Review Date:

Notes:

Review Date:

Notes:

Review Date:

Notes:

Review Date:

Notes:

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

Step 1: Directions for Case Manager:

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

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

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

Student's Name: _____ **Date:** _____

Administrator / Case Manager's Name: _____

Parent / Guardian's Name: _____

Person conducting the Interview: _____

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

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

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

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

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

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

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

School District
Student Threat Assessment and Management System
Student Interview - Level 1

Step 1: Directions for Case Manager:

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

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

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

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

Student's Name: _____ Date: _____

Administrator / Case Manager's Name: _____

Person conducting the Interview: _____

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

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

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

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

Step 3:

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

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

Step 1: Directions for Case Manager (Administrator):

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

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

Student's Name: _____ **Date:** _____

Administrator / Case Manager Name: _____

Teacher / Staff Name: _____

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

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

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

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

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

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

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

Step 1: Directions for Case Manager:

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

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

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

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

Student's Name: _____ Date: _____

Administrator / Case Manager's Name: _____

Person conducting the Interview: _____

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

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

1. It has been reported that you witnessed a threat.....tell me what happened.
2. When did this happen? Who is/are involved in the threat/situation? How are they involved?
3. What exactly was said (written, posted, drawn, filmed or otherwise communicated)?
4. Who was threatened? Who are they wanting to harm?

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

Step 3:

1. What is interviewer's relationship with student:

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

2. In your opinion, was the student:

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

COMPANION TO LEVEL 1 PROTOCOL (EXPLANATION OF ITEM QUESTIONS)

The following is a reference of explanations for the questions listed in **Step 3** of the **Level 1 Protocol**. It is intended to clarify the intentions of each question and to assist site-based Level 1 teams approach to the protocol with greater confidence. The Level 1 team should keep a situational perspective when examining the student(s) and the factors noted below.

Level 1 Protocol, Step 3, Question number:

1. Define threats or dangerous situation using the following continuum...

This question asks for clarification of the threat. Place the threat on the continuum illustrated within the question and define your concerns. Note that there is a change within the continuum from aggression (non-serious or non-lethal injury) to violent aggression (serious or lethal injury).

2. Have there been any communications suggesting a potential attack or act of aggression? (Direct threats, specific references, veiled threats or vague warning.)

This question addresses the type of communication indicating a threat are sometimes made directly in verbal communication, art, email, internet use, written language exercises and any other medium of communication. They can also be made indirect, veiled or casual references to possible harmful events, ominous warnings, or references to previously occurring violent events such as school shootings. A threat does not have to be specifically stated to be of concern, nor does it have to be stated or implied within the school setting.

3. Are there indications of a plan to harm others?

This question addresses attack related behavior. Threatening language is just language without related behavior or intent. Many threats are not stated with language but are indicated by attack related behavior. Attack related behavior may be, but is not limited to, the following:

A plan (complex or simple) to carry out a targeted act of violence or aggression against a specific individual, group or student body. Such a plan would have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.

The acquisition of a weapon, the attempted acquisition of a weapon or research about how to acquire a weapon. (If the threat is the use of physical force to the point of serious or lethal injury, then the physical force is the weapon).

The rehearsal of the event or a similar event. Rehearsal is like simulation or practice. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or internet sites that have themes and sequences of violence that allow the simulation of targeted and violent acts or through first-person shooter video games that also allow for simulation of sequential and violent acts (examples of such games are Grand Theft Auto, Doom, Duke Nukem). However, the use of such games or movies as entertainment does not lead student to act out violently. Their use is only attack-related behavior when it becomes rehearsal or simulation and practice.

Scheduling an attack. Scheduling the act is sometime indicated through communication or actually noted in clear detail. Sometimes the schedule is flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence and locks it in as the only solution.

4. Are there indications of suicidal ideation, intent, or planning?

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

5. Are there indications of a specific target(s)?

This question examines the obvious; however, it is important to remember that even if weapons are not available within the home, they are usually available within the community.

6. Are there indications of a weapons choice and availability?

This question examines the obvious; however, it is important to remember that even if weapons are not available within the home, they are usually available within the community.

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

This question is somewhat complicated. What may be inappropriate to some may still be within the normal scope of age, cultural or developmental range for others. The question is similar to #3 as it examines whether the interest is a curiosity, a fascination or if the interest is a sort of admiration for the anti-social character as role-model and example of how to justify violence as problem solving.

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

This question pairs with #5. If there is a focus on a specific target or targets, then there is very likely a motive. While there can certainly be many motives for acting out violently or aggressively, the most common seem to be revenge or vendetta, lost love, humiliation and the desire to prove bravery after making a threat or taking a dare. If the situation is absent a motive, then it may be a situation that revolves around reactive aggression or the affectation of rage. Reactive aggressive and violent talk often has triggers that agitate the situation rapidly. Such triggers are usually not motives but should still be identified in order to avoid or eliminate them in the future.

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

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

10. Are there indications of capacity or ability to carry out an act of targeted / planned violence?

This question examines the feasibility or possibility of a planned and carried out threat, based upon the organizational, cognitive or adaptive capacity of the person or party of concern. If someone is making fairly exaggerated or complex threats but is unable to organize due to supervision, cognitive ability or overall functioning, then the feasibility drops.

11. Are beliefs or ideas: Irrational (paranoid, obsessive, a feature of a disability, or unreciprocated romantic obsession)?

Are values, beliefs or ideas socially maladjusted (sees violence as justifiable method of problem solving and accepts consequences)?

This question examines the ideas and beliefs within the threat to determine if they can be linked to attack-related behavior (see question #3), targeted behavior (see question #5) or motive (see question #8).

Unreciprocated romantic obsession and social maladjustment tend to be less obvious or easily observed and thus more difficult to connect to motive and target. Nevertheless, both features are frequently connected to situations that pose risk to others.

Paranoia, obsessive or compulsive behavior or disability related behavior, such as threatening talk as a feature of Autism or Tourette's Syndrome, is often grandiose or implausible. Threats that are features of such behavior have easily observable indicators and easily examinable motives that are either superficial or transient; therefore, attack-related behavior, if it exists, is more quickly determined. Typically, threats that are made and are features of disabilities are less concerning than those that are made or implied with thoughtful and sober consideration.

12. Are actions and behaviors consistent with any threatening communications?

This question examines the relationship between communicated threats or implications of threat and the behavior that accompanies the communication. If threats are made but there are not attack-related behaviors, motives, or a specific target(s), consistent with that threat, then risk decreases. Many threats that lack attack-related behavior are likely to be a means of communicating dissatisfaction, attention seeking, expressing anger, releasing stress or even an affectation of strength or power (bravado).

13. Are caregivers, peers, and/or staff concerned about potential for violence or aggression?

This question examines the concerns and opinions of others regarding the person or party of concern and the concerning situation that exists. Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide the intentions and, while there may be little to no documentation of past behavioral issues, there may likely be several people who have been or are currently concerned.

14. Are there trusting, successful relationships with one or more responsible adults?

This question examines the depth of relationships with pro-social adults. The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc, the less chance there is of wanting to disappoint or hurt them. The situation that lacks any connection to adults is the one of greater risk, as there is little to lose by acting out. This is one of the most important questions and indicators of need on the Level 1 protocol. If a student or group of students lack connection to pro-social adults and are also marginalized within the student population, then intervention and connection is strongly indicated!

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

This question examines the obvious. If you can identify the situations that agitate or trigger violent thinking, threatening or behavior, you can intervene and decrease the chance of a violent or aggressive incident.

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

This question is similar to #15 but examines the opposite. Identify and increase actions, events, interests, relationships, goals, activities, memberships, etc. that promotes responsible and accountable pro-social behavior and you can decrease the chance of a violent or aggressive incident. The situation that lacks any inhibitors is one of greater risk, as there is little to lose by acting out and little to motivate healthy solutions.

17. Are there indications that peer group reinforces delinquent thinking? What are relationship dynamics (leader, follower, victim, outcast, marginalized, disconnected, etc.)?

This question examines peer relationships, marginalization, and accepted delinquent thinking that may support using violence as a solution. Risk increases if a situation lacks positive social connection, accountability and inhibitors but is filled with anti-social thinking about entitlement, revenge and the use of violence as an acceptable means of solving problems.

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

This question examines issues that are related to vulnerability and coping skills but are not necessarily directly related to targeted or planned violence. Risk increases considerably when coping skills are weak and emotional resiliency is low.

19. Are there mental health issues?

This question is similar to question #18 in that it examines an issue that may indicate a poor reserve of coping strategies and a lack of emotional resiliency.

20. Other Concerns:

List any other concerns. Remember that this is not a quantifiable questionnaire or a fixed checklist. It is intended as a set of important questions to ask and lead to other questions or concerns as they are suggested within the process of examination.

School District

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

Notification Letter

(Use as written communication to legal guardians
of threatened or victimized students - See ORS 339.327 and District Policy.)

****Certified mail is recommended****

DATE

ADDRESS OF PARENT / GUARDIAN

Dear Parent/Guardian:

This letter is a follow-up to our phone conversation of (date of phone call). To further ensure the safety of all our students, the Oregon Revised Statutes requires written notification to the parent of a student whom may be at risk for potential harm.

This matter has been referred to the (police agency). The contact officer will be the School Resource Officer (name of officer) who may be reached at (phone number) for information regarding the law enforcement investigation.

The validity of this threat will be investigated by a multi-disciplinary team, which will include law enforcement, school administration and guidance counseling, as well, other disciplines and community agencies as needed. This team is currently assessing risk and implementing safety measures for your student. If you have any further questions, I am the contact person for this team and you may call me at the above number.

Sincerely,

ADMINISTRATOR

STUDENT THREAT ASSESSMENT LEVEL 2 REFERRAL AND GUIDELINES

Notification Log

(Use as documentation for notification to legal guardians of threatened or victimized students - See ORS 339.327 and District Policy.)

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

School: _____ Student Name: _____ Student #: _____

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

Parent/Guardian Name: _____	Home #: _____	Work #: _____
Parent/Guardian Name: _____	Home #: _____	Work #: _____
**#1 Emergency Name: _____	Home #: _____	Work #: _____
**#2 Emergency Name: _____	Home #: _____	Work #: _____
**NO INFORMATION REGARDING INCIDENT SHOULD BE GIVEN TO THE EMERGENCY CONTACT PERSON – ONLY PARENT/GUARDIAN.		

DOCUMENT CONTACT OR ATTEMPTS TO CONTACT IN LOG BELOW

Name	Number Used	Attempted Date and Time	Message Left

NOTIFICATION CHECK-LIST

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

- ☐ Informed the parent/guardian that School personnel, law enforcement, and other agencies as necessary are investigating the validity of this threat.
- ☐ Described to parent/guardian any immediate safety measures that have been taken - parent/guardian's comments (attach additional comment sheet if necessary): _____

- ☐ Notified parent/guardian that a follow-up letter to this conversation will be arriving within a couple of days as required by Oregon Revised Statutes.
- ☐ Identified myself as the contact person regarding the school's investigation of this incident and provided the name of the School Resource Officer for the Law Enforcement portion of the investigation (provided officers contact information.)
- ☐ Notified parent/guardian of meeting scheduled on _____ to develop a Plan to Protect their student from harm.
 (date)

School District
STUDENT THREAT ASSESSMENT LEVEL 2 REFERRAL AND GUIDELINES
Plan to Protect Targeted or Victimized Student

Student Name: _____ Today's Date: _____

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

INCIDENT	The following is the plan to protect (student's name) _____ from harm. Attach copy to Level 1 and place in Confidential folder.
SAFETY CONCERNS	The safety issues of concern are: _____ _____ _____
SUPPORT PLAN	<p>After meeting with: <input type="checkbox"/> Administration <input type="checkbox"/> School Psych/Counselor <input type="checkbox"/> School Resource Officer * * Guardian/Parent * Security <input type="checkbox"/> Special Education * Student Threat Assessment Team * Other _____ _____ the following will be implemented:</p> <p><input type="checkbox"/> Law Enforcement has been notified.</p> <p><input type="checkbox"/> The parent/guardian of the above student was notified of this incident on _____ and a follow-up letter was sent to parent/guardian on _____.</p> <p style="text-align: center;">(date)</p> <p>* Further assessment will be pursued through the student threat assessment team.</p> <p>The student will aid in his/her own protection by: _____ _____ _____</p> <p>The student will receive the following support from the school: _____ _____ _____</p> <p>The student will receive the following support from the community: _____ _____</p> <p>The student will receive the following support from home: _____ _____</p> <p>The student will receive the following support from law enforcement: _____ _____ _____</p>

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

CDS/Counselor, Date:

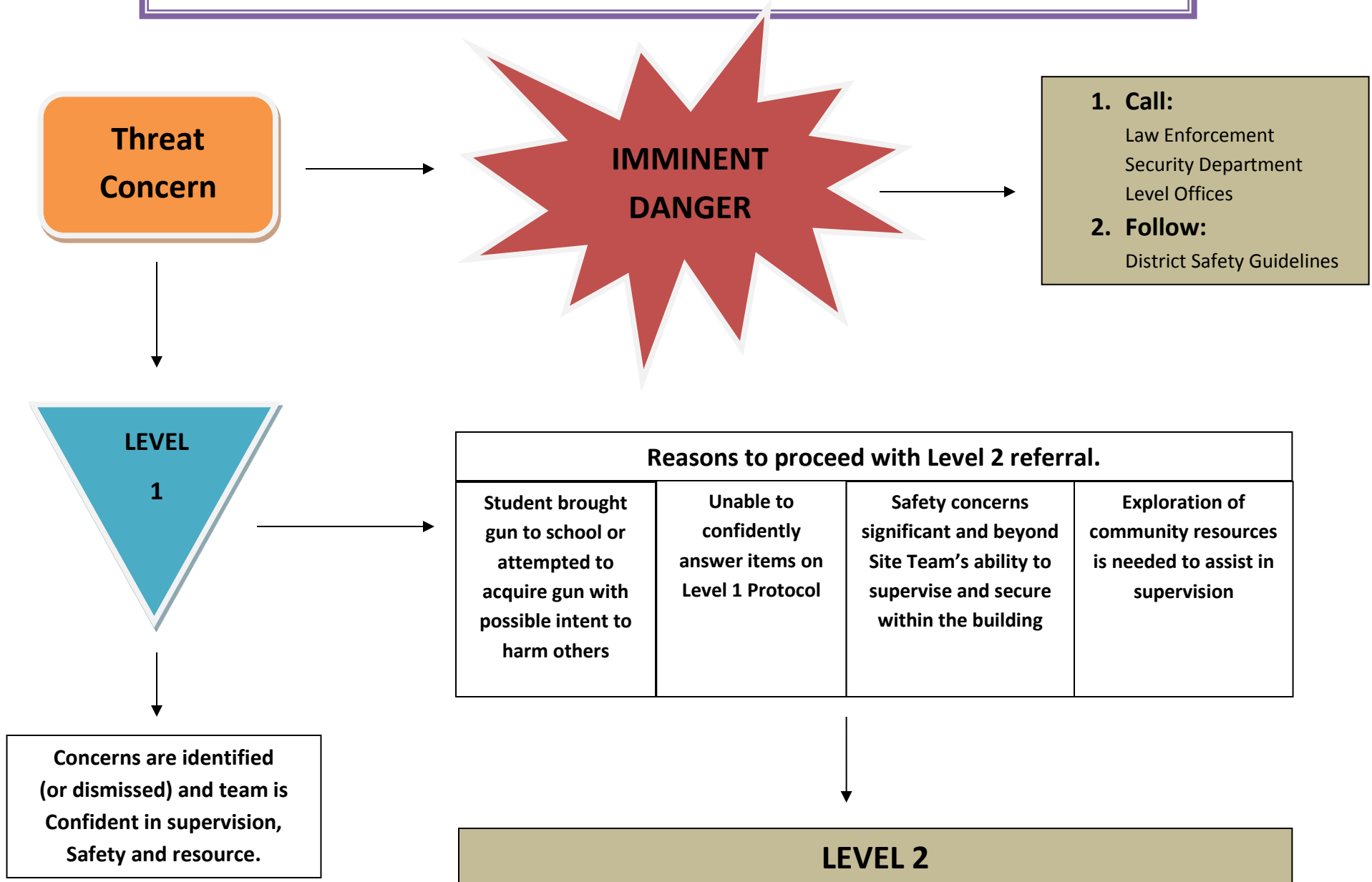
Liaison Officer, Date:

Parent/Guardian, Date:

Student, Date:

Other, Date:

CENTENNIAL SCHOOL DISTRICT
STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
Level 2 Referral and Guidelines



CENTENNIAL SCHOOL DISTRICT
STUDENT THREAT ASSESSMENT and MANAGEMENT SYSTEM
Flow Chart – Level 2



THREAT

**Site Team
completed the
Level 1 Screening
and requests further
investigation and/or
consultation**

**Initiate
Level 2
Process**

**Student Threat Assessment Team
Level 2 Assessment Steps**

Step #1

Consultation – Investigation Team

(Meets w/Site Team at School Building)

1. Collects information
2. Begins Level 2 Assessment
3. Assists Site Team w/Mgt. Plan

Team Includes:

- School Psychologist
- Mental Health Practitioner
- SRO or others

As Needed

- Oregon Youth Authority
- Dept. Humans Services
- Juvenile Dept.
- Other case managers

**Investigation Team schedules case for
further STAT review**

Step #2

(Further Consultation and Investigation)

Convenes bi-weekly

- Site Team (Administrator)
- East County School District rep
- Multnomah County Sheriff's Office
- Portland Police Department
- Gresham Police Department
- Multnomah County Mental Health
- Multnomah County Juvenile Dept.
- Oregon Youth Authority
- Court Authority
- Others – Case Specific (Case Managers; Protective Services, etc.)