

RANDOLPH COUNTY SCHOOLS THREAT/BULLYING ASSESSMENT



In order to maintain a safe, caring and orderly environment, the school will be vigilant in dealing with threat making behavior and will follow a district developed protocol to assess risk.

Although we have few incidences of this nature in our school, we want to do all we can to make our schools safe places. The best defense we have against serious violent incidences in school is communication between the school, students, teachers and parents. The following assessment report is intended for use when gathering initial data when examining threatening or bullying behaviors.

Please actively seek information from the following:

- ☐ Current and previous school/discipline records
- ☐ Law enforcement and Youth Probation Office
- ☐ Interviews with staff, students, parents, target(s), threat maker
- ☐ Searches of school locker, backpack, jacket/clothes, car, bedroom
- ☐ Other agencies: mental health, child protection, drug/alcohol counseling, other
- ☐ Activities/hobbies: Internet, journals/diaries, notebooks, drawings writings, movies, videogames
- ☐ Parent/guardian interview: offer support, seek their help and understanding

Remember: Threat-making behavior is often a cry for help. Ensure threat-maker is safe from self-harm.

School _____

Date _____

Threat Assessment Members:

Administrator _____

School Counselor _____

Police Liaison _____

Other _____

Other _____

Other _____

Student Name: _____		Parent/Guardian Name: _____	
DOB _____	Grade: _____	Phone: _____	_____
Date of Incident: _____		Outside Agency: _____	



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Step 1: Make sure all students are safe: Make sure threat-maker is safe and not suicidal.

- ☐ Call 911 if danger is imminent; follow lock-down procedures if necessary
- ☐ Appropriately detain the threat maker; watch for suicidal behaviors
- ☐ Do not allow access to locker, backpacks, personal belongings, etc.

Step 2: Notify the student's parents/guardians and Randolph County Board of Education Office.

- ☐ Parents have been notified of the situation and this assessment by _____ on _____ at _____ ☐ am ☐ pm
- ☐ Parents have NOT been notified because _____
- ☐ Terry George, Assistant Superintendent has been notified at _____

Step 3: Interview witnesses including all participants directly and indirectly involved and the threat maker.

Step 4: Complete the following data collection. Completed by: _____

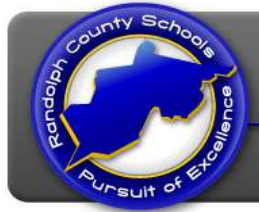
Who is the target(s)? _____

How is he/she related to the threat maker? _____

List all witnesses to the event: _____

Describe the incident/concern. What happened? Note specific language used in the threat(s). Where did it happen?
Who was present? What precipitated the incident?

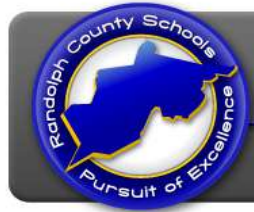
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Check all of the following that apply and give short description of observation:

- ☐ Evidence of a plan to hurt self or others? _____
- ☐ Violent ideas or threats conveyed in stories, diaries, drawings? _____
- ☐ Homicidal or suicidal ideas? Obsessions? _____
- ☐ Motives for the threat/behavior? _____
- ☐ Has student carried out "practiced behaviors?" _____
- ☐ Physical conduct that would substantiate intent to follow through on the threat? _____
- ☐ How the threat maker appeared (physically and emotionally)? _____
- ☐ Interest in weapons or acts of violence? _____
- ☐ Violence seen as a way to problem solve? _____
- ☐ Impulsive? Emotional? Extreme reactions? _____
- ☐ History of suspensions, expulsions, moves? _____
- ☐ Student accepts responsibility for actions? _____
- ☐ Are peers and staff fearful of student? _____
- ☐ Drug or alcohol concerns? _____
- ☐ Hobbies and activities? Video games, sports, movies? _____
- ☐ Recent loss, trauma, loss of status, shame, rejection, humiliation, break-ups? _____
- ☐ Anti-social peer group? _____
- ☐ Quality of support from peer group? _____
- ☐ Quality of support from parents/adults? _____
- ☐ Quality of supervision at home? _____
- ☐ How did the incident end? What happened to the threat-maker after the incident? _____

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Step 5: Review findings with the Threat Assessment Team and determine level of risk.

- ☐ Does the threat match the student's baseline behavior? _____
- ☐ What happened to the threat maker after the incident? _____

- ☐ What happened to the other students or employees directly involved after the incident?

- ☐ What steps have been taken to ensure the threat will not be carried out? _____

- ☐ Suggestions to prevent school violence in the future.



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Please mark the Level of Concern for the threat presented as determined by Threat Assessment Team.

☐ **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.
- ✓ Typical baseline behavior.

☐ **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 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 are potential to act violently.
- ✓ Increase in baseline behavior.

☐ **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 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.
- ✓ Significant increase in baseline behavior.



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Step 6: Decide on a Course of Action

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

☐ Low to Medium Level of Concern

- Implement the attached Intervention Plan. *(Most students can be managed at school with interventions.)*

☐ High Level of Concern

- The School Threat Assessment Team has determined that Law Enforcement investigation is needed. Immediately notify the Randolph County Board of Education Office - Terry George, at (304) 636-9150 extension 105.
- If there is imminent danger, call 911.
- While awaiting contact from the Randolph County Board of Education Office, complete the intervention plan below and use it to provide for student safety. Document all interim steps taken by the School Assistance Team.

Step 7: Develop an Intervention Plan

Use the following Intervention Plan to address all concerns identified during the Level I screening.

SCHOOL (attach additional pages as needed)

- ☐ Disciplinary action taken: _____
- ☐ If suspended, student will return on: _____
- ☐ Intended victim warned and/or parents or guardians notified.
- ☐ Alert staff and teachers on a need-to-know basis.
- ☐ ☐ Daily or ☐ Weekly check in with (Title/Name): _____
- _____
- ☐ Backpack, coat and other belongings check-in and check-out by: _____
- ☐ Intervention by support staff

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- ☐ Referral to SAT team for possible Special Education Assessment
- ☐ If Special Education student, review IEP goals, current behavior plan and placement options.
- ☐ Review community-based resources and interventions with parents or caretakers.
- ☐ Maintain permission to share information with community partners such as counselors and therapists.

PARENTS/GUARDIANS (attach additional pages as needed)

- ☐ Parents/Guardians will provide the following supervision and/or interventions:

- ☐ Parents/Guardians will:

Monitor this Intervention Plan regularly and modify it as appropriate.

Principal, Plan Supervisor

Date

School Counselor

Date

Step 8: FAX this completed screening to Terry George at (304) 636-9157

****If Special Education student is involved, please FAX this completed screening to Donna Simmons at (304) 637-2516 as well.**

- ☐ File this copy in the student's file. Do NOT destroy this copy.