Oklahoma Public Schools
Behavioral Threat Assessment and Management System
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# ASSESSMENT TEAM MODEL FORMS

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Act of Violence or Implied Threat of Violence

School Team
- Administrator
- Counselor
- SRO or local LE
- Other as designated by administration

Team will determine the need for Level 1 Assessment

Unfounded Concerns

Plan / Recommendations
- Increase Supervision
- Monitoring
- Intervention
- Behavior Modification
- Referral

OKLAHOMA PUBLIC SCHOOLS
THREAT ASSESSMENT MANAGEMENT SYSTEM

Law Enforcement

Ongoing information sharing between Law Enforcement and Threat Assessment Team

Police Report

Level 1 Assessment
Site Team
- Administrator
- Counselor
- Law Enforcement (SRO)
- Others (Teachers, Coaches, Special Ed. those who know the student)
- Parent (as circumstances allow)

Level 2 Assessment
Regional Threat Assessment Team
- Site Team Administrator
- School District Representative
- Law Enforcement (Police, Sheriff, Highway Patrol)
- OK Dept. of Mental Health
- OK Dept. Juvenile Affairs
- District Attorney Representative

Plan / Recommendations
- Monitoring
- Placement
- Intervention
- Increase Supervision
- Referral

- Referral
- Release
- Custody
- Adjudication

Ongoing information sharing between protective response & Threat Assessment Team

Initiate Protective Response
Imminent Danger to self or others

Ongoing information sharing between protective response & Threat Assessment Team
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 and appropriate Administrators. Initiate protective responses 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 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, document the decision, maintaining notes in the administrator’s working file.

B. The Level 1 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 to address concerns and document their review of potential danger or safety issues, even if dismissed as minor or unlikely. *(The Level 1 Assessment process can be used as a reasonably short (20-30 minute’s) 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.

D. The following are guidelines for considering a level 1:

1. Threat or aggression is specific to identified target with motive and plan.
2. Weapon at school or attempt to bring a weapon to school.
3. Threat or aggression is causing considerable fear or disruption to activity.
4. There is continued intent to carry out threat.
5. There is a history of threats or extreme aggression (violence).
6. Staff, parent, or student perceives threatening circumstances.
7. 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 conduct a Level 1 Assessment:

1. Schedule assessment as soon as Site Team can assemble. Make sure all students/staff are safe. If necessary take appropriate precautions such as detaining the student and restricting access to coats, backpacks, lockers, etc. If imminent danger exists, call law enforcement, and follow district safety guidelines. Administrator 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 Advisor(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 determined that the participation of the parent would compromise the process. Documentation for parental notification is on 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 administration to schedule the Level 2 Investigation Team. Upon calling administration, have the information available requested under step 5 of Level 1 Assessment Protocol. This will allow administration to schedule the appropriate attendees (Juvenile Probations Officers, State Case Workers, Therapists, etc.) for the Level 2 Assessment.

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

1. Identify Student files containing confidential information and annotate per district guidance.
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 in accordance with state statute / guidelines). 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 marked, *Confidential Record* placed in the student’s regular academic file and a second copy in the administrator’s working file (available to counselor/CDS, 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.

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**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 Mid-Valley Student Threat Assessment Team (or STAT) with membership from the following agencies: Salem-Keizer School District, Willamette Education Services District, (WESD), Marion County Sheriff’s Office, Salem Police Department, Keizer Police Department, Oregon Judicial Department, Marion County Children’s Mental Health, Polk County Children’s Mental Health, Marion County

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 case is staffers, case management will be done from the school site by the building administrator and reviewed on a schedule determined 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. A 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.

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3
COMMUNICATING 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 teachers, 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 and compliance to supervision needs. Make sure that staff responsible for monitoring the plan understand 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.
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 of the investigation. If a Level 1 Threat Assessment is indicated, proceed with the attached protocol and step-by-step instructions.

IF IMMINENT DANGER TO OTHERS, CALL LAW ENFORCEMENT, LEVEL OFFICES, AND FOLLOW DISTRICT EMERGENCY PROTOCOL GUIDELINES.

Concern: Regarding threats or aggression directed at others

School Team consider completing a Level 1 if any of the following:

1. Threat or aggression is specific to identified target with motive and plan.
2. Weapon at school or attempt to bring to school.
3. Threat, aggression, or violence causing considerable fear or disruption to activity.
4. Continued intent to carry out threat.
5. History of threats, aggression, or violence.
6. Staff, parent, or student perceives threatening circumstances.
7. Administrator unable to determine if a situation poses risk to school personnel or the community.

Level 1 Protocol completed by Site Team

Steps 1-3:
Demographics and assessment.

Step 4:
Use supervision strategies to address concerns. Determine if Level 2 is needed by using suggested criteria.

Step 5: (After completing Level 1) If Level 2 is needed, notify Level 2 Regional Threat Assessment Team members as identified in Step 5.

Step 6: Maintain an electronic or scanned Level 1 protocol in an appropriate electronic file in accordance with school policy.

- IMPORTANT -
Maintain two copies of the Level 1: One in a letter-size manila envelope marked “Confidential” and placed in the student’s regular academic or cumulative file. Second copy is a working file for administrator and counselor.
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 Level 1 Assessment Site Team. The administrator, as case manager, should lead the discussion using the noted step-by-step instructions and accompanying questions as a guide. The following people should be considered for participation in Level 1 meetings as sources of additional information:

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

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 applicable state statute, the Student Threat Assessment System Guide, or consult with Level Administrator.

☐ Is law enforcement involved 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.)? ____________________________________________________
The parent / guardian has been notified that assessment is being done. 
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:____

Prior to completing this protocol, consider reviewing the sources of information listed below. 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. 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).

Information was gathered from the following sources:

☐ Cumulative file review, including confidential folder
☐ Review of discipline records
☐ Academic-related communications, such as journaling, artwork, etc.
☐ Student/family criminal history
☐ Student interview
☐ Student witness interview
☐ Parent interview (if not in attendance)
☐ Teacher questionnaire (if not in attendance)
☐ Search of belongings
☐ Search of social media activity
☐ Other:_______________________________________________________

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

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

Suggested or Threatened Aggressive Behavior:
☐ Scratch ☐ Bite ☐ Hit ☐ Fight ☐ Hit w/ Object ☐ Forceful Punch ☐ Rape ☐ Strangle ☐ Stab ☐ Shoot ☐ Bomb ☐ Kill

Acted-Out Aggressive Behavior:
☐ Scratch ☐ Bite ☐ Hit ☐ Fight ☐ Hit w/ Object ☐ Forceful Punch ☐ Rape ☐ Strangle ☐ Stab ☐ Shoot ☐ Bomb ☐ Kill
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 warnings)?
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 casual references to possible harmful events or previously occurring violent events (such as school shootings).

☐ No ☐ Yes Describe: _____________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

3. Are there indications of a plan, feasible process, or clear intention to harm others?
Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted attack (called “attack related behavior”). Many threats are not stated directly but are indicated by vague references combined with behavior. Attack related behavior may be, but not limited to, the following:

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group or student body. The plan would have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon.
- Rehearsal (practice and simulation) of the event or similar event. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc. However, 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 escalated emotional 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, security, 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 Level 2 assessment team members as identified in Step 5.
3. Notify the guardians of the potential target(s) (as required by applicable state statute) 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 Administrator.) Outline and document a safety plan for the targeted student(s) (use the Plan to Protect Victimized of Targeted Student form).
4. 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.

RECOMMENDED INTERVENTIONS: (CHECK ☑ IF IMPLEMENTED and NOTATE WHO WILL BE RESPONSIBLE FOR IMPLEMENTING THE INTERVENTION):

If Target(s) are identified:

☐ Intended victim warned – parent/guardian notified. (as required by applicable state statute)
☐ 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 Prevention Policy)
☐ Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.). Describe: ________________________________________________________________________

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

RECOMMENDED INTERVENTIONS: (CHECK ☑ IF IMPLEMENTED and NOTATE WHO WILL BE RESPONSIBLE FOR IMPLEMENTING THE INTERVENTION):

If Target(s) are identified:

☐ Intended victim warned – parent/guardian notified. (as required by applicable state statute)
☐ 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 Prevention Policy)
☐ Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.). Describe: ________________________________________________________________________

13
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
☐ 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.commonsensemedia.org for information on appropriate youth media
☐ Other: ____________________________________________

Community Options:
☐ Referral to DHS Child Welfare or OK Dept. of Juvenile Services as appropriate.
☐ 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:

1. You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol.
2. 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.
3. 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.
4. 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.

- NOTE -
  While awaiting the Level 2 assessment, use the student supervision plan (Step 4) to manage the situation and document interim steps taken by Level 1 Assessment Site Team.

---

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

To begin Level 2 process contact:

- **Administrator** [Name: __________________________ Phone#: __________________________]
- **School District Representative** [Name: __________________________ Phone: __________________________]
- **Law Enforcement** [Name: __________________________ Phone#: __________________________]
- **OK Dept. of Mental Health** [Name: __________________________ Phone#: __________________________]
- **OK Dept. of Juvenile Affairs** [Name: __________________________ Phone#: __________________________]
- **District Attorney Representative** [Name: __________________________ Phone: __________________________]

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

1. Sign the Protocol.

2. Maintain an electronic or scanned Level 1 protocol in an appropriate electronic file in accordance with school policy.

3. Maintain two copies of the Level 1:

   *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 administrator and counselor.

---

**Team Signatures:**

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<th>Administrator, Plan Supervisor</th>
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<td>Counselor</td>
<td>Date</td>
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<td>SRO/LEO</td>
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<td>Other</td>
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**NOTES:**

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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.
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School District Student Threat Assessment System
**Threat Response Dismissal Form**

After an incident of concern has been reported, investigate the incident using the Oklahoma threat response procedures and collaborate with another trained member of your site Level 1 team (school counselor or school resource officer). Refer to the Level 1 Protocol for assistance in determining if the situation warrants consideration for a Level 1 Assessment. This form is to be completed by a school administrator after investigating and determining that a situation does not necessitate a Level 1 Assessment.

Student’s Name: _______ Student ID#: ___________ Date: _______

Administrator Name: _______________ School: ____________________

Staff Involved in Dismissal Decision: ________________________________

Description of the incident: ____________________________________________
____________________________________________________________________

Actions taken (e.g. student interview, witness interview, consequence given, etc.): ____________________________
____________________________________________________________________

Reasoning for not initiating a Level 1 Assessment:

_______ After investigation, it was determined that the report was false.

_______ After investigation, the communication or incident was not confirmed.

_______ Other (Explain): ________
**STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM**

*Plan to Protect Targeted or Victimized Student*

**Student Name:** ___________________________  **Today’s Date:** ________________

**DOB:** ______  **Student #:** ______  **School** ________________________  **Date(s) of Incident:** ______

<table>
<thead>
<tr>
<th>INCIDENT</th>
<th>The following is the plan to protect (student’s name) _____________ from harm. Attach copy to Level 1 and place in Confidential folder.</th>
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<tr>
<td>SAFETY CONCERNS</td>
<td>The safety issues of concern are: __________________________________________________________________________________________</td>
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| SUPPORT PLAN | After meeting with:  
|              | o Administration  
|              | o CDS/Counselor  
|              | o School Resource Officer  
|              | * Guardian/Parent  
|              | * Security  
|              | o Special Education  
|              | * Student Threat Assessment Team  
|              | * Other ________  
|              | _____________ the following will be implemented: |

- [ ] Law Enforcement has been notified.
- [ ] The parent/guardian of the above student was notified of this incident on _________ and a follow-up letter was sent to parent/guardian on _________.
  (date)

* Further assessment will be pursued through the student threat assessment team.

| The student will aid in his/her own protection by: |
| ________________________________________________ |

| The student will receive the following support from the school: |
| ______________________________________________________ |

| The student will receive the following support from the community: |
| ______________________________________________________ |

| The student will receive the following support from home: |
| ______________________________________________________ |

| The student will receive the following support from law enforcement: |
| ______________________________________________________ |

---

*Administrator, Plan Supervisor, Date:*

(Will maintain responsibility until reassigned or modified)

*CD/Counselor, Date:*

*Liaison Officer, Date:*

*Parent/Guardian, Date:*

*Student, Date:*

*Other, Date:*

---

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

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<th>Attempted Date and Time</th>
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DOCUMENT CONTACT OR ATTEMPTS TO CONTACT IN LOG BELOW

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 if required by school district policy.

☐ 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)
Notification Letter

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

*Certified mail is recommended*

Date: __________

Name/Address: ______________________________________________

Dear ___________________

This letter is a follow-up to our phone conversation of ________________. To further ensure the safety of all our students, we are providing written notification to the parent of any student whom may be at risk for potential harm.

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

(enter more information about the threat here)

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,
**Student Threat Assessment and Management System**

**Student Interview - Level 1**

---

**Step 1:** Directions for Case Manager:

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

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

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

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

---

**Student’s Name:** ___________________________ **Date:** __________________

**Administrator / Case Manager’s Name:** ______________________________________

**Person conducting the Interview:** ____________________________________________

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

---

**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. Do you use any social media (e.g. Twitter, Snapchat, Instagram, Yik Yak, etc.)? Have you ever posted anything that others would be concerned about? Would you be willing to let me see your account activity?

10. 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?

11. What are some good things going on in your life? Are you involved in sports, clubs, recreational activities, art, music, church, scouts, etc.?

12. Who are your friends? Are they helpful and positive or are they encouraging you to be aggressive?

13. Who has control of this situation?

14. Is there anything else I should know?

15. 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?
**Student Threat Assessment and Management System**

**Student-Witness Interview - Level 1**

**Step 1: Directions for Case Manager:**

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

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

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

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

---

**Student’s Name:** __________________________  **Date:** __________________

**Administrator / Case Manager’s Name:** __________________________

**Person conducting the Interview:** __________________________

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

**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?
Step 1: Directions for Case Manager:

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

Do NOT ask the parent/guardian to read and complete the questions by themselves.

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

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

Student’s Name: __________________________________________ Date: ______________

Administrator / Case Manager’s Name: ________________________________________

Parent / Guardian’s Name: __________________________________________________

Person conducting the Interview: ____________________________________________

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

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. Does the student have access to a smartphone (active or inactive)? To your knowledge, does the student use social media (e.g. Snapchat, Instagram, Twitter, Kik, etc.)? What method do you use to monitor the student’s social media use? Have you ever concerned by a post, link, or comment?

12. Are there any other concerns not addressed by these interview questions? (19,20)
13. What is parent’s relationship with the student? ☐ difficult, ☐ neutral, or ☐ positive relationship with this student? (16)
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 is 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)
Threat Response System
STAT/SIRC/Fire Typical Level One Sequence:
A Guide for the School Administrator

1. Investigate incident (interview student(s), others as needed). Fire evidence must be inspected by the fire department before any clean up.

2. Determine an initial course of action (e.g. discipline consequences, parent contact, notification to parents of targeted student, etc.).

3. Consult with another trained team member (admin, SRO, counselor) to determine whether to proceed with a Level 1 and schedule a 30-60 minute meeting (typically for that afternoon or the following day, depending on lead time and level of concern).

4. Determine who should attend the Level 1. In addition to trained team members, also include others who would be important to gathering information: the parent/guardian and teachers who know the student well (Note: if the student of concern is on an IEP please include the case manager). Also include agency case managers (e.g. juvenile justice, child welfare, OYA etc.). Firesetting: deputy fire marshal may have verbal input.

5. If the parent can’t or won’t attend, schedule a time to complete the parent interview (admin or counselor). For firesetter protocol, use protocol questions to guide interview with parent.

6. Send out teacher questionnaires to any relevant staff who will not be attending the meeting and ask that they be returned to administrator prior to the Level 1 meeting.

7. At the meeting, announce that the purpose of the meeting is for the safety of the student and others involved and the agenda is: to collect information about the situation of concern, decide whether a safety plan is needed, make the safety plan and determine whether to request a follow-up Level 2 investigation.

8. As a team, complete the Level 1 protocol, determine whether the team’s level of concern is reduced, confirmed or heightened and decide whether a Level 2 investigation will be requested. If so, contact Safety and Risk Management Services to schedule.

9. Complete the safety and supervision plan. Identify a date to review the plan.

10. Sign off on the protocol and fax to Level Offices and Security (see protocols for fax numbers).
# STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
## LEVEL 2

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THREAT ASSSESSMENT MANAGEMENT SYSTEM
FLOW CHART – LEVEL 2

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
- Law Enforcement

As Needed:
- OK Dept. of Human Services
- OK Dept. of Juvenile Affairs
- Others – appropriate case managers

Investigation Team schedules case for further STAT review

Step #2
(Further Consultation and Investigation)

Convenes weekly
- Site Team Administrator
- School District Representative
- Law Enforcement (Police, Sheriff, Highway Patrol)
- OK Dept. of Mental Health
- OK Dept. Juvenile Affairs
- District Attorney Representative
- Others – appropriate case managers
STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
Student Threat Assessment Template
~ Level 2~

SITUATION OR INCIDENT FACTORS:

- Source of information regarding threat or behavior:
  - Rumor
  - First source information (leakage as noted above)
  - Peer report
  - Parent report
  - Teacher, staff or other adult report
  - Other

- The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern:
  - The threat was indicated through: Specific and detailed communications; ultimatums; simple statements; reactive communications; affectations of bravado; veiled communications; vague or indirect references or warnings; fixed or ongoing themes within communications; disorganized communications; behavioral gestures; no threat indicated.
  - Target was: Specific to person; specific to a population; focused; ongoing fixation; (target and/or guardian notification complete); transient (a result of a reactive and transient situation); no target noted.
  - Threat was communicated to: Potential target; others regarding potential target; as a generalized threat without a specific target; no communication made.
  - Threatened aggression was: Mild (potential low impact, little to minimal injury); moderate (an injury could occur but would be short of serious or lethal); extreme or violent (serious or lethal injury).
  - Acted out aggression was: No acted-out aggression; indications of novel aggression; mild (resulted in or intended no or minimal injury); moderate (while resulting injury or intended injury is concerning, it was not serious or lethal); extreme or violent (resulted in or intended an injury that was serious or lethal).
  - Attack related behavior: Threat and/or behavior appear reactive; while threat was specific to target, there is no noted behavior related or relevant to the pursuit of the aggressive act; plan (see below); approach behavior; research, suspicious inquiry, information gathering; rehearsal, simulation (repetitive viewing); acquire or attempt to acquire weapon and/or equipment; behaving in a manner that suggests an intention to follow through on the threat. Energy burst suggesting an increase or variation of previously noted activities related to target.
  - Attack schedule: Date, time; implied to; vague; no schedule or date indicated.
  - Plan to act out aggression: Details of plan are. No plan noted; detailed; organized; objective plausibility; subjective plausibility (only); vague reference to threat; no reference to threat; simple; generalized (specifics difficult to determine); noted theme is to carry out threat; complex; disorganized; unclear.
  - Method of aggression: Physical; objects; sharps; guns; bombs; fire; other.
  - Weapons availability: In home, secured; in home unsecured; noted as available with extended family or friends; commonly available; unavailable due to security and/or supervision.
  - Suicide concerns: Suicidal ideation expressed without clear statement of intent; blatant statements regarding intent (threats); stated desire to die; stated desire to be killed; gestures; plan; plan with means; rehearsal; no indication.
  - Self-harm concerns: Cutting; burning; other.
• **Interest, orientation and/or immersion in extreme aggression:** Entertainment preferences suggest violent theme that are sequential and specific to targeted and/or vendetta violence; role models and interests suggest fascination and/or admiration for either notorious or fictional violent people and acts of violence; copycat implications; rehearsal through media or fantasy acts; intense interest in military or law enforcement paraphernalia; closely associates with weapons; fascinated with weapons (type); developmentally appropriate interest; no interest indicated. interest is for amusement only or to shock others; no interest indicated.

• **Identification:** Indications of pseudo-commando identification; indications of warrior mentality; identification with previous attackers; identification as an agent or soldier of a cause or belief system; developmentally appropriate psychological identification.

• **Fixation on target:** Perseveration; negative characterization; extreme opinions; angry undertones; fixation causing academic and/or social deterioration; negative emotionality within reason; no fixation noted.

• **Motive:** Control; injustice; lost love, rejection, victimization; self-defense; recent loss; status change; humiliation; grievance; grudge; power; intimidation; bravado; extortion; other; no motive (threat was reactive).

• **Self-perspective (regarding life situation):** Hopeless; desperate; overwhelmed, highly stressed; victim of ridicule, rejection; victim of bullying; significant personal lost; loss of romantic or close personal relationship; personal failure; overly disciplined and/or punished; jealous and resentful; impacted by indicated mental health issue (developmental limitations, disturbance of thought, mood issues); stable; untroubled; tolerable; optimistic; positive; hopeful of prosocial future. Perspective is congruent with situation as seen by others; Perspective is incongruent with situation as seen by others.

• **JACA (DeBecker):** Justifies aggression; does not justify aggression; does not see situation as having alternatives to aggression; perceives situation as having alternatives to violence; accepts consequences of acting out aggressively; does not accept consequences of acting out aggressively; has or perceives self as having ability to act out aggressively; has or perceives self as having ability to act out in a planful and targeted aggressive manner; does not have ability to act out in a planful and targeted aggressive manner; is supervised in a manner that interferes with the opportunity to act out aggressively.

• **Perspective regarding targeted violence:** Imperative; necessary; likely if something doesn’t change; one of many options; a useful threat to get attention but not an actual option; a useful threat to intimidate or for bravado, but not an actual option; denies considering as option.

• **Perspective of caregivers, peers and education staff:** Concerns regarding potential acted out extreme aggression; concerns regarding potential mild to moderate aggression; ambiguous concerns regarding aggressive behavior; concerns regarding acting out behavior; no concerns.

• **Precipitating events:**

• **Relationships with pro-social adults:** Trusting and successful; trusting but emotionally temperamental; connected but superficial or shallow; disconnected and apathetic; disconnected and resentful. **List:**

• **Inhibitors/protective factors:** Family support; relationship with at least one positive adult; social support; prosocial involvement in: prosocial beliefs or values; commitment to school; sports; clubs; church; extra-curricular activities; band; music; pets; other:
SCHOOL FACTORS

- 504 / Spec. Ed; Regular Ed.: 
- Special Circumstances: 
- Disciplinary action taken: 
- Academics: 
- Attendance: 
- Attachment to school: 
- Behavioral history: 
- Discipline history: 
- Educational goals or plan: 
- Other School Concerns: 

SOCIAL FACTORS

- Strength of relationships, general impression: 
- Victimization history at school, home and community (real or perceived): 
- Social status: High or accepted within mainstream and other groups; moderately accepted within mainstream; connected within small subculture or clique; disconnected-- disinterested socially or self-committed loner with parallel social movement; rejected by mainstream and most subculture but maintains parallel social movement; rejected and marginalized but accepted within marginalized clique; completely rejected and marginalized; other. 
- Peer group: 
  - Role within peer group: Leadership; shared leadership; is both leader and follower; follower; connected but reserved and varies in commitment to follow; superficial, on the group's periphery or disconnected; toady, sycophant or servant; other. 
  - Peer group traits: Prosocial; within normal / accepted range of behavior; troubled; reckless and energetic but aggressive behavior is within norm; delinquent; high risk (engages in at-risk behavior); aggressive (views aggression as an acceptable solution to typical youth problems). 
- Community support level: Community resources employed; community resources exhausted; beginning to explore resources; no community support. List resources being used. 

PERSONAL FACTORS

- Adjudication: 
- Recent changes in behavior / beliefs: 
- Pattern of behavior: 
- Management skills for typical social conflict: Prosocial healthy range of response within developmental expectations; limited skills but responsive to help and suggestion; few skills and mostly avoidant; uses denial or argument; verbally combative; uses bravado and intimidation; physically combative; threats of aggression or violence; other. 
- Strategies used to stop victimization, teasing or rejection: Avoids or reports trouble; appropriate use of assertiveness, negotiation and adult resources; passively allows or compromises; enlists help of peers; bravado and posturing; threatens; physically fights back; full revenge; other. 
- Personal view regarding use of aggression: Views aggression as acceptable solution to typical or otherwise solvable problems; justifies aggression if other options have been exhausted; justifies aggression if attacked first by another; pacifist by principle; does not indicate perspective. 
- Emotional coping skills and reserves: Healthy and developmentally appropriate; varies by mood and swing; immature for age; limited and shallow—few healthy strategies/emotional reserves are low; poorly developed strategies but accepts help; post trauma or emotional distress interferes with use of skills/ depletes skills quickly; has blocked skill development; other.
• **Anger management skills:** Within developmental expectations; limited but defuses quickly and accepts help and supervision; explosive and hostile; looses ability to reason and is unapproachable; looses control and is disruptive; quickly elevated to aggression; other.

• **Coping skills for change:** Flexible; optimistic; anticipates consequences; tolerant within reason; disinterested; rigidity; hypersensitive and irritable; intolerant; highly frustrated; other.

• **Attitude:** Sees self as superior; injustice collector; sees self as a undeserved victim due to others actions; entitled; criminal; narcissistic; has healthy view of personal strengths and weaknesses; sees self as a failure; sees self as inferior, broken or weak; sees self as an ongoing and deserved victim due to weaknesses; other.

• **Stress level (real or perceived):** Severe; moderate; low; not indicated.

• **Level of desperation or despair:** Severe; moderate; low; not indicated.

• **Need for attention, recognition, or notoriety:** Exaggerated; desperate; some attention seeking but typical for age and development; confident / very little attention seeking; low and avoidant.

• **Response to rules, authority and structure:**

• **Self-perception of situation:** Awareness of dysfunctional or troubled situation and wants to change; has awareness of dysfunctional situation but lacks concern or doesn’t care; is unaware of dysfunctional or troubled situation; inaccurately views acceptable situation as dysfunctional; accurately views situation as functional.

• **Trust level:**

• **Maladjustment:** Exaggerated entitlement; externalize blame; superiority; alienation; dehumanizing behavior or attitude; self-esteem; empathy; remorse; manipulative and controlling, even at expense of others physical comfort; lacks moral or religious beliefs; values are maladjusted socially.

• **Recent loss or loss of status:**

• **Animal abuse:**

• **Fire-play:**

• **Property destruction:**

• **S/S of depression (atypical, sullen, moody, apathetic):**

• **Drug / alcohol use:**

• **Mental Health diagnosis:**

• **Medications:**

• **Central Nervous System damage:**

• **Impulse or inattention problems:**

• **Emotional trauma or victim of abuse:**

• **Previous psychiatric treatment or hospitalization:**

• **Past treatment/intervention accessibility and response (accessible, guarded, poor response, resistive, hostile.):**

• **Planning or vision of future:**

• **Early police contact (prior to age 12) or prior arrests or convictions for aggression:**

• **Past willingness to hurt others:**

• **Use of a weapon in past to hurt others?**

---

**FAMILY DYNAMIC FACTORS**

• **Resides with:**

• **Guardians:**

• **Foster placement:**

• **Ward of State:**

• **Siblings:**

• **Custody:**

• **Family history of:** Domestic Violence; mental illness; abuse; substance abuse; criminal activity; arrests and or incarceration for aggressive or violent crime.

• **Parents /guardians support level:**

• **Relationships within family structure:**
• Parent/guardian – child dynamic:
• Parent’s and or family’s views on acceptable use of criminal behavior or criminal violence:
• Supervision within the household:
• Parental control and limitations on behavior:
• Computer access within home / supervision of computer access:
• Extended family support level:

GANG INVOLVEMENT FACTOR

• Identification:
• Level of involvement:
• Role in Gang (leader, instigator, follower, toady):
• Expressed commitment:
• Willingness to act antisocially on behalf of gang:
• Delinquent or aggressive / violent acts to date:
• Motive, target, plan (see Situation/Incident Factors):
• Communication:
• Behavior consistent with communication:
• Attack related behavior:
• Means and weaponry:
• Targeted aggression and/or violence:
• Agitators:
• Inhibiting factors:
• Other concerns noted from Situation/Incident Factors:

OTHER

• Collateral information:
• Context: Place. Social situation.
• Reaction / affectation: Expressive; stress relief; bravado and intimidation; power; resistance or revenge; attention seeking; other.
• Targeted and premeditated: Rampage and theatrical expression: stealth and discretion; other.
• Instrumental purpose: Control; intimidation or extortion; vendetta; grievance; grudge; revenge; other.
• Gang:
• Influenced by drugs and alcohol:
• Criminal act:
**RECOMMENDATIONS**

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**STAT Level 2 - STAT Recommendations**

These recommendations were generated through the efforts of the Student Threat Assessment Team (STAT) and are for consideration in the management of threatening or dangerous circumstances involving students. STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

### Next Steps:
1. Case will be staffed by Student Threat Assessment Team (STAT).
2. Administrator will request further assessment if risk circumstances escalate (see Risk Factors guide).
3. Continue Level 1 Supervision Plan.
4. Warn intended victim(s) and/or guardians.
5. Design and implement a safety plan (using the form Plan to Protect Targeted or Victimized Student) for identified targets/victims. Consider targeted student’s physical and psychological safety needs.

### Individual / Student Options:
1. Individual Accountability Plan.
2. Suicide Assessment initiated on (use District Suicide Protocol).
3. No harm contract.
4. Student will self manage: Describe.
5. Student will identify triggers, agitators and agree to “safe room” or resource of support.
6. Diversion.

### School Options:
1. Review educational plan.
2. Consider the 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 have been discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.” Document the date, time and place of the admonition as well as the guardian’s response.
3. Specialized class options.
4. Travel card and time accountability.
5. Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
6. Social skill building programs.
7. Increase supervision in following settings:
   8. Modifications of daily schedule / late arrival / early dismissal.
   9. Entry / exit check with:
   10. Alert staff and teachers on need-to-know basis.
   11. Decrease or eliminate pass time or unsupervised time.
   12. Intermittent Check of backpack, locker, pocket, purse, etc.
   14. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
   15. Other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.
16. Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out.
17. CDS / School Counselor or other school based mental health intervention.
18. Referral to appropriate school team to consider alternative placement such as administrative transfer, expulsion, Interim Alternative Educational Setting (IAES) as per district policy. (If risk criteria are met, district may unilaterally remove student to IAES; however, if student is receiving specialized instruction, IEP team decides actual placement.)
19. Home supervision pending further assessment.
20. Increased supervision in the following settings:
21. Referral to appropriate Special Ed. Team to consider *(Psychoeducational Evaluation / Special Education, review education goals and placement options; referral to alternative education placement.) *(NOTE: 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.)*
22. Assessment or Behavior Team Referral. *(NOTE: Must be done through Special Education Team Process.)*
23. Continue to monitor communications and behavior for an escalation of Risk (see Risk Factor guide).
24. Safety planning at site of attendance.
25. Other School Option:

- **Family / Home Options:**
  1. Increase supervision.
  2. Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
  3. Safety proof home.
  4. Parents contacted and will provide increased supervision and vigilance.
  5. Referral for domestic violence intervention and safety panning.
  6. Parent training classes.
  7. Review and pursue crisis and/or mental health services.
  8. Other:

- **Community Options:**
  1. Referral to Oklahoma Department of Juvenile Affairs
  2. District referred (STAT) mental health evaluation.
  3. Review Mental Health options and providers for possible evaluation and/or counseling.
  4. Anger management programs.
  5. Alcohol/Drug evaluation and/or counseling.
  6. Parenting Programs.
  7. Mentoring programs.
  8. Notify Probation /Parole officer.
  10. Foster Positive Community Activities, interests.
  11. Explore grant money assistance for inhibitors and other needs.
  12. Other:
TARGETED THREAT: The attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.

REACTIVE OR AFFECTIVE THREAT: The attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. Is often a temporary, explosive or impulsive act without pre-meditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.

MILD TO MODERATE AGGRESSION: Harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

EXTREME OR VIOLENT AGGRESSION: Harmful behavior that is directed at another person(s) and causes or is intended to cause serious or lethal injury.

RISK:
Risk levels are transitory and can either decrease or increase as a result of changes in circumstances (supervision, monitoring, intervention, etc.). The assignment of a risk level is, at best, useful in assisting and supporting management recommendations. Note that a situation may have risk features from more than one level and thus change as a result of addressing those features.

LEVEL OF CONCERN FOR TARGETED AGGRESSIVE BEHAVIOR

LOW OR MINOR:
- Vague or indirect information contained within the threat is inconsistent.
- Threat is implausible or lacks detail; lacks realism.
- Context of threat suggests that action is unlikely.
- Little history of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior that is aggressive but has little potential for physical injury. Minor bullying.
- Threats are for stress relief, bravado and affect.

MODERATE:
- Indication of some premeditation or planning with general implications of place, time, target (still short of detailed plan).
- No strong indication of preparatory steps; although, there may be some veiled reference or ambiguous evidence of threat possibility (reference to gun availability, movie with theme or sequence specific violent act).
- Some inhibitors present as well as an indication of desire for help.
- Targeted threat or behavior is aggression that has intention for physical injury (but not serious or lethal injury).

HIGH:
- Threat or behavior is targeted and appears to pose serious danger to others.
- Threat is direct, specific, detailed, and plausible.
- Information suggests the presence of concrete preparations, target, and planning.
- Few inhibitors present.
- Sees no or few alternatives to action.
- Identified precipitating events with justification and the acceptance of consequences.
- Likely to qualify for immediate arrest or hospitalization.
IMMINENT:
- Same criteria as “High Risk for Harm” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

LEVEL OF CONCERN FOR REACTIVE / AFFECTIVE BEHAVIOR

LOW OR MINOR:
- Responsive to interventions.
- Has little or no history of affective hostility or violent reaction.
- Behavior is reactively aggressive, not violent, and has little potential for physical injury.
- Behavior is for stress relief, bravado and affect.

MODERATE:
- Interventions are effective but student can be resistive and hostile given the identified agitation. Somewhat unstable and requires extra staff effort to restrain.
- Peers and staff are frequently on guard.
- Aggressive behavior may cause physical injury but is not intended to be serious or lethal.

HIGH RISK:
- Behavior is frequently impulsively reactively aggressive or violent.
- Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable in order to restrain aggression / violence.
- Student is unresponsive or has limited response to intervention.
This summary was generated through the efforts of the student threat assessment system (a set of protocols used by members of the Student Assessment Team referred to as “STAT”). The summary is taken from an investigation focused on the risk factors identified in the United States Secret Service Safe School Initiative, the Four-Pronged Assessment model recommended by the NCAVC and FBI, and aggravating factors identified by experts within the field of Threat Assessment. The summary 1) identifies concerns that arose during the investigation, 2) communicates the case disposition (interventions, supervision planning and risk mitigation strategies) and 3) identifies situational risk factors that may increase the potential for extreme aggression. It is to be used for consideration in the supervision, intervention, and management of threatening or dangerous circumstances involving students. It is not a prediction of future violence, nor is it a foolproof method of assessing an individual’s short or long-term risk of harm to others. Since it is an examination of current circumstances (and as these circumstances change, so too does risk potential), please review the contents while being mindful of supervision, intervention and the passage of time. For information regarding the STAT threat assessment process, a complete list of the investigated risk factors summarized below, or the further clarification regarding the contents of this report, please contact STAT as represented by the School District.
STUDENT THREAT ASSESSMENT TEAM (STAT)

The ______________ Student Threat Assessment Team or STAT is comprised of the following: ____________________________________________

______________________________ (enter your agencies here (i.e., school district, sheriff’s office, police department, mental health agencies juvenile authorities etc.))

STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

Other students / people involved (supporting / allowing the threatening behavior, communication or ideation)?

Student Name(s): __________________________ Age: _____ Grade: _____
Student Name(s): __________________________ Age: _____ Grade: _____
Student Name(s): __________________________ Age: _____ Grade: _____
Student Name(s): __________________________ Age: _____ Grade: _____
Student Name(s): __________________________ Age: _____ Grade: _____

Information was gathered from the following sources of information:

☐ Cumulative file review, including confidential file.
☐ Review of discipline records
☐ Academic-related materials, such as journaling, artwork, etc.
☐ Student/family criminal history
☐ Student interview
☐ Student witness interview
☐ Parent interview (if not in attendance)
☐ Teacher Questionnaires (if not in attendance)
☐ Search of belongings
☐ Search of social media activity
☐ Other: ________________________________
SITUATION / INCIDENT FACTORS:

• Source of information regarding threat or behavior: ________________________________

• The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern: ____________________________________________________________

• The threat was indicated through: ____________________________________________

• Target was: __________________________________________________________________

• Threat was communicated to: _______________________________________________

• Threatened aggression was: ________________________________________________

• Acted out aggression was: __________________________________________________

• Attack related behavior: ____________________________________________________

• Attack schedule: __________________________________________________________

• Plan to act out aggression: ________________________________________________

• Method of aggression: ______________________________________________________

• Weapons availability: _______________________________________________________

• Suicide concerns: __________________________________________________________

• Self-harm concerns: ________________________________________________________

• Interest, orientation and/or immersion in extreme aggression: ________________

• Identification: ____________________________________________________________
- Fixation on target: 
- Motive: 
- Self-perspective (regarding life situation): 
- JACA (DeBecker): 
- Perspective regarding targeted violence: 
- Perspective of caregivers, peers and education staff: 
- Precipitating events: 
- Relationships with pro-social adults: 
- Inhibitors/protective factors: 

### SCHOOL FACTORS
- List concerns: 
- 504/Special Ed/General Ed: 
- Special Circumstances: 
- Disciplinary action taken: 
- Academics: 
- Attendance: 
- Attachment to school: 
- Behavioral history: 
- Discipline history: 
- Educational goals or plan: 
- Other school concerns: 

### SOCIAL FACTORS
- List concerns: 
- Strength of relationships, general impressions: 
- Victimization history at school, home, and community (real or perceived): 
- Social status: 
- Peer group: 
- Role within peer group: 
• Peer group traits: ______________________________________
• Community support level: ______________________________________

PERSONAL FACTORS

• List concerns: ______________________________________
• Adjudication: ______________________________________
• Recent changes in behavior / beliefs: ______________________________________
• Pattern of behavior: ______________________________________
• Management skills for typical social conflict: ______________________________________
• Strategies used to stop victimization, teasing or rejection: ______________________________________

• Personal view regarding use of aggression: ______________________________________
• Emotional coping skills and reserves: ______________________________________
• Anger management skills: ______________________________________
• Coping skills for change: ______________________________________
• Attitude: ______________________________________
• Stress level (real or perceived): ______________________________________
• Level of desperation or despair: ______________________________________
• Need for attention, recognition, or notoriety: ______________________________________
• Response to rules, authority and structure: ______________________________________
• Self-perception of situation: ______________________________________
• Trust level: ______________________________________
• Maladjustment: ______________________________________
• Recent loss or loss of status: ______________________________________
• Animal abuse: ______________________________________
• Fire-play: ______________________________________
• Property destruction: ______________________________________
• S/S of depression (atypical, sullen, moody, apathetic): ______________________________________
• Drug / alcohol use: ______________________________________
• Mental Health diagnosis: ______________________________________
• Medications: ______________________________________
• Central Nervous System damage: ______________________________________
• Impulse or inattention problems: ______________________________________
• Emotional trauma or victim of abuse: ______________________________________
• Previous psychiatric treatment or hospitalization: ______________________________________
• Past treatment/intervention accessibility and response (accessible, guarded, poor response, resistive, hostile.): ______________________________________
• Planning or vision of future: ______________________________________
• Early police contact (prior to age 12) or prior arrests or convictions for aggression: ______________________________________

• Past willingness to hurt others: ______________________________________
• Use of a weapon in past to hurt others: ______________________________________

FAMILY DYNAMIC FACTORS

• List concerns: ______________________________________
• Resides with: ______________________________________
• Guardians: ______________________________________
• Foster placement: ________________________________
• Ward of state: ________________________________
• Siblings: ________________________________
• Custody: ________________________________
• Family history of: ________________________________
• Parents/guardians support level: ________________________________
• Relationships within family structure: ________________________________
• Parent/guardian – child dynamic: ________________________________
• Parent’s or family’s views on acceptable use of criminal behavior or criminal violence: ________________________________
• Supervision within the household: ________________________________
• Parental control and limitations on behavior: ________________________________
• Computer access within the home/supervision of computer access: ________________________________
• Extended family support level: ________________________________

GANG INVOLVEMENT FACTOR

• List Concerns: ________________________________
• Identification: ________________________________
• Level of involvement: ________________________________
• Role in gang (leader, instigator, follower, toady): ________________________________

• Expressed commitment: ________________________________
• Willingness to act antisocially on behalf of gang: ________________________________
• Delinquent or aggressive/violent acts to date: ________________________________

OTHER

• List Concerns: ________________________________
• Collateral information: ________________________________

LEVEL OF CONCERN

• Statement of concern: ________________________________

☐ There is no evidence or indication (through investigation of risk factors) that the student is making or posing a threat of target aggression (planning, rehearsing, preparing or in any way attempting to target individuals or groups for aggressive attacks).

☐ There is no evidence or indication of a reactive threat of aggression. ________________________________
The results of the threat assessment indicate that the situation identified above is, at this time, considered *(low; low to moderate; moderate; moderate to high; high; imminent) concern for reactive aggression (defined below) that is *(directed at another person(s) but will likely not cause serious or lethal injury; *directed at another person(s) and may cause or is intended to cause serious or lethal injury.)

---

**Reactive behavior** occurs when the attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. It is often a temporary, explosive or impulsive act without pre-meditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attacker’s search for excuses or opportunities to be angry and aggressive, without any predetermined target.

The results of the threat assessment indicate that the situation identified above is, at this time, considered *(low; low to moderate; moderate; moderate to high; high; imminent) concern for targeted aggression (defined below) that is *(directed at another person(s) but will likely not cause serious or lethal injury; *directed at another person(s) and may cause or is intended to cause serious or lethal injury.)

---

The results of the threat assessment indicate that the student identified above is making or indicating threats of targeted violence; however, the student does not appear to be behaving in a manner that is consistent with an intention to follow through on threats (see attack related behavior noted under Situation/Incident Factors above). Therefore, the situation is considered low concern for targeted aggression (defined below). To further monitor for increase in Targeted Violence risk factors, see attached list of Risk Factors.

---

**Targeted behavior** occurs when the attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.

*(See Attached Rubric for further definition of behavior and risk levels.)*

---

**STAT Level 2 - STAT Recommendations**

These recommendations were generated through the efforts of the Student Threat Assessment Team (STAT) and are for consideration in the management of threatening or dangerous circumstances involving students. STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

---

**Next Steps:**

1. Case will be staffed by the Student Threat Assessment Team (STAT).
2. Administrator will request further assessment if risk circumstances escalate (see Risk Factors guide.
3. Continue Level 1 Supervision Plan.
4. Warn intended victim(s) and/or guardians.
5. Design and implement a safety plan (using the form Plan to Protect Targeted or Victimized Student) for identified targets/victims. Consider targeted student’s physical and psychological safety needs.

**Individual / Student Options:**
1. Individual Accountability Plan.
2. Suicide Assessment initiated on (use District Suicide Protocol).
3. Student will self-manage: Describe: ________________________________.
4. Student will identify triggers, agitators and agree to “safe room” or resource of support.
5. Diversion.

**School Options:**
1. Review educational plan.
2. 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 have been discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.” Document the date, time and place of the admonition as well as the guardian’s response.
3. Inform guardian that the school must call 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 mandatory reporters, must inform DHS regarding a potential neglectful situation.
4. Specialized class options.
5. Travel card and time accountability.
6. Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
7. Social skill building programs.
8. Increase supervision in following settings: ________________________________.
9. Modifications of daily schedule / Late arrival / early dismissal.
10. Entry / exit check with: ________________________________.
11. Alert staff and teachers on need-to-know basis.
12. Decrease or eliminate pass time or unsupervised time.
13. Intermittent Check of backpack, locker, pocket, purse, etc.
15. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
16. Other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.
17. Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out.
18. CDS / School Counselor or other school based mental health intervention.
19. Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.
20. Referral to appropriate school team to consider alternative placement such as administrative transfer, expulsion, Interim Alternative Educational Setting (IAES) as per district policy. (If risk criteria are met, district may unilaterally remove student to IAES; however, if student is receiving specialized instruction, IEP team decides actual placement.)

21. Home supervision pending further assessment.

22. Referral to appropriate Special Ed. Team to consider *(Psychoeducational Evaluation / Special Education, review education goals and placement options; referral to alternative education placement.) (NOTE: 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.)

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

24. Continue to monitor communications and behavior for an escalation of Risk (see attached Risk Factor guide).

25. Safety planning at site of attendance.

26. Other School Option: ________________________________

- **Family / Home Options:**
  1. Increase supervision.
  2. Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
  3. Use a Family Social Media Contract or refer to www.commonsensemedia.org for information on appropriate youth media.
  4. Safety proof home.
  5. Parents contacted and will provide increased supervision and vigilance.
  7. Parent training classes.
  8. Review and pursue crisis and/or mental health services.
  9. Other: ________________________________

- **Community Options:**
  1. Referral to Oklahoma Department of Juvenile Affairs
  2. District referred (STAT) mental health evaluation.
  3. Review Mental Health options and providers for possible evaluation and/or counseling.
  4. Anger management programs.
  5. Alcohol/Drug evaluation and/or counseling.
  6. Parenting Programs.
  7. Mentoring programs.
  8. Notify Probation /Parole officer.
  10. Foster positive community activities and interests.
  11. Explore grant money assistance for inhibitors and other needs.
  12. Other: ________________________________
RISK RUBRIC and GLOSSARY

(Note: The following reference is to define the terms and statements made within this report.

BEHAVIOR:

TARGETED: The attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.

REACTIVE OR AFFECTIVE: The attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. Is often a temporary, explosive or impulsive act without pre-meditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attacker’s search for excuses or opportunities to be angry and aggressive, without any predetermined target.

MILD TO MODERATE AGGRESSION: Harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

EXTREME OR VIOLENT AGGRESSION: Harmful behavior that is directed at another person(s) and causes or is intended to cause serious or lethal injury.

LEVEL OF CONCERN:

Levels of concern are transitory and can either decrease or increase as a result of changes in circumstances (supervision, monitoring, intervention, etc.). The assignment of a level of concern is, at best, useful in assisting and supporting management recommendations. Note that a situation may have risk features from more than one level and thus change as a result of addressing those features.

LEVEL OF CONCERN FOR TARGETED AGGRESSIVE BEHAVIOR

LOW OR MINOR:
- Vague or indirect information contained within the threat is inconsistent.
- Threat is implausible or lacks detail; lacks realism.
- Context of threat suggests that action is unlikely.
- Little history of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior that is aggressive but has little potential for physical injury. Minor bullying.
- Threats are for stress relief, bravado and affect.

MODERATE:
- Indication of some premeditation or planning with general implications of place, time, target (still short of detailed plan).
• No strong indication of preparatory steps; although, there may be some veiled reference or ambiguous evidence of threat possibility (reference to gun availability, movie with theme or sequence specific violent act).
• Some inhibitors present as well as an indication of desire for help.
• Targeted threat or behavior is aggression that has intention for physical injury (but not serious or lethal injury).

**HIGH:**
• Threat or behavior is targeted and appears to pose serious danger to others.
• Threat is direct, specific, detailed, and plausible.
• Information suggests the presence of concrete preparations, target, and planning.
• Few inhibitors present.
• Sees no or few alternatives to action.
• Identified precipitating events with justification and the acceptance of consequences.
• Likely to qualify for immediate arrest or hospitalization.

**IMMINENT:**
• Same criteria as “High Risk for Harm” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

**LEVEL OF CONCERN FOR REACTIVE / AFFECTIVE BEHAVIOR**

**LOW OR MINOR:**
• Responsive to interventions.
• Has little or no history of affective hostility or violent reaction.
• Behavior is reactively aggressive, not violent, and has little potential for physical injury.
• Behavior is for stress relief, bravado and affect.

**MODERATE:**
• Interventions are effective, but student can be resistive and hostile given the identified agitation. Somewhat unstable and requires extra staff effort to restrain.
• Peers and staff are frequently on guard.
• Aggressive behavior may cause physical injury but is not intended to be serious or lethal.

**HIGH:**
• Behavior is frequently impulsively reactively aggressive or violent.
• Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable in order to restrain aggression / violence.
• Student is unresponsive or has limited response to intervention.
RISK FACTORS

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

1. Has there been a shift toward a threat of extreme aggression or violence? **Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.**

2. Have there been threatening communications suggesting a potential violent attack? **Is the communication an expression that suggests details of planning or ongoing consideration of an attack?** Communications may include verbal expressions, artwork, email, Internet messaging, texting, written language exercises or any other medium of communication. A communication can also be made by indirect, veiled or casual references to possible harmful events, warnings of potential harm or references to previously occurring violent events such as school or community shootings.

3. Are there indications of a specific target or targets? **Is there an ongoing consideration or focus on a particular person or a group of people?**

4. Are there indications of a motive, goal or justification for a serious or lethal attack? **While there can certainly be many motives for acting out violently or aggressively, the most common is the need to establish or re-establish control, often disguised as revenge or vendetta for lost love or humiliation and the desire to prove bravery after making a threat or taking a dare. Pay close attention to motive themes of loss, being wronged or excessive anger.**

5. Are there any indications of behavior that increase the possibility of violence occurring? Such indications may include a plan, acquiring weapons, rehearsing or practicing the attack, scheduling the attack or other preparations. A communication that threatens an attack is only an expression and does not suggest a “posed threat” unless there are behaviors supporting the intent to carry out the attack. Many threats are not stated with clearly expressed language but are indicated by veiled threats and/or behavior that relates to a possible attack. **Attack related behavior includes but is not limited to, the following:**
   - **A plan to carry out a targeted act of aggression against a specific individual or group.** A plan would have a sequence of actions necessary for its success. The more plausible the plan the greater the risk.
   - **The acquisition of a weapon, the attempted acquisition of a weapon or research about how to acquire a weapon.** If the threat is the use of physical force to the point of serious or lethal injury, then the physical force is the weapon.
   - **The rehearsal of the event or a similar event.** Rehearsal is like simulation or practice. Rehearsal can be indicated through art, fantasy games, writing, film projects or other opportunities that allow role-play or practice. It can also be indicated by the use of movies, Internet sites or video games that have themes and sequences of violence that can serve as a simulation or practice. However, it must be noted that the use of such games or films as entertainment does not lead or cause students to act out violently. Their use is only attack-related behavior when
it serves as rehearsal or practice.

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

6. Are actions and behaviors consistent with communications? If threats are made but not accompanied by attack-related behaviors, motives or a specific target(s) consistent with that threat, then the risk decreases.

7. Is there peer collaboration? Are peers aware of, or concerned about, a potential attack? Are peers encouraging the attack?

8. Are alternatives and emotional coping reserves decreasing? For example, a person who is low on coping strategies or alternatives may consider violence to be the only option available to solve problems.

9. Are there indications of suicidal thoughts? Is there a history of suicidal ideation, gestures, references or intent? A desire to die, be killed by another, or commit suicide, combined with a threat to harm others, increases the overall risk, especially if the suicidal behavior is one feature of a plan to kill others and carry out revenge or justice. If there is a risk of suicide, consider a Suicide Risk Assessment or seek advice and/or assessment from a doctor or mental health professional.

10. Are there personality or behavioral traits, family dynamics, school system issues or social dynamics that lead to a more vulnerable and potentially dangerous situation? Reckless and vindictive behavior, family dysfunction, academic failure and social crisis are all risk factors that can aggravate an already at-risk situation.

### UPDATES AND FOLLOW UP NOTES

Date: 

Date: 

Date: 

Date: 

Date: 

Date:
STUDENT THREAT ASSESSMENT and MANAGEMENT SYSTEM  
Level 2 Student Interview

Date: _____ Student Name: ______________ DOB: ___________ Student #: _____

1. Do you know why we are talking / why you are here: __________________________

2. Seems like there is something going on, what is it? What is your side of it? ________

3. How do you explain what is being said by others? ________________________________

4. Why are (staff, student, parents) concerned? (Peer conflict, teacher/peer interaction, awareness of behavior and affect). ________________________________

5. How is school? What’s going on in school right now? (Conflict, grades, possible precipitating events). ________________________________

6. How are things in the rest of your life? (Family, community, staff, aggravating circumstances).

7. Who are your friends? ______________________________________________________

8. Who else is involved? ______________________________________________________

9. Who do you have to talk to and help you out when you’re in trouble? (Stabilizing factors, inhibitors, support). __________________________________________

10. What kinds of things are you involved in? (Clubs, sports, church, scouts, etc.). ______

11. What are you planning/thinking about doing? Who has control? __________________

12. Are you planning on hurting anyone? __________________________________________

13. Is anyone else involved? ____________________________________________________

14. How do you have means? __________________________________________________

15. State of mind/organization. ________________________________________________

16. Notes: ___________________________________________________________________

_____________________________________________________________________________
STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

Investigation
~ Level 2 Law Enforcement~

Student Name: ___________________________ Student Number: ___________________________
Date: ___________________________
School: ___________________________
DOB: ___________________________
Age: ___________________________
Grade: ___________________________
Name of Guardian, relationship to child: ___________________________
Siblings, ages:
  Name: ___________________________ Age: ___________________________
  Name: ___________________________ Age: ___________________________
  Name: ___________________________ Age: ___________________________

This investigative guide was generated through the efforts of the student threat assessment system (a set of protocols used by members of the Student Assessment Team referred to as “STAT”). It is taken from an investigation focused on the risk factors identified in the United States Secret Service Safe School Initiative, the Four-Pronged Assessment model recommended by the NCAVC and FBI, and aggravating factors identified by experts within the field of Threat Assessment. The guide identifies concerns arising from the investigation and identifies situational risk factors that may increase the potential for extreme aggression and/or violence. It is to be used for consideration in the assessment, intervention, supervision and management of threatening or dangerous circumstances involving students. It is not a prediction of future violence, nor is it a foolproof method of assessing an individual’s short or long-term risk of harm to others. Since it is an examination of current circumstances (and as these circumstances change, so too does risk potential), please review the contents while being mindful of supervision, intervention and the passage of time.
STUDENT THREAT ASSESSMENT TEAM (STAT)

The ____________ Student Threat Assessment Team or STAT is comprised of the following: ____________________________________________________________

classroom teachers, nurses, social workers, counselors, and other professionals.

STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

Information was gathered from the following sources of information:

☐ Police Department records database.
☐ OLETS/NCIC
☐ DPS
☐ Oklahoma Office of Juvenile Affairs
☐ Student interview
☐ Witness interview
☐ Parent interview (if not in attendance)
☐ Investigative actions/Case Number:
☐ Search of belongings/Room/Residence/Locker/Backpack
☐ Search of social media activity
☐ Other: ________________________________________________

This is the Law Enforcement Level 2 investigative guide. It should be utilized only by those who have been trained in threat assessment, and specifically youth risk factors. This addresses the investigation from the law enforcement perspective and should be used for threat assessment and management in conjunction with the school mental health (School Psychologist if available) and community mental health disciplines. A true Level 2 investigation will contain all three of these elements from their respective disciplines to address the identified threat from a multi-disciplinary, multi-agency approach. This guide is designed to address these areas as explanatory responses rather than “yes” or “no” answers. Any “yes” or “no” responses should be accompanied by explanations of those responses. The more complete the responses, the higher likelihood that a more comprehensive assessment can be completed.
SITUATION / INCIDENT FACTORS:

- Past STAT/Disciplinary Cases:

- Source of information regarding threat or behavior:
  - Rumor
  - Leakage
  - Peer report
  - Parent report
  - Staff report
  - Other: ____________________

- The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern:

- How the threat was communicated:
  - Detailed communications
  - Simple statements
  - Reactive statements
  - Aggressive act
  - Vague reference or warning
  - Fixed themes within conversations
  - No threat communicated

- Is there a plan?  
  - Yes  
  - No

  - If yes, what are the details?

- Identified target or targets:

- Attack-related behavior:
  - Planning
  - Approach behavior
  - Research/Information gathering
  - Rehearsal
  - Acquired/Attempted to acquire weapon or equipment
  - No attack-related behavior noted

- Access to firearms:
  - Possession at school
  - In home, secured
  - In home, unsecured
  - Available with family/friends
  - No access due to security/supervision

  - Describe measures taken to secure firearms:

- Access to other weapons:

- Proficiency/experience/fascination with weapons:

- Suicide concerns:  
  - Yes  
  - No

  - Suicidal ideation
  - Statements of suicidal intent
  - Past suicide attempt

- Interest, orientation, and/or immersion in extreme aggression/past attackers:
  - Entertainment preferences specific to targeted violence
  - Rehearsal through media or fantasy acts
  - Fascination/Admiration for violent people/events
  - Interest is for amusement or shock only
  - No interest indicated

- JACA Elements:
  - Justification
Feels justified in using aggression
Does not feel justified in using aggression

Alternatives
Does not perceive alternatives to aggression
Does perceive alternatives to aggression

Consequences
Willing to accept consequences of aggression
Unwilling to accept consequences

Ability
Has ability to carry out targeted violence
Does not have ability to carry out targeted violence

Concern of others for/about child:
Peer concern
Parent concern
Staff concern
Other adult concern

Describe concerns: ________________________________

Precipitating Events/Triggers:

Inhibitors:
Relationships with positive adults
Family support
Social support
Academics
Spiritual
Extracurricular activities: ________________________________
Other:

Relationships with pro-social adults:
Trusting and successful
Trusting but temperamental
Connected but shallow
Disconnected and apathetic
Disconnected and resentful

List: __________________________________________

Novel act of aggression:
Yes
No

If yes, describe: ________________________________

Energy burst behavior:
Yes
No

If yes, describe: ________________________________

Sudden and unexplained change in behaviors:
Yes
No

If yes, describe: ________________________________

History of contraband possession:
Yes
No

If yes, describe: ________________________________

History and nature of law enforcement contact with child/home:
Yes
No

If yes, describe: ________________________________

History and nature of criminal justice contact for child:
Yes
No

If yes, describe: ________________________________

History and nature of criminal justice contact for relatives/significant others:
Yes
No

If yes, describe: ________________________________

Animal abuse, fire-setting, inappropriate sexual behavior:
Yes
No

If yes, describe: ________________________________

Irrational beliefs:
Yes
No

If yes, describe: ________________________________
Perception of bullying/rejection:
- ☐ Perceives bullying and considers aggression
- ☐ Perceives bullying and is distraught
- ☐ Perceives bullying and uses appropriate resources
- ☐ No indications of perception of bullying/rejection
- ☐ Student engages in bullying/intimidation

- Mental health concerns/suspicions: ☐ Yes ☐ No
  - If yes, describe: __________________________________________

- Medical issues: ☐ Yes ☐ No
  - If yes, describe: __________________________________________

- Drug/alcohol usage: ☐ Known/Suspected ☐ None known/suspected
  - If known/suspected, describe: __________________________

- Parental level of concern/cooperation: ☐ Involved and concerned
  - ☐ Involved but unconcerned about aggression
  - ☐ Uninvolved and unconcerned
  - ☐ Uninvolved and uncooperative

- Gang involvement with child and/or family:
  - Level of involvement:
  - Identification:
  - Role in gang:
  - Willingness to act on behalf of gang:
  - Other concerns: __________________________________________

- Factors in child’s life endorsing or supporting violence:
  - ☐ Family supports/condones violence
  - ☐ Peer group supports/condones violence
  - ☐ Other:

- Video games: __________________________

- Social media: ☐ Yes ☐ No

- Other computer activities: ______________________________________

- Level of supervision on social media/computer/video games:
  - ☐ Supervised closely
  - ☐ Moderate supervision
  - ☐ Completely unmonitored
  - ☐ No access

- Anniversary dates:
  - List dates of concern: __________________________
    __________________________

- Domestic violence with child and/or in family: ☐ Yes ☐ No
  - If yes, describe: __________________________________________

- Other witnesses to be contacted: ______________________________________

- Further comments: ____________________________________________

Officer signature: ____________________________ Date: __________________________
# Mental Health (Level 2)
## Youth Violence Risk Factors

**Client/Student:** ___________________________  **Age:** _____  **Grade:** _____  **School:** ___________________  
**Evaluator:** ______________________________________  **Date:** _______________________________________

### Individual Risk Factors

<table>
<thead>
<tr>
<th>Escalating</th>
<th>De-Escalating</th>
<th>Stable</th>
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<tbody>
<tr>
<td>1. Early behavior problems (&lt;age 10)</td>
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<td>2. Risk taking</td>
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<td>3. Problems managing aggression</td>
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### Family Risk Factors

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<th>Escalating</th>
<th>De-Escalating</th>
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<td>4. Severe marital/family strife</td>
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<td>5. Family aggression in community</td>
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<td>6. Antisocial parents</td>
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<td>7. Poor parenting practices (lax/punitive)</td>
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<td>8. Child maltreatment (neglect &amp; phy. Abuse)</td>
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<td>9. Domestic Violence</td>
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<td>10. Family endorses violence</td>
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<td>11. Sibling delinquency</td>
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<td>12. Early parent-child separations</td>
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<td>13. Poverty</td>
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### Peer/Community Risk Factors

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<th>Escalating</th>
<th>De-Escalating</th>
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<tr>
<td>14. Poor peer relations (unpopular)</td>
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<tr>
<td>15. Delinquent peers</td>
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<td>16. Availability of firearms</td>
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<td>17. Peers/adults endorse violence</td>
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### School Risk Factors

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<th>Escalating</th>
<th>De-Escalating</th>
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<tr>
<td>18. Frequent disciplinary problems</td>
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<td>19. Truancy/skipping School</td>
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<td>20. Low commitment to school</td>
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<tr>
<td>21. Poor grades</td>
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### Alcohol/Drug Risk Factors

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<tr>
<th>Escalating</th>
<th>De-Escalating</th>
<th>Stable</th>
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<tbody>
<tr>
<td>22. Early alcohol/drug use (6-11yrs)</td>
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<tr>
<td>23. Serious substance use</td>
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<td>24. Sells drugs</td>
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### Mental Health Risk Factors

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<th>Escalating</th>
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<tr>
<td>25. Hyperactive/impulsive/inattention</td>
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### Delinquency Risk Factors

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<tr>
<th>Escalating</th>
<th>De-Escalating</th>
<th>Stable</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Early police contacts (6-11yrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Prior arrests/convictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Gang membership (Current/Past/Wannabe)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Aggressive/violent offence(s)</td>
<td></td>
<td></td>
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</tbody>
</table>

### Weapons Risk Factors

<table>
<thead>
<tr>
<th>Escalating</th>
<th>De-Escalating</th>
<th>Stable</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Has used weapons to harm others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Has attempted to procure weapons</td>
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<td></td>
</tr>
</tbody>
</table>

### Inventory of Aggressive/Violent Behavior

<table>
<thead>
<tr>
<th>Escalating</th>
<th>De-Escalating</th>
<th>Stable</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Unusual interest in violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Aggression causing serious injury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Frequent acts of aggression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
STAT FORMS

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Memorandum of Agreement
Student Threat Assessment Team

This Agreement made and entered into as of the date set forth below, by and between:
School District
Law Enforcement Agency
OK Dept. of Mental Health
OK Dept. of Juvenile Affairs
District Attorney Representative (District#)

WITNESSETH:

WHEREAS, all parties involved have agreed that controlling school violence is a community responsibility and that sharing resources through collaboration of community agencies is the best way to address it; and

WHEREAS, the team has developed a protocol that identifies and manages potentially dangerous and lethal circumstances in our schools and local community as well as other communities, and requires collaborative effort between agencies; and

WHEREAS, all parties are committed to improving services to youth identified by the Student Threat Assessment Team protocol, by sharing information, eliminating duplication of services, and coordinating efforts; and

WHEREAS, all parties mutually agree that sharing resources, where feasible, may result in improved coordination; and

WHEREAS, it is the understanding by all parties that certain roles in serving children and youth are required by law, and that these laws serve as the foundation for defining the role and responsibility of each participating agency; and

WHEREAS, all parties mutually agree that all obligations stated or implied in this agreement shall be interpreted in light of, and consistent with governing State and Federal laws;

NOW, THEREFORE in consideration of the following agreements, the parties do here by covenant and agree to the following:

EACH OF THE PARTIES AGREE TO:

1. The Student Threat Assessment Team will meet on a weekly basis to consult on cases that have been through the process. Each member agrees to participate in a weekly meeting and be available for an emergency meeting if deemed necessary, or if unable to attend send a representative from their agency when feasible.

2. Keep the member’s administrative authority fully advised of the team’s activities in a manner satisfactory to the administrative authority and in a manner that accurately reflects the value that the team represents.
3. To attend and complete the initial member training to be provided by the collaboration or through outside sources when available and feasible.

4. To continue to pursue additional training and knowledge in the area of threat assessment and management, and share this information with other team members.

5. To immediately report to the team any situations regarding conflicts of interest between the business of the team, the member, or with the member’s organization.

6. Strictly comply with matters of confidentiality in a manner consistent with the members own agency policies and rules in dealing with confidential material.

7. To be sensitive to other participating agency issues, such as: jurisdiction, chains of command, agency business, and media and public perception.

8. While a member of the team, to not seek or accept personal gain resulting from either the training or knowledge inherent in being a team member.

**ADMINISTRATIVE**

This agreement shall be in effect as of the date of the agreement is signed by the parties and shall renew automatically unless otherwise modified. It is expressly understood that any of the parties may terminate its participation in this agreement for whatever reason by giving sixty (60) days written notice to the other parties.

Modification of this agreement shall be made only by the consent of the majority of the initiating parties. Such shall be made with the same formalities as were followed in this agreement and shall include a written document setting forth the modifications, signed by all the consenting parties.

**OTHER INTERAGENCY AGREEMENTS**

All parties to this agreement acknowledge that this agreement does not preclude or preempt each of the agencies individually entering into an agreement with one or more parties to this agreement. Such agreements shall not nullify the force and effect of this agreement. This agreement does not remove any other obligations imposed by laws to share information with other agencies.

Signed this date: ________________________________

Agency / Organization: ________________________________

Administrative Authority (Printed): ________________________________

Administrative Authority (Signature): ________________________________

Member’s Name (Printed): ________________________________

Member’s Signature: ________________________________
Level 2 Disclaimer

1. Level 2 Threat Assessment (STAT) functions as a consultation team. We assist with the assessment of situations that pose a threat to school district students and staff. We also assist with supervision planning strategies and resource exploration.

2. We do not mandate interventions or predict the future. We do not have the authority to bypass or over-ride any School District policy or procedure. (This includes the IEP process for placement in Special Education.)

3. Final decisions for management, intervention, and supervision are made by the school Site Team. Case management remains with the Site Team at the attending school.
CONFIDENTIALITY AGREEMENT FOR STAT

The following rules apply while staffing threats and risks of violence through the STAT process:

1. The confidentiality policies of your agency / organization apply.

2. You are responsible for any material (hard copy, documents, reports, etc.) that you present and its dissemination and retrieval after presentation.

3. You are responsible for the confidentiality (see #1) of any documents collected through staffing.

4. If you are aware of, or intend to take action as part your agency’s role, that action must be shared with STAT at the staffing.

5. As circumstances change, cases may be restaffed by STAT at the request of case managers.

<table>
<thead>
<tr>
<th>Sign Name</th>
<th>Title/Location</th>
<th>Date</th>
</tr>
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PRINT Name __________________________________________
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<tr>
<th>SIGN IN SHEET</th>
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</thead>
<tbody>
<tr>
<td>Student Threat Assessment Team</td>
</tr>
<tr>
<td>Date: __________</td>
</tr>
<tr>
<td>Student Name: ____________________</td>
</tr>
</tbody>
</table>

I have read, understood, and will abide By the Confidentiality Agreement of STAT.

Please PRINT Your Name Thank you.....
STAT REFERENCE AND REVIEW

LEVEL 2 ASSESSMENT
Up to 10 minutes: Case manager (School administrator / counselor, agency case worker, and/or police officer) reviews threat or incident, concerns, current supervision and intervention, and outcomes of current supervision and intervention.
Up to 15 minutes: STAT investigative team (Level II) presents results of assessment.
Up to 20 minutes: STAT conducts further assessment, consults on supervision strategies and explores community resources.

CASE UPDATE
Up to 10 minutes: Case manager (School administrator / counselor, agency case worker, and/or police officer) reviews any changes of concerns, the implementation of supervision plan and intervention, and outcomes of current supervision and intervention.
Up to 20 minutes: STAT reports on new information gathered through further investigation, any evaluation or assessment completed, or the development of resources, interventions and community supervision changes.

SUPERVISION RECOMMENDATIONS

Individual Options:
- Individual Accountability Plan
- Suicide Risk Assessment
- Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.).

School Options:
- 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
  - 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.
Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out
School Counselor or Behavior Specialist intervention
Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.

Referral to appropriate school team to consider alternative placement
Home supervision pending further assessment
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.commonsensemedia.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:

RISK RUBRIC

LEVEL OF CONCERN FOR TARGETED AGGRESSIVE BEHAVIOR

LOW OR MINOR:
- Vague or indirect information contained within the threat is inconsistent.
- Threat is implausible or lacks detail; lacks realism.
- Context of threat suggests that action is unlikely.
- Little history of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior that is aggressive but has little potential for physical injury. Minor bullying.
- Threats are for stress relief, bravado and affect.
MODERATE:
- Indication of some premeditation or planning with general implications of place, time, target (still short of detailed plan).
- No strong indication of preparatory steps; although, there may be some veiled reference or ambiguous evidence of threat possibility (reference to gun availability, movie with theme or sequence specific violent act).
- Some inhibitors present as well as an indication of desire for help.
- Targeted threat or behavior is aggression that has intention for physical injury (but not serious or lethal injury).

HIGH:
- Threat or behavior is targeted and appears to pose serious danger to others.
- Threat is direct, specific, detailed, and plausible.
- Information suggests the presence of concrete preparations, target, and planning.
- Few inhibitors present.
- Sees no or few alternatives to action.
- Identified precipitating events with justification and the acceptance of consequences.
- Likely to qualify for immediate arrest or hospitalization.

IMMINENT:
- Same criteria as “High Risk for Harm” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

<table>
<thead>
<tr>
<th>LEVEL OF CONCERN FOR REACTIVE / AFFECTIVE BEHAVIOR</th>
</tr>
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<tbody>
<tr>
<td>LOW OR MINOR:</td>
</tr>
<tr>
<td>Responsive to interventions.</td>
</tr>
<tr>
<td>Has little or no history of affective hostility or violent reaction.</td>
</tr>
<tr>
<td>Behavior is reactively aggressive, not violent, and has little potential for physical injury.</td>
</tr>
<tr>
<td>Behavior is for stress relief, bravado and affect.</td>
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</tbody>
</table>

| MODERATE:                                         |
| Interventions are effective but student can be resistive and hostile given the identified agitation. |
| Somewhat unstable and requires extra staff effort to restrain. |
| Peers and staff are frequently on guard.          |
| Aggressive behavior may cause physical injury but is not intended to be serious or lethal. |

| HIGH:                                             |
| Behavior is frequently impulsively reactively aggressive or violent. |
| Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable in order to restrain aggression / violence. |
| Student is unresponsive or has limited response to intervention. |
LEVEL 2 SUMMARY LETTER

Hello ____________,

Attached please find a copy of the Summary of the Level 2 Threat Assessment on ____________. Please maintain two copies of the Level 2 Threat Assessment: one in a Letter-Size Manila Envelope marked “Confidential” placed in the student’s regular academic or cumulative file and a second copy in a working file in your office.

In addition, please keep in mind the following regarding the Student Threat Assessment Team Process:

1. Level 2 Threat Assessment (STAT) functions as a consultation team. We assist with the assessment of situations that pose a threat to school district students and staff. We also assist with supervision planning strategies and resource exploration.

2. We do not mandate interventions or predict the future. We do not have the authority to bypass or over-ride any School District policy or procedure. (This includes the IEP process for placement in Special Education.)

3. Final decisions for management, intervention, and supervision are made by the school Site Team. Case management remains with the Site Team at the attending school.

This case will be reviewed as indicated on the attached report; however, if you have concerns or information regarding the risk level or accuracy of information, please contact me at

Phone: ____________________

Email: ____________________

Thank you,

(School Administrator Signature Block)
TRAINING

TRAINING...........................................................................................................77

Level 1 Assessment Example..............................................................................78

Level 1 Student Interview Example .................................................................90

Level 1 Parent Interview Example .................................................................93

Level 2 Investigation Example ......................................................................96

Level 2 Investigation Example 2 .................................................................109
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. (If a suicide assessment, sexual incident assessment or fire-setting assessment is needed, please consult the protocol guide pertaining to each assessment or call Support Services at 503.399-3101.)

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.

IF IMMINENT DANGER TO OTHERS, CALL LAW ENFORCEMENT, LEVEL OFFICES, AND FOLLOW DISTRICT EMERGENCY PROTOCOL GUIDELINES.

CONCERN: 
Regarding threats or aggression directed at others

Consider completing a Level 1 if any of the following:

1. Threat or aggression is specific to identified target with motive and plan.
2. Weapon at school or attempt to bring to school.
3. Threat, aggression, or violence causing considerable fear or disruption to activity.
4. Continued intent to carry out threat.
5. History of threats, aggression, or violence.
6. Staff, parent, or student perceives threatening circumstances.
7. Administrator unable to determine if a situation poses risk to school personnel or the community.

Unfounded Concern

Level 1 Protocol completed by Site Team

Steps 1-3:
Demographics and assessment.

Step 4:
Use supervision strategies to address concerns. Determine if Level 2 is needed by using suggested criteria.

Step 5: (After completing Level 1) If Level 2 is needed call Dispatch at (503) 375-7858 or (503)510-8924 to schedule.

Step 6:
Place the electronic or scanned Level 1 protocol into the U:\ drive folder corresponding to your school.

- IMPORTANT -
Maintain two copies of the Level 1: One in a letter-size manila envelope marked “Confidential” and placed in the student’s regular academic or cumulative file. Second copy is a working file for administrator and counselor. Then mark the presence of a Confidential File on the “Student Notifications” screen in Synergy.
INSTRUCTION: THIS PROTOCOL IS ONLY FOR USE BY STAFF WHO HAVE BEEN TRAINED ON THE LEVEL 1 ASSESSMENT PROCESS.

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

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

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

Many cases can be managed through a Level 1 Assessment with appropriate interventions. The assessment usually takes from 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level 2 Assessment by staff who specialize in Threat Assessment (Step 4). If consultation is needed regarding this process, please contact Courtenay McCarthy at Student Services or by cell (503) 510-0269.

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**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.

---

**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: Northwest High School  SCHOOL PHONE #:  503-399-0000  TODAY’S DATE: 2-13-18
ADMINISTRATOR / CASE MANAGER:  Jane Principal  DATE OF INCIDENT: 2-11-18
STUDENT NAME: John Doe  STUDENT #:  123456 DOB:  1-1-02  AGE: 16  GRADE:  10
STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

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

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

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

**MILD AGGRESSION → MODERATE AGGRESSION → EXTREME AGGRESSION (VIOLENCE)**

**(Frequent, Low Impact)     (Less Frequent, Moderate Impact)   (Infrequent, High Impact)**

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

- Scratch, Bite, Hit
- Fight, Hit w/ Object, Forceful Punch
- Rape, Strangle, Stab, Shoot, Bomb, Kill

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

- Scratch, Bite, Hit
- Fight, Hit w/ Object, Forceful Punch
- Rape, Strangle, Stab, Shoot, Bomb, Kill

Describe details of behavior, threat or dangerous situation: John communicated with another student over Facebook Messenger. In this exchange, he stated that he was looking for someone to bomb the lockers of the jocks or shoot up the school for him and provided links to websites on making bombs. Also stated that he was a psychopath and looking for others to help who were just as crazy. SRO investigated and John said that he was joking and wanted to scare the other student. He said he had been researching bombs and watching videos of people being killed (SRO searched his phone and this was confirmed). John stated that he watches these videos in order to desensitize himself to be ready for the apocalypse.

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

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

- No
- Yes, Describe: See above. Conversation took place on Facebook Messenger. No other concerning communications have been reported.

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

Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted attack (called “attack related behavior”). Many threats are not stated directly but are indicated by vague references combined with behavior. Attack related behavior may be, but not limited to, the following:
• A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group or student body. The plan would have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
• Acquisition of a weapon, attempted acquisition of a weapon or research about how to acquire a weapon.
• Rehearsal (practice and simulation) of the event or similar event. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc. However, the use of such games or movies as entertainment does not lead students to act out violently. Their use is only considered attack-related behavior when used as rehearsal.
• Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence as a solution.

☐ No ☒ Yes, Describe: Research on bomb-making and violence. Plan regarding finding an accomplice to bomb the jocks’ lockers or shoot up the school.

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

☒ No ☐ Yes, Describe: Not currently. An SRA was completed last spring at the same time as the Level 1 STAT. At that time, John stated that he was depressed and thought about wanting to die or be killed.

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

☐ No ☒ Yes, Describe: Jocks. Possibly the student body.

6. Are there indications of a weapon(s) choice/availability?
If weapons are being considered but not immediately available within the home, are they available through relatives, friends or other means? Note your level of confidence in the source of your information.

☐ No ☒ Yes, Describe (how confident are you in your information?): He discussed bombs and guns in his communication. Student disclosed that his father has a gun in his home, in a safe. No guns in mom’s home.

7. Are there indications of a focused or unusual interest in acts of violence, previous school/community attacks or attackers, weaponry or anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)?
What may be inappropriate to some may still be within the normal range, given the individual's age, developmental level or cultural background. This question is similar to #3. It examines whether interest is a curiosity, a fascination or if interest is an admiration for anti-social characters as role-models and examples of how to justify violence as problem solving.

☐ No ☒ Yes, Describe: Has a fascination with zombie apocalypse stuff, violent video games, and books with violent themes.

8. Are there indications of a motive, goal or justification for aggressive behavior or a lethal attack?
If focus is on a specific target(s) (see question #5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. A few common motives are revenge for lost love or humiliation, the desire to prove bravery after making a threat or taking a dare. If the situation is absent motive, then it may be a situation revolving around reactive aggression or the affectation of rage. Reactive aggressive talk often has triggers that agitate the situation rapidly. Such triggers are usually not motives but should be identified to avoid or eliminate them in the future.
No Yes, Describe: Possible grievance due to athletic failure and not fitting in with the jocks.

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: Mom reported that he’s more stressed that usual regarding school (specifically his music activities).

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: He has the ability to carry out a plan, and also the ability to research methods.

11. Are beliefs or ideas irrational, or a feature of a mental health disorder (paranoid, obsessive, a feature of a disability)? Are values, beliefs or ideas socially maladjusted (sees aggression as and acceptable and justifiable method of problem solving)?
    Are beliefs or ideas a feature of a mental health disorder? Threatening talk as a feature of mental illness such as Psychosis, Tourette’s Syndrome or Autism is often grandiose or implausible and usually disconnected from attack-related behavior (see question #3), specific targeting (see question #5) and clear motive (see question #8).
    Typically, threats that are made and are features of disabilities are less concerning than those that are made or implied with thoughtful and sober consideration that follows a process of reason and justification. However, if threat is accompanied by attack-related behavior and targeting, risk increases just as it would with threats that are not features of mental health issues.

   No Yes, Describe: We have some concerns about John’s mental health, thought it has not been documented medically.

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

   No Yes, Describe: John made concerning statements regarding planning and has done research, though we are unsure if he intends to follow through or if his communication was a joke.

STOP AND REVIEW THE PREVIOUS QUESTIONS AND YOUR RESPONSES:

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

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

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

13. Are caregivers, peers, and/or campus staff concerned about a potential for acting out aggressively?
Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

☐ No ☑ Yes, Describe: School staff are concerned due to previous incident last year that showed that John can be aggressive in a school setting.

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

☐ No ☑ Yes, Describe: Gets along well with his teachers. John was able to quickly identified teachers that he liked.

15. What circumstances, events, or triggers increase or agitate the likelihood of a violent or aggressive attack?
What situations agitate or trigger aggressive thinking, threats and behavior? Is there an indication that the student(s) of concern are awaiting an event or action before making their final decision regarding violent behavior?

☐ No ☑ Yes, Describe: There is a history of a strained relationship with his grandmother. This was documented last spring.

16. What circumstances, events, or inhibitors decrease the likelihood of a violent or aggressive attack?
Identify all positive influences (activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. The situation that lacks inhibitors is one of greater risk since there is less to lose by acting out and little motivation toward healthy solutions.

☐ No ☑ Yes, Describe: He’s involved in band and choir, and has a group of friends at school.

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

☐ No ☑ Yes, Describe (include relationship dynamics within peer group): The group message he was part of was engaging in negative, offensive talk.

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: None that we are aware of.

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

☐ No ☑ Yes, Describe: Mom disclosed that he struggled with depression last year and was able to see a counselor. This seemed to help quite a bit.

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

Describe:

CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

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

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

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

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

1. If Risk is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Operations and the Safety and Risk Management Department for consultation and support.
3. Contact STAT (see Step 5) for further assessment, consultation and support.
4. Notify the guardians of the potential target(s) (see Step 1 and Step 4, 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.
Use answers from Step 3 to Identify concerns:

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

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

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

- Assign identified staff to build trusting relationship through check-in or mentorship:
  - Administrator
  - Mentor
  - Counselor
  - School Resource Officer
  - Teacher
  - Other:
Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.

Other intervention or supervision strategies that directly address triggers and agitators identified in Step 3:

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

School Counselor or Behavior Specialist intervention including:

Other: Parent drop off/pick up. No access to technology. Bathroom escorts.

Referral to appropriate school team to consider alternative placement
Home supervision pending further assessment
Increased supervision in the following settings:
Referral to appropriate Special Ed. Team to consider Psycho Educational Evaluation / Special Education Assessment or Behavior Team Referral. (NOTE: Must be done through Special Education Team Process.)

Family / Home Options:
Strategize safety options / planning
Increase supervision (curfew, monitor communications, monitor in community, supervise transportation, etc.)
Safety proof home (secure or remove all weapons, potential weapons, add/test smoke detectors, etc.)
Review and pursue crisis and/or mental health services
Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
Other:

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

Other Options:
Review:

Administrator will review the status of this plan (recommend weekly or bi-weekly and decrease as supervision/intervention decreases risk) and revise as needed on: 2-27-18 (date)

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

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

**ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:**

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

See Step 5 for Level 2 Threat Assessment referral process.

### STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

1. To begin process, Immediately contact Dispatch (Safety and Risk Management Services) at:

   (503) 399-3070 or (503) 510-8924

2. Provide Dispatch 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 DISPATCHING A LEVEL 2

Is student adjudicated? ☐ Yes ☒ No
If yes – Name of Probation Officer Phone #:  

A Ward of the Court or other supervision? ☐ Yes ☒ No
If yes – Name of Caseworker Phone#:  

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:
Special Ed. or 504 plan, disability codes and current placement? ☐ Yes ☑ No
If yes, details:

Is student in self-contained classroom? ☐ Yes ☑ No

Was guardian present at Level 1 assessment? ☐ Yes ☑ No

Are guardians supportive, constructive and available to attend Level 2? ☑ Yes ☐ No
If yes, what is their contact information: Home Phone: Cell Phone:

Other information needed for Level 2 assessment:
STEP 6: SIGN, SEND, FILE AND BEGIN SUPERVISION AS PLANNED:

1. Sign the Protocol

2. Place the Level 1 protocol and incident report in the U:\ Drive CONFIDENTIAL folder corresponding to your school. Title the file: LAST NAME, FIRST NAME, STUDENT NUMBER. (File is located under School Safety and Security/CONFIDENTIAL/Level 1.)

3. Maintain two copies of the Level 1:

   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 administrator and counselor.

4. 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. While copies of Level 1 protocols are housed on the U: drive and at Safety and Risk Management Services for record keeping and further reference, these protocols are not tracked or reviewed.

Team Signatures:

/s/ [Signature]
Administrator, Plan Supervisor, Date
/s/ [Signature]
Counselor, Date
/s/ [Signature]
School Resource Officer, Date
/s/ [Signature]
Other, Title, Date
/s/ [Signature]
Other, Title, Date
/s/ [Signature]
Other, Title, Date

NOTES: _____


All above reference material can be linked from our web page:
http://www.studentthreatassessment.org
Step 1: Directions for Case Manager:

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

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

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

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

Student’s Name: John Doe Date: 2/12/18

Administrator / Case Manager’s Name: Jane Principal

Person conducting the Interview: Jane Principal

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?
   Yes – was in a Facebook group message where people were posting memes and giving people nicknames. He gave Bobby a nickname and Bobby took offense. The conversation escalated as Bobby got angry. John started to trying to “one-up” him, to scare him and sound powerful. Got these themes from books on zombies, the apocalypse. Was thinking about the mafia when he wrote it. Found a website on making bombs and sent that link.

2. Why did you do ________? When did you ________?
   (See above)
3. Who are you upset or angry with?
No one. Bobby has had a grudge against me for a long time, not sure why. John is not angry with him. Is willing to apologize to Bobby. I talked about jocks because I wish I could play sports but I can’t, was never good at them. Jocks think they’re so important. It seemed realistic to talk about them.

4. Who else is involved? How are they involved?
No one.

5. Why do you think people are concerned?
Because what he said sounded scary. Understands why people are taking it seriously but he wasn’t serious. Mentions that he understands why talking about violence at school is scary is because of things like Columbine. He had a friend who kept asking him if he wanted to re-enact Columbine last year. Thought he was “half-joking”. Was reluctant to give his friend’s name but eventually did (Chris).

6. Do you have a plan to hurt anyone, including yourself? Have you practiced or pretended to hurt others or yourself? If so, how?
No plan. Believes the only reason to kill is if your life is in danger. Mentions he watches violent, intense movies because he likes the way they make him feel. Plays Halo, Overwatch, Minecraft – calls them “basic shoot-em-uppers.” I’m not suicidal because he knows that would hurt other people. In the past, when things were going bad I thought I might want to die or maybe just have someone kill me.

7. Do you have weapons or are you trying to get weapons (including knives, swords, bats, explosives, etc.)?
Does not have any weapons. No guns at mom’s house (she doesn’t believe in them). Has been target shooting with dad. Dad has guns at his home – handguns, rifle, semi-automatic. Not sure where they’re kept. Has a BB gun at dad’s house.

8. Are there people or things that are stressing you or harming you (bullying, harassment, gang issues, school work, threats to you)?
Feels like “tension is building up inside”. Has been having flashbacks about bad memories involving emotional abuse by his grandmother. Mentions that he is very tense and has had to close up and go “in the 3rd person” when he has contact with her. He gets mad at myself for being “dark”. When having contact with grandma, was having hour segments when he was “having immunity” and took videos of himself in this state could understand what was going on and how he was behaving. Was having thoughts about hurting his grandmother – last year wrote a page and a half about how he would torture her. Has had battles in his head – the good side vs the light side. Unsure if these are his own thoughts or something else. When stressed, he’s tried talking to people, letting it go, and becoming hollow, but none of it has worked.

9. Do you use any social media (e.g. Twitter, Snapchat, Instagram, Yik Yak, etc.)? Have you ever posted anything that others would be concerned about? Would you be willing to let me see your account activity?
Uses Facebook and Instagram. Mom deleted all of it last night.
10. 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?
School is good. John is in all of the highest choirs, acapella group, Band. Loves music. Good relationships with English, Band, and History teachers.

11. What are some good things going on in your life? Are you involved in sports, clubs, recreational activities, art, music, church, scouts, etc.?
Choir after school 2 days per week, church (youth group after school on Wednesday), Thursdays go to dad’s house. Visit dad every other weekend - very close relationship with him. I want to be a lifeguard, go to college, and sing. Wants to work in a helping profession. Proud of music skills.

12. Who are your friends? Are they helpful and positive or are they encouraging you to be aggressive?
Maria – girlfriend, dating since September. Friends are Erik and online friends. They are all positive.

13. Who has control of this situation?
John.

14. Is there anything else I should know?
Has ADHD and is addicted to Monster drinks.

15. What can we do to help you?
Willing to see a psychologist.

Step 3:

1. What is interviewers relationship with student: □ difficult, or □ neutral, or X positive relationship with this student? (Though this was our first interaction.)
In your opinion, was the student: □ guarded or □ defensive or X communicative in a manner that appeared open and honest?
Step 1: Directions for Case Manager:

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

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

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

Student’s Name:  John Doe           Date:  2-12-18

Administrator / Case Manager’s Name:  Jane Principal

Parent / Guardian’s Name:  Sarah Doe

Person conducting the Interview:  Jane Principal

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)

Not really. After SRO Smith came to our house, it took a while for me to get any response out of him. I tried to get any sort of reaction but it was difficult. John said that he was trying to get the other student so angry or upset that he would explode. He said he wanted to play a mind game with him, or manipulate or control him. John said that he feels disconnected from reality and felt like what he said to the student online didn’t seem real. He would never say those things to the student’s face. John said he felt angry that he let his behavior get this far.

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)

No. John said that the person he was talking to online was a kid he never really liked. There wasn’t anything specific that the other student did to him.
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)

John says that he plays violent video games and watches zombie apocalypse videos because he wants to desensitize himself. He likes the fight or flight response. He’s also said that he wants to be prepared to be around dead bodies in case there is a zombie apocalypse. He doesn’t act aggressively at home or talk about violence toward other people, except for his grandmother, when he is really mad at her. He has talked about hurting her in the past.

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)

He has underlying anger toward his grandmother. When he is around her, he feels like he needs to “check out”.

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)

Spending time with his grandmother is a stress, but I occasionally need her help with child care. He’s also stressed about his multiple music activities.

6. What is the student’s self-perception? (Leader, follower, victim, outcast, etc.) (9, 11, 17)

Mostly a follower with his group of friends. Has said that he has felt extra angry or frustrated lately. I don’t talk to him much when he’s at home due to my work hours.

7. Are there drug / alcohol issues with the student, family, or friends? (17)

No.

8. Is the student involved with the Juvenile Department, Police, SCF, Mental Health, or other agencies? Is communication with these agencies possible? (20)

No. He has seen a counselor in the past but didn’t seem to need it any more.

9. What are student’s positive activities, interests, relationships, (Scouting, church, sports, clubs, recreation, pets, family, friends, community)? (16)

Music/Band. Church youth group.

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)

No firearms in the home. His father does have multiple firearms but I think they are locked in safes. His father goes shooting with him.

11. Does the student have access to a smartphone (active or inactive)? To your knowledge, does the student use social media (e.g. Snapchat, Instagram, Twitter, Kik, etc.)? What method do you use to monitor the student’s social media use? Have you ever concerned by a post, link, or comment?

He had a smartphone but I took it away last night. Not sure if he uses social media. John says that when he’s online, it feels like a dream.

12. Are there any other concerns not addressed by these interview questions? (19,20)

John said that he questions where his emotions are real. He often wonders if he is faking it. He was a very emotional child and they would have deep conversations about his emotions, but those conversations have stopped over the past couple of years. He has always been impulsive and doesn’t take medication for his ADHD. He struggled with depression last year.

13. What is parent’s relationship with the student? [ ] difficult, [ ] neutral, or [X] positive relationship with this student? (16)
MID-VALLEY
STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
Investigation
~ Level 2~

Student Name: Jane Doe          Student Number: 234567
Date: 3-5-2018
School: Pacific High School
Administrative Case Manager: John Principal
DOB: 2-1-2003
Age: 15
Grade: 10th
Special Circumstances: Currently not enrolled.
Name of Guardian: Mother: Mary Doe  Step-Father: Joe Doe
Date(s) of previous Level 1 or Level 2 Assessments: N/A

This summary was generated through the efforts of the student threat assessment system (a set of protocols used by members of the Mid-Valley Student Assessment Team referred to as “STAT”). The summary is taken from an investigation focused on the risk factors identified in the United States Secret Service Safe School Initiative, the Four-Pronged Assessment model recommended by the NCAVC and FBI, and aggravating factors identified by experts within the field of Threat Assessment. The summary 1) identifies concerns that arose during the investigation, 2) communicates the case disposition (interventions, supervision planning and risk mitigation strategies) and 3) identifies situational risk factors that may increase the potential for extreme aggression. It is to be used for consideration in the supervision, intervention, and management of threatening or dangerous circumstances involving students. It is not a prediction of future violence, nor is it a foolproof method of assessing an individual’s short or long-term risk of harm to others. Since it is an examination of current circumstances (and as these circumstances change, so too does risk potential), please review the contents while being mindful of supervision, intervention and the passage of time. For information regarding the STAT threat assessment process, a complete list of the investigated risk factors summarized below, or the further clarification regarding the contents of this report, please contact STAT as represented by John Van Dreal, Salem-Keizer School District (503) 399-3101.
MID-VALLEY STUDENT THREAT ASSESSMENT TEAM (STAT)
The Mid-Valley Student Threat Assessment Team or STAT is comprised of the following: Salem-Keizer School District, Willamette Educational Services District (WESD), Marion County Sheriff’s Office, Salem Police Department, Keizer Police Department, Silverton Police Department, Dallas Police Department, Oregon Judicial Department, Marion County Children’s Mental Health, Polk County Children’s Mental Health, Marion County Juvenile Dept., Polk County Juvenile Dept., Oregon Youth Authority and Chemeketa Community College. STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

Other students / people involved (supporting / allowing the threatening behavior, communication or ideation)? Initial report suggested that student was soliciting peer assistance for her idea of shooting up school.

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<th>SITUATION / INCIDENT FACTORS:</th>
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- **Source of information regarding threat or behavior**: Law Enforcement, parents, student on-line information, student information.

- **The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern**: Recently, the local police department received a report from a police department in Montana that a local youth had reported that his x-girlfriend was searching for a gun and peer accomplices to do a school shooting. The x-girlfriend was a youth residing in Salem, identified as Jane who had previously attended Pacific High School, but was currently not enrolled. Jane had noted being angry at her cat and that she had to put a wounded mouse out of it’s misery (possibly because the cat had hurt the mouse). She identified her siblings as either those she likes (older sister) or dislikes (younger sister). She told several remarkable tales, including one that identified her as someone who had brutally killed a rabbit; however, the stories appear to actually be events that her close friend had conducted and are somewhat discrepant with her actual love of animals. (Her friend is Julia, who is currently under Juvenile Dept. supervision for a number of issues, including killing a rabbit). She had changed her Facebook background to a photo of Dylan Klebold (and had previously posted, as her profile or background image, a number of photos of serial killers and rampage shooters). Within her communications, she continually referenced the Columbine rampage shooting and other school shootings and suggested that she would do the same when she turns 18 (so she could purchase a gun). She reported that she has often had ideas of doing school shootings and has had a number of conversations with Julia regarding the same. Parent’s report that she is often copying and mimicking others, including
Julia (which may be a feature of her ASD disability). The ex-boyfriend reports that he broke up with her as a result of her extreme ideation. Jane does not have a history of aggression or acting out. She states that she is fascinated with the idea of a shooting because of the notoriety (and her idealization of shooters and how they solved their problems with the violence), but did not believe that she could hurt anyone. She stated that she has no intention to actually hurt anyone. SRO has investigated through two home visits and has not noted an articulated plan for targeted violence or any escalation of the idea or plan to act out violently.

- **The threat was indicated through:** Online chats and postings.

- **Target was:** Pacific High School; however, she appears to have listed it because it is the school located within her neighborhood, not because she has a particular focus, vendetta or resentment toward it or the students who attend.

- **Threat was communicated to:** Her ex-boyfriend, possibly to her friend Julia.

- **Threatened aggression was:** To carry out a school shooting.

- **Acted out aggression was:** None.

- **Attack related behavior:** Discussion to replicate a large scale shooting; acquire firearms; solicit peer assistance; develop motive and target. She does not appear to have developed a plan or researched (her computer history has been checked) the means by which to attack.

- **Attack schedule:** When she is age 18 (or possibly when she can get a gun).

- **Plan to act out aggression:** Acquire gun and conduct an attack.

- **Method of aggression:** Use of firearms.

- **Weapons availability:** Not in home. Within the community. Although she has had ideation regarding the weapons, she does not have familiarity with the use of weapons.

- **Suicide concerns:** Has had one gesture with Advil due to being restricted from computer, but told parents and was taken to ER where she was assessed and released. No ideation since.
• **Self-harm concerns:** Significant cutting issues on arms in the past as a result of stress; however, parents have alleviated through counseling and coping strategies.

• **Interest, orientation and/or immersion in extreme aggression:** Anime, violent Anime and drawings of graphic violence. Has had an ongoing interest in school shooters, school shootings and the notoriety of the events.

• **Motive:** Motive does not appear clear. There is no ongoing vendetta or motive. It appears to be more of a fascination with the notoriety and celebrity status of school shooters. Focus of shooting is actually more of a focus on the actual people who have done the shootings have gained notoriety and power as a result.

• **Self-perspective (regarding life situation):** Troubled and distressed. Has some anticipatory view of her future and pursuing her goals.

• **JACA (DeBecker):** Justification is limited to fascination with the event. Uncertain as to alternatives although she is willing to discuss openly. Does not accept consequences such as harming others, dying or being killed, or going to jail. States that she does not have ability because she doesn’t know where to start with the process.

• **Perspective regarding targeted violence:** Fascinated with the idea and notoriety of school shootings.

• **Perspective of caregivers, peers and education staff:** Concerned and intervening.

• **Precipitating events:** No.

• **Relationships with pro-social adults:** Positive with parents.

• **Inhibitors/protective factors:** Parents, loves animals, art and creative, anime, online games.
- **List concerns**: Not currently attending at this time due to school loudness, sensory issues and social phobia. Parents are considering re-enrollment, possibly next Fall. She is currently enrolled in on-line school, but has not begun class-work as yet. She was on a 504 plan when previously enrolled in the district.

### SOCIAL FACTORS

- **List concerns**: Severe social distress and phobia. Difficulty with socialization. Elects whom she will communicate with and whom she will not communicate with. Is somewhat paralyzed socially (with exception to online socialization); however, she does appear to have the skills to make friends. Friends are limited to David (who is a positive influence) and Julia (who may be the primary source of her school shooting ideas). She tends to gravitate toward troubled peers and those who speak of power (school shootings, violence, gore). Also has one other periphery friend, Laura. Her primary social world is on-line.

### PERSONAL FACTORS

- **List concerns**: Seeing a psychiatrist for mood and obsessive thoughts; medications, include Zoloft, have just been administered and parents are awaiting changes and results. Is viewed as stressed and anxious. Is in weekly counseling with private therapist. Diagnosed as ASD and school phobic by psychiatrist. Is somewhat elective in her commutations. Can become quite perseverative with a topic, then exhausts through focus and moves to another topic. Has social phobia and sensory issues. Jane is seeking friends and activities that empower her and balance her perceived weakness. No known drug or alcohol issues.

### FAMILY DYNAMIC FACTORS

- **List concerns**: Resides with bio mother, step-father and two female siblings. Bio father has been convicted of molestation (not her) and does not have a relationship with her. Parents very involved in supervision and cooperative. Family monitoring her communications and her on-line activity.

### GANG INVOLVEMENT FACTOR

- **List Concerns**: No.
LIST CONCERNS: Not currently enrolled in school due to disability issues. Her grandmother passed when she was in the 6th grade, which appears to be the beginning of her social distress and phobias (her grandmother was her best friend).

RISK OF AGGRESSION

• Statement of concern:
  
  o There is no evidence or indication of a reactive threat of aggression.

  Reactive behavior occurs when the attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. It is often a temporary, explosive or impulsive act without premeditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.

  o The results of the threat assessment indicate that the student identified above is, at this time, considered at moderate risk for involvement in circumstances of targeted aggression (defined below) that is directed at another person(s) and may cause or is intended to cause serious or lethal injury. Her ideation appears to be intrigue with the concept and notoriety of a mass shooting, not the personal nature or vendetta of hurting others. While this is less concerning as a risk factor, she has listed several attack related behaviors including soliciting assistance, inquiry into acquiring a gun, noting target, identification with past school shooters and discussing motive (although an abstract notion). Protective factors are in place at home and STAT will continue to provide consultation and supervision recommendations.

  Targeted behavior occurs when the attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.

(See Attached Rubric for further definition of behavior and risk levels.)
**Next Steps:**
1. Case will be staffed by Mid-Valley Student Threat Assessment Team (STAT).
2. Administrator will request further assessment if risk circumstances escalate (see Risk Factors guide).
3. School will consider protective Response, assisted by Security Department, should risk factors increase.

**Individual / Student Options:**
1. Individual Accountability Plan.

**School Options:**
1. Student does not attend school currently. Should she enroll, school will safety plan with supervision strategies at that time depending upon risk factors at that time. To be considered:
   A. Social skill building programs.
   B. Entry / exit check with admin or SRO.
   C. Alert staff and teachers on need-to-know basis.
   D. Intermittent Check of backpack, locker, pocket, purse, etc.
   E. Assign staff to build trusting relationship through check-in or mentorship.
   F. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
   G. Other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.
   H. Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out.
   I. Referral to appropriate Special Ed. Team to consider Psychoeducational Evaluation / Special Education. *(NOTE: 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.)*
   J. Continue to monitor communications and behavior for an escalation of Risk (see attached Risk Factor guide).
   K. If Jane enrolls at Pacific High School, monitor friendships and identify supports for her.

**Family / Home Options:**
1. Parents are increasing supervision and vigilance, including increased monitoring of computer and the application of computer safety controls. They will thoroughly monitor her communications and consult with STAT on any issues. Parents were provided with the Targeted Violence brochure.

2. Parents to continue mental health services and psychiatric supervision.

3. Parents will monitor and supervise her friendships and online socialization.

4. Encourage activities and interests that are prosocial, such as working at Humane Society, art classes, etc.

5. Consider enrolling Jane in an art class at Pacific High School as a transition back to school.

- **Community Options:**
  1. Referral to YST.
  2. SRO will do follow up visits with the family.
RISK RUBRIC and GLOSSARY

(Note: The following reference is to define the terms and statements made within this report. For further questions, please go to studentthreatassessment.org or call John Van Dreal at 503-510-0269.)

BEHAVIOR:

TARGETED: The attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.

REACTIVE OR AFFECTIVE: The attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. Is often a temporary, explosive or impulsive act without pre-meditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.

MILD TO MODERATE AGGRESSION: Harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

EXTREME OR VIOLENT AGGRESSION: Harmful behavior that is directed at another person(s) and causes or is intended to cause serious or lethal injury.

RISK:

Risk levels are transitory and can either decrease or increase as a result of changes in circumstances (supervision, monitoring, intervention, etc.). The assignment of a risk level is, at best, useful in assisting and supporting management recommendations. Note that a situation may have risk features from more than one level and thus change as a result of addressing those features.

<table>
<thead>
<tr>
<th>RISK LEVEL FOR TARGETED AGGRESSIVE BEHAVIOR</th>
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<tbody>
<tr>
<td>LOW OR MINOR:</td>
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<tr>
<td>• Vague or indirect information contained within the threat is inconsistent.</td>
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<tr>
<td>• Threat is implausible or lacks detail; lacks realism.</td>
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<tr>
<td>• Context of threat suggests that action is unlikely.</td>
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<tr>
<td>• Little history of serious risk factors or dangerous behavior.</td>
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Inhibitors are present.
- Behavior that is aggressive but has little potential for physical injury. Minor bullying.
- Threats are for stress relief, bravado and affect.

**MODERATE:**
- Indication of some premeditation or planning with general implications of place, time, target (still short of detailed plan).
- No strong indication of preparatory steps; although, there may be some veiled reference or ambiguous evidence of threat possibility (reference to gun availability, movie with theme or sequence specific violent act).
- Some inhibitors present as well as an indication of desire for help.
- Targeted threat or behavior is aggression that has intention for physical injury (but not serious or lethal injury).

**HIGH:**
- Threat or behavior is targeted and appears to pose serious danger to others.
- Threat is direct, specific, detailed, and plausible.
- Information suggests the presence of concrete preparations, target, and planning.
- Few inhibitors present.
- Sees no or few alternatives to action.
- Identified precipitating events with justification and the acceptance of consequences.
- Likely to qualify for immediate arrest or hospitalization.

**IMMINENT:**
- Same criteria as “High Risk for Harm” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

**RISK LEVEL FOR REACTIVE / AFFECTIVE BEHAVIOR**

**LOW OR MINOR:**
- Responsive to interventions.
- Has little or no history of affective hostility or violent reaction.
- Behavior is reactively aggressive, not violent, and has little potential for physical injury.
- Behavior is for stress relief, bravado and affect.

**MODERATE:**
- Interventions are effective but student can be resistive and hostile given the identified agitation. Somewhat unstable and requires extra staff effort to restrain.
• Peers and staff are frequently on guard.
• Aggressive behavior may cause physical injury but is not intended to be serious or lethal.

**HIGH RISK:**
• Behavior is frequently impulsively reactively aggressive or violent.
• Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable in order to restrain aggression / violence.
• Student is unresponsive or has limited response to intervention.

**RISK FACTORS**

The following is an abbreviated list of actions, behaviors and circumstances that may indicate greater risk for targeted violence. If you have concerns please contact your school administrator or principal, the School Resource Officer or John Van Dreal at 503-510-0269 for further consultation. If you have concerns of imminent danger, contact Law Enforcement immediately by calling 911.

1. **Has there been a shift toward a threat of extreme aggression or violence?**
   Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.

2. **Have there been threatening communications suggesting a potential violent attack?**
   Is the communication an expression that suggests details of planning or ongoing consideration of an attack? Communications may include verbal expressions, artwork, email, Internet messaging, texting, written language exercises or any other medium of communication. A communication can also be made by indirect, veiled or casual references to possible harmful events, warnings of potential harm or references to previously occurring violent events such as school or community shootings.

3. **Are there indications of a specific target or targets?**
   Is there an ongoing consideration or focus on a particular person or a group of people?

4. **Are there indications of a motive, goal or justification for a serious or lethal attack?**
   While there can certainly be many motives for acting out violently or aggressively, the most common is the need to establish or re-establish control, often
disguised as revenge or vendetta for lost love or humiliation and the desire to prove bravery after making a threat or taking a dare. Pay close attention to motive themes of loss, being wronged or excessive anger.

5. **Are there any indications of behavior that increase the possibility of violence occurring?** Such indications may include a plan, acquiring weapons, rehearsing or practicing the attack, scheduling the attack or other preparations. A communication that threatens an attack is only an expression and does not suggest a “posed threat” unless there are behaviors supporting the intent to carry out the attack. Many threats are not stated with clearly expressed language but are indicated by veiled threats and/or behavior that relates to a possible attack. Attack related behavior includes but is not limited to, the following:
   - **A plan to carry out a targeted act of aggression against a specific individual or group.** A plan would have a sequence of actions necessary for its success. The more plausible the plan the greater the risk.
   - **The acquisition of a weapon, the attempted acquisition of a weapon or research about how to acquire a weapon.** If the threat is the use of physical force to the point of serious or lethal injury, then the physical force is the weapon.
   - **The rehearsal of the event or a similar event.** Rehearsal is like simulation or practice. Rehearsal can be indicated through art, fantasy games, writing, film projects or other opportunities that allow role-play or practice. It can also be indicated by the use of movies, Internet sites or video games that have themes and sequences of violence that can serve as a simulation or practice. However, it must be noted that the use of such games or films as entertainment does not lead or cause students to act out violently. Their use is only attack-related behavior when it serves as rehearsal or practice.
   - **Scheduling an attack.** Scheduling the act can be indicated through vague communication or actually noted in clear detail. Sometimes the schedule is flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence and locks it in as the only solution.

6. **Are actions and behaviors consistent with communications?** If threats are made but not accompanied by attack-related behaviors, motives or a specific target(s) consistent with that threat, then the risk decreases.

7. **Is there peer collaboration?** Are peers aware of, or concerned about, a potential attack? Are peers encouraging the attack?

8. **Are alternatives and emotional coping reserves decreasing?** For example, a person who is low on coping strategies or alternatives may consider violence to be the only option available to solve problems.

9. **Are there indications of suicidal thoughts?** Is there a history of suicidal ideation,
gestures, references or intent? A desire to die, be killed by another, or commit suicide, combined with a threat to harm others, increases the overall risk, especially if the suicidal behavior is one feature of a plan to kill others and carry out revenge or justice. If there is a risk of suicide, consider a Suicide Risk Assessment or seek advice and/or assessment from a doctor or mental health professional.

**10. Are there personality or behavioral traits, family dynamics, school system issues or social dynamics that lead to a more vulnerable and potentially dangerous situation?** Reckless and vindictive behavior, family dysfunction, academic failure and social crisis are all risk factors that can aggravate an already at-risk situation.

### UPDATES AND FOLLOW UP NOTES

**Date:** 3-19-18. No contact with school or rumors, etc. around HS. No communications with Julia. She now has Ted Bundy as her Facebook background picture. SRO will do knock and talk on March 30. Follow up April 30.

**Date:** 4-30-18. No rumors or communications near or at the high school. SRO has checked in and not getting much info. SRO is monitoring Facebook, which has softened (still posting about school shooters on occasion). Follow up June 4.

**Date:** 6-2-18. No rumors or communications near or at Pacific HS. Still on Facebook. Postings are about anime and fantasy, much less about serial killers. Follow up with Synergy check Sept. 8, 2018 to see if she has enrolled at 24J.

**Date:** 9-11-18.
This summary was generated through the efforts of the student threat assessment system (a set of protocols used by members of the Mid-Valley Student Assessment Team referred to as “STAT”). The summary is taken from an investigation focused on the risk factors identified in the United States Secret Service Safe School Initiative, the Four-Pronged Assessment model recommended by the NCAVC and FBI, and aggravating factors identified by experts within the field of Threat Assessment. The summary 1) identifies concerns that arose during the investigation, 2) communicates the case disposition (interventions, supervision planning and risk mitigation strategies) and 3) identifies situational risk factors that may increase the potential for extreme aggression. It is to be used for consideration in the supervision, intervention, and management of threatening or dangerous circumstances involving students. It is not a prediction of future violence, nor is it a foolproof method of assessing an individual’s short or long-term risk of harm to others. Since it is an examination of current circumstances (and as these circumstances change, so too does risk potential), please review the contents while being mindful of supervision, intervention and the passage of time. For information regarding the STAT threat assessment process, a complete list of the investigated risk factors summarized below, or the further clarification regarding the contents of this report, please contact STAT as represented by Courtenay McCarthy, Salem-Keizer School District (503) 399-3101.
MID-VALLEY STUDENT THREAT ASSESSMENT TEAM (STAT)
The Mid-Valley Student Threat Assessment Team or STAT is comprised of the following:
Salem-Keizer School District, Willamette Educational Services District (WESD), Marion County Sheriff’s Office, Salem Police Department, Keizer Police Department, Silverton Police Department, Dallas Police Department, Oregon Judicial Department, Marion County Children’s Mental Health, Polk County Children’s Mental Health, Marion County Juvenile Dept., Polk County Juvenile Dept., Oregon Youth Authority and Chemeketa Community College. STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

Other students / people involved (supporting / allowing the threatening behavior, communication or ideation)? N/A

SITUATION / INCIDENT FACTORS:

- **Source of information regarding threat or behavior:** School staff and parent report.

- **The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern:** Sam enrolled at HS and was placed in the Developmental Learning Center in early February. Since then he has had multiple instances of physical aggression to staff members, verbal threats to staff, and threatening to strike staff members with objects (scissors, pencils, etc). Thirteen injuries to staff have been reported – injuries have been on varying degrees but some have necessitated medical follow up and missed work days. On March 15, Sam was escalated, attempted to stab a female staff member with a pencil, and yelled that he was going to kill her. A male staff member moved in between them, and was stabbed with the pencil. Sam has lived in a group home since early February and since has threatened to stab staff with weapons and has had four interactions with law enforcement. He attempted to strangle his mother while she was at school enrolling him, went to his mother’s house and tried to hit the group home parent with a shovel, tried to stab group home staff with a yard stake, threw rocks through windows of the group home, and has been physically aggressive to property. While living with his mother, Sam disassembled his bed and beat his mother with the parts while she was sleeping. After two of these incidents, Sam was detained at juvenile detention, while resulted in increased compliance. Injuries to group home staff have been significant, including concussion. However, Sam has not been charged with any crimes due to his mental culpability.

- **The threat was indicated through:** Acted out physical aggression. Simple statements.
• **Target was**: Transient. Targets of aggression have included multiple school staff members, mother, and group home staff.

• **Threat was communicated to**: Potential targets.

• **Threatened aggression was**: Frequent threats to kill school staff. Has threatened to kill group home staff but has stopped and has articulated this is because "you are bigger and stronger than me and I can’t win."

• **Acted out aggression was**: Moderate and bordering on extreme (concussion).

• **Attack related behavior**: Threats and behavior appear reactive though Sam can be opportunistic. He holds onto grievances and acts out when escalated. He appears to note the presence of objects that can be used as weapons and uses those objects when escalated.

• **Attack schedule**: No schedule indicated.

• **Plan to act out aggression**: Simple threats to kill.

• **Method of aggression**: Anything he can find to use as a weapon – scissors, pencil, plastic silverware, shovel, rocks, etc. At times, uses his fists or fingernails.

• **Weapons availability**: Unavailable in the group home due to security and supervision. There are many items available in the classroom that can be used as weapons.

• **Suicide concerns**: Suicidal ideation expressed without clear statement of intent.

• **Self-harm concerns**: Frequently hits his head on objects. Has punched himself in the face.

• **Interest, orientation and/or immersion in extreme aggression**: Has had access to horror movies and had unsupervised access to media while in his mother’s home. Has extensive knowledge of horror movies. Has a TV at the group home that is
supervised by staff for appropriate content. Sam fixates on blood and brains – after stabbing the school staff member with the pencil, he was very interested in seeing the injury.

- **Motive:** No motive (threat was reactive).

- **Self-perspective (regarding life situation):** Miserable, overwhelmed (expresses this when angry). Though he has times of happiness and positivity.

- **JACA (DeBecker):** Justifies aggression. Does not perceive alternatives to aggression. Is willing to accept consequences. Perceives himself as having ability.

- **Perspective regarding targeted violence:** Unsure, as his communication weaknesses limit his ability to express this.

- **Perspective of caregivers, peers and education staff:** Concerns regarding potential acted out extreme aggression.

- **Precipitating events:** Perceiving that others are angry with him. Feeling wronged and wanting others to apologize. Redirection by adults.

- **Relationships with pro-social adults:** Difficulty establishing relationships due to disability. Has connected with his group home provider.

- **Inhibitors/protective factors:** Positive relationships with older sister. Enjoys movies and TV. Excels during vocational training and physical activities involving routines. Enjoys listening to music and writing lists of items. Enjoys running water, showers.

**SCHOOL FACTORS**

- **List concerns:**

- **504/Special Ed/General Ed:** Current IEP with Autism Spectrum Disorder eligibility. Placement in a Developmental Learning Center classroom. Full scale IQ is in the borderline to low range.

- **Disciplinary action taken:** Disciplinary referrals given. Group home is called to pick up Sam when his behavior becomes a significant safety risk.
• **Attendance**: Previously attended HS in 9th and 10th grade for short periods of time. Attendance was extremely poor prior to the recent group home placement, which resulted in him being dropped from school multiple times. Current attendance is good.

• **Attachment to school**: Unsure.

• **Behavioral history**: Long history of physical aggression and threats at school. Currently has a thorough behavior plan in place, including staff response when Sam becomes physically aggressive, uses items as weapons, or makes verbal threats to himself or others. FBA completed 2-24-18 states that Sam can become escalated when someone says something different than what he wants to hear, he can become escalated anytime he doesn’t get what he wants or is escalated. Clear escalation cycle that occurs multiple times per week.

• **Discipline history**: History of 18 behavior-related disciplinary referrals since 2015. 8 related to threats, 4 related to physical aggression. In 2016, punched two staff members at HS. In 2017, kicked and threatened a staff member, then kicked a hole in a classroom wall, then put a shade string around his neck and tightened it.

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### SOCIAL FACTORS

• **List concerns:**
  • **Strength of relationships, general impressions**: Weak relationships and social skills due to disability. Difficult for Sam to maintain friendships. Others attempt to build friendships with Sam and he generally responds well. He is interested in peers but is uncomfortable with others his age, likely due to his limited conversational skills. Can intimidate peers but has not been aggressive toward them. Responds well to authority figures who are bigger than him and he perceives he can’t hurt.
  • **Victimization history at school, home, and community (real or perceived)**: Frequently perceives himself as being wronged.
  • **Peer group**: No true peer group.
  • **Role within peer group**: n/a
  • **Peer group traits**: na/
  • **Community support level**: Involved in DD services, but generally low community support prior to group home placement.

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### PERSONAL FACTORS

List concerns:
• **Adjudication**: No.
• **Recent changes in behavior / beliefs**: No.
Pattern of behavior: Long history of significant physical aggression and threats to adults. Clear escalation cycle identified. At times, adults can help Sam to de-escalate through calming statements.

Management skills for typical social conflict: Verbally and physically combative with adults, but no aggression toward peers.

Strategies used to stop victimization, teasing or rejection: Does not report rejection by peers.

Personal view regarding use of aggression: Justified.

Emotional coping skills and reserves: Poorly developed strategies.

Anger management skills: Quickly elevates to aggression.

Coping skills for change: Inflexible thinking, gets “stuck” on perceived wrongs.

Attitude: Unsure.

Stress level (real or perceived): Severe when angry.

Level of desperation or despair: Unsure.

Need for attention, recognition, or notoriety: Seeks attention when escalated.

Response to rules, authority and structure: Verbally and physically combative when given a request he does not want to comply with.

Recent loss or loss of status: Recent placement in group home. Unsure of Sam’s perception of this.

Animal abuse: None known.

Fire-play: None known.

Property destruction: Some property destruction, though aggression tends to focus on people.


Drug / alcohol use: None suspected.

Mental Health diagnosis: Diagnoses of Autism, OCD, severe anxiety, and Tourette’s.

Medications: Currently prescribed Haldol (3x day), Clonodine (3x day). Has a provider through Northeast Pediatric Clinic doing med management.

Central Nervous System damage: None known.

Impulse or inattention problems: Impulse and inattention problems.

Emotional trauma or victim of abuse: Unsure.

Previous psychiatric treatment or hospitalization: Multiple hospitalizations due to behavior but no ongoing treatment. Sam enjoyed his holds at the emergency department.

Past treatment/intervention accessibility and response (accessible, guarded, poor response, resistive, hostile.): Unsure.

Planning or vision of future: Unsure.

Early police contact (prior to age 12) or prior arrests or convictions for aggression: No.

Past willingness to hurt others: Long history of aggression.

Use of a weapon in past to hurt others: Many instances of using non-typical weapons to hurt others.
### FAMILY DYNAMIC FACTORS

- **List concerns:**
  - **Resides with:** (group home) since early February 2016. Sam was placed in a group home after beating his mother with a disassembled bed. Mom appeared to be very afraid of Sam due to his behavior.
  - **Guardians:** (mother). Biological father is reported to be in prison.
  - **Foster placement:** Voluntary placement in group home through DD services.
  - **Ward of state:** No
  - **Siblings:** Four siblings – one at HS, one 1st grader, and two adult siblings. His oldest sister checks in on Sam in his classroom and complains to mom about the conditions.
  - **Custody:** Mother retains custody.
  - **Family history of:** Unsure.
  - **Parents/guardians support level:** Unsure.
  - **Relationships within family structure:** Strong relationship with older sister, who is very protective of Sam.
  - **Parent/guardian – child dynamic:** Mother reportedly provides little support to Sam and is uninvolved now that he lives in a group home.
  - **Parent’s or family’s views on acceptable use of criminal behavior or criminal violence:** Unsure.
  - **Supervision within the household:** High supervision in group home. Supervision was reportedly low while living with his mother.
  - **Parental control and limitations on behavior:** Mother has little control of his behavior. High degree of control and appropriate limitations in the group home.
  - **Computer access within the home/supervision of computer/media access:** No unsupervised access in group home but suspected history of unlimited access at mother’s home.
  - **Extended family support level:** Unknown.

### GANG INVOLVEMENT FACTOR

- **List Concerns:** No concerns.

### OTHER

- **List Concerns:**
- **Collateral information:** None.
RISK OF AGGRESSION

- **Statement of concern:**
  - The results of the threat assessment indicate that the student identified above is, at this time, considered at high risk for circumstances of reactive aggression (defined below) that is directed at another person(s) and may cause injury ranging from minor to serious. His acted out aggression has caused multiple injuries to others, including some serious injuries. In addition, when escalated Sam makes verbal threats to harm others. Sam holds onto grievances against others and can act out when escalated but does not appear to be engaging in any pre-planning behaviors which would be indicative of targeted aggression.

  *Reactive behavior occurs when the attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. It is often a temporary, explosive or impulsive act without pre-meditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.*

  *Targeted behavior occurs when the attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.*

*(See Attached Rubric for further definition of behavior and risk levels.)*
Next Steps:
1. Case will be staffed by Mid-Valley Student Threat Assessment Team (STAT).
2. Administrator will request further assessment if risk circumstances escalate (see Risk Factors guide).
3. Continue Level 1 Supervision Plan.
4. Provide emotional support to classroom staff including options to discuss their concerns.

Individual / Student Options:
1. Student is unable to participate in accountability options.

School Options:
1. Continue current behavior support plan.
2. Consider providing sensory strategies.
3. Specialized class options. Staff is moving toward placement in an intensive behavior program.
4. Provide Mandt training as soon as possible for new instructional assistant.
5. Increase supervision in following settings: line of sight and physical proximity at all times.
6. Check-in with school staff at entry and exit every day.
7. Alert staff and teachers on need-to-know basis.
8. Safety proof classroom, including making all items that could potentially be used as weapons inaccessible.
10. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
11. Other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.
12. Identify and further develop activities, relationships, or experiences of value that inhibit possibility of acting out.
13. Referral to appropriate Special Ed. Team review education goals and placement options as needed (NOTE: 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.)
14. Assessment or Behavior Team Referral. (NOTE: Must be done through Special Education Team Process.)
15. Continue to monitor communications and behavior for an escalation of Risk (see attached Risk Factor guide).
16. Safety planning at site of attendance.
17. Arrange for Sam’s sister to meet with him outside of the DLC classroom, when needed.
18. Increased communication with DD services regarding school behavior.

- **Family / Home Options:**
  1. Parents contacted and will provide increased supervision and vigilance.
  2. Review and pursue crisis and/or mental health services.
  3. Consider options for guardianship, in order to consistently access community services.

- **Community Options:**
  1. Review mental health options and providers for possible evaluation and/or counseling. Consider New Solutions referral once Sam is involved in mental health treatment.
  2. Foster positive community activities and interests.
RISK RUBRIC and GLOSSARY

(Note: The following reference is to define the terms and statements made within this report. For further questions, please go to studentthreatassessment.org or call Courtenay McCarthy at 503-399-3101.)

BEHAVIOR:

TARGETED: The attacker considers and selects a particular target prior to attack. The consideration occurs through the process of an idea with motive, planning, preparation and eventually action.

REACTIVE OR AFFECTIVE: The attacker acts in an emotional or highly aroused state in response to a perceived challenge, threat, insult or other affront. Is often a temporary, explosive or impulsive act without pre-meditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.

MILD TO MODERATE AGGRESSION: Harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

EXTREME OR VIOLENT AGGRESSION: Harmful behavior that is directed at another person(s) and causes or is intended to cause serious or lethal injury.

RISK:

Risk levels are transitory and can either decrease or increase as a result of changes in circumstances (supervision, monitoring, intervention, etc.). The assignment of a risk level is, at best, useful in assisting and supporting management recommendations. Note that a situation may have risk features from more than one level and thus change as a result of addressing those features.

RISK LEVEL FOR TARGETED AGGRESSIVE BEHAVIOR

LOW OR MINOR:
- Vague or indirect information contained within the threat is inconsistent.
- Threat is implausible or lacks detail; lacks realism.
- Context of threat suggests that action is unlikely.
- Little history of serious risk factors or dangerous behavior.
• Inhibitors are present.
• Behavior that is aggressive but has little potential for physical injury. Minor bullying.
• Threats are for stress relief, bravado and affect.

MODERATE:
• Indication of some premeditation or planning with general implications of place, time, target (still short of detailed plan).
• No strong indication of preparatory steps; although, there may be some veiled reference or ambiguous evidence of threat possibility (reference to gun availability, movie with theme or sequence specific violent act).
• Some inhibitors present as well as an indication of desire for help.
• Targeted threat or behavior is aggression that has intention for physical injury (but not serious or lethal injury).

HIGH:
• Threat or behavior is targeted and appears to pose serious danger to others.
• Threat is direct, specific, detailed, and plausible.
• Information suggests the presence of concrete preparations, target, and planning.
• Few inhibitors present.
• Sees no or few alternatives to action.
• Identified precipitating events with justification and the acceptance of consequences.
• Likely to qualify for immediate arrest or hospitalization.

IMMINENT:
• Same criteria as “High Risk for Harm” but with the possession of weapons and a situation that is scheduled or clearly close to dangerous or explosive.

RISK LEVEL FOR REACTIVE / AFFECTIVE BEHAVIOR

LOW OR MINOR:
• Responsive to interventions.
• Has little or no history of affective hostility or violent reaction.
• Behavior is reactively aggressive, not violent, and has little potential for physical injury.
• Behavior is for stress relief, bravado and affect.

MODERATE:
• Interventions are effective but student can be resistive and hostile given the identified agitation. Somewhat unstable and requires extra staff effort to restrain.
• Peers and staff are frequently on guard.
• Aggressive behavior may cause physical injury but is not intended to be serious or lethal.

**HIGH RISK:**
• Behavior is frequently impulsively reactively aggressive or violent.
• Intention or outcome is close to serious injury or is serious injury with the possibility of lethal injury. Interventions are frequent and considerable in order to restrain aggression / violence.
• Student is unresponsive or has limited response to intervention.

**RISK FACTORS**

The following is an abbreviated list of actions, behaviors and circumstances that may indicate greater risk for targeted violence. If you have concerns please contact your school administrator or principal, the School Resource Officer or Courtenay McCarthy at 503-399-3101 for further consultation. If you have concerns of imminent danger, contact Law Enforcement immediately by calling 911.

1. **Has there been a shift toward a threat of extreme aggression or violence?**
   Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.

2. **Have there been threatening communications suggesting a potential violent attack?**
   Is the communication an expression that suggests details of planning or ongoing consideration of an attack? Communications may include verbal expressions, artwork, email, Internet messaging, texting, written language exercises or any other medium of communication. A communication can also be made by indirect, veiled or casual references to possible harmful events, warnings of potential harm or references to previously occurring violent events such as school or community shootings.

3. **Are there indications of a specific target or targets?**
   Is there an ongoing consideration or focus on a particular person or a group of people?

4. **Are there indications of a motive, goal or justification for a serious or lethal attack?**
   While there can certainly be many motives for acting out violently or aggressively, the most common is the need to establish or re-establish control, often
disguised as revenge or vendetta for lost love or humiliation and the desire to prove bravery after making a threat or taking a dare. Pay close attention to motive themes of loss, being wronged or excessive anger.

5. Are there any indications of behavior that increase the possibility of violence occurring? Such indications may include a plan, acquiring weapons, rehearsing or practicing the attack, scheduling the attack or other preparations. A communication that threatens an attack is only an expression and does not suggest a “posed threat” unless there are behaviors supporting the intent to carry out the attack. Many threats are not stated with clearly expressed language but are indicated by veiled threats and/or behavior that relates to a possible attack. Attack related behavior includes but is not limited to, the following:

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

6. Are actions and behaviors consistent with communications? If threats are made but not accompanied by attack-related behaviors, motives or a specific target(s) consistent with that threat, then the risk decreases.

7. Is there peer collaboration? Are peers aware of, or concerned about, a potential attack? Are peers encouraging the attack?

8. Are alternatives and emotional coping reserves decreasing? For example, a person who is low on coping strategies or alternatives may consider violence to be the only option available to solve problems.

9. Are there indications of suicidal thoughts? Is there a history of suicidal ideation,
gestures, references or intent? A desire to die, be killed by another, or commit suicide, combined with a threat to harm others, increases the overall risk, especially if the suicidal behavior is one feature of a plan to kill others and carry out revenge or justice. If there is a risk of suicide, consider a Suicide Risk Assessment or seek advice and/or assessment from a doctor or mental health professional.

10. Are there personality or behavioral traits, family dynamics, school system issues or social dynamics that lead to a more vulnerable and potentially dangerous situation? Reckless and vindictive behavior, family dysfunction, academic failure and social crisis are all risk factors that can aggravate an already at-risk situation.

UPDATES AND FOLLOW UP NOTES

Date: 4-5-18. Discussed assessment and plan with Student Services Coordinator and Program Assistant. Assistant Principal called to inform that Sam had an aggressive incident at school today and would not de-escalate with SRO intervention. He was detained and taken to the hospital on POC. Foster parent has reported that he cannot sustain Sam in his home due to recent significant aggression and targeting of peers. A state sponsored residential program is being considered but the wait is likely 3-4 months. Mom is coming to the school today to sign ROIs for service providers to increase communication with the school.

Date: 4-11-18. Back at school today for 20 minutes – very escalated, talking about killing people, attempting to destroy property. Fixated on experience at the hospital. Reduced day to 2 hours. Mom participated in IEP meeting – is feeling out of options. Approved for 2:1 at group home. On waiting list for SACU (Stabilization and Crisis Unit). Staffed at STAT 4-18-18. Follow up 4-28-18.

Date: 5-5-16.