

**A COMPREHENSIVE SYSTEM FOR
PREVENTIVE
BEHAVIORAL
THREAT ASSESSMENT
&
MANAGEMENT
IN THE SCHOOLS**

**PRESENTED BY
John Van Dreal Consulting LLC**

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vandrealconsulting.com**



THREAT ASSESSMENT TRAINING

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SECTION 1

Preventive Behavioral Threat Assessment **in the** Schools

Training Schedule

- I. WELCOME AND INTRODUCTION
 - A. Review training schedule
 - B. Basic housekeeping
 - C. Introduce materials
 - D. History and justifications
 - E. Features of the system
 - F. Overview of the system

- II. BASIC PRINCIPLES AND SUPPORTIVE RESEARCH
 - A. Review of basic concepts and research
 - B. Introduce Level 1 Protocol
 - C. Review case studies

- III. SYSTEMS, PROTOCOLS, APPLICATION
 - A. Briefly review threat assessment system
 - 1. FERPA, HIPAA, and confidentiality
 - B. Review details of Level 1 (school site-based)
 - 1. Discuss any limitations and needed adaptations
 - 2. Review supplementary Level 1 forms
 - 3. Review referral process for Level 2 assessment (community-based)
 - 4. Conduct Level 1 threat assessment using case study
 - C. Review design and protocol options available for community Level 2 team
 - 1. Discuss any limitations and needed adaptations
 - 2. Review protocols that fit needs of community team
 - 3. **Train on protocols, meeting structure, and forms**
 - 4. **Determine means for follow-up and supervision**
 - 5. Discuss membership of team and recommended agency participation

- IV. CONDUCT A STUDENT THREAT ASSESSMENT TEAM MEETING
 - A. Conduct Level 2 threat assessment using case study
 - B. Conduct a staffing and discuss Level 2 impressions
 - C. Identify prevention options and manage threat

- V. CONCLUDE WITH Q&A AND NEXT STEPS

SECTION 2

A COMPREHENSIVE SYSTEM FOR PREVENTIVE BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT IN THE SCHOOLS

Presented by:

JOHN VAN DREAL CONSULTING
Salem, Oregon

Website

<http://www.vandrealconsulting.com>



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- John Van Dreal is a school psychologist and the retired Director of Safety and Risk Management Services for the Salem-Keizer School District.
- He continues his career consulting with school districts and communities on behavioral threat assessment systems and operational security.
- He has over 30 years of experience in threat assessment and management, psycho-educational evaluation, crisis intervention, behavioral intervention, and security and risk management systems consultation.
- In 1999, he began the development and implementation of the Salem-Keizer Model, a multi-agency student threat assessment system considered by experts to be a leading practice. Through that collaboration, he has worked daily with educators, law enforcement, trial court personnel, juvenile justice, and mental health personnel in the assessment and management of youth and adult threats of aggression within the schools, institutions, and the community.
- He has served on Oregon's Mid-Valley Student Threat Assessment Team and the Marion County Threat Advisory Team since 1999. He is the editor and principal author of the book *Assessing Student Threats: Implementing The Salem-Keizer System, Second Edition* and the co-author of *Youth Violence Prevention: The Pathway Back Through Inclusion and Connection*.



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- Courtenay McCarthy, the lead school psychologist in student preventive threat assessment and management for Salem-Keizer Public Schools, is chair of the Mid-Valley Student Threat Assessment Team and is a member of the Marion County Threat Advisory Team.
- While partnering with John Van Dreal, she has refined the Salem-Keizer student threat assessment system to reflect leading practice in behavioral threat assessment, violence prevention, early intervention, and equitable practices.
- Courtenay has extensive experience in prevention, threat assessment and management, psychoeducational evaluation, intervention with at-risk youth and families, and behavioral consultation and intervention. As a certified threat manager and nationally certified school psychologist, she regularly provides training and consultation on student threat assessment systems implementation and youth violence to school districts and community agencies throughout the nation. She also provides workshops, symposiums, and content presentations to national audiences.
- In addition, Courtenay is a co-author of Youth Violence Prevention: The Pathway Back through Inclusion and Connection and a contributing author to the book, Assessing Student Threats: Implementing the Salem-Keizer System – Second Edition (Van Dreal, et al. 2017).



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- Alise Mnati is a licensed social worker with two decades of experience in non-profit and public education working with under-resourced youth and their families. She has worked with dozens of school districts to improve educational attainment for students.
- Together with John Van Dreal, she implemented the Salem-Keizer Cascade Threat Assessment Model in Northeastern Washington, supporting 59 public school districts across 7 counties. She trained and coordinated educators on identifying and assessing threatening behavior, along with multi-agency teams serving in a consultative role to schools.
- Alise is an accomplished facilitator, leading trainings throughout the nation to school districts and youth-serving agencies. She is a certified trainer in several evidence-based programs and a former National Associate Trainer for the Boys & Girls Clubs of America. Alise enjoys training and coaching both schools and community agencies in providing recommendations on behavioral threat assessment, threat management, and resource development for students of concern.
- She has personally procured over \$8 million in state and federal grant funding for school districts and communities to implement youth violence prevention models. She has also been a strategic contributor to state legislation and district policies supporting student mental wellness, behavioral threat assessment, and restorative practices.



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- Joe is a licensed clinical psychologist and school psychologist. He is presently the Project Director and Threat Management Coordinator of the Behavioral Health Assessment and Response Project (B-HARP), a community-based threat assessment field-based research project in San Luis Obispo County, CA. He was an invited expert to testify in support of a proposed school threat assessment bill at a Hearing of the California State Senate Education Committee.
- With over 20 years of experience, Joe he has conducted behavioral threat assessments for many school districts, being the lead psychologist for threat assessment for several districts. He has revised threat assessment procedures and board policies for several school districts. Early in his career, Joe trained and worked as a psychologist in inpatient hospital settings, residential treatment centers, and therapeutic day treatment schools for children and adolescents. His behavioral consultation and treatment focused on developing supports to persons in various programs who evidence violent and aggressive behaviors either towards self or against others.
- In 2018, Joe researched threat assessment practices in California among agencies providing services to persons with developmental disabilities. Joe and John Van Dreal have collaborated in field-based research examining Level 1 and Level 2 training outcomes and community engagement using the Salem-Keizer Threat Assessment System in two counties in California. Joe has made numerous presentations, trainings, and workshops on the topic of threat assessment to law enforcement agencies, school districts, mental health professionals, and directors of mental health agencies. Joe has presented threat assessment workshops at the California Association of Regional Center Agencies, California Association of School Psychologists, and the National Association of School Psychologists.



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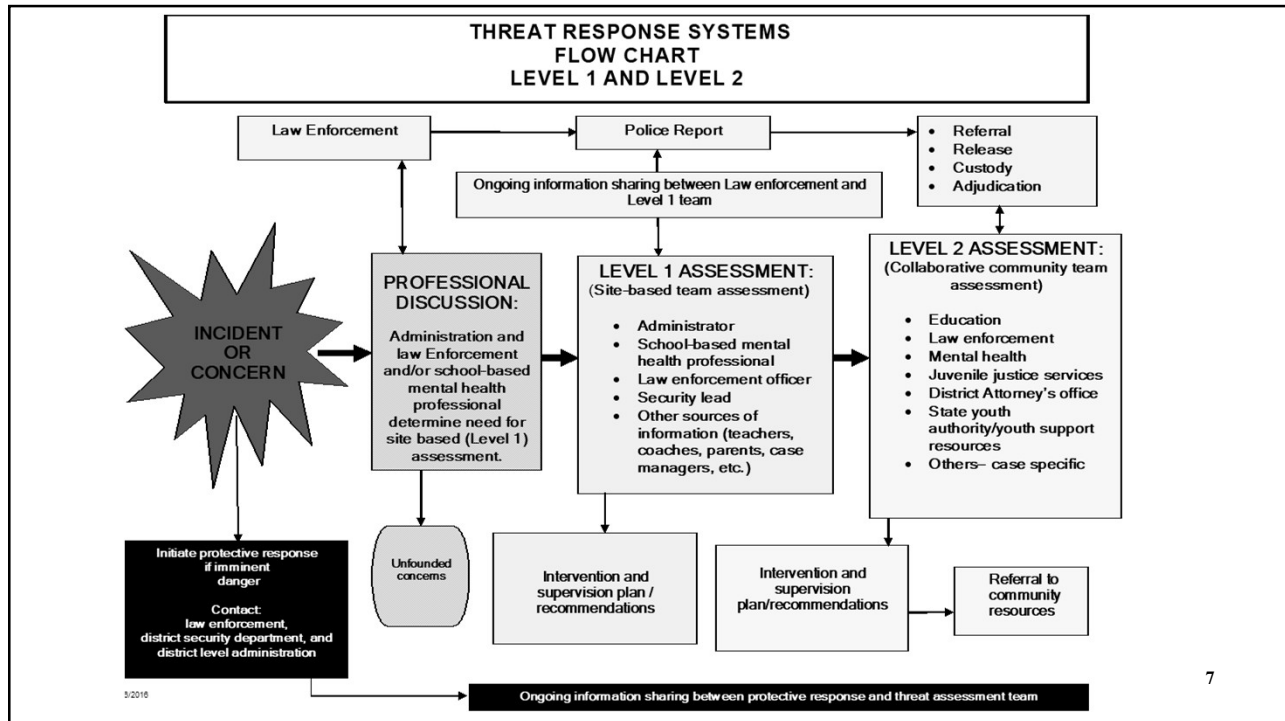
The presentation will:

- Review the research and basic principles regarding preventive behavioral threat assessment and threat management
- Review the use of preventive behavioral threat assessment to decrease expulsions, arrests, and dismantle the school to prison pipeline
- Review the steps, developmental procedures, and protocols necessary to develop a two-tiered, multi-disciplinary, multi-agency preventive behavioral threat assessment and management system
- Explore changes to the system that may be necessary to adapt to the existing resources of this community
- Train on the use of assessment protocols for K-12 campus preventive threat assessment and management
- Provide case exercises and conduct student threat assessments through the collaborative assessment process



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The presentation will not ...

provide all of the training necessary to establish a level of expertise in leading a preventive behavioral threat assessment system.

Advanced training in preventive behavioral threat assessment and threat management is available through Van Dreal Consulting LLC or associates linked from www.vandrealconsulting.com/, the Association of Threat Assessment Professionals, through the resources noted in the books, or by referral (speak with us during a break for options).



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YOUTH VIOLENCE PREVENTION



THE PATHWAY BACK THROUGH
INCLUSION AND CONNECTION

JOHN VAN DREAL, COURTENAY MCCARTHY,
AND COLEEN VAN DREAL



Youth Violence Prevention: The Pathway Back through Inclusion and Connection

By John Van Dreal, Courtenay McCarthy, Coleen
Van Dreal

Available at:

Amazon

Barnes & Noble

Rowman & Littlefield

Watermark Books and other book vendors

This is a book about behavioral threat assessment that focuses on prevention and early intervention. It's about thoughtful connection, inclusion, prosocial relationship building, and the restoration of meaningful and positive experiences for young people within the school environment. It's about the importance of staying objective, avoiding assumptions, and eliminating prejudice.

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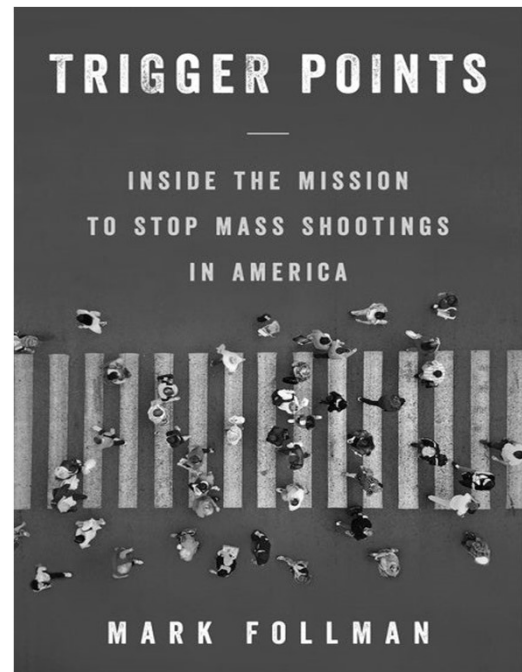
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TRIGGER POINTS INSIDE THE MISSION TO STOP MASS SHOOTINGS IN AMERICA BY MARK FOLLMAN A LONGTIME JOURNALIST AND THE NATIONAL AFFAIRS EDITOR FOR *MOTHER JONES*.

Available at:
Harper Collins
Amazon
Other vendors

"An urgent read that illuminates real possibility for change." —John Carreyrou, *New York Times* bestselling author of *Bad Blood*

For the first time, a story about the specialized teams of forensic psychologists, FBI agents, and other experts who are successfully stopping mass shootings.



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Assessing Student Threats: Implementing the Salem-Keizer System (Second Edition)

Van Dreal, McCarthy, Swinehart, Speckmaier, Elliott, Okada,
Rainwater, Novotney, Rutledge, Mendoza, Byrd

Rowman and Littlefield
(800) 462-6420.
email orders@rowman.com
website <http://www.rowman.com>



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PUBLIC CONSULTING GROUP

Home Focus Insights Careers

Salem-Keizer Cascade BTA Courses by John Van Dreal

Contact Us

Insights Emerging Solutions Salem-Keizer Cascade BTA Courses by John Van Dreal

Training Solutions for Effective and Accurate Implementation of the Salem-Keizer Cascade Model of Behavioral Threat Assessment

The only behavioral threat assessment (BTA) model developed by an experienced school psychologist, the Salem-Keizer Cascade Model focuses on helping schools build a sustainable system that includes school site teams and community-based collaboration.

Multi-disciplinary teams and training are critical components of a successful program. Exclusively through PCG, schools can access online training courses developed in partnership with John Van Dreal, author of the Salem-Keizer Cascade Model.

Our Salem-Keizer Cascade BTA training courses are for BTA team members, including:

WEB-BASED CASE MANAGEMENT SOLUTIONS

John Van Dreal Consulting is proud to partner with Public Consulting Group to bring leading technology and training solutions to school threat assessment teams and school districts using or considering the Salem-Keizer Cascade prevention system.

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The year was 2019

- The chances of being harmed by violence in a school are 1 in 2 million... killed by homicide in a school, about 1 in 2 to 4 million, depending on the year.
- The chances of being hit by lightning in a particular year are 1 in 960 thousand. Annually, there is a 1 in 31,000 chance of being poisoned by cafeteria food.
- A youth is approximately 40 times more likely to be killed by homicide outside of school than inside a school.
- School safety has improved steadily within the last 30 plus years.
- Still, depending upon how the data is measured, over the past 15 years in America, the rate of targeted or rampage killings has increased when places of commerce and higher education are factored in.



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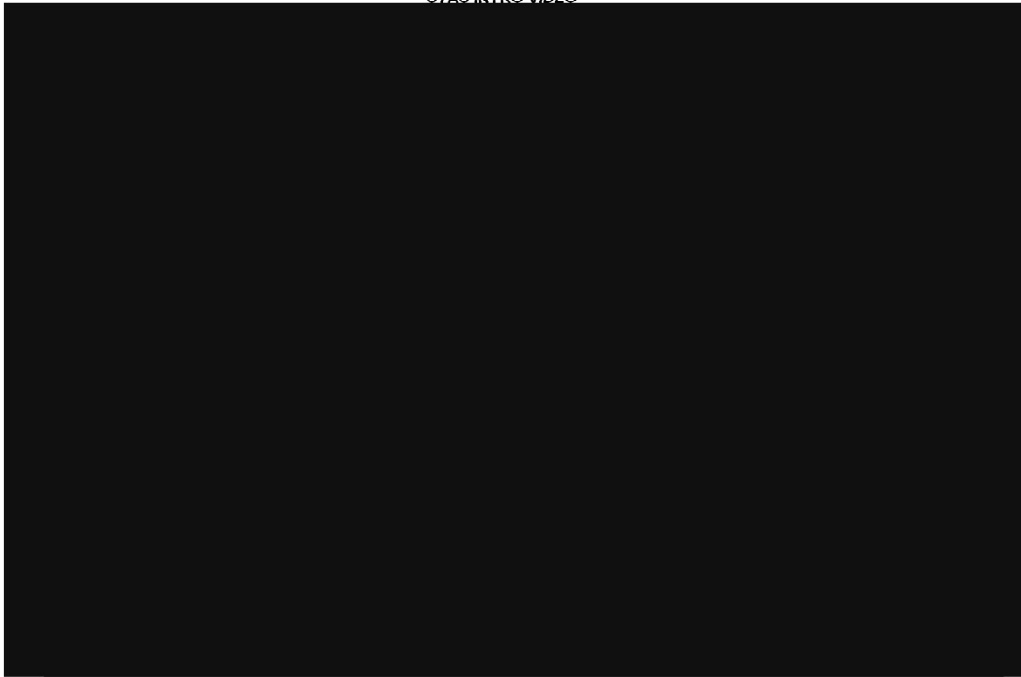
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- **Response in education and community policy has varied from highly reactive policy making to avoidance and denial.**
- **Furthermore, students and community members frequently make threats or use threatening talk as a means of socializing and communicating. How do we know when a threat is real, when do we worry and how do we respond?**



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JUSTIFICATIONS

- 1. Concerns regarding violence and school safety**
- 2. Response to (ORS 339.250) requiring policy and procedure**
- 3. Zero-tolerance policy, expulsion. Reactive public policy measures**
- 4. Psychological safety**



The Salem-Keizer Cascade System

- Multi-discipline, multi-agency collaboration
- Designed by an educator (with input and support from youth serving agencies) for the application and use in an education setting
- Shared ownership; shared responsibility; decreased liability



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- Includes equity language; includes trauma informed strategies, includes restorative practice
- Checks and prevents implicit bias and other forms of bias
- Expeditious but methodical
- User friendly—simple and clear language; identification of risk in clear terms; step by step instructions and guidance



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- Inexpensive—expertise is within the protocol-driven system
- Interventions and supervision strategies that fit the situation and accurately address risk
- Inclusive, not exclusive—promotes connections, observation, and supervision in the schools
- Prevention and early intervention, not a punitive or gotcha system



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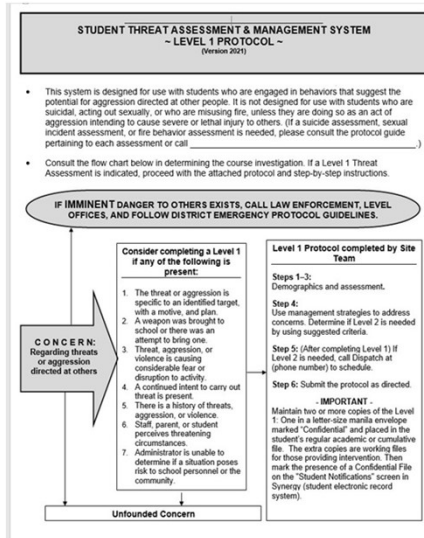
- Increases both the physical safety and psychological safety of a community



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Let's Get Started



PRINCIPLES

BASIC CONCEPTS

SUPPORTIVE RESEARCH

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The Threat Assessment System objectives are:

1. Assess threats of potentially harmful or lethal behavior and determine the level of concern and action required
2. Organize resources and strategies to manage situations involving threatening situations that pose a risk of harm to others
3. Maintain a sense of psychological safety within the community



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DEFINITION OF A THREAT

**The intention
to commit harm to a target
or be a menace or source of danger
to a target
(person)**



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Level 1 Site Based Protocol development

1. Develop a template, with identified key risk factors as well as supervision strategies, that all members of the team use as a guide during assessment.
2. Document the use of the template in every case.
3. Document the risk concerns and document the supervision and safety planning.



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Level 1 Protocol



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STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM ~ LEVEL 1 PROTOCOL ~ (Version 2020)

- This system is designed for use with students who are engaged in behaviors 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 misusing fire, unless they are doing so as an act of aggression intending to cause severe or lethal injury to others. (If a suicide assessment, sexual incident assessment, or fire behavior assessment is needed, please consult the protocol guide pertaining to each assessment or call _____.)
- 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 EXISTS, CALL LAW ENFORCEMENT, LEVEL OFFICES, AND FOLLOW DISTRICT EMERGENCY PROTOCOL GUIDELINES.

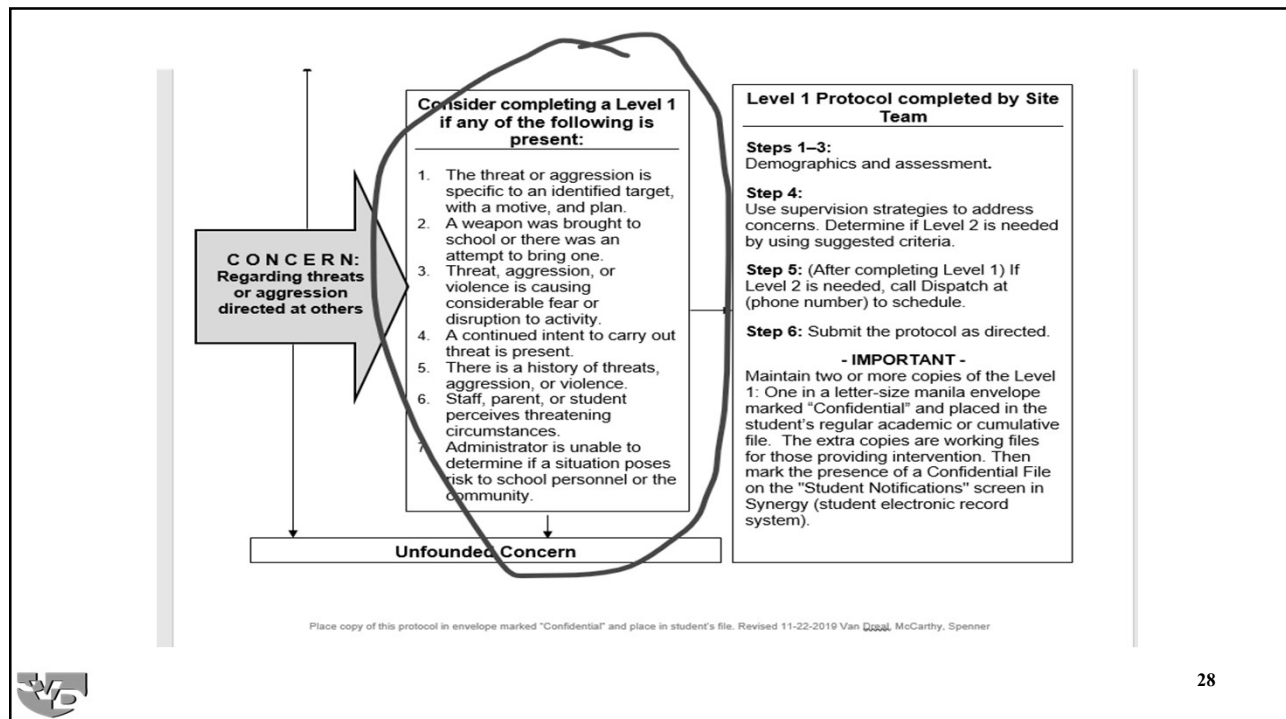


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CONSIDER INITIATING A LEVEL 1 IF THE FOLLOWING IS KNOWN OR SUSPECTED:

- Threat, aggression or violence is specific to identified target with motive and plan
- Threat, aggression or violence is causing considerable fear or disruption to activity
- Weapon at school or attempt to bring a weapon
- There is continued intent to carry out threat
- There is a history of threats, aggression or violence
- Staff, parent or student perceives threatening circumstances
- Administrator is unable to determine if a situation poses a risk to school personnel or the community



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 potential for 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 situational factors that may increase concern for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does concern for aggression; 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:

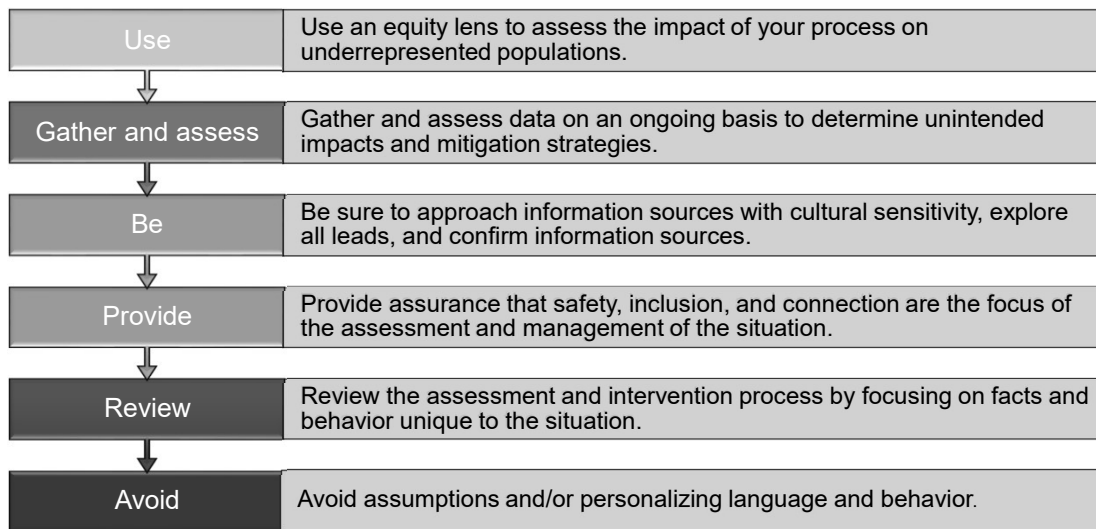
- Teachers, coaches, case managers, and other educators. (If education staff members are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- District/school security staff, instructional assistants, transportation staff, or other people 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, and probation officers if student is adjudicated or a ward of the state.
- Students should NOT attend this meeting. (Student information can be gathered through Student Interview and Student Witness Interview forms.)

An equity lens has been applied to the threat response process. The lens identified concerns regarding underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

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 _____ at _____.



Equity in Threat Assessment



STEP 1: ADDRESS STUDENT AND STAFF SAFETY

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

- If necessary, take appropriate precautions, such as building-wide security measures or detaining the student(s) of concern, restricting access to coats, backpacks, etc.
- Provide notification (phone call within 12 hours and letter within 24 hours) to guardian of any student(s) identified as a target of violence (where outcome could be severe or lethal injury). For specifics, see ORS 339.327, the Student Threat Assessment System Guide, or consult with a district level director.

Place copy of this protocol in envelope marked "Confidential" and place in student's file. Revised 2-24-2021 Van Dreal, McCarthy, Spenner

- 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.)? _____

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.

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

ADMINISTRATOR/CASE MANAGER: _____ DATE OF INCIDENT: _____

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



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STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

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** and is followed by a short clarifying explanation. Review the questions as an outline for guided conversation investigating situational factors that suggest an increase in concern for acted out aggression. Note responses at each item or under "Other Concerns" (item #20).

Information was gathered from the following sources:

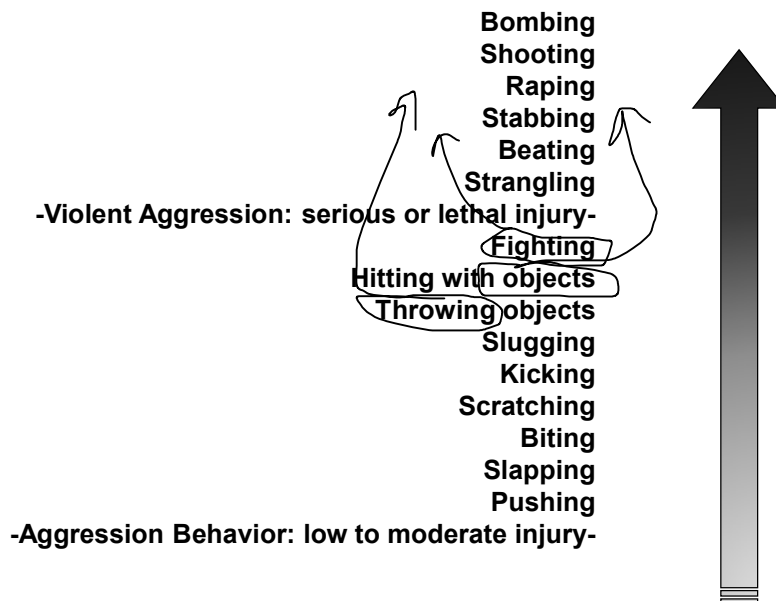
- Cumulative file review, including confidential folder
- Review of discipline records
- Academic-related communications, such as journaling, artwork, etc.
- Student/family criminal history
- Student interview
- Student witness interview
- Parent interview (if not in attendance)
- Teacher questionnaire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



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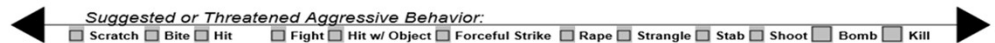
AGGRESSION CONTINUUM
(from Eric M. Johnson, PhD.)



1. Note the severity of the threatened aggression on the continuum below.

Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (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 low to moderate 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)



Place copy of this protocol in envelope marked "Confidential" and place in student's file. Revised 11-22-2019 Van Diggel, McCarthy, Spenner

If aggression was acted out, locate the outcome or intended outcome on the continuum below.

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



Describe the details of threat, dangerous situation, and/or acted-out behavior: _____

CONTEXT AND SITUATION

WHAT IS THREAT ASSESSMENT?

Defined by the Safe School Initiative (*Threat Assessment in Schools*): The primary purpose of a threat assessment is to prevent targeted violence.

- The threat assessment process is centered upon analysis of the facts and evidence of behavior in a given situation.
- The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to mount an attack and is engaged in planning or preparing for that event.



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Context and Situation

- The assessment of the unique interaction and dynamics between the person of concern, the target and the situation they share.
- The question is “does the situation ‘pose’ a threat,” not “did the person ‘make’ a threat.”



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1. Note the severity of the threatened aggression on the continuum below.
 Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (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 low to moderate 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

Place copy of this protocol in envelope marked "Confidential" and place in student's file. Revised 11-22-2019 Van Ozzel, McCarthy, Spenner

If aggression was acted out, locate the outcome or intended outcome on the continuum below.

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

← Acted-Out Aggressive Behavior: →

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

Describe the details of threat, dangerous situation, and/or acted-out behavior: _____

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Threats and Communication

Inappropriate Communication:

Any unwarranted contact or approach that is strange, threatening or ominously predictive and intended to unsettle or unnerve.

- Direct Threat
- Indirect Threat
- Veiled Threat
- Conditional/Instrumental Threat
- Expressive Threat

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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 oral communication, art, email, internet use, social media, written language exercises, and other modes of communication. Threats can be indirect (e.g., ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (e.g., 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 is 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 plan or a similar plan. 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 such activities does not lead students to act out violently. Their use is considered attack-related behavior only when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (e.g., teasing, rejection, or loss) that further justifies the violence as a solution.


No Yes Describe: _____

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Identify Concerns

- 1. Three boys and one girl engaging in BB gun wars after school, violent first-person shooter games, knife collecting, and aggressive behavior**
- 2. One boy, has a large knife in his backpack (claims he used it hunting with his father the previous weekend and forgot it was there)**
- 3. One boy, brings a knife to school as a defensive means of protecting himself against bullies who are tormenting him and extorting his money**
- 4. One girl, an aggressive bully, brings knife to school to intimidate others**
- 5. One boy, speaks of shooting others at school as revenge for being ignored and rejected and to show that he is not weak or afraid**
- 6. Two boys, both identified as Emotionally Disturbed and attending school in a self-contained classroom— one is very aggressive, engaging in combative talk, threatening others if he doesn't get his way, is extremely irritable, and has a very short fuse; the other is a follower, but if pushed, can become extremely explosive and aggressive. They are in constant conflict and very close to fighting.**

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Targeted and Reactive Aggression



REACTIVE / IMPULSIVE



TARGETED / PREMEDITATED
/PREDATORY

(AFFECTIVE)



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Reactive Aggression

*Don't
pick
this
cat
up!*



- **Absence of planning**
- **Elevated emotional state**
- **Aggressor feels under immediate threat**

Borrowed from Reid Meloy



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Targeted and Reactive Aggression



REACTIVE / IMPULSIVE/
(AFFECTIVE)



TARGETED / PREMEDITATED
/PREDATORY



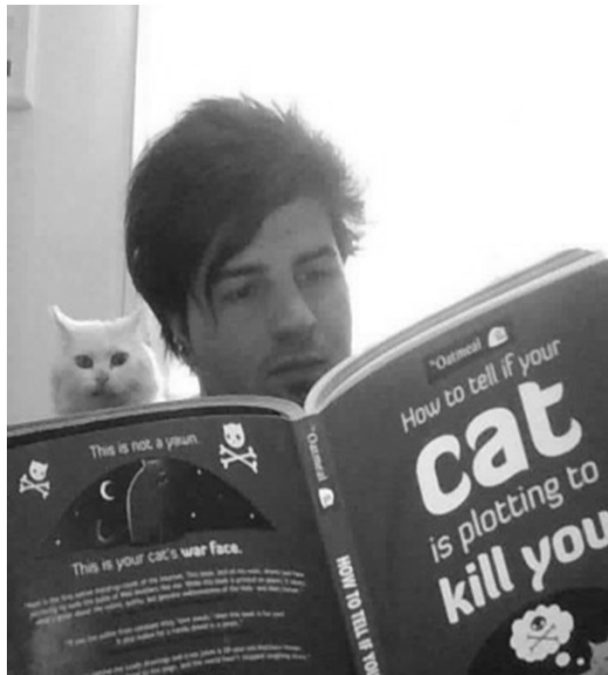
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Targeted Violence

(Fein&Vossekuil, 1998; Cat example borrowed from Reid Maloy)

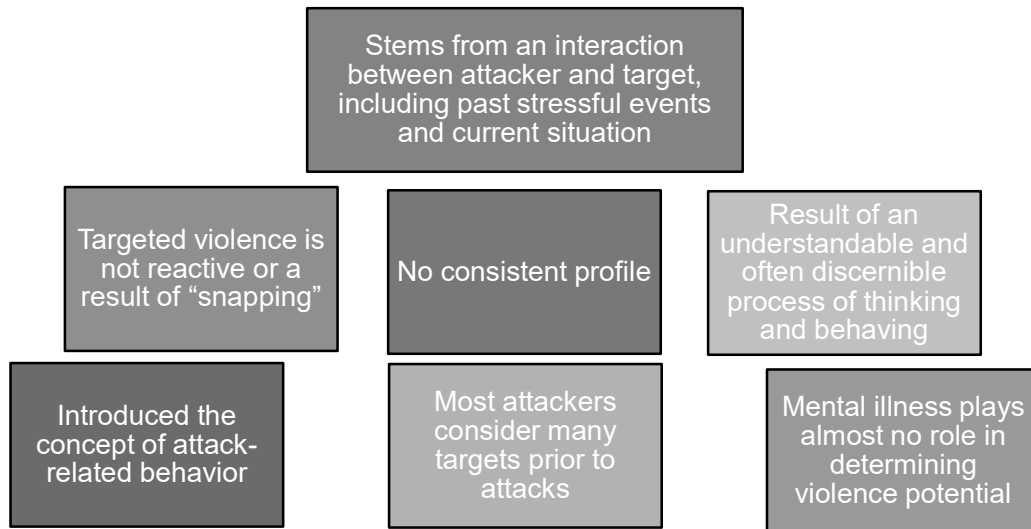
- Targeted violence is not reactive.
- It is not the result of someone “going mental” or “snapping;”
- It is the result of an understandable and often discernible process of thinking and behaving.
- The aggressor will display “attack-related” behaviors that move along a continuum of idea to action, including justification, planning, rehearsing, and logistical preparations.



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The Exceptional Case Study (Fein&Vossekuil, 1998)



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ATTACK-RELATED BEHAVIOR



**BEHAVIOR THAT
SUPPORTS THE THREAT
AS A MORE SERIOUS
CONSIDERATION**

EXAMPLES:

- PLANNING
- RESEARCH
- PREPARATION (including WEAPONS ACQUISITION)
- REHEARSAL
- SCHEDULING
- OTHERS?



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Targeted Violence

Scheduled or triggered Implementation

Pre-attack preparation/planning

Planning/Research

Ideation

Grievance

Adapted from Calhoun and Weston (2003)

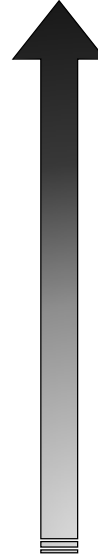


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AGGRESSION CONTINUUM
(from Eric M. Johnson, PhD.)

Bombing
Shooting
Raping
Stabbing
Beating
Strangling
-Violent Aggression: serious or lethal injury-
Fighting
Hitting with objects
Throwing objects
Slugging
Kicking
Scratching
Biting
Slapping
Pushing
-Aggression Behavior: low to moderate injury-



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 oral communication, art, email, internet use, social media, written language exercises, and other modes of communication. Threats can be indirect (e.g., ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (e.g., 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 is 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 plan or a similar plan. 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 such activities does not lead students to act out violently. Their use is considered attack-related behavior only when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (e.g., teasing, rejection, or loss) that further justifies the violence as a solution.

No Yes Describe: _____





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J.A.C.A. Gavin de Becker

Justification

+

Alternatives

+

Consequences

+

Ability



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SAFE SCHOOL INITIATIVE

Critical Factors *(consistently present in histories of school shooters)*

- Peer Relationships Problems
- Weapon Fascination and access
- Recent loss, humiliation
- Signs of depression, suicidal ideation or actions
- Disconnect from adults

Contributing Factors *(associated with aggression, but not consistently present)*

- Poor school achievement. (grades, truancy, class disruption, suspension)
- Negative parent-child relationship (family distress, poor supervision)
- Exposure to violence
- Substance abuse
- Mental illness



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SAFE SCHOOL INITIATIVE (continued)

Key Points:

1. Shootings were rarely impulsive.
2. No consistent profile of school shooter.
3. Shooters had difficulty coping with loss and failure.
4. Shooters perceived or experienced severe longstanding rejection, persecution, hurtful behavior, and bullying by peers.
5. Motives were mostly revenge and problem-solving.
6. Peers knew of plan ahead of time—some collaborated.
7. All attackers used guns. Most shooters had ready access to guns. Some made considerable efforts to acquire guns.
8. Most attackers did not threaten their targets directly prior to attack.
9. All shooters were of concern to parents, teachers and / or peers.
10. Despite prompt law enforcement responses, most attacks were quick and stopped by a means other than police intervention.



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Protecting America's Schools (US Secret Service, 2019)

Study examined 41 incidents (2008-2017) of targeted violence with one or more people injured or killed (excluding gang or drug-related violence)

- 19 killed, 79 injured
- Attackers: 81% male, 17% female
- 61% used firearms, 39% used bladed weapons
- 41% of attacks took place within the week after a break in attendance
- Of those who used a firearm, 32% acquired the firearm the day of the attack
- 40% had a mental health diagnosis, 63% had signs of depression, 60% had suicidal ideation



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Protecting America's Schools (US Secret Service, 2019) Key Factors

1. Still no profile of a school attacker or school that has been attacked
2. Attackers had multiple motives—most common was grievance
3. Attackers used firearms—most often acquired from home
4. Attackers experienced psychological, behavioral, or developmental symptoms
5. Half of the attackers had interest in violent topics—most common fixations were Columbine & Hitler
6. All attackers experienced social stressors involving relationships
7. Nearly every attacker experienced negative home life factors
8. Most attackers were victims of bullying, which was often observed by others
9. Most attackers had a history of school disciplinary actions, and many had prior contact with law enforcement.
10. All attackers exhibited concerning behaviors. Most elicited concern from others, and most communicated (through leakage) their intent to attack.



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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 die by 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: _____

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No Yes Describe: _____

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5. Is the aggressive ideation focused on a specific, ongoing target?

Is there ongoing consideration or focus on a particular person, group, or student body? If the situation lacks an ongoing target, it may be a situation of reactive aggression, in which the individual involved perceives himself or herself 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 choice and/or the availability of weapons?

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 the student and parents/guardians directly about weapons availability and document their responses.*

No Yes Describe (How confident are you in your information?): _____



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No Yes Describe (How confident are you in your information?): _____



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7. Are there indications of a focused or unusual interest in acts of violence, previous school or 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 people may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to question No. 3. It examines whether interest is a curiosity or a fascination or whether interest is an admiration for anti-social characters as role models and examples of how to justify violence for solving problems.

No Yes Describe: _____

8. Are there indications of a motive that would justify the act of severely injuring another person?

If focus is on a specific target(s) (see question No. 5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. Motives may include revenge for lost love or humiliation, payback for a perceived injustice, revenge for bullying, desire to kill, infamy, and the desire to establish power. If the situation lacks motive, then it may revolve around reactive aggression. Reactive aggressive talk often has triggers that can rapidly agitate the situation. Such triggers are not usually motives but should be identified to avoid or eliminate them in the future.

No Yes Describe: _____

9. Are there indications of hopeless, overwhelming stressful, 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 in desperate solutions and last-ditch efforts to take control. Stressors may include humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, law enforcement contact, bullying, etc. It is

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No Yes Describe: _____



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Katherine S. Newman

Five necessary but not sufficient conditions for a rampage shooting:

1. **Perception of self as extremely marginal within the social world that has value: Bullying and social exclusion lead to marginalization and increase frustration and depression.**
2. **Psychological problems and vulnerability: Mental illness, severe depression and abuse decrease emotional, psychological and coping reserves, thus magnifying impact of marginalization.**
3. **Cultural scripts: Cultural or media models of violence are readily available as examples of solving problems, getting even, releasing discomfort or elevating social status.**
4. **Failure of surveillance systems: Systems intended to identify troubled youth are ineffective or non-existent.**
5. **Gun availability**



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Supervisory Special Agent Andre Simons

From anecdotal observations and the report Campus Attacks: Targeted Violence Affecting Institutions of Higher Education.

- Significant personal stress, humiliation, and/or perceived failure
- Aggressive Martyrdom (Reid Meloy)
- Psychologically transformational acts
- The brittle student
- Leakage, hyper profanity, negative emotional language, lack of future planning, weapons investigation or possession, and an inability to take personal responsibility for actions and outcomes.
- Solution to perceived problems
- Wills, manifestos, infamy and notoriety
- Pseudo-commando



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Warning Behaviors (Meloy, 2012)

**Acts/changes in
behavior that give
evidence of
increasing risk**

- **Pathway**
- **Fixation**
- **Identification**
- **Novel Aggression**
- **Energy Burst**
- **Leakage**
- **Directly Communicated Threat**
- **Last Resort Behavior**



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Warning Behaviors (Meloy, 2014) continued

Of the 9 warning behaviors, 5 have been shown to be more prevalent in those who commit acts of targeted violence in schools:

- **Pathway**
- **Fixation**
- **Identification**
- **Novel Aggression**
- **Last Resort Behavior**

Warning behaviors prevalent in students of concern who did not intend to act violently:

- **Leakage**
- **Directly Communicated Threat**



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No Yes Describe: _____



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No Yes Describe: _____



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

Based on 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 exaggerated or complex threats but is unable to organize and execute them because of supervision, cognitive ability, or overall functioning, then feasibility drops.

No Yes Describe: _____

11. Are values, beliefs, or ideas socially maladjusted (e.g., aggression is seen as an acceptable and justifiable method of problem solving)?

Socially maladjusted thinking can lead to justification and motive for violent behavior. The thinking process will indicate thoughtful consideration that follows a process of reason and justification that is anti-social and criminally harmful. (Unless it is accompanied by attack-related behavior (see question No. 3), communication or behavior that is a feature of a disability is less concerning than communication or behavior that is a feature of socially maladjusted thinking.)

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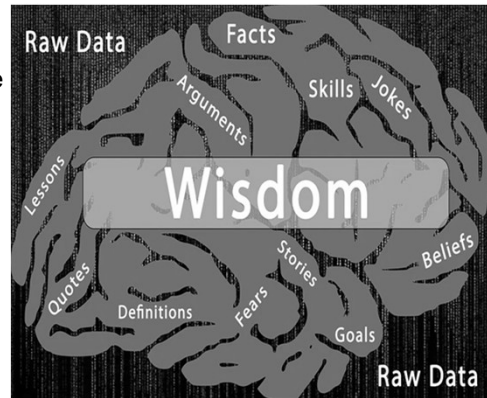
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No Yes Describe: _____

Bias in Threat Assessment (FBI, 2015)

- **Implicit Bias** - The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.
- **Confirmation Bias** - The tendency to look for evidence or interpret information in a way that confirms a preconceived opinion.
- **Availability Bias** - Is a tendency to assign the most importance to behavior which comes immediately to mind, often that which is most recent.
- **Hindsight Bias** - The inclination to see events as having been more predictable than they actually were.
 - Can induce *foresight bias*, the tendency to overestimate the ability to predict future events.



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Bias Mitigation

- ✓ **Always use a collaborative, multidisciplinary structure**
- ✓ **Encourage the open sharing of perspectives**
- ✓ **Professional development in understanding and decreasing bias**
- ✓ **Review cases over time, check perceptions and impressions**
- ✓ **Involve/consult with professionals who share the same cultural background as the student of concern**
- ✓ **Use the bias checks provided in the Level 1 protocol as**



a collaborative discussion

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12. STOP AND REVIEW THE PREVIOUS QUESTIONS (No. 1 through No. 11) AND YOUR RESPONSES:

Highlight and identify responses where unintentional bias may have affected the response. Consider the following as you summarize the previous 11 questions: Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?

- > Do the responses identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out a targeted attack?

No Yes

If yes, the risk of targeted aggression is indicated. Proceed with the assessment by moving on to number 13.

If no, do the responses indicate 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 reactive or affective. If the potential outcome of aggression is **severe or lethal injury**, proceed with the assessment by moving on to number 13. If the potential outcome of the aggression is **minor to moderate injury**, you

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may stop the assessment at this point and move to step 4, using the answers from questions 1–11 to identify situations, settings, and triggers that increase the likelihood of the behavior, and then develop strategies that will decrease that behavior.

- > If answers to number 12 questions above are "no," the situation does not pose a threat. 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.

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13. Are caregivers, peers, and/or campus staff members concerned about a student's potential for acting out aggressively?
 Concerns may range from an odd discomfort to a complete list of reasons that 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., then the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!


No Yes Describe: _____

15. What circumstances, events, or triggers increase or agitate the likelihood of a violent or aggressive attack?
 What information or developments might increase the concern for acted-out aggression? What situations agitate or trigger aggressive thinking, threats, and aggressive behavior? Is there an indication that the student or students 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?
 What information or developments may decrease the concern for acted-out aggression? Identify all positive influences (e.g., activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. A situation that lacks inhibitors poses a greater risk, since there is less to lose by acting out and little motivation toward healthy solutions.


Describe: _____

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Adult Inhibitors (protective factors or stabilizers)



- Employment
- Finances
- Health
- Residence
- Children
- Family
- Looking to the future
- Resolving the grievance



What are examples of inhibitors available to the youth population?

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Describe: _____

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Describe: _____




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Pre-Incident Indicators or Antecedents (Another descriptor for attack-related behavior)

... are actions, communications or circumstances that indicate an individual or group is considering or planning a violent act. (Calhoun, 1998; de Becker, 1998)



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Accelerator, Triggers and Precipitating Events

Accelerators are destabilizing factors that increase the potential for individuals to resort to violence. These include (some are more specific to adults): illness, divorce, financial crisis, decreased or terminated employment, and perceived ongoing abandonment/rejection.



Triggers or precipitating events are similar to accelerators but tend to be acute experiences or circumstances that aggravate an individual or group further toward a violent act (Meloy, 2000).



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

Concerns may range from an odd discomfort to a complete list of reasons that 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., then the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!

No Yes Describe: _____

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

What information or developments might increase the concern for acted-out aggression? What situations agitate or trigger aggressive thinking, threats, and aggressive behavior? Is there an indication that the student or students of concern are awaiting an event or action before making their final decision regarding violent behavior?

Describe: _____

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What information or developments may decrease the concern for acted-out aggression? Identify all positive influences (e.g., activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. A situation that lacks inhibitors poses a 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 to support the use of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors and 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 or 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 fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of pertinent questions that encourage discussion and examination of concerns. 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: _____




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FBI Critical Incident Response Group

Personality Traits and Behavior:

- Leakage
- Low Tolerance for Frustration
- Lack of Resiliency
- Poor Coping Skills
- Failed Love Relationship
- Injustice Collector
- Signs of Depression
- Narcissism
- Alienation
- Dehumanizing Others
- Lack of Empathy
- Exaggerated Sense of Entitlement
- Attitude of Superiority
- Exaggerated or Pathological Need for Attention
- Externalizes Blame
- Masks Low Self-Esteem
- Anger Management Problems
- Intolerance
- Inappropriate Humor
- Seeks to Manipulate Others
- Lack of Trust
- Closed Social Group
- Change of Behavior
- Rigid and Opinionated
- Unusual Interest in Sensational Violence
- Fascination with Violence-Filled Entertainment
- Negative Role Models
- Behavior Appears Relevant to Carrying out a Threat



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FBI Critical Incident Response Group

Family Dynamics:

- Turbulent Parent-Child Relationship
- Acceptance of Pathological Behavior
- Access to Weapons
- Lack of Intimacy
- Student "Rules the Roost"
- No Limits or Monitoring of TV and Internet

School Dynamics:

- Student's Attachment to School
- Tolerance for Disrespectful Behavior
- Inequitable Discipline
- Inflexible Culture
- Pecking Order Among Students
- Code of Silence
- Unsupervised Computer Access



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FBI Critical Incident Response Group

Social Dynamics:

- Media, Entertainment, Technology
- Peer Groups
- Drugs and Alcohol
- Outside Interests
- The Copycat Effect



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The Level 1 is not a fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of pertinent questions that encourage discussion and examination of concerns. 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: _____



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Describe: _____




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CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

1. Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?
2. Review all previous questions and highlight/identify responses that indicate concern.
3. Identify your impressions and sense of urgency.
4. Is the potential aggression likely to cause severe or lethal injury?
5. Do the responses identify threats (i.e., actions, specific circumstances, and/or communications) that are focused on a specific target (i.e., individual or group) for a specific reason or motive, and involve planning and preparation with the capacity to carry out the event? If so, concern for *targeted aggression* is clearly indicated and must be addressed immediately.
6. Is there indication that an attack has been scheduled or an identified date when an attack may happen?

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TAKE IMMEDIATE PRECAUTIONARY MEASURES TO PROTECT POTENTIAL VICTIMS AND ADDRESS 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 MEASURES may include but are not limited to:

1. If concern for violence is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Operations and Safety and Risk Management Services 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. Since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.



Management Strategies

- Protection of target
- Increase accountability for student of concern
- Increase supervision
- Monitor for weapons
- Monitor communication
 - Verbal, academic-related, social media
- Build relationships
- Increase inhibitors
- Decrease agitators
- Community resources
 - Mental health, juvenile department services, faith community, mentoring, etc.
- Removal (last resort)



**STEP 4: DEVELOP A MANAGEMENT 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):

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences and/or discipline.

If Target(s) are identified:

- Warn intended victim and notify parent/guardian. (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.)
- Have Safety Risk Management Department initiate a Protective Response.
- 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(s).
- Other: _____

Individual Options:

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



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School Options:

(If student is on IEP/504 plan, any change in placement or Special Ed. services must be done through the 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 a 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; consider bus support plan.
- Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Consider specialized class.
- Institute travel card and time accountability.
- Provide access to social skill building programs.
- Consider strategies for problem-solving the grievance (i.e., mediation, counseling, etc.).
- Increase supervision in following settings: _____
- Create modifications of daily schedule. Allow late arrival/early dismissal
- Alert staff and teachers on need-to-know basis.
- Decrease or eliminate pass time or unsupervised time.
- Conduct 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 SRO 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: _____
- Provide School Counselor or Behavior Specialist intervention, including: _____
- Request parent/guardian consent for an authorization form to allow communication between school and _____



Family / Home Options:

- Strategize safety options/planning.
- Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.).
- Safety proof home (i.e., secure or remove all weapons and potential weapons, add/test smoke detectors, etc.)
- Review and pursue crisis and/or mental health services.

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- Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Use a Family Social Media Contract or refer to www.common sense media.org for information on appropriate youth media.
- Other: _____

Community Options:

- Provide referral to Youth Services Team.
- Explore mental health evaluation options.
- Refer to anger management program/mediation program.
- Provide alcohol/drug evaluation.
- Refer to parenting program.
- Refer to mentoring program.
- Notify probation/parole officer.
- Refer to faith community program.
- Foster positive community activities/interests.
- Other: _____

Other Options: _____

Review:

**Administrator will review the status of this plan (recommend doing so on a weekly or bi-weekly and decreasing as supervision/intervention decreases concern) and revise as needed on: _____
(date)**



CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

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

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

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

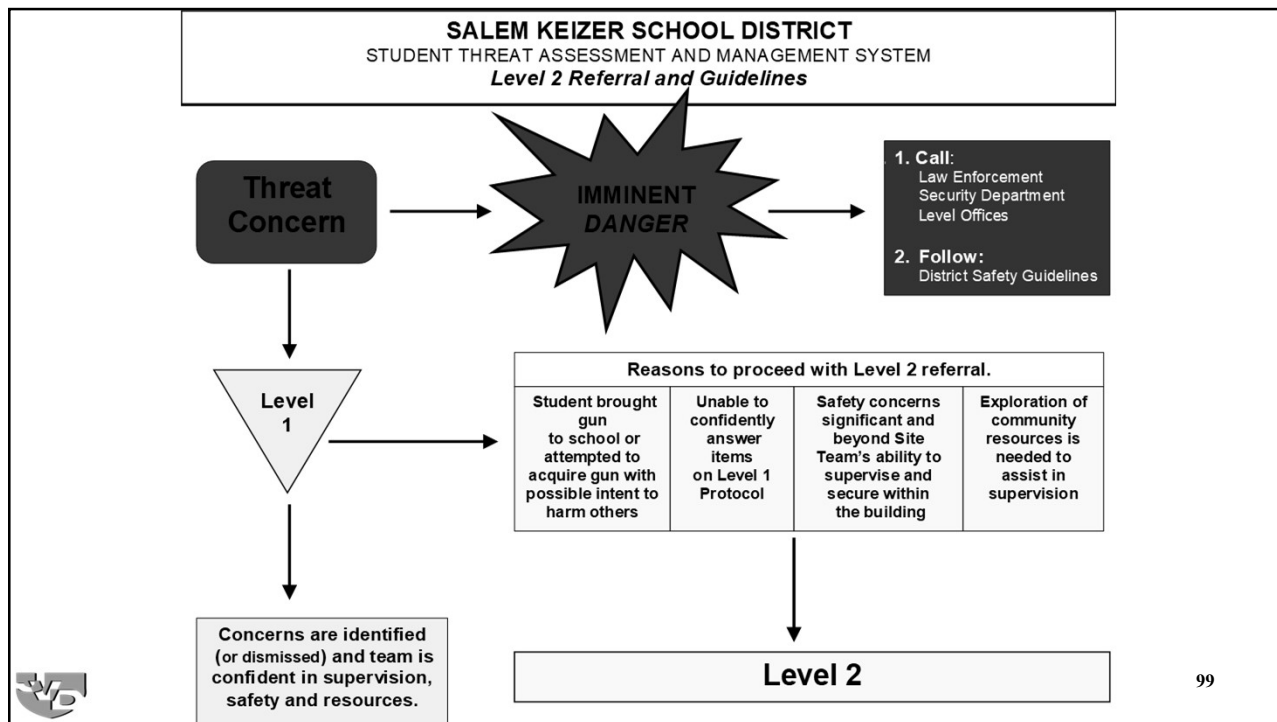
Is the Level 1 team requesting a Level 2 Threat Assessment at this time?

No Yes

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

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- NOTE -

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

- To begin the process, immediately contact _____) at:

_____ Enter phone number(s)
- 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.

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.

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INFORMATION NEEDED FOR LEVEL 2 REFERRAL



1. Is student adjudicated? Yes No
If yes – Name of Probation Officer: _____ Phone #: _____
2. Is student a ward of the state or under other supervision? Yes No
If yes – Name of Caseworker: _____ Phone#: _____
3. Other agencies or individuals involved with the student (e.g., 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:
Name: _____ Phone: _____
Name: _____ Phone: _____
Name: _____ Phone: _____
4. Is there a Special Ed. or 504 plan, disability codes, and current placement? Yes No
If yes, provide details: _____
5. Is student in self-contained classroom? Yes No
6. Was a 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: _____

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

1. Submit the protocol.
2. 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.
3. Update the Student Notifications screen in Synergy to indicate the presence of a confidential file.

*Note: The Level 1 system is a school site-managed process. Level 1 protocols are not reviewed by any department staff unless a review is requested through a phone call or email. While copies of Level 1 protocols are housed on the Insight (SharePoint) database, these protocols are not tracked or reviewed by Safety and Risk Management Staff.

Team Signatures:

_____ Administrator, Plan Supervisor	_____ Date	_____ Counselor	_____ Date
_____ School Resource Officer	_____ Date	_____ Other	_____ Date
_____ Other	_____ Date	_____ Other	_____ Date

NOTES: _____



BASICS OF ASSESSMENT AND MANAGEMENT PROCESS

- ✓ **Determine the Facts**
- ✓ **Immediate Action if Needed**
- ✓ **Conduct Initial Assessment**
- ✓ **Develop Management Plan**
- ✓ **Provide Team Members with Assigned Intervention Tasks**
- ✓ **Assess New Information/Follow Up**



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Youth Dating Violence, Rape, and Sexual Coercion

- **Approximately 20% of high school girls report physical and/or sexual abuse by a dating partner.**
- **50%-80% of teens report knowing someone involved in a violent relationship.**
- **By the age of 17, approximately 40% of girls are familiar with someone their age who has been hit or beaten by a boyfriend.**

Research varies regarding numbers; however, as awareness campaigns increase, more girls are reporting the impact and frequency of date rape and/or sexual coercion.



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Violence or Aggression? Targeted or Reactive?

- **Vindictive**
- **Bullying**
- **Mentally or emotionally troubled**
- **Gang**
- **Relationship, Stalking**
- **Rampage Shooting**



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Why are problem behaviors missed? (O'Toole, 2014)

- **Normalizing behavior**—finding a normal explanation for what is seen
- **Rationalizing behavior**—excusing the behavior, minimizing it, or explaining it away
- **Ignoring behavior**—pretending the behavior did not occur
- **Icon intimidation or influence**—the view that because a person is iconic or has a position of trust and/or importance, he or she would not be capable of dangerous behavior



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Databases

- Mother Jones Database, US Mass Shootings, 1982-2019:
<https://www.motherjones.com/politics/2012/12/mass-shootings-mother-jones-full-data/>
- Active Shooter: Incidents by Injuries and Fatalities Annually:
<https://www.chds.us/ssdb/active-shooter-incidents-by-injuries-and-fatalities-annually/>
- Peter Langman's School Shooter Database:
<https://schoolshooters.info/search-database>



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Mental Health

- What is Mental Illness?
- What has the press said about it?
- What is prevalence of mental health condition? What about severe mental illness?
- What is relationship between mental illness and violence?
- Do people commit mass murder or rampage violence because they are mentally ill?
- What kind of mental health issues increase a risk of violence?



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- **DSM-5**
- **Causal or as a factor that aggravates risk?**
- **As a factor that mitigates risk?**
- **Interplay of violence risk with:**
 - Depression**
 - Suicidal ideation**
 - Psychosis**
 - Autism Spectrum Disorder**
 - Others?**



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RESEARCH SUMMARY

1. What kind of communication has the student made regarding their intention to harm others? Is the communication a statement of anger such as "I'm going to kill you . . ." or does it involve details of planning or an ongoing consideration of an attack?
2. Is there a motive? Does the student experience or perceive severe rejection of bullying from other students?
3. Are there indications of behavior that increase the possibility of violence occurring (plan, acquiring weapons, rehearsal or simulation, other preparations, scheduling)?
4. Is there a specific target?
5. Is there peer collaboration? Are peers aware of or concerned about a potential attack?
6. Does the situation involve student/students who are out of alternatives, marginalized and disenfranchised, low on psychological reserves, out of acceptable coping strategies, and willing to accept the consequences of carrying out the threat?
7. Are there indications of identification shifts, fixation, last resort behavior, or novel aggression?
8. Are there personality or behavioral traits, family dynamics, school system issues, or social dynamics that lead to a more vulnerable and potentially escalating situation?



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OTHER RESEARCH?

OTHER CONSIDERATIONS?



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Holding a Grudge

- AI is a 17-year-old student, two months from her 18th birthday.
- **She is academically and intellectually gifted** (IQ above 140; 4.0 GPA).
- **She is under tremendous pressure** from her parents to be successful.
- **Parents are very assertive about AI's academic success and college choice.** They are controlling and insist that AI will attend their alma mater, a notable university in their hometown, regardless of AI's desire to explore other universities. **AI is extremely resentful of the parent's control** but lacks confidence to assert her goals over her parent's demands. Parents were similarly controlling with AI's older sister, Abby, who is also extremely intelligent and academically outstanding. To spite her parents, Abby refused to attend college at all, moved to Florida, and is a barista. She and AI remain close.
- **AI's parents are affluent, intimidating, lawsuit driven.** One is a professor, the other is an executive at a big tech company.



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- **AI attends a public middle/high school in a town about 15 miles from her hometown.** The school has an advanced academic track that AI's parents pay out-of-district tuition to access. She has been at the school since the 6th grade.
- **Teachers consider AI a know-it-all** and are tired of her frequent comments about fact and accuracy in the details of their instruction. AI is usually correct, though, being more intelligent than most, if not all, of her teachers.
- **Students have teased AI for years, mostly because of her condescending attitude toward them,** but also because she was caught with an iPod in the 8th grade that contained downloaded porn. She had attempted to share the porn with other students to win their friendship, but it backfired, and they used it to humiliate her. Most students have forgotten the incident at this point and teasing has lessened. In fact, according to teachers, students have stopped teasing entirely and just avoid her because she can be extremely intense.



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- **AI holds grudges and perceives the social rejection among her peers as actual bullying.** A year ago, another female student, Maria, was running the track with AI during PE and thought it would be funny to wrestle her to the turf with a headlock and give her a head-nugget. It was a playful gesture, but AI reported it as an attempted strangulation. Witness accounts, including the PE teacher, did not support AI's perception; however, AI insisted that it was malicious. Although the student apologized to AI, she continues to bring the incident up as an example of injustice.
- **AI has a 16-year-old love interest, Alex,** whose parents are against the relationship, they say because of an age discrepancy of almost two years.
- **AI and Alex have a secret email account that they used to communicate.** The account allows an ongoing draft email that they use to write messages back and forth to each other. By using the draft, they do not have to send actual electronic emails from either of their home or school accounts, thus remaining clandestine.
- **Two months ago, AI's parents took her computer away for reasons they will not disclose.** AI uses her phone to access the secret email account and communicate through text messages.
- **Alex's mother discovered the open email account on Alex's home computer and read an entry written by AI the previous night, which greatly concerned her.** She called the school counselor to report her concern. The email entry read:



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Baby,

I don't know just how quite to say this. So I will just say it. I need mental health. I have gone insane over the past year. I can't handle all this pressure anymore. Today's bullshit just highlights my pain. School continues to only get harder, so I have lost my reasoning to deal with it. Losing control of it has caused me to lose control of my life. Losing my computer has lost the one place where I could vent stress. Those assholes, Matt, John, Blake, Sierra, and just about everywhere I go . . . or anything I do . . . I get made fun of. It's pushed the 17 year lock on the stress that I have bottled up in my mind. I can't take it anymore. I have contemplated many options, and I will take them in numbered order in the list I made last month. This time I'm serious. This is my last strand of reason left in this world, for I have none left. I am literally bleeding right now. I have begun to hurt myself, I don't see any happiness in it. So that's off the list. I am in such pain no words can describe.



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- **The school counselor and the assistant principal asked Alex to meet with them to discuss AI.** They said they were concerned about AI and requested Alex's help. At first, Alex resisted. However, Alex eventually admitted that AI was becoming increasingly agitated and angry about four students—Matt, John, Blake, and Sierra—who judged her and humiliated her often with simple looks or smirks. Alex showed them a note that AI had written a few weeks ago. It read:



I have a list of things I can do to keep my pride. But the last is a big, ugly thing and they may only understand drastic actions and their perfect box is about to get fucking shot in the goddamn head with a pistol I can steal from my parents' bedroom if my list reaches the last number. I love you with all my heart, and with my last days of logic remaining, I will explain: I normally can control my rage and may be able to regain control by the end of the night. However, this is the longest and most furious rage I have ever lost reasoning over. I refuse to talk to my parents, they don't understand. I don't want medicine or drugs, I want blood. I want those four to die. I want death to own their souls, and the devil to torment them forever more. I love you baby. The pistol is in the same spot that my parents hid it, but every night I practice sneaking it into my backpack. It's really easy surprisingly. I will kill Matt, John, Blake and Sierra before I kill myself. If I reach the last option that is.



- **Alex told the counselor and the administrator that AI was still really upset about Maria trying to “strangle” her and that AI refuses to talk to the school counselor or anyone else about it anymore. Alex quoted AI, “All the administration does is sit around and be politically correct. They don’t do any real work to get the job done. The attack on me last year in track was never dealt with. Maria strangling me was dealt with by a half-assed apology that she did not even mean. I know she thinks she got away with it. And Sierra and John just laughed and encouraged her. Teachers, administrators, counselors don’t do shit!”**
- **The counselor and the administrator asked Alex about the list. Alex said that AI kept it in her locker.**
- **The administrator asked the counselor to stay with Alex and left to find AI.** She assured Alex that AI would not be told that Alex had provided the information. AI was not in class and no one in school knew where she was. When the administrator called AI’s parents, they did not know where she was either. They tried to call her, but she did not pick up. AI’s parents demanded to know what was happening and threatened to sue if the administrators did anything that harmed AI’s reputation or caused a scene. They became agitated stating, “If you even think of kicking AI out of school, we’ll sue you personally and sue the district. We pay tuition. Do you know who we are? You better learn!” The said that they would be driving to school to find AI and that she better not be in trouble.



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- **The administrator and campus security searched AI’s locker and found a journal. In the journal, AI had written the following:**

Option 1: I will talk to Teressa (my friend, my mom’s friend) she has a PhD in and is a very successful psychologist. She of all people I think will understand my rage and could help me somehow.

Option 2: If I can’t get a hold of Teressa, I will try my sister. She is next in line. She understands me like no one else.

Option 3: I will take the .22 pistol into school, wait till one of them pulls a smart comment or insults me, then stick the gun in their face. I will not harm anyone else but will show EVERYONE what happens when you BRAIN FUCK a kid who has done ABSOLUTELY FUCKING NOTHING to them, and they will take EVERYTHING from me, including my reason to live. So I will take their fucking life as revenge. 2 bullets to the head for each of them.



When the cops show up, I will kill myself.

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I keep trying to imagine a perfect life in New York, in my air-conditioned house with fast internet, a great relationship with my life partner, kids, a job, a college education, and a great computer. But it's just not going to happen. It's too far away. I can't escape my controlling parents or even get that far away. My parents keep telling me I have to go to their college, which of course is right next to my house practically. I can see why Abby was so pissed off. They don't really want me to go to the college I want. It's always what they want. I see no further point in living. The only reason I keep getting up is because I think maybe today will be better. I can see Alex and what few friends I have, but it's just not worth it anymore. I get hurt more and more each time I get up. I thought of just suicide, but then those assholes would move to another target. I must remove those diseased scum from the world. Their families and asshole friends will all see what they drove me to, and take note.



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- **The administrator and the security lead looked through a notebook from AI's English class. On the back page, there was an entry dated the previous week. It read:**

The gun is loaded and in my mom's hidden compartment. There's extra ammo in the closet. Every day I practice taking it and putting it in my backpack. So easy, they don't even know. What idiots. I'm shaking as I write this because I'm SICK of this shit. Sierra and her boytoys are going to get what they deserve, or they better leave me the fuck alone. If they don't, it's time to cleanse the world, in the name of God. The perfect music that drives my rage is "The Animal I Have Become" by Three Days Grace. I can control myself now, but it may not last. By the end of this month, either I will regain my sanity or there will be blood, I swear it. My own mini-Columbine!!!!



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- **The administrator calls the SRO, the remainder of the administrators, and school security, and they all immediately begin searching for AI.** As they do, the counselor receives a report from several students that AI has posted a statement on Twitter that reads:

I'm about at the end of my rope! You know who you are and what you've done. Be ready, because death is too good for you and you can be found wherever you try to hide. School is no exception!

- **As the administrator is notified of AI's Twitter message, she is spotted, sitting on the lawn about 50 yards from the building.** The SRO approaches her carefully and asks her if she can talk. AI seems surprised but does not resist. The administrator takes her backpack and holds it away from AI. They are joined by another SRO from neighboring school who assists with a full search of AI and her belongings. AI refuses to speak to them. The backpack does not contain a weapon.
- AI is arrested for disorderly conduct.



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- **AI's parents call a lawyer and inform the school administrator that they will be suing the district for humiliating AI in front of the student body and to have AI returned to school immediately.** They also demand that the juvenile department release AI.
- **The judge places AI in a 48 hour hold** while the threat assessment team addresses safety and a mental health evaluation is completed.
- **Upon meeting the mental health professional, who is also a member of the Level 2 threat assessment team, AI breaks down, admitting that she felt like she was out of control and wanted to kill the four students.** She says the whole thing is humiliating and embarrassing. She insists, though, that she was going to try to speak with her mother's friend, Teressa, or her sister, but if that didn't calm her down, she was willing to die to get rid of those who torment her and other students. She states that she just wants it all to end and that she hates her parents. She wishes she could move out and attend another school with smarter people and finish classes to get her diploma.
- **AI's parents refuse to cooperate** with the juvenile department, deny having a gun, and will not turn the computer over to the police.



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- **The school threat assessment team lead, the juvenile workers, and police (who are members of the threat assessment team) assure the parents that they want what is best for AI and also to keep the public safe.** They inform the parents that interference with a safety plan is a form of neglect, and even if AI returns home (which is likely), they will be doing well-checks daily. The parents confer with their attorney who advises them to cooperate in exchange for AI's eventual release. To avoid the embarrassment of the wellness checks and to assure AI's release, the parents admit to having the gun hidden in a safety panel under the bed and allow the police to take it and hold it at the precinct. The parents also allow the police to take AI's computer, which has multiple searches focused on school shootings, tactical operations, and instructions on using handguns. The parents stop their cooperation at that point, refusing to discuss the situation further.



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1. What are your next steps?
2. Are there victims that need to be warned? *Yes. AI's targets were clearly listed.*
3. AI will be released in 48 hours, what are your home interventions. What does your school safety plan look like?
4. Do you have another education option for AI? Since she is on an out of district tuition transfer, the school has decided not to allow her to return.
5. How can you stay connected to AI? Are there staffers or community supports that can help her as she is emancipated in two months?
6. How will you assist her with the likely breakup from Alex?
7. How will you assist AI plan for the future and develop a sense of hope and optimism? Can she attend a college of her choice?



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LEVEL 1 TEAMING AND INFORMATION GATHERING



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SCHOOL CLIMATE



- 1. Assess the emotional climate—promote listening and paying attention.**
- 2. Adopt a strong, but caring position against the “code of silence.”**
- 3. Implement systems to prevent and intervene in bullying.**
- 4. Involve all members of the school community in creating a safe and respectful school culture.**
- 5. Foster and develop trusting relationships between each student and at least one adult at school.**
- 6. Create mechanisms for sustaining a safe school climate (such as a system that assesses and manages potential violence.)**



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CONFIDENTIALITY AND THREAT ASSESSMENT

(A School Threat Assessment Team should consult with their respective legal counsel on existing laws and regulations prior to the development of information-sharing policies.)

Family Education Rights and Privacy Act (FERPA): A Federal law that protects the privacy of education records or any records that contain information directly relating to a student and that are maintained by the educational institution or a person acting for the institution. FERPA permits disclosure of personally identifiable information without consent in certain circumstances, including:

1. To school officials with legitimate educational interests as established by FERPA...
2. To appropriate officials in health and safety emergencies...
3. To comply with a lawfully issued judicial order or subpoena.

Obtain a copy of FERPA regulations at
<http://www.ed.gov/policy/gen/reg/ferpa/index.html>



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A FEW MORE DETAILS REGARDING FERPA AND INFORMATION SHARING

- Information from education records may be shared with police, social services, or other community representatives who are serving on a school's established threat assessment committee, if they are school officials with legitimate educational interests in accordance with the school's established criteria. Such individuals may not use that information for any purpose other than consideration on that committee, nor may they take the information back to their agencies or share it with anyone else except under the provisions of FERPA.
- A school's (LEUR) law enforcement unit's records are excluded from the definition of "education records."
- FERPA does not protect the confidentiality of information, in general. It protects information from education records. Therefore, if education staff reports information regarding a student's behavior or communication to members of the threat assessment committee, the information is not protected by FERPA since it was not provided through an education record.
- FERPA does not have a personal liability recourse. Claims are made through US Dept. of Ed against schools. Personal claims are made through state law.



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Updated FERPA Regulations January 2009

The new regulations impose a "rational basis" test on a school's decisions to disclose information in emergency situations. "The Department [of Education] will not substitute its judgment for that of the agency or institution if, based on the information available at the time ... there is a rational basis for the agency's or institution's determination that a health or safety emergency exists."



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Leroy Rooker says:

(Director of the US. Department of Education's
Family Policy Compliance Office)

- "We wanted to strike that balance between privacy and safety and certainly emphasize that safety on a campus is paramount. As long as you can articulate what that emergency was, we're not going to be in the business of second-guessing you on that."
- Still, according to the new rules, administrators must document what emergency circumstances prompted their decision to disclose information.



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Oregon statute or administrative rules that promote shared information regarding health and safety risk:

- ORS 336.187 A and B allow discussion and protective reporting
- ORS 339.312 suggests safe schools alliance between schools, juvenile justice, and law enforcement
- OAR 581-021-0380 outlines health and safety emergencies that obligate discussion and reporting



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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 (phone number) to schedule.

Step 6: Submit the protocol as directed.

- IMPORTANT -

Maintain two or more 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. The extra copies are working files for those providing intervention. Then mark the presence of a Confidential File on the "Student Notifications" screen in Synergy (student electronic record system).

Revised 11-22-2019 Van Dusen, McCarthy, Spenner



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**SALEM KEIZER SCHOOL DISTRICT
STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
SYSTEMS GUIDE**

THE INCIDENT

- A. Implied threat or act of aggression occurs (i.e., 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, the Level Office, and the Safety and Risk Management Services Department. Initiate protective responses using the district guidelines.

NEED FOR LEVEL 1

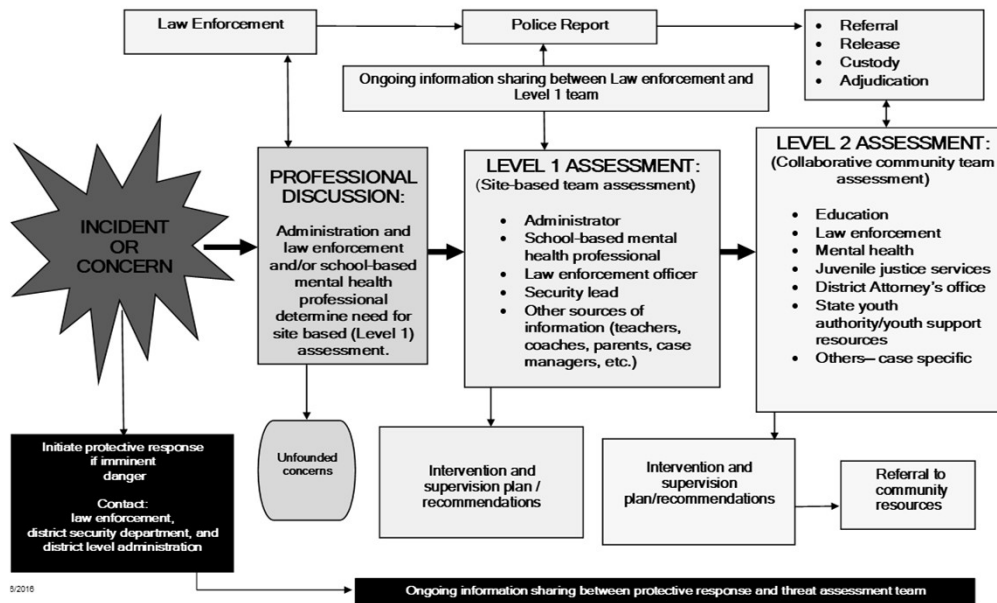
- A. The Level 1 Assessment is initiated by the administrator with consultation from another member of the Site Team. The Site Team is comprised of administrators, school counselors, and school resource officers. (See **Systems Flowchart**.)
1. If after consultation between an administrator and either 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 (either expressed or acted out) does not have to be clearly indicated 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 minutes) review, or as a more extensive and lengthy assessment, depending on 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 our guidelines for considering a Level 1:
1. Threat or aggression is specific to identified target, and there is a motive and a plan.
 2. There is a weapon at school or an attempt to bring a weapon to school.
 3. Threat or aggression is causing considerable fear or disruption to normal activity.
 4. There is continued intent to carry out a threat.
 5. There is a history of threats or extreme aggression (violence).
 6. Staff, a parent, a community member, or a student perceives threatening circumstances.
 7. An 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:



**THREAT RESPONSE SYSTEMS
FLOW CHART
LEVEL 1 AND LEVEL 2**



9/2016

Student Threat Assessment & Management System Threat Response Dismissal Form

Step 1: Directions for Administrator:

After a threat has been reported, investigate the threat using the adopted Coeur d'Alene School District threat response procedures and collaborate with at least one other trained member of your site Level 1 team (e.g., school counselor, school psychologist, or school resource officer).

Refer to the guidelines listed below as well as the Level 1 Protocol for assistance in determining if the situation warrants consideration for a Level 1 Assessment.

Guidelines for considering a Level 1 Assessment.

1. Threat or aggression is specific to identified target with motive and plan.
2. Weapon at school or attempt to bring 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.

This form is to be completed by a school administrator after investigating and determining through team discussion that a situation does not necessitate a Level 1 Assessment.

Student's Name: _____ Date: _____

Administrator Name: _____ School: _____

Staff Involved in Dismissal Decision: Administrator School Psychologist School Counselor

SRO Other: _____

Description of incident: _____



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**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 potential for 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 situational factors that may increase concern for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does concern for aggression; 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, and other educators. (If education staff members are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- District/school security staff, 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, and probation officers if student is adjudicated or a ward of the state.
- Students should NOT attend this meeting. (Student information can be gathered through Student Interview and Student Witness Interview forms.)

An equity lens has been applied to the threat response process. The lens identified concerns regarding underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

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 _____ at _____.



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- Student Interview, Witness Interview
- Parent Interview
- Teacher Questionnaire



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 Assessment 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 to participate.

The following is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; 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: _____

Interviewer's Name: _____

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 and others. (ORS 339-250).

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

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



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 Assessment 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 to participate.

The following is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; 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: _____

Interviewer's Name: _____

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 and others. (ORS 339-250).

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

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

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

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



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

Step 1: Directions for Case Manager:

This interview is only to be conducted by a school counselor or administrator as a supplement to the Level 1 Assessment Protocol (by phone or in person) if a parent/guardian does not attend the Level 1 Assessment meeting. 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 Assessment if the parent is not available, is unwilling to cooperate, 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 concern for aggression; 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: _____

Interviewer's Name: _____

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

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

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

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

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



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

Step 1: Directions for Case Manager (Administrator):

Contact teacher/staff member 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 and/or others. Request that teacher/staff member 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 member 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 concern for aggression; 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's/Case Manager's Name: _____

Teacher's/Staff Member's Name: _____

Step 2: Directions to teacher/staff member: 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, an animal, or object (at school, at home, or in the community), as well as themselves? (2, 3, 4, 5)

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



- Plan to Protect Victim
- Notification of Threat Log
- Notification of Threat Letter



STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
Plan to Protect Targeted or Victimized Student

Student Name: _____ Today's Date: _____

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

INCIDENT	The following is the plan to protect (student's name) _____ from harm. Attach copy to Level 1 and place in confidential folder.
SAFETY CONCERNS	The safety issues of concern are: _____ _____ _____
SUPPORT PLAN	<p>After meeting with: <input type="checkbox"/> Administration <input type="checkbox"/> CDS/Counselor <input type="checkbox"/> School Resource Officer <input type="checkbox"/> Guardian/Parent <input type="checkbox"/> Security <input type="checkbox"/> Special Education Team <input type="checkbox"/> Other (_____), the following was or will be implemented:</p> <p><input type="checkbox"/> Law enforcement has been notified. (date) _____</p> <p><input type="checkbox"/> Further assessment will be pursued through the Student Threat Assessment Team.</p> <p>The student will aid in his/her own protection by: _____ _____ _____</p> <p>The student will receive the following support from the school: _____ _____ _____</p> <p>The student will receive the following support from the community: _____ _____ _____</p> <p>The student will receive the following support from home: _____ _____ _____</p> <p>The student will receive the following support from law enforcement: _____ _____ _____</p>



STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
Notification Log
 (Use as documentation for notification to legal guardians
 of threatened or victimized students - See ORS 339.327 and District Policy.)

An interpreter was used for non-English communication

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 TO PARENT/GUARDIAN.**

DOCUMENT CONTACT OR ATTEMPTS TO CONTACT IN LOG BELOW

Name	Number Used	Attempted Date and Time	Message Left

NOTIFICATION CHECK-LIST

- Described incident to parent/guardian — parent/guardian's comments (attach additional sheet if necessary): _____
- Informed the parent/guardian that school personnel, law enforcement, and other agencies as necessary are investigating the validity of this threat.
- Described to parent/guardian any immediate safety measures that have been taken — parent/guardian's comments (attach additional comment sheet if necessary): _____
- Notified parent/guardian that a follow-up letter to this conversation will be arriving within a couple of days, as required by Oregon Revised Statutes.
- Identified myself as the contact person regarding the school's investigation of this incident and provided the name of the school resource officer for the law enforcement portion of the investigation and the officer's contact information.
- Notified parent/guardian of meeting scheduled on _____ to develop a plan to protect their student from harm.
(date)



STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

Notification Letter

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

Certified mail is recommended.

Date: _____
 Name/Address: _____

Dear _____,

This letter is a follow-up to our phone conversation of _____. To further ensure the safety of all our students, the Oregon Revised Statutes require written notification to the parent of a student who may be at risk for potential harm.

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

Enter more information about the threat here:

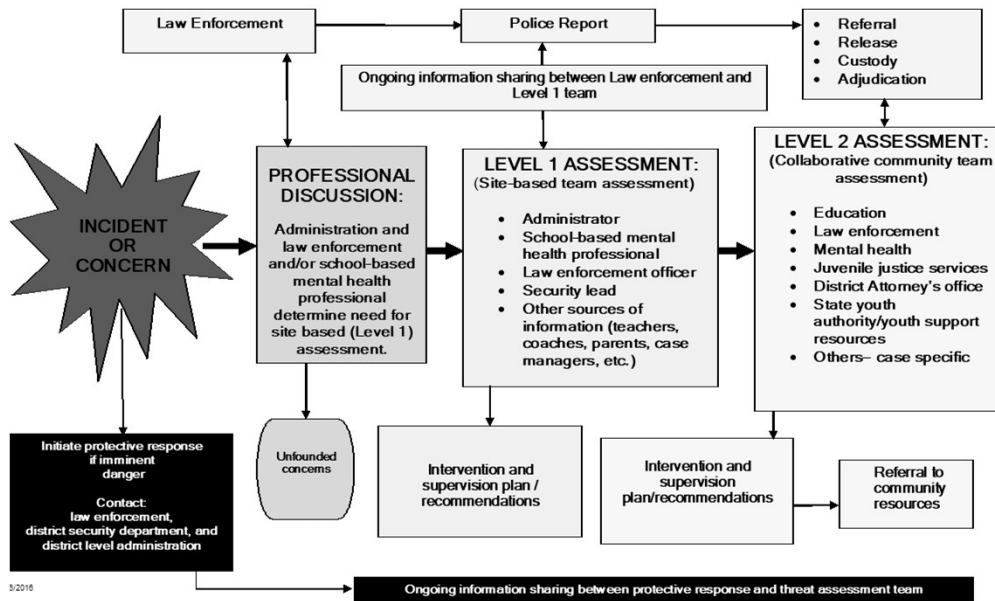
The validity of this threat will be investigated by a multi-disciplinary team, which will include law enforcement, school administration, and school-based mental health, as well as other disciplines and community agencies, as needed. This team is currently assessing concerns and implementing safety measures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

Sincerely,

Printed Name _____ Date _____



**THREAT RESPONSE SYSTEMS
 FLOW CHART
 LEVEL 1 AND LEVEL 2**



UNIQUE FEATURES OF YOUR LEVEL 1 SYSTEM

FTE

RESOURCES

TIME

TRAINING

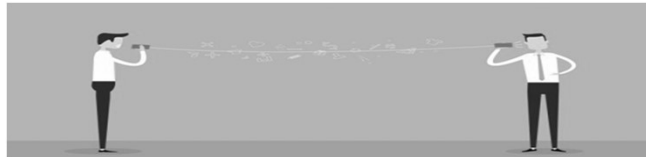
FREQUENCY OF MEETINGS



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Communicating Results



- School staff
 - Supervision responsibilities/management plan
 - Situations where aggression is likely
 - Where communications are likely to be received
 - Consider level of concern
 - Lower risk = general information about process
 - Higher risk = more specific information needed for supervision/intervention
- Parents of the assessed student
- Parents of targeted student
 - Consider level of concern
- Provide the name of the student who made the threat?



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Communicating Results




- Community at large – when notification may be beneficial:
 - Anonymous, specific threats
 - Identified perpetrator but causing disruption due to rumor mill
 - Student brings a gun to school and threatens, or others see it
 - Notification may include:
 - General information regarding the situation
 - Safety precautions in place
 - Presence of threat assessment and management systems
 - Confidence in safety
 - How to report concerns





Salem-Keizer Public Schools Student Threat Assessment System

Risk Indicators Associated with Targeted Violence



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.

Have there been threatening communications suggesting a potential violent attack?
Does the communication suggest 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 past violent events such as school or community shootings.

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?

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 a 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-related themes of loss, being wronged, or excessive anger.

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, or film projects. 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 kind of simulation or practice. However, the use of such games or films as entertainment alone does not lead or cause students to act out violently. Their use is only attack-related behavior when they serve 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 (e.g., teasing, rejection, or loss) that further justifies the violence and locks it in as the only solution.

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.


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

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

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 gain justice. If there is a risk of suicide, seek out advice and assessment from a doctor or mental health professional, or call the Psychiatric Care Center or Crisis Center (see back of brochure).

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 risky situation.

If you or someone you know is being threatened or has threatened harm to someone else, contact your school administrator or local law enforcement office.



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CONDUCT LEVEL 1 STUDENT THREAT ASSESSMENT



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PAUL AND MAYA

PAUL (age 17, Junior)

- **Three female students report that their friend, Susan, has a boyfriend named Paul, and he has brought a large knife to school and cut Susan on the hand while flipping it at her in a gesture.** They believe that he intended to intimidate her because he may think that Susan is going to break up with him. They report that they do not like Paul because he is very controlling of Susan, is always criticizing them, and continually tries to distance her from them.
- **Susan is called into the office, and she confirms that Paul did cut her on the hand;** however, she believes that it occurred because he was showing off his knife-fighting skills, something he is very proud of. She also thought that maybe he was trying to intimidate her because she might be breaking up with him, but she was not sure. You examine her hand and there is a superficial cut on the palm, where she raised her hand to block his knife gesture. She does not believe that Paul meant to cut her.



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- **Susan confirms that Paul is controlling and monopolizes her time but insists that she really cares for him.** She said that she is not worried about herself, but that she believes Paul is likely to stab someone with his knife. She reports that he has been practicing his knife fighting skills and intends to defend himself against four students who have tormented and bullied him since his freshman year. She says that he is frequently humiliated and embarrassed by their harassment, causing him tremendous anger and resentment. She says that he must walk home every day and cannot get to his house without passing these four students at their homes. When asked about breaking up with Paul, she admits that she is considering it because of her concerns about his anger and potential violence toward other people, and she does not want to be a part of that. She says that Paul is dismissing of her concerns and ignores her suggestion that he consider non-violent solutions to his problems. She says Paul thinks that violent self-defense is his only option, and he accepts the consequences, which he thinks will give him street credit and a reputation as a vigilante.



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- **You call Susan's mother to inform her about the event. Her mother very assertively asks to speak to Susan.** Susan listens on the phone and assures her mother that she will do as told. Susan hands the phone back to you and her mother says, "Paul did not intend to hurt my daughter. It was an accident. He was just showing off and we want nothing to do with any of this from this point forward. Susan will not be speaking with you, the police, or anyone else about this. We will not be pressing charges or providing any other information. I'm coming to get my daughter and check out her hand." She hangs up the phone. Susan says, "I'm sorry this has caused a problem. Paul did not mean to hurt me. He was just messing around and it was an accident. I do not want to talk about this anymore and that includes with the police."
- **Susan's mother picks her up from school.**



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- **Paul is called into the office and found to be carrying a large lock-blade hunting knife.** The knife is very sharp and sturdy. It is the type of knife used to skin large animals. He says that he carries the knife to school every day and is more than happy to discuss why. He emphatically swears that he would never hurt Susan, that he loves her, and that someday he will marry her. He is proud that she is smart and wants to be a doctor. He says that he carries the knife daily so that he can defend himself from his enemies. He identifies his enemies as Kevin, Darren, Michael, and Jeff. Paul says that these four boys have been bullying him since he started high school. He says that they meet him after school on his path home and push him around, calling him derogatory names and humiliating him in front of his girlfriend. He says he is unable to get home without passing their houses.
- **Paul reminds you that his mother cannot give him a ride because she is a “shut-in” and will not leave their home.** Paul’s mother was a victim of domestic violence by Paul’s stepfather four years ago. Paul was a witness to the violence, which he reported his freshman year. The report generated a visit from protective services and the police, which unfortunately escalated the situation, leading to an attack on her that involved several hits from a baseball bat. Paul’s stepfather is now in prison.



- **Paul reported that he found the knife in the woodshed and that it had belonged to his stepfather.** He said that, while his use of the knife has been limited to stabbing practice on a large punching bag in his garage, he is learning advanced knife-fighting skills from YouTube videos on the martial art Krav Maga, a fighting system used by the Israeli defense forces. Paul says that he is not ready to fight the four boys yet but that he believes he will be able to defend himself, using a knife, within the next three or four weeks. He has been practicing his moves for about six months. He is insistent that he has a right to fight back with a knife since there are four of them and one of him. As a longstanding victim of bullying, he believes wholeheartedly that he will become a hero for standing up for himself and tells you that nothing you say will convince him otherwise. He does not believe that an arrest will stick, since he is a victim, and that he is unlikely to be placed in jail. And if he is placed in jail for a while, it will earn him street credit.
- **You attempt to convince him that his thinking is inaccurate, but he states that he does not believe you.** He thinks that you and all school employees are weak because you were not able to stop the bullying when he reported it to the counselor as a freshman. He politely tells you that he is not interested in more of your help because you and society have already failed his mother and him. He says that he only comes to school because of Susan and that he intends to protect her, his mother, and himself for the rest of his life. He assertively states that he will not be a victim like his mother and that his mother supports his efforts to prepare to use a weapon if necessary.



- **You ask Paul if there is anything you can do to stop him from wanting to carry a weapon.** He states that it is obvious but that he does not believe you will be able to do it—he tells you that you must stop the bullying, or he will eventually stab one, if not all, of the boys. He says he knows you will be taking his knife, but that he can get another one and will continue to find weapons as long as there are people in the world who would harm others just for fun or power. He says he knows that he broke the school rules by carrying the knife, but believes he has a right to defend himself and take control of the situation because that's what a real man would do.
- **Paul is failing all his classes, he is credit-deficient, he is disconnected from teachers, and his only friend is Susan.** The school counselor reports that he has not been able to reach Paul for the last two years—Paul is unresponsive to efforts to help. The counselor is sad that the bullying has continued because he believed that it had stopped three years ago when he confronted the four boys and they promised they would leave Paul alone.
- **The SRO confirms that Paul was a witness to longstanding and considerable domestic violence** directed at his mother by his now imprisoned stepfather. His mother is isolated, fearful, and hyper-vigilant, a condition she fosters in Paul.



- **You call Paul's mother, and she assures you that Paul would never hurt Susan because he loves her,** and she is a light of hope in their world. She justifies Paul's right to carry a weapon and even says that at some point she would buy him a gun. She believes that he has been a victim but that the Krav Maga and the knife-fighting skills will make him a strong person so that he does not end up like her. She believes he has every right to defend himself against the four boys and fully supports his preemptive thinking. She also believes he will be a hero for standing up the bullies and laughs at you when you inform her that he will likely be arrested if this occurs. She tells you that you are misinformed and that the police, social services, and the school leadership have never done anything to help her and her son and, in fact, have only made things worse.
- **She tells you that the public is sick of bullies and that she believes her son will be a real man if he stands up for himself.** She describes Paul's suffering, his three years of depression, and suicidal ideation that resulted from the failure of society to protect them and insists that Paul is becoming a strong, confident young man. She is proud of him. You ask if there is anything you can do to help her and she declines your offer, again stating that you have already failed her. She reports that her fear and injuries have created a situation of considerable weakness, and she views herself as incapable of functioning a normal life. She ends the conversation by suggesting that you do something about those bullies or one of them will end up badly cut. She also says that, even if the bullies stop, Paul will continue to carry weapons so that he can protect himself and those he loves in the future.



- **Paul is undiagnosed** but appears to have been depressed, highly anxious, and suicidal over the previous three years.
- **Paul is disconnected and has no identifiable positive relationships with pro-social adults in the community or school.** He has no relatives or other family. His mother appears damaged and struggling to survive. The two together are hypervigilant and entrenched in an “us vs. them” pattern of thinking. Their paranoia is clear; however, the bullying does appear to be a real issue.
- **Paul states that he knows he will likely be expelled for having the knife but says he does not care.** He says he hates school anyway and that he will wait for Susan every day after school and continue his relationship with her as they mature to adults. He says that he will not attend the alternative education high school or meet with a tutor because he knows he is going to fail school anyway. He notes that he cares for his mother, does the shopping, and should be able to get a good job. He also tells you he has not done anything illegal and that he is simply informing you that he will be defending himself if people continue to hurt him. And he again points out that there are four of bullies and one of him, justifying the use of a knife.



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- **You ask Paul if he will stop carrying the knife and attend the alternative high school for at least five days if you can stop the bullying and get apology letters from the four boys.** He laughs, but says, “sure, if you think you really can. But I will always carry a weapon at least off campus because there are more bullies and terrible people out there. Just ask my mother.”
- **When you investigate the bullying, you find that Kevin, Darren, Michael, and Jeff, are seniors and actually good students** who are considered caring and kind. Your investigation determines that, while they have matured and become nice young men, they have continued to practice an immature pattern of bullying behavior with Paul after school, believing that it did not really harm him.



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- **When the four boy's parents are notified of potential violence and their son's behavior, all parents are extremely upset**, especially when they find out about how the bullying has hurt Paul. The boys commit to immediately stop the harassment and write apologies. You also ask their parents to write a group apology to Paul and his mother. They agree, stating their regrets and acknowledging their awareness of the abuse that Paul and his mother suffered. The bullying stops and the apology letters are delivered.
- **Paul is expelled** but follows through on attending the alternative education high school for one week.



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Maya (age 15, Sophomore)

- **Paul, in an effort to lessen the attention on him, reports that another student, Maya, has shown her friends and several other students several knives earlier that day.**
- **Maya is brought into the office and found to be in possession of 8 knives**, varying in size and style. Most of the knives are of the fantasy or heroic type design with considerable ornamental and embroidered features. None of the knives are sharp or appear to be of a professional quality that would be typical of a weapon.
- **Maya reports that she has the knives at school to show her friends because they are all very interested in weaponry**, especially the type that accompanies fantasy games such as Dungeons and Dragons and Magic. She says that she is in a fantasy game club with six peers. One of their hobbies is to collect ornamental knives and swords as symbols of power. She says that she wishes she could find a dragon to accompany her weaponry because her power would increase even further. She reports that she knows that bringing the knives to school is wrong, but she could not resist because she had purchased them over the weekend at a flea market and could not resist showing her friends. She apologizes and begs you not to call her father because he will be very disappointed in her since she has made him a promise not to bring any knives or swords to school. You inform her that you will have to discuss the situation with him.



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- **Maya and her friends are viewed by education staff as average students who are somewhat immature and often involved in game playing.** They enjoy each other's company, respond well to direction, and are generally well liked by teachers. Two teachers speak up for Maya, reporting that they have a great relationship with her. They state that they enjoy her creativity and slightly odd sense of humor. Her drama teacher has cast her as Seymour in the musical *Little Shop of Horrors*. Her band teacher says her energy is excellent but that her trombone skills leave a lot to be desired. Still, she is always enthusiastic and enjoys playing music.
- **Maya has a history of impulsive and oppositional behavior as well as poor academics when she was in middle school.** Her mother abandoned her father and her, becoming involved in drugs and street living, and eventually became completely estranged from the entire family. Maya become depressed and suicidal as a result, losing interest in friends and academics. Her father took considerable efforts to help build their lives back, including counseling and frequent meetings with teachers and the school counselor. The efforts resulted in Maya having a successful freshman year and sophomore.



- **Maya's father is disappointed that Maya brought the knives but blames himself** for not realizing her excitement about the weekend purchase. He says that he will do whatever he needs to do to help the school employees and students feel safe but that he is concerned about the possible repercussions of school discipline. He is very cooperative with the investigation but worries about how Maya will respond if she is expelled and loses access to her friends, her school musical, and the positive school environment. He says that Maya is still in counseling and that her therapist considers her fragile, especially when dealing with loss.
- **Teachers consider Maya's father to be caring and attentive** and doing his best with limited resources. They believe he will welcome support. The school counselor confirms that Maya's father monitors her educational progress and social connections, and that he stays in contact with teachers.
- **Maya's father agrees to search her room, her computer, and her other belongings,** but does not find any indication of aggressive thinking or a motive to harm anyone. He says that, while Maya is not necessarily popular, she is well liked within her social group and she never speaks of enemies, social distress, or anger directed at others. Furthermore, her suicidal ideation that occurred two years earlier has been resolved, and she continues to have considerable support from her friends and their parents, extended family, her therapist, and him.



- **When asked about thoughts or intentions of hurting herself or others with the knives, Maya becomes embarrassed** and troubled about your perception that she might bring a weapon to school to hurt herself or someone else. She insists that she would never do such a thing and has no intention of giving the knives to someone who would. She says she only wanted to share them with her friends. She tearfully states that she is very sorry and wishes she had listened to her father.
- **Further investigation does not uncover any information suggesting attack motive, ideation, or preparation** with Maya or her friends. In fact, further investigation confirms that Maya and her friends are fascinated by knives and swords as part of their role-playing games but are not using them or planning to use them as weapons against each other or other students.
- **Unfortunately, Maya showed over twenty students the knives** and the situation escalated to rumor and drama, disrupting the school and the community. Discipline policy requires that the matter be referred to the expulsion officer, who states that Maya's disregard for the rules, combined with the number of students she showed the knives to, requires an expulsion. However, the expulsion officer agrees to keep the duration to the minimum amount of time—through the end of the semester (about seven weeks).



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- **Maya is referred to the alternative education high school** to continue her classwork but is trespassed from all other district property by policy. She cannot participate in the play, band, or other school related activities. Her school day will consist of morning classes only. Her afternoons will be free. The education staff at the alternative education high school are extraordinarily good at connecting with and supporting students.



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REVIEW TABLE EXERCISE

1. Early Intervention and Prevention vs. Gotcha or Punitive Model
2. Psychological Safety
3. Aggression Continuum (low to moderate aggression vs. violent aggression)
4. Contextual Assessment vs. Assessing the Person
5. Reactive Aggression
6. Affective Aggression
7. Targeted Aggression
8. Attack Related Behavior
9. Value of Collaborative Threat Assessment
10. Objectives of Threat Assessment System
11. Value of Supervising Students on Campus (inclusion vs. exclusion)
12. Value of Inhibitors and Connection



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Management Strategies

- Protection of target
- Increase accountability for student of concern
- Increase supervision
- Monitor for weapons
- Monitor communication
 - Verbal, academic-related, social media
- Build relationships
- Increase inhibitors
- Decrease agitators
- Community resources
 - Mental health, juvenile department services, faith community, mentoring, etc.
- Removal (last resort)

Bias in Threat Assessment (FBI, 2015)

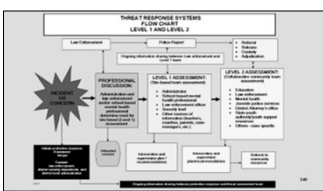
- **Implicit Bias** - The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.
- **Confirmation Bias** - The tendency to look for evidence of expected information in a way that confirms a preconceived opinion.
- **Availability Bias** - Is a tendency to assign the most importance to behavior which comes immediately to mind, often that which is most recent.
- **hindsight Bias** - The inclination to see events as having been more predictable than they actually were. Can reduce hindsight bias, the tendency to overestimate the ability to predict future events.



RESEARCH SUMMARY

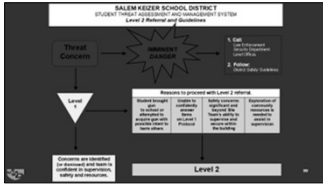
1. What kind of communication has the student made regarding their intention to harm others? Is the communication a statement of anger such as "I'm going to kill you..." or does it contain details of planning or an ongoing involvement of an actor?
2. Is there a motive? Does the student express or present severe rejection of bullying from other students?
3. Are there indications of behavior that increase the possibility of violence occurring (e.g., acquiring weapons, rehearsal or rehearsal, other preparation, victimization)?
4. Is there a specific target?
5. Is there peer collaboration? Are peers aware of or concerned about a potential attack?
6. Does the situation involve individuals who are out of alternatives, marginalized and disenfranchised, lack of support and control, and/or experience being targeted, and acting to avoid the consequences of coming out of the closet?
7. Are there indicators of mental health issues, trauma, past violent behavior, or recent aggression?
8. Are there personality or behavioral traits, family dynamics, school system factors, or social dynamics that lead to a more volatile and potentially escalating situation?

THREAT RESPONSE SYSTEMS FOR LEVEL 1 AND LEVEL 2




SALEM KEIZER SCHOOL DISTRICT

STUDENT THREAT ASSESSMENT AND INTERVENTION STRATEGIES
Level 2 (Behavior and Discipline)



Why are problem behaviors missed? (O'Toole, 2014)

- Normalizing behavior—finding a normal explanation for what is seen
- Rationalizing behavior—excusing the behavior, minimizing it, or explaining it away
- Ignoring behavior—pretending the behavior did not occur
- Icon intimidation or influence—the view that because a person is iconic or has a position of trust and/or importance, he or she would not be capable of dangerous behavior



CONFIDENTIALITY AND THREAT ASSESSMENT

(A School Threat Assessment Team should consult with their respective legal counsel or attorney (and any applicable prior to the development of administration safety policies.)

Family Education Rights and Privacy Act (FERPA): A Federal law that protects the privacy of education records or any records that contain information directly relating to a student and that are maintained by the educational institution or a person acting for the institution. FERPA permits disclosure of personally identifiable information without consent in certain circumstances, including:

1. To school officials with legitimate educational interests as established by FERPA...
2. To appropriate officials in health and safety emergencies...
3. To comply with a lawfully issued judicial order or subpoena.

Communicating Results

- School staff
 - Supervision responsibilities/management plan
 - Situations where aggression is likely
 - Where communications are likely to be received
 - Consider level of concern
 - Lower risk = general information about process
 - Higher risk = more specific information needed for supervisory intervention
- Parents of the assessed student
- Parents of targeted student
- Consider level of concern
- Provide the name of the student who made the threat?

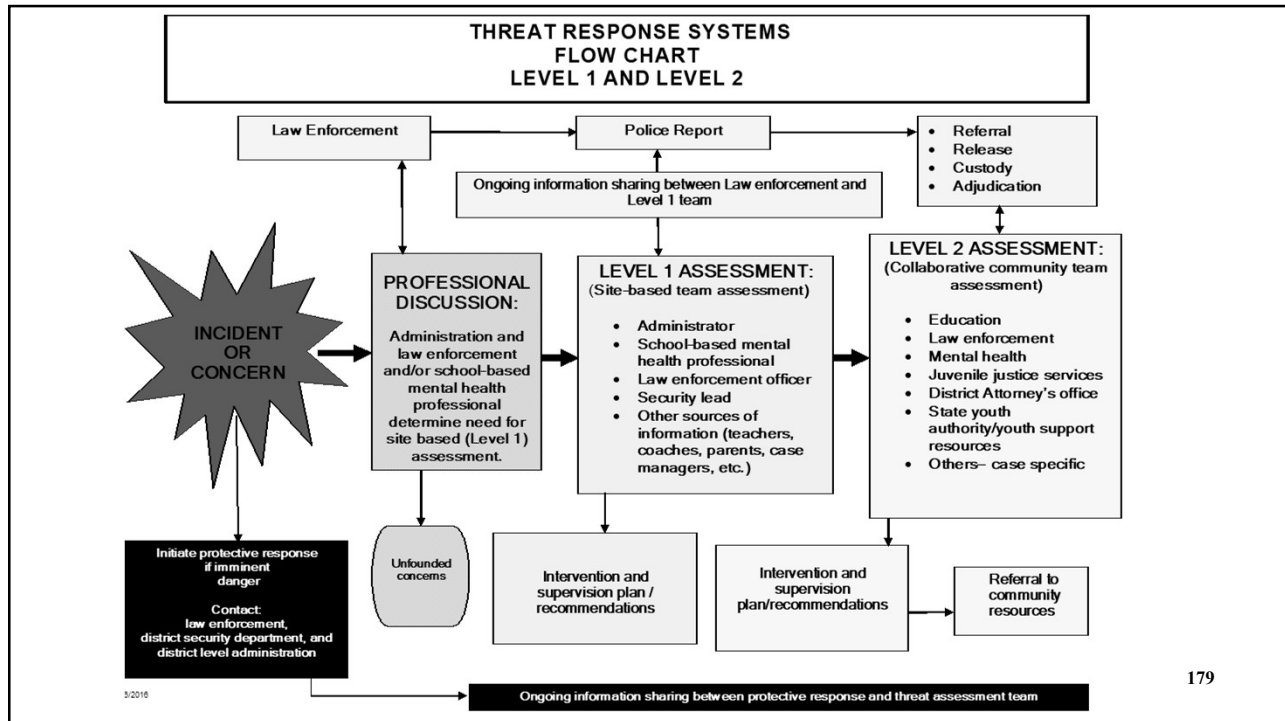
SCHOOL CLIMATE

1. Assess the emotional climate—promote listening and paying attention.
2. Adopt a strong, but caring position against the "code of silence."
3. Implement systems to prevent and intervene in bullying.
4. Involve all members of the school community in creating a safe and respectful school culture.
5. Foster and develop trusting relationships between each student and at least one adult at school.
6. Create mechanisms for sustaining a safe school climate (such as a system that assesses and manages potential violence.)

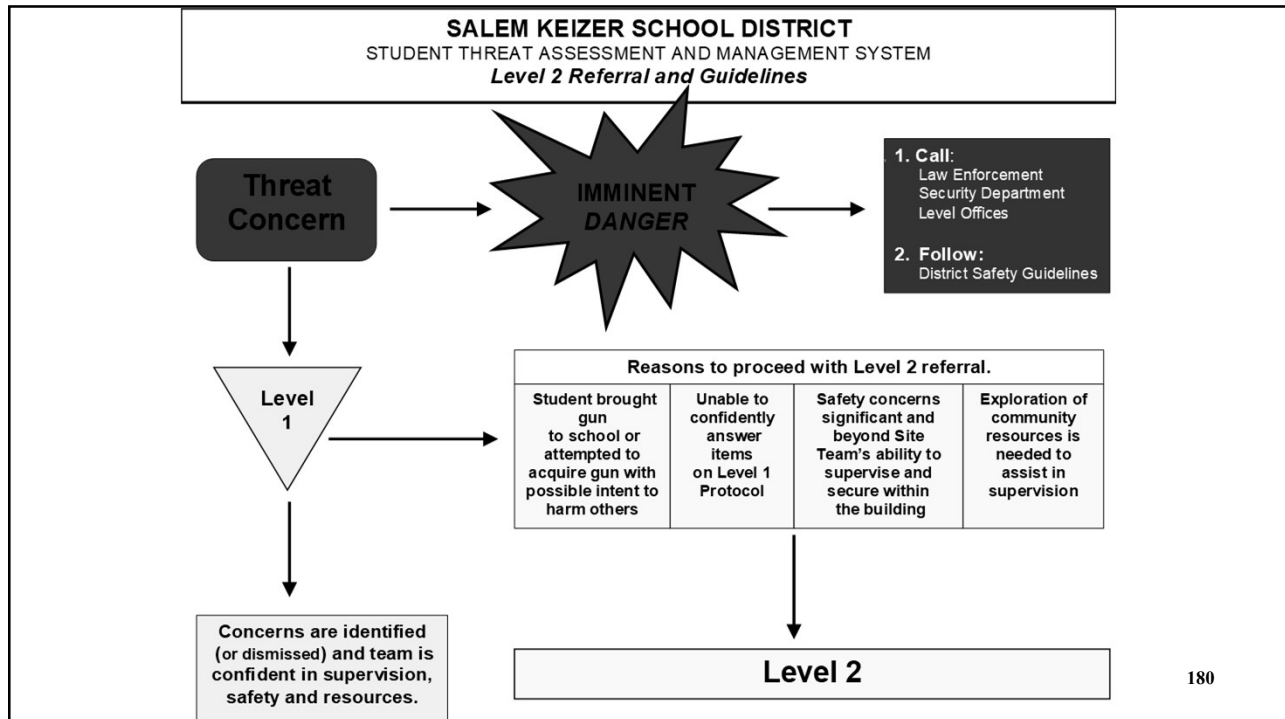
LEVEL 2 COMMUNITY TEAM

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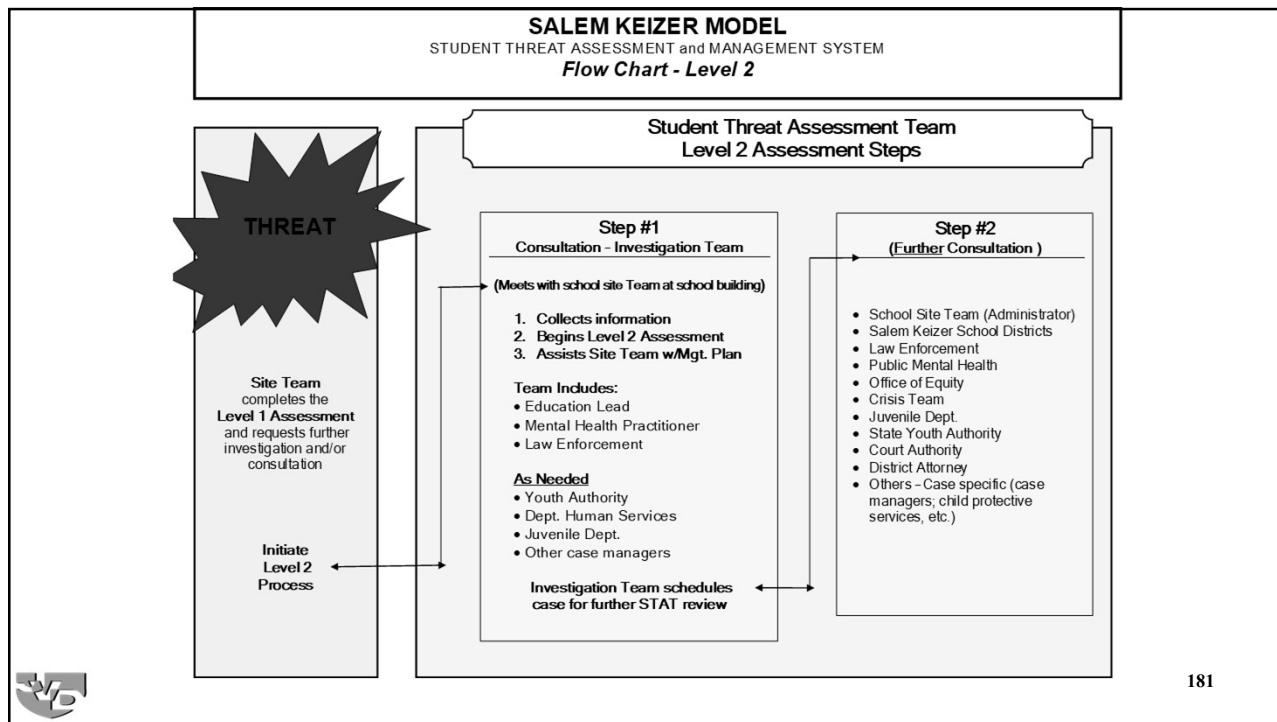
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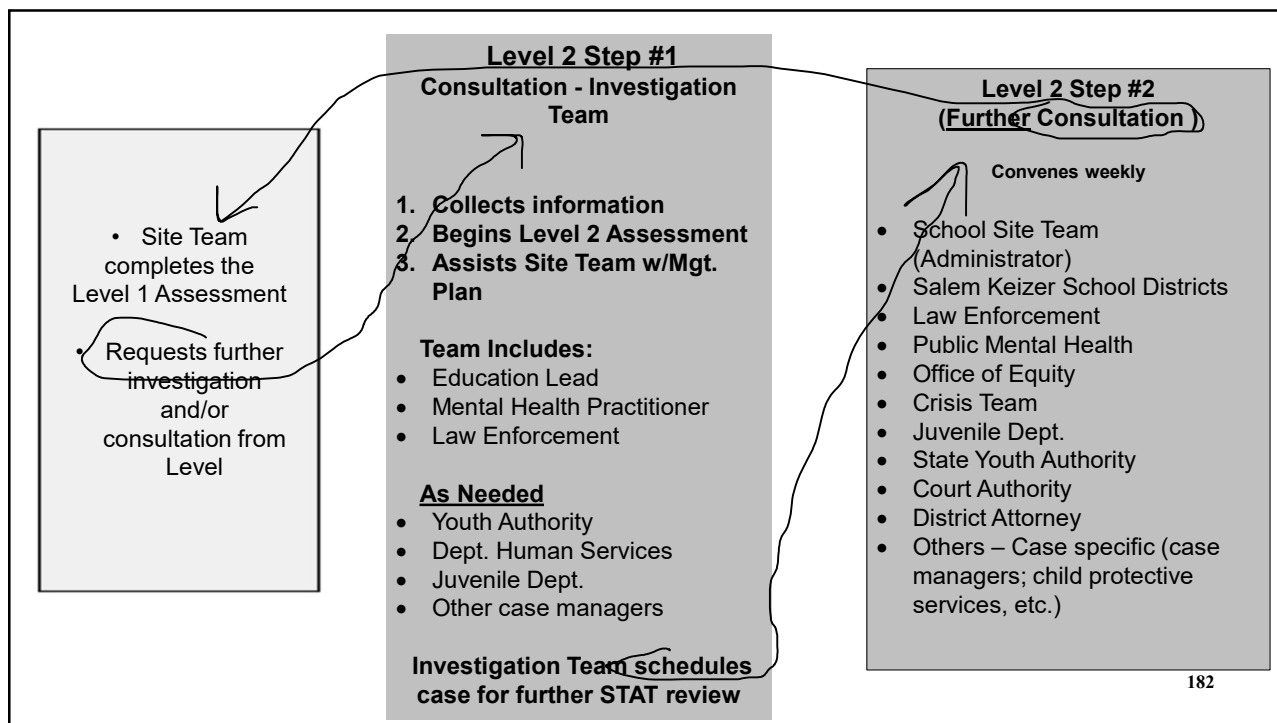
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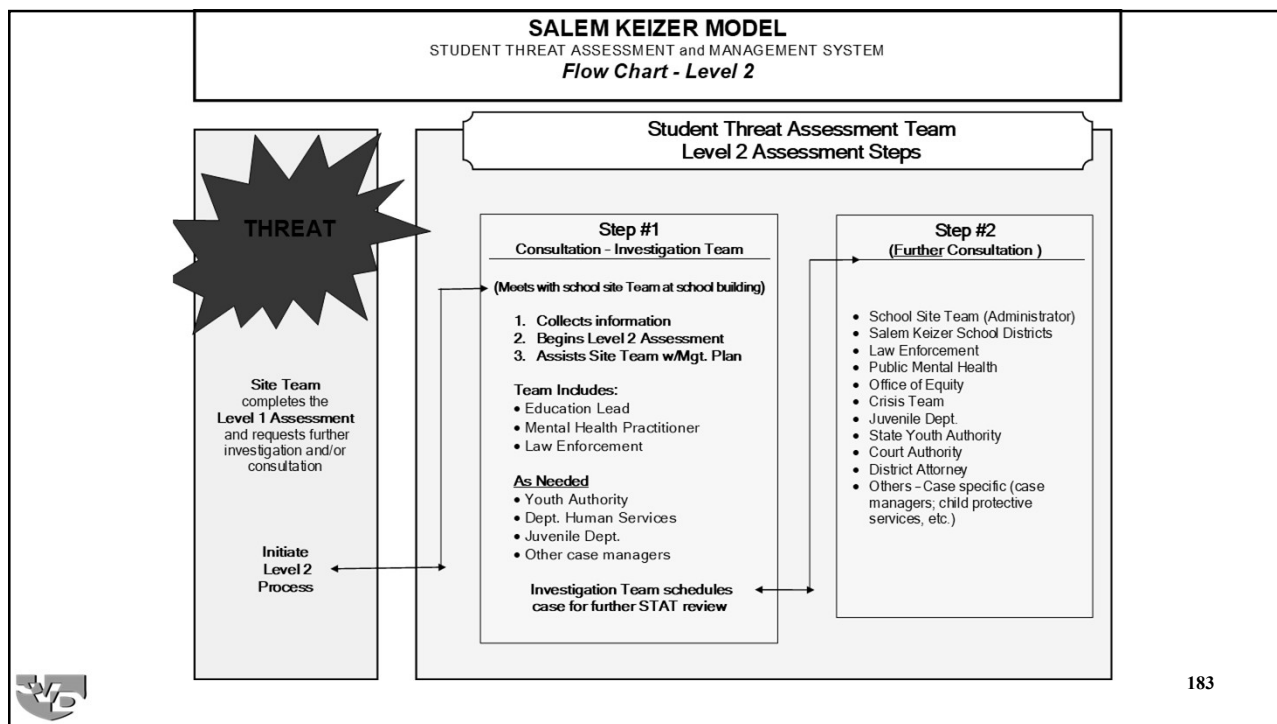
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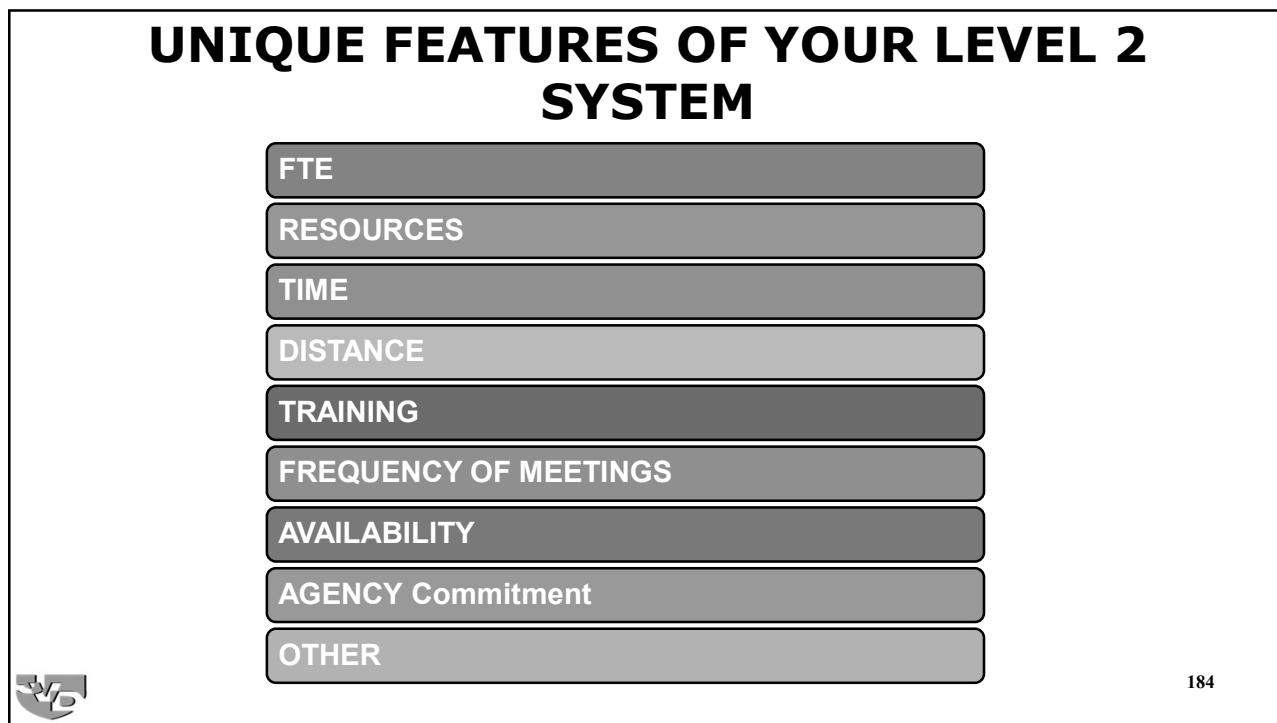
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Moving to a Level 2 Threat Assessment? These questions will help determine course of action:

- 1. Where is the student on the aggression continuum?**
- 2. What kind of communication has the student/students made regarding their intention to harm others? Are the communications statements of anger such as “I’m going to kill you...,” or are they expressions that involve details of planning or ongoing consideration of an attack?**
- 3. Are there any indications of a plan (acquiring weapons, rehearsing the attack, simulation of the attack, preparations and/or scheduling the event)?**
- 4. Is the threat target-specific?**
- 5. Are weapons or means available to carry out the threat?**
- 6. Does the student think that he or she is out of alternatives?**
- 7. Is there a motive?**
- 8. Does the student accept the consequences of carrying out the threat?**
- 9. Will aggression likely result in severe or lethal injury?**



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Level 2 Team Design Options

OPTION 1

Level 2 Community and Investigative Team

Use Level 2 system with Investigative Team and Level 2 Investigation Protocol.

OPTION 2

Level 2 is Community Team only

Develop a form documenting the demographics of each case, the inquiry and responses regarding risk factors of that case and them supervision strategies recommended.



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Level 2 Protocol options

OPTION 1

Level 2 Community and Investigative Team

- Level 2 Investigation (Education)
- Level 2 Student Interview
- Law Enforcement Level 2
- Mental Health Level 2

OPTION 2

Level 2 is Community Team only

- Level 2 Investigation as template
- Documentation regarding use of template and recommended supervision (could be responsibility of Site Team Case Manager)



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Level 2 Assessment Template



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Level 2 LEUR Investigation



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STUDENT THREAT ASSESSMENT and MANAGEMENT SYSTEM
Level 2 Student Interview

Date: _____ Student Name: _____ DOB: _____ Student #: _____

1. Do you know why we are talking, or why you are here? _____
2. It 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? (Note peer conflict, teacher/peer interaction, awareness of behavior and affect, etc.) _____
5. How is school? What's going on in school right now? (Note conflict, grades, possible precipitating events, etc.) _____
6. How are things in the rest of your life? (Note family, community, staff, and 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? (Note stabilizing factors, inhibitors, and support.) _____
10. What kinds of things (e.g., clubs, sports, church, scouts, etc.) are you involved in? _____
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 the means? _____
15. State of mind/organization: _____
16. Notes: _____



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STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
Investigation
 ~ Level 2 Law Enforcement~

Student Name: _____ Student Number: _____
 Date: _____
 School: _____
 DOB: _____
 Age: _____
 Grade: _____
 Name of guardian and 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 Mid-Valley 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 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.



LEVEL 2 MENTAL HEALTH ASSESSMENT

Student: _____ Age: __ Grade: ____ School: _____
 Mental Health Practitioner: _____ Date: _____

This tool is to be used during a Level 2 team threat assessment and in conjunction with other threat assessment protocols conducted by a school education lead and a school resource officer (or other law enforcement officer). It is to be used in the assessment, intervention, and 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 concern for aggression), please review the contents while being mindful of supervision, intervention, and the passage of time.

Individual Escalating De-Escalating Stable

1. Early behavior problems (<age10): _____
2. Risk taking: _____
3. Problems managing aggression: _____

Family Escalating De-Escalating Stable

4. Severe marital/family strife: _____
5. Family aggression in community: _____
6. Anti-social parents/guardians: _____
7. Poor parenting practices (e.g., lax/punitive): _____
8. Child maltreatment (e.g., neglect/physical abuse): _____
9. Domestic violence: _____
10. Family endorses violence: _____
11. Sibling delinquency: _____
12. Early parent-child separations: _____
13. Poverty: _____



Level 2 Summary Investigation



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STUDENT THREAT ASSESSMENT TEAM MEETING FORMS

- MOU
- Disclaimer
- Confidentiality / Statement Form
- Sign-in Sheet
- Reference and Review



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**Memorandum of Agreement
Mid-Valley Student Threat Assessment Team**

This Agreement made and entered into as of the date set forth below, by and between: Salem-Keizer School District, Willamette ESD, Marion County Mental Health, Polk County Mental Health, Juvenile Department, Marion County Sheriff's Department, Salem Police Department, Keizer Police Department, Oregon Youth Authority and District Attorney's Office.

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 in Marion and Polk Counties, and requires collaborative effort between agencies; and

WHEREAS, all parties are committed to improving services to youth identified by the Mid-Valley 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 Mid-Valley 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.



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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 Salem-Keizer School District policy or procedure. (This includes the IEP process or placement in special education.)
3. Final decisions for management, intervention, and supervision are made by the level 1 school site team. Case management remains with the site team at the attending school.



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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

RECOMMENDATIONS

STAT Level 2 - STAT Recommendations

These recommendations were generated through the efforts of the Mid-Valley 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 the concern for 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 Mid-Valley Student Threat Assessment Team (STAT).
2. Administrator will request further assessment if concern for aggression escalates (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 Plan to Protect Targeted or Victimized Student form) for identified targets/victims. Consider targeted student's physical and psychological safety needs.
6. Protective response initiated by Security Department.

• Individual/Student Options:

1. Individual Accountability Plan.
2. Initiate Suicide Risk Assessment (use District Suicide Risk Assessment Protocol).
3. Student will self-manage. Describe:
4. Student will identify triggers and agitators and agrees to "safe room" or resource of support.



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LEVEL OF CONCERN RUBRIC AND GLOSSARY

TARGETED THREAT: The attacker considers and selects a particular target prior to an 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. The behavior 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: This involves harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

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

LEVEL OF CONCERN FOR AGGRESSION:

Levels of concern are transitory and can either decrease or increase as a result of changes in circumstances (e.g., 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 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.
- The threat is implausible or lacks detail and realism.
- The context of the threat suggests that action is unlikely.
- Little history exists of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior is aggressive but has little potential for physical injury (e.g., minor bullying).
- Threats are for stress relief, bravado, and affect.

MODERATE:

- Indication exists of some premeditation or planning, with general implications of place, time, and target (but still short of detailed plan).
- No strong indication exists of preparatory steps, although, there may be some veiled reference or ambiguous evidence of a threat possibility (e.g., reference to gun availability or fascination with movie with theme or sequence for a specific violent act).
- Some inhibitors present, as well as an indication of desire for help.

HIGH:

- Threat or behavior is targeted and appears to pose serious danger to others.

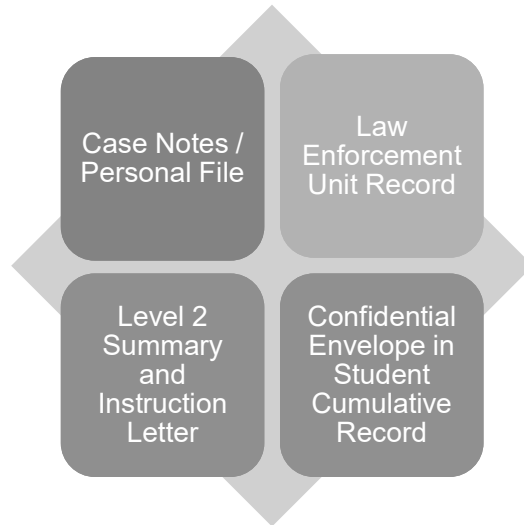
Revised by John Van Dusen and Courtenay McCarthy 11-19



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REPORTS AND RECORDS



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KEY COMPONENTS OF THREAT ASSESSMENT

- Pay attention to intuition but focus on facts.
- Focus on behavior, not profile traits.
- Review all factors as they exist within unique context.
- Examine behavioral progress, changes, and movement into the targeting continuum.
- Confirm information, confirm impressions.
- Address all investigative questions regarding risk.
- Focus on prevention and inhibitors, not prediction.
- Remember the goal—identify risk, decrease that risk and . . .
- improve the psychological safety and learning environment.



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BUILDING A COLLABORATION AND CHOOSING MEMBERS



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Organizing a system



Need, justification, and authorization

Community ownership, commitment, and responsibility

Policy and procedures necessary for functioning.
(Legal counsel)

Organize resources, design system and refine

Training, implementation, more training

Maintenance of program, trouble-shooting and ongoing
training



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Choosing Team Members (Modified Safe School Initiative)

1. An ability to relate well to others
2. An awareness and sensitivity to the difference between harming and helping in an intervention
3. A reputation for fairness and trustworthiness
4. A questioning, analytical and even skeptical mindset
5. Training in the collection and evaluation of information from multiple sources
6. Discretion and an appreciation for the importance of keeping information confidential
7. Familiarity with the contemporary issues of school and community safety
8. The ability to serve as a formal link or liaison between various systems (a “boundary spanner” and a “team player” who believes in the project and the process)
9. In-depth knowledge about their own organization, resource availability, and both political and ethical boundaries
10. Full credibility and respect within their own organization



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94% of administrators stated that:

- The BTA team effectively identified potentially dangerous students and situations.
- The BTA team had positive effects on school safety.
- The BTA team provided important information necessary for support, discipline, and placement decisions.
- The BTA team fulfills a valuable role in schools.

In the same survey, 90% of administrators reported that the BTA team increased efficient prevention coordination with law enforcement and mental health.



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Benefits of a Threat Assessment System

ESD 112 Clark County 2012-13 study

- A total of **77,776** Students enrolled
- A total of **181** students were in situations that posed a threat
 - 181 level I assessments** by School-based Teams
 - 81 resulted in a level 2**, multi-agency community team response (less than 2%)
- **Of the 81 Level 2 assessments** (ESD coordinated)
 - **62% of the students remained in school**
 - **85% remained enrolled in the same district**
 - **89% remained enrolled in the county**
 - **95% remained enrolled in the school setting**



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Benefits of a Threat Assessment System

ESD 112 Clark County 2012-13 study

ESD 112 Clark County 2012-13 study cost saving for one district student enrollment of 26,486

A total of 24 students received level 2 assessments. Of the 24:

- 15 remained enrolled in the same school and 6 student enrolled in a school within the same county.
- The average months enrolled were 4 months. Ranging from 1-8 months.
- The total cost savings was \$80,287 by having students stay in school (\$9,558/student)



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CONDUCT LEVEL 2 TEAM ASSESSMENT AND FOLLOW UP CASE REVIEW



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QUESTIONS?



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<https://www.vandrealconsulting.com/resources>

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- Peter Langman's School Shooter Database: <https://schoolshooters.info/search-database>



SECTION 3

**SALEM-KEIZER CASCADE
PREVENTIVE STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
SYSTEMS GUIDE**

THE INCIDENT

- A. Implied threat or act of aggression occurs (i.e., 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, the Level Office, and the Safety and Risk Management Services Department. Initiate protective responses using the 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 Flowchart**.)
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 on the **Threat Dismissal Form**.
- 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 (either expressed or acted out) does not have to be clearly indicated 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 minutes) review, or as a more extensive and lengthy assessment, depending on 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 our guidelines for considering a Level 1:
1. Threat or aggression is specific to identified target, and there is a motive and a plan.
 2. There is a weapon at school or an attempt to bring a weapon to school.
 3. Threat or aggression is causing considerable fear or disruption to normal activity.
 4. There is continued intent to carry out a threat.
 5. There is a history of threats or extreme aggression (violence).
 6. Staff, a parent, a community member, or a student perceives threatening circumstances.
 7. An 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 an assessment as soon as the 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 the security department, and follow the district's safety guidelines. An administrator and/or SRO (if appropriate) interview the student or students of concern regarding the threat, behavior related to the threat, motives, accelerating factors, and protective supports.
 2. Include teachers who know the student well (especially English, Humanities, and Art teachers), campus security(s), and education case managers if the student is on an IEP or 504 Plan. The **Teacher Questionnaire**

3. The parent/guardian should be notified that the assessment will be taking place and invited to participate if the administrator determines that parents/guardians will be constructive to the assessment process. The site team may elect to complete the assessment without notification and/or inclusion of the parent(s) if it is determined that their participation would compromise the process. Documentation for parental notification is on the Level 1 Assessment. The **Parent Interview** is available to complete by phone if a parent does not attend the meeting.
4. 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 the **Level 1 Protocol**. The Level 1 Protocol includes demographics, assessment questions, supervision strategies to address identified concerns, and management needs, and it has recommended criteria for considering further assessment through the Level 2 process.
5. 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 Level 2 STAT (Student Threat Assessment Team) Dispatch at (phone number). STAT Dispatch will then schedule the Level 2 Investigation Team. Upon calling STAT Dispatch, have the information available requested under Step 5 of the Level 1 Assessment Protocol. This will allow Dispatch to schedule the appropriate attendees (e.g., juvenile probation officers, state case workers, mental health practitioners, etc.).

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

1. Note the presence of a Confidential File on the "Student Notifications" screen in Synergy (or other student information system). Once you have noted the existence of the file (or if file already exists), a red/yellow "CF" alert will show up in the upper, right-hand corner of the student screen.
2. If other students have been identified as a possible targeted victim, notify their parents/guardians using the **Notification Log** and the **Notification Letter**. (A notification call is to be done within 12 hours; a notification letter should be issued within 24 hours. (See ORS. 339.327 or State statute.) Then, consider completing a **Plan to Protect Targeted or Victimized Student**, taking into consideration information from the targeted students and their parents/guardians.
3. **Maintain two copies of the Level 1 Protocol.** One should be kept in a letter-size manila envelope marked **Confidential Record** and placed in the student's regular academic or cumulative file, and a second copy should go 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 a review of the supervision plan and concerns for aggression as needed.

LEVEL 2

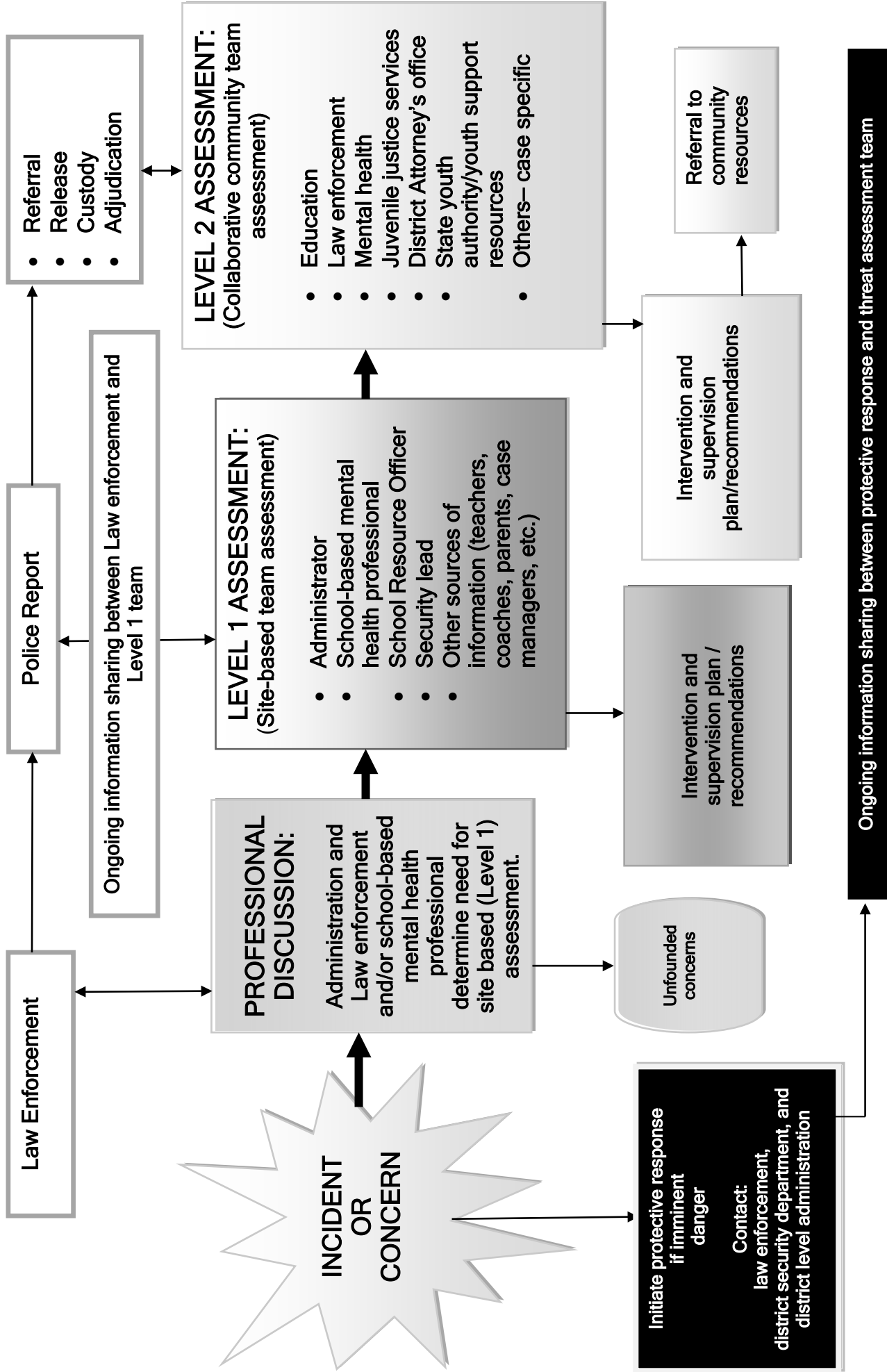
- A. A Level 2 Assessment is conducted primarily at the school site by an investigative team comprised of a school psychologist or other education lead, mental health worker, law enforcement threat assessment specialist, and other case workers as appropriate (e.g., juvenile probation officer, an Oregon Youth Authority officer and/or a Department of Health Services 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 Juvenile Department, Polk County Juvenile Department, Oregon Youth Authority, and Chemeketa Community College.**
- B. After the assessment has been 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 Flowchart**.) A member of the Site Team (the administrator in most cases) will also attend the STAT staffing. STAT consultation will further advise on concerns for aggression, management and intervention strategies, community resources, and supports for school and other involved agencies on the management of dangerous situations.
- C. Once a case is staffed, case management will be performed by 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. The situation may be reviewed and re-assessed at any time upon the request of the Site Team.

- D. A Level 2 Assessment Summary documenting the identified concerns for aggression 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.

COMMUNICATING WITH STAFF AND FAMILIES

- A. After both a Level 1 and Level 2 Assessment have been conducted, determine which school staff members need to know that a threat assessment has been completed. Consider classroom teachers, administrators, transportation staff, secretarial staff, special education case managers, coaches, or others interacting regularly with the student. The parents/guardians of the assessed student, as well as the targeted student's parents/guardians (if applicable), should also be notified at the conclusion of the Level 1 or Level 2 assessment. Provide the parents of the assessed student with information regarding the severity of the threat and any changes or adds to the supervision/management plan. Provide the parents/guardians of the targeted student(s) with the minimum amount of information that is necessary to ensure safety and compliance to supervision needs. Make sure that staff members responsible for monitoring the plan understand and can fulfill their responsibilities.
- B. Provide staff members and parents with the risk factors brochure and direct them to inform the school administrator should new concerns arise.

PREVENTIVE THREAT RESPONSE SYSTEMS FLOW CHART LEVEL 1 AND LEVEL 2



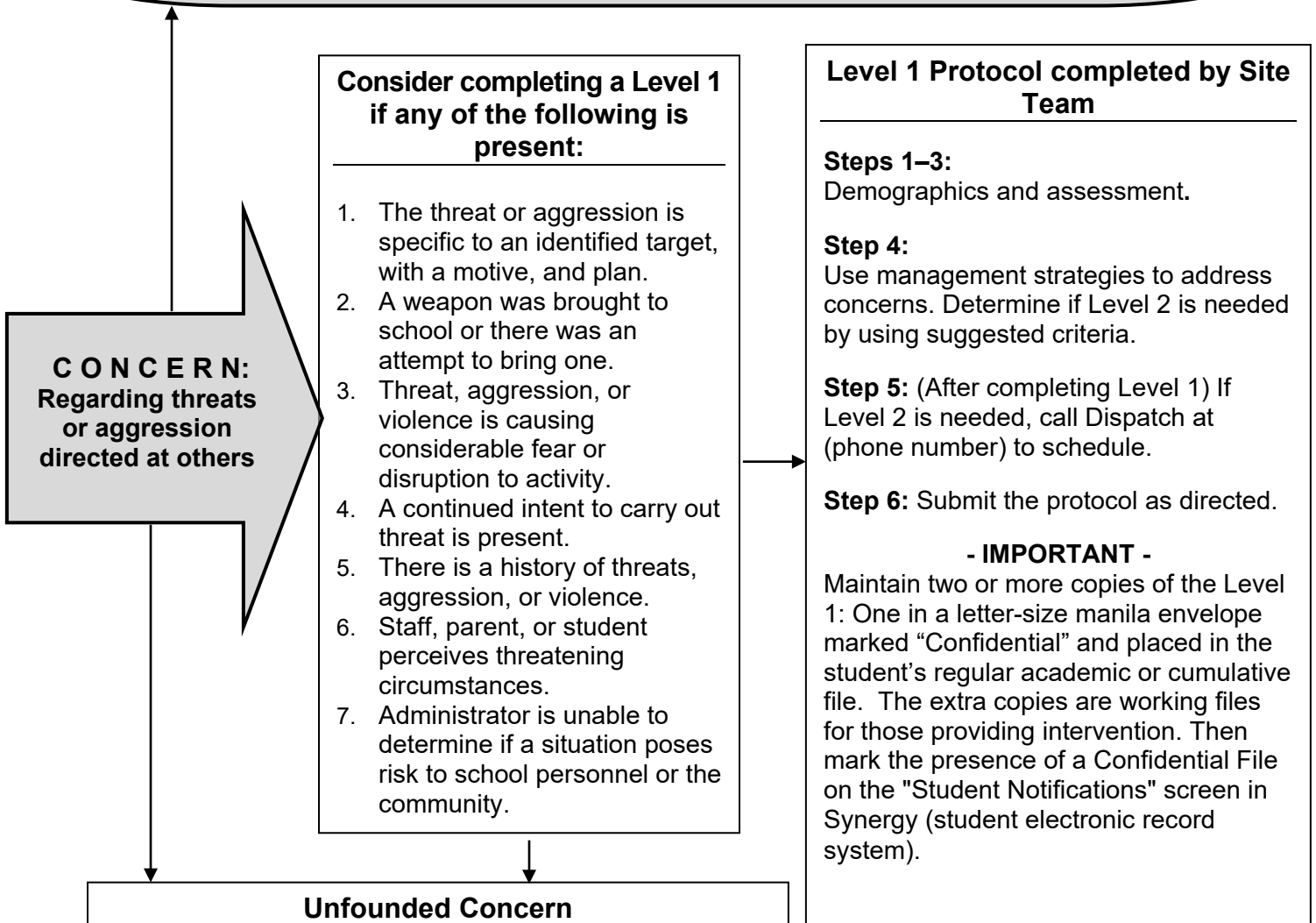
STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

~ LEVEL 1 PROTOCOL ~

(Version 2021)

- This system is designed for use with students who are engaged in behaviors 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 misusing fire, unless they are doing so as an act of aggression intending to cause severe or lethal injury to others. (If a suicide assessment, sexual incident assessment, or fire behavior assessment is needed, please consult the protocol guide pertaining to each assessment or call _____.)
- 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 EXISTS, CALL LAW ENFORCEMENT, LEVEL OFFICES, AND FOLLOW DISTRICT EMERGENCY PROTOCOL GUIDELINES.



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 potential for 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 situational factors that may increase concern for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does concern for aggression; 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, and other educators. (If education staff members are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- District/school security staff, 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, and probation officers if student is adjudicated or a ward of the state.
- Students should NOT attend this meeting. (Student information can be gathered through Student Interview and Student Witness Interview forms.)

An equity lens has been applied to the threat response process. The lens identified concerns regarding underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

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 _____ at _____.

STEP 1: ADDRESS 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 a district 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.

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

ADMINISTRATOR/CASE MANAGER: _____ **DATE OF INCIDENT:** _____

STUDENT NAME: _____ **STUDENT #:** _____ **DOB:** _____ **AGE:** ____ **GRADE:**__

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

Prior to completing this protocol, consider reviewing the 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** and is followed by a short clarifying explanation. Review the questions as an outline for guided conversation investigating situational factors that suggest an increase in concern for 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 severity of the threatened aggression on the continuum below.

Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (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 low to moderate 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 Strike Rape Strangle Stab Shoot Bomb Kill

If aggression was acted out, locate the outcome or intended outcome on the continuum below.

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

Acted-Out Aggressive Behavior:

Scratch Bite Hit Fight Hit w/ Object Forceful Strike Rape Strangle Stab Shoot Bomb Kill

Describe the details of threat, 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 oral communication, art, email, internet use, social media, written language exercises, and other modes of communication. Threats can be indirect (e.g., ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (e.g., 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 is 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 plan or a similar plan. 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 such activities does not lead students to act out violently. Their use is considered attack-related behavior only when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (e.g., teasing, rejection, or 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 die by 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. Is the aggressive ideation focused on a specific, ongoing target?

Is there ongoing consideration or focus on a particular person, group, or student body? If the situation lacks an ongoing target, it may be a situation of reactive aggression, in which the individual involved perceives himself or herself 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 choice and/or the availability of weapons?

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 the student and parents/guardians directly about weapons availability and document their responses.*

No Yes Describe (How confident are you in your information?): _____

7. Are there indications of a focused or unusual interest in acts of violence, previous school or 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 people may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to question No. 3. It examines whether interest is a curiosity or a fascination or whether interest is an admiration for anti-social characters as role models and examples of how to justify violence for solving problems.

No Yes Describe: _____

8. Are there indications of a motive that would justify the act of severely injuring another person?

If focus is on a specific target(s) (see question No. 5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. Motives may include revenge for lost love or humiliation, payback for a perceived injustice, revenge for bullying, desire to kill, infamy, and the desire to establish power. If the situation lacks motive, then it may revolve around reactive aggression. Reactive aggressive talk often has triggers that can rapidly agitate the situation. Such triggers are not usually motives but should be identified to avoid or eliminate them in the future.

No Yes Describe: _____

9. Are there indications of hopeless, overwhelming stressful, 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 in desperate solutions and last-ditch efforts to take control. Stressors may include humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, law enforcement contact, bullying, etc. It is

No Yes Describe: _____

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

Based on 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 exaggerated or complex threats but is unable to organize and execute them because of supervision, cognitive ability, or overall functioning, then feasibility drops.

No Yes Describe: _____

11. Are values, beliefs, or ideas socially maladjusted (e.g., aggression is seen as an acceptable and justifiable method of problem solving)?

Socially maladjusted thinking can lead to justification and motive for violent behavior. The thinking process will indicate thoughtful consideration that follows a process of reason and justification that is anti-social and intended to cause significant harm. (Unless it is accompanied by attack-related behavior (see question No. 3), communication or behavior that is a feature of a disability is less concerning than communication or behavior that is a feature of socially maladjusted thinking.)

No Yes Describe: _____

12. STOP AND REVIEW THE PREVIOUS QUESTIONS (No. 1 through No. 11) AND YOUR RESPONSES:

Highlight and identify responses where unintentional bias may have affected the response. Consider the following as you summarize the previous 11 questions: Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?

- Do the responses identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out a targeted attack?

No Yes

If yes, the risk of targeted aggression is indicated. Proceed with the assessment by moving on to number 13.

If no, do the responses indicate 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 reactive or affective. If the potential outcome of aggression is **severe or lethal injury**, proceed with the assessment by moving on to number 13. If the potential outcome of the aggression is **minor to moderate injury**, you

may stop the assessment at this point and move to step 4, using the answers from questions 1–11 to identify situations, settings, and triggers that increase the likelihood of the behavior, and then develop strategies that will decrease that behavior.

- If answers to number 12 questions above are “no,” the situation does not pose a threat. 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 members concerned about a student’s potential for acting out aggressively?

Concerns may range from an odd discomfort to a complete list of reasons that 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., then the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!

No Yes Describe: _____

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

What information or developments might increase the concern for acted-out aggression? What situations agitate or trigger aggressive thinking, threats, and aggressive behavior? Is there an indication that the student or students 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?

What information or developments may decrease the concern for acted-out aggression? Identify all positive influences (e.g., activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. A situation that lacks inhibitors poses a 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 to support the use of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors and 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 or 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 fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of pertinent questions that encourage discussion and examination of concerns. 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. Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?
2. Review all previous questions and highlight/identify responses that indicate concern.
3. Identify your impressions and sense of urgency.
4. Is the potential aggression likely to cause severe or lethal injury?
5. Do the responses identify threats (i.e., actions, specific circumstances, and/or communications) that are focused on a specific target (i.e., individual or group) for a specific reason or motive, and involve planning and preparation with the capacity to carry out the event? If so, concern for *targeted aggression* is clearly indicated and must be addressed immediately.
6. Is there indication that an attack has been scheduled or an identified date when an attack may happen?

TAKE IMMEDIATE PRECAUTIONARY MEASURES TO PROTECT POTENTIAL VICTIMS AND ADDRESS 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 MEASURES may include but are not limited to:

1. If concern for violence is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Operations and Safety and Risk Management Services 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 or 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. Since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

STEP 4: DEVELOP A MANAGEMENT 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):

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences and/or discipline. For example, if both parties are amenable, conduct a meeting allowing those who have been harmed or threatened to describe the impact of the behavior and the type of actions necessary to repair hurt, restore trust, and move forward from the isolated incident.

If Target(s) are identified:

- Warn intended victim and notify parent/guardian. (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.)
- Have Safety Risk Management Department initiate a Protective Response.
- 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(s).
- Other: _____

Individual Options:

- Individual Accountability Plan developed.
- Initiate Suicide Risk Assessment _____ (use District Suicide Risk Assessment Protocol)
- 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 the 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 a 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; consider bus support plan.
- Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Consider specialized class.
- Institute travel card and time accountability.
- Provide access to social skill building programs.
- Consider strategies for problem-solving the grievance (i.e. mediation, counseling, etc.).
- Increase supervision in following settings: _____
- Create modifications of daily schedule. Allow late arrival/early dismissal
- Alert staff and teachers on need-to-know basis.
- Decrease or eliminate pass time or unsupervised time.
- Conduct 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 SRO 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: _____
- Provide 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.
- Referral to district social worker.
- Other: _____
- Offer referral to appropriate school team to consider alternative placement.
- Consider home supervision pending further assessment.
- If enrolled in a career technical program (CTEC) or other out of building programs, consider needs that may be specific to that program and alert staff.
- Referral to appropriate Special Ed. Team to consider Psycho-Educational Evaluation/Special Education.
(NOTE: Must be done through Special Education Team Process.)
- Referral to behavior specialists, teams, or other behavior support resources.

Family / Home Options:

- Strategize safety options/planning,
- Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.).
- Safety proof home (i.e., secure or remove all weapons and potential weapons, add/test smoke detectors, etc.)
- Review and pursue crisis and/or mental health services.

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-
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-

Community Options:

- Provide referral to Youth Services Team.
- Explore mental health evaluation options.
- Refer to anger management program/mediation program.
- Provide alcohol/drug evaluation.
- Refer to parenting program.
- Refer to mentoring program.
- Notify probation/parole officer.
- Refer to faith community program.
- Foster positive community activities/interests.
- Other: _____

Other Options: _____

Review:

Administrator will review the status of this plan (recommend doing so on a weekly or bi-weekly and decreasing as supervision/intervention decreases concern) and revise as needed on: _____
 (date)

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

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

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

- If a student (s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearm-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 -

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

1. To begin the process, immediately contact _____) at:

 Enter phone number(s)

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.

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

INFORMATION NEEDED FOR LEVEL 2 REFERRAL



1. Is student adjudicated? Yes No

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

2. Is student a ward of the state or under other supervision? Yes No

If yes – Name of Caseworker: _____ Phone#: _____

3. Other agencies or individuals involved with the student (e.g., 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:

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

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

If yes, provide details: _____

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

6. Was a 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: _____

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

1. Submit the protocol.
2. 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.
3. Update the Student Notifications screen in Synergy to indicate the presence of a confidential file.

***Note:** The Level 1 system is a school site-managed process. Level 1 protocols are not reviewed by any department staff unless a review is requested through a phone call or email. While copies of Level 1 protocols are housed on the Insight (SharePoint) database, these protocols are not tracked or reviewed by Safety and Risk Management Staff.

Team Signatures:

Administrator, Plan Supervisor Date

Counselor Date

School Resource Officer Date

Other Date

Other Date

Other Date

NOTES: _____

Developed by John Van Dreal and Courtenay McCarthy at Salem-Keizer Public Schools® and Clem Spenner at Willamette Education Service District using the following information: Pynchon and Borum, Assessing Threats of Targeted Group Violence: Contributions from Social Psychology; Reddy, Borum, Berlun, Vossekuil, Fein, and Modzeleski, Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches; O’Toole, The School Shooter: A Threat Assessment Perspective; Fein, Vossekuil and Holden, Threat Assessment: An Approach to Prevent Targeted Violence; Meloy, Violence Risk and Threat Assessment, Specialized Training Services Publication; De Becker, The Gift of Fear; Johnson, Assessment of Violent and Potentially Violent Youth In the Schools. Calhoun, Hunters and Howlers. Vossekuil, Pollack, Bourne, Modzekski, Reddy, and Fein, Threat Assessment in Schools, A Guide to Managing Threatening Situations and to Creating Safe School Climates; Meloy and Hoffmann, International Handbook of Threat Assessment; Meloy, Mohandie, Knoll, and Hoffman, The Concept of Identification in Threat Assessment.

All above reference material can be linked from our web page:
www.studentthreatassessment.org

RECOMMENDATIONS FOR CASE MANAGERS (ADMINISTRATORS)

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Check in with teachers, coaches, campus monitors, counselors, and parents routinely for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Conduct status checks as often as necessary until your level 1 team determines the concern 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 Assessment and management plan.

Contact your district threat assessment consultant with any concerns or significant updates.

REVIEW NOTES

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Salem Keizer School District
Student Threat Assessment System
Threat Response Dismissal Form

After an incident of concern has been reported, investigate the incident using Salem-Keizer 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: _____

INCIDENT	The following is the plan to protect (student's name) _____ from harm. Attach copy to Level 1 and place in confidential folder.
SAFETY CONCERNS	The safety issues of concern are: _____ _____ _____
SUPPORT PLAN	<p>After meeting with: <input type="checkbox"/> Administration <input type="checkbox"/> CDS/Counselor <input type="checkbox"/> School Resource Officer <input type="checkbox"/> Guardian/Parent <input type="checkbox"/> Security <input type="checkbox"/> Special Education Team <input type="checkbox"/> Other (_____), the following was or will be implemented:</p> <p><input type="checkbox"/> Law enforcement has been notified. _____ (date)</p> <p><input type="checkbox"/> Further assessment will be pursued through the Student Threat Assessment Team.</p> <p>The student will aid in his/her own protection by: _____ _____ _____</p> <p>The student will receive the following support from the school: _____ _____ _____</p> <p>The student will receive the following support from the community: _____ _____ _____</p> <p>The student will receive the following support from home: _____ _____ _____</p> <p>The student will receive the following support from law enforcement: _____ _____ _____</p>

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

CDS/Counselor, Date:

Liaison Officer, Date:

Parent/Guardian, Date:

Student, Date:

Other, Date:

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

Notification Log

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

An interpreter was used for non-English communication

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 TO PARENT/GUARDIAN.		

DOCUMENT CONTACT OR ATTEMPTS TO CONTACT IN LOG BELOW

Name	Number Used	Attempted Date and Time	Message Left

NOTIFICATION CHECK-LIST

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

- Informed the parent/guardian that school personnel, law enforcement, and other agencies as necessary are investigating the validity of this threat.
- Described to parent/guardian any immediate safety measures that have been taken — parent/guardian’s comments (attach additional comment sheet if necessary): _____
- Notified parent/guardian that a follow-up letter to this conversation will be arriving within a couple of days, as required by Oregon Revised Statutes.
- Identified myself as the contact person regarding the school’s investigation of this incident and provided the name of the school resource Officer for the law enforcement portion of the investigation and the officer’s contact information.
- Notified parent/guardian of meeting scheduled on _____ to develop a plan to protect their student from harm.
(date)

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

Notification Letter

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

Certified mail is recommended.

Date: _____
Name/Address: _____

Dear _____,

This letter is a follow-up to our phone conversation of _____. To further ensure the safety of all our students, the Oregon Revised Statutes require written notification to the parent of a student who may be at risk for potential harm.

This matter has been referred to the _____ (*police agency*). The contact officer will be the School Resource Officer, _____ (*name of officer*), who may be reached at _____ 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 school-based mental health, as well as other disciplines and community agencies, as needed. This team is currently assessing concerns 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 phone number listed above.

Sincerely,

Printed Name

Date

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 Assessment 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 to participate.

The following is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; 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: _____

Interviewer's Name: _____

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 and others. (ORS 339-250).

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

1. Do you know why I'm speaking with you? It has been reported that you are _____ or have done _____.

How do you explain what is being reported by others?

2. Why did you do _____? When did you _____?

3. Who are you upset or angry with? _____

4. Who else is involved? How are they involved? _____

5. Why do you think people are concerned? _____

6. Do you have a plan to hurt anyone, including yourself? Have you practiced or pretended to hurt others or yourself? If so, how? _____

7. Do you have weapons, or are you trying to get weapons (including knives, swords, bats, explosives, etc.)?

8. Are there people or things that are stressing you or harming you (e.g., bullying, harassment, gang issues, school work, or threats to you)? _____

9. Do you use any social media accounts (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 (e.g., education staff, relative, or 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 Neutral, Positive

In your opinion, was the student:

Guarded Defensive Communicative in a manner appearing 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 Assessment 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 to participate.

The following is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; 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: _____

Interviewer's Name: _____

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 and others. (ORS 339-250).

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

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

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

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

4. Who was threatened? Who do they want 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 Neutral Positive

2. In your opinion, was the student:

- Guarded Defensive Communicative in a manner appearing open and honest

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

Step 1: Directions for Case Manager:

This interview is only to be conducted by a school counselor or administrator as a supplement to the Level 1 Assessment Protocol (by phone or in person) if a parent/guardian does not attend the Level 1 Assessment meeting. 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 Assessment if the parent is not available, is unwilling to cooperate, 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 concern for aggression; 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: _____

Interviewer's Name: _____

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

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

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

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

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

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

4. Has the student become increasingly focused or agitated about a particular issue (e.g., social problems, girlfriend/boyfriend, justice, bullying, revenge, etc.)? (7, 8, 10, 11, 15)

5. Do certain situations agitate the student or their inclination towards violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased their stress level? Have there been any relationship changes (e.g., peers or family) or belief changes? (7, 8, 9, 15, 17)

6. What is the student's self-perception (e.g., leader, follower, victim, outcast, etc.)? (9, 11, 17)

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

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

9. What are student's positive activities, interests, and relationships, (scouting, church, sports, clubs, recreation, pets, family, friends, community, etc.)? (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 felt concerned by a post, link, or comment the student made or explored?

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

13. What is parent's relationship with the student? (16) Difficult Neutral Positive

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

Step 1: Directions for Case Manager (Administrator):

Contact teacher/staff member 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 and/or others. Request that teacher/staff member 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 member 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 concern for aggression; 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's/Case Manager's Name: _____

Teacher's/Staff Member's Name: _____

Step 2: Directions to teacher/staff member: 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, an animal, or object (at school, at home, or in the community), as well as themselves? (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 as a means to solve problems? (7, 8, 11)

5. Has the student become increasingly focused or agitated about a particular issue (e.g., social problems, girlfriend/boyfriend, justice, bullying, revenge, grades, etc.)? (7, 8, 10, 11, 15)

6. Do certain situations that agitate the student or their inclination towards aggressive activity, ideas, or communication? Has the student experienced any relationship changes (e.g., peers, family) or belief changes? (8, 9, 15)

7. What is the student's self-perception (e.g., leader, follower, victim, outcast, etc.)? (9, 11, 17)

8. Are there indications of drug/alcohol issues with the student or family? (17)

9. What positive activities, interests, and relationships, (e.g., clubs, church, sports, recreation, hobbies, pets, family, friends, and community) does the student engage in? (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)

CONFIDENTIAL

Contents of this envelope may be viewed by:

- Law Enforcement
- Administration
- District-Based Mental Health Professionals
- Others As Approved By Administration

This envelope may contain:

- **Expulsion Notice**
- **Threat Assessment– Level 1 & 2 (STAT)**
- **Suicide Risk Assessment – Level 1 & 2**
- **Juvenile Fire Setter Assessment– Level 1 & 2**
- **Sexual Incident Response – Level 1 & 2 (SIRC)**
- **Criminal Notice (Per Oregon Revised Statute)**
- **Restraining Orders**
- **Other Court Documentation**

This envelope is to be transferred with student records if student moves to a new school or district. Contents must be copied by registrar prior to transfer and placed in a new CONFIDENTIAL Envelope.

This brochure outlines a partial list of actions, behaviors, and circumstances that may indicate heightened risk for targeted violence.

If you have concerns, please contact your school administrator or principal, the school resource officer, or Courtenay McCarthy at (503) 510-0269 for further consultation.

If you have concerns of imminent danger, contact law enforcement immediately by calling 911.

School Phone Number _____

Person to Contact: _____

Salem Police Department (503) 588-6028

Keizer Police Department (503) 930-3713

Marion County Sheriff (503) 588-5094

Polk County Sheriff (503) 623-9251

Department of Human Services (DHS)

Marion County (503) 378-6327

Polk County (503) 623-8118

Mental Health Services

Psychiatric Care Center (503) 585-4949

Polk Crisis & Mental Health | (503) 623-9289

The Salem-Keizer Public Schools 24J does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. This policy implements state and federal laws (including Title IX). Inquiries about the non-discrimination policies should be directed to the Compliance Officer, Assistant Superintendent - Human Resources, 2450 Lancaster Dr. NE, Salem, OR 97305/Phone: (503) 399-3061.



Student Threat Assessment

Risk Factors

Associated with Targeted Violence

A Guide for Parents and Teachers



Risk Indicators Associated with Targeted Violence

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.

Have there been threatening communications suggesting a potential violent attack?

Does the communication suggest 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 past violent events such as school or community shootings.

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, or film projects. 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 kind of simulation or practice. However, the use of such games or films as entertainment alone does not lead or cause students to act out violently. Their use is only attack-related behavior when they serve 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 (e.g., teasing, rejection, or loss) that further justifies the violence and locks it in as the only solution.

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.

Is there peer collaboration?

Are peers aware of, or concerned about, a potential attack? Are peers encouraging the attack?

Are alternatives and emotional coping reserves decreasing?

For example, a person who feels low on coping strategies or alternatives may consider violence to be the only option available to solve problems.

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 gain justice. If there is a risk of suicide, seek out advice and assessment from a doctor or mental health professional, or call the Psychiatric Care Center or Crisis Center (see back of brochure).

Are there personality or behavioral traits, family dynamics, school system issues, or social dynamics that lead to a more vulnerable and potentially dangerous situation?

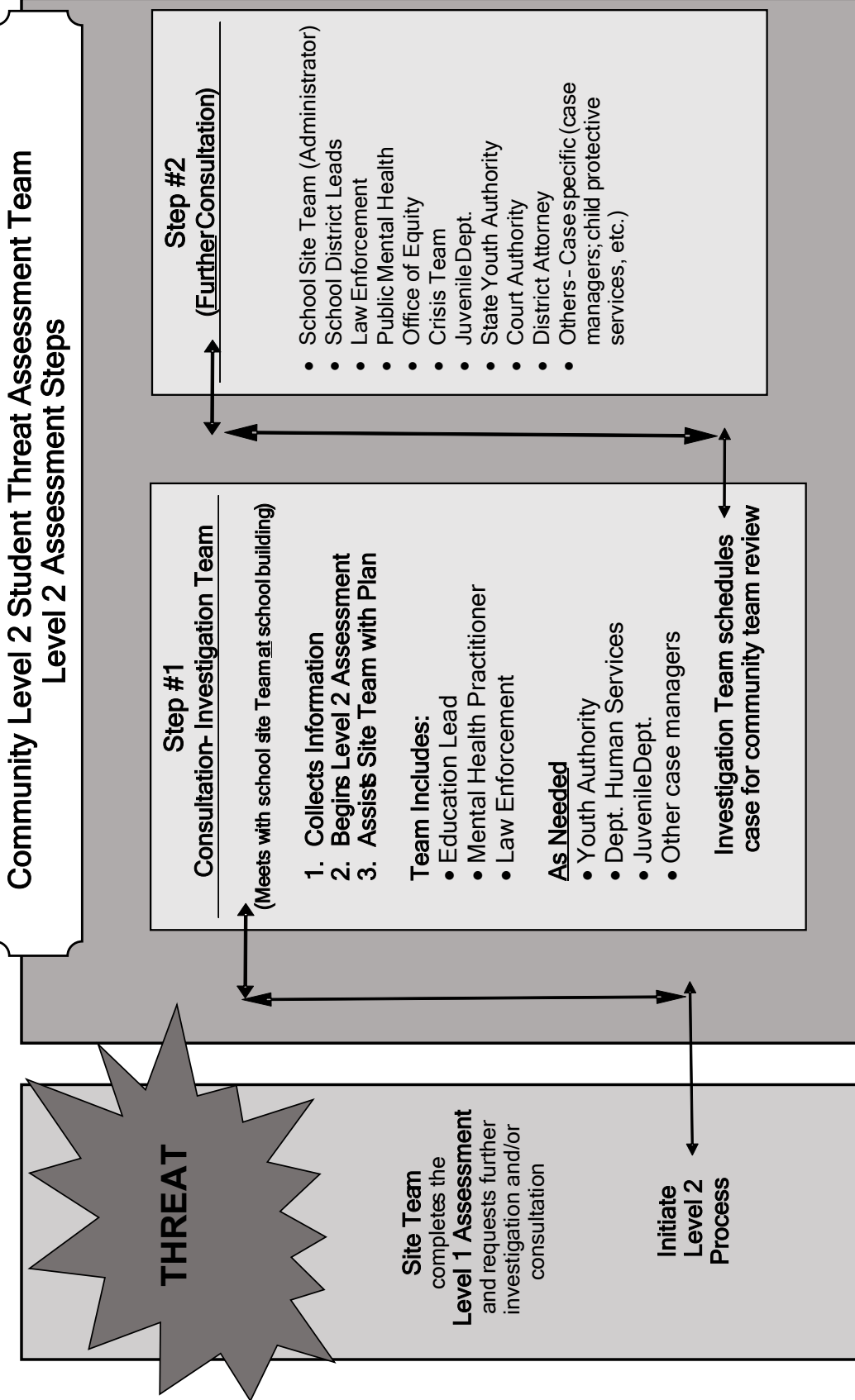
Reckless and vindictive behavior, family dysfunction, academic failure, and social crisis are all risk factors that can aggravate an already risky situation.

SECTION 4

SALEM KEIZER CASCADE MODEL

PREVENTIVE STUDENT BEHAVIORAL THREAT ASSESSMENT and MANAGEMENT SYSTEM

Flow Chart level 2



STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
LEUR Investigation
~ Level 2~

Student Name: _____ Student Number: _____

Date: _____

School: _____

Administrative Case Manager: _____

DOB: _____

Age: _____

Grade: _____

Special Circumstances: _____

Name of Guardian: _____

Date(s) of previous Level 1 or Level 2 Assessments:

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 (i.e., interventions, supervision planning, and aggression mitigation strategies); and 3) identifies situational 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 potential for aggression), 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 incident factors summarized below, or the further clarification regarding the contents of this report, please contact STAT as represented by _____ at _____ School District, _____ (phone number)

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/staff questionnaires (if not in attendance)
- Search of belongings
- Search of social media activity
- Other: _____

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; aggressive act; behavioral gestures; no actual actions; other.
- **Target was:** specific to person; specific to a population; focused (target and/or guardian notification complete); transient (a result of a reactive and transient situation); not noted.
- **Threat was communicated to:** potential target; others regarding potential target; as a generalized threat without a specific target; no communication; other.
- **Threatened aggression was:** mild (potential low impact and little to minimal injury); moderate (an injury could occur but would be short of serious or lethal); extreme or violent (serious or lethal injury); no threat of aggression; other.
- **Acted-out aggression was:** not present; 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); other.
- **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, and/or information gathering; rehearsal/simulation (repetitive viewing); acquired or attempted 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; other.
- **Attack schedule:** date and/or time set; implied; vague; no schedule or date indicated; other.
- **Plan to act out aggression:** details of plan are set; 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; other.
- **Method of aggression:** physical; objects; sharps; guns; bombs; fire; no method noted; other.
- **Weapons availability:** in home, secured; in home, unsecured; noted as available with extended family or friends; available in community; unavailable due to security and /or supervision; other.
- **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; other.

- **Self-harm concerns:** cutting; burning; no self-harm; 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; fascination with weapons (type); developmentally appropriate interest; interest is for amusement only or to shock others; no interest indicated; other.
- **Identification:** warrior or pseudo-commando; previous attackers; as an agent or soldier of a violent cause or belief system; developmentally appropriate psychological identification; no identification noted; other
- **Fixation:** increasing perseveration on negative/violent cause or person; vigilantism; negative characterization; extreme opinions with angry or violent undertones; fixation causing academic and/or social deterioration; negative emotionality within reason; none noted; other.
- **Motive:** control; injustice; lost love, rejection, or victimization; self-defense; recent loss; status change; humiliation; grievance; grudge; power; intimidation; bravado; extortion; other; no motive (threat was reactive); other.
- **Self-perspective (regarding life situation):** hopeless; desperate; overwhelmed, or highly stressed; victim of ridicule or rejection; victim of bullying; significant personal loss; loss of romantic or close personal relationship; personal failure; overly disciplined and /or punished; jealous and resentful; impacted by mental health issue (e.g., developmental limitations, disturbance of thought, mood issues); stable; untroubled; tolerable; optimistic; positive; hopeful of pro-social future; perspective is congruent with situation as seen by others; perspective is incongruent with situation as seen by others; other.
- **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; no JACA elements noted.
- **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; other.
- **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; other.
- **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; pro-social beliefs or values; commitment to school; pro-social involvement in sports, clubs, church, extra-curricular activities, band, music, pets, other:

SCHOOL FACTORS

- **504; Special Ed.; Regular Ed.:**
- **Special circumstances:**
- **Disciplinary action taken:**
- **Academics:**
- **Attendance:**
- **Attachment to school:**
- **Behavioral history:**
- **Discipline history:**
- **Educational goals or plan:**
- **Other 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:** pro-social; 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); other.
- **Community support level:** community resources employed; community resources exhausted; beginning to explore resources; no community support. **List resources being used:**
- **Other concerns:**

PERSONAL FACTORS

- **Adjudication/law enforcement contact:**
- **Recent changes in behavior and/or beliefs:**
- **Pattern of behavior:**
- **Management skills for typical social conflict:** pro-social, 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.

- **Emotional coping skills and reserves:** healthy and developmentally appropriate; varies by mood and swing; immature for age; limited and shallow — few healthy strategies/low emotional reserves; poorly developed strategies but accepts help; post-trauma or emotional distress interferes with use of skills or depletes skills quickly; has blocked skill development; other.
- **Anger management skills:** within developmental expectations; limited but defuses quickly and accepts helps and supervision; explosive and hostile; loses ability to reason and is unapproachable; loses control and is disruptive; quickly elevates 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 an 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; other.
- **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; other.
- **Trust level:**
- **Maladjustment:** exaggerated entitlement; externalize blame; superiority; alienation; dehumanizing behavior or attitude; self-esteem; empathy; remorse; manipulative and controlling, even at the expense of others' physical comfort; lacks moral or religious beliefs; values are socially maladjusted; other.
- **Recent loss or loss of status:**
- **Animal abuse:**
- **Fire misuse:**
- **Property destruction:**
- **Signs or symptoms of depression (e.g., sadness, loss of interest, low energy level, , changes in sleep or appetite, sullen, moody, apathetic, etc.):**
- **Drug and/or alcohol use:**
- **Mental health diagnosis/symptomology:**
- **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 (i.e., accessible, guarded, poor response, resistive, hostile, etc.)**
- **Planning or vision of future:**
- **Early police contact (prior to age 12) or prior arrests or convictions for aggression:**
- **Past willingness to hurt others:**
- **Past use of a weapon to hurt others:**
- **Other concerns:**

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; other.
- **Criminal history or law enforcement contact in family:**
- **Parents'/guardians' support level:**
- **Relationships within family structure:**
- **Parent/guardian-child dynamic:**
- **Parents' 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 and supervision of computer access:**
- **Extended family support level:**
- **Other concerns:**

GANG INVOLVEMENT FACTOR

- **Identification:**
- **Level of involvement:**
- **Role in gang (e.g., leader, instigator, follower, or toady):**
- **Expressed commitment:**
- **Willingness to act anti-socially on behalf of gang:**
- **Delinquent or aggressive/violent acts to date:**
- **Other concerns:**

OTHER

- **Collateral information:**
- **Social media (list accounts used, profile information, concerning use, etc):**
- **Current or historical medical concerns:**
- **Sleep problems:**
- **History of head injuries:**
- **Cultural considerations:**
- **Other concerns:**

LEVEL OF CONCERN

- **Statement of concern:** _____

Use the attached rubric to assist with determining the following levels of concern.

- There is no evidence or indication (through investigation of incident factors) that the student is making or posing a threat of targeted aggression (i.e., 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 (*choose one*: low; low to moderate; moderate; moderate to high; high) concern for reactive aggression (defined below).

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.

- Reactive aggression may cause or is intended to cause serious or lethal injury. _____

- The results of the threat assessment indicate that the situation identified above is, at this time, considered (*choose one*: low; low to moderate; moderate; moderate to high; high; imminent) concern for targeted aggression (defined below).

- Targeted aggression 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 attacking. The consideration occurs through the process of an idea with motive, planning, preparation, and eventually action.

STAT Level 2 - STAT Recommendations

These recommendations were generated through the efforts of the Mid-Valley 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 the concern for 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 Mid-Valley Student Threat Assessment Team (STAT).
2. Administrator will request further assessment if concern for aggression escalates (see Risk Factors guide).
3. Continue Level 1 Management Plan.
4. Warn intended victim(s) and/or guardians.
5. Design and implement a safety plan (using the Plan to Protect Targeted or Victimized Student form) for identified targets/victims.
6. Consider targeted student's physical and psychological safety needs.
7. Initiate protective response.

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences and discipline.

- **Individual/Student Options:**

1. Individual Accountability Plan.
2. Initiate Suicide Risk Assessment (SRA).
3. No-harm contract signed.

4. Student will self-manage. Describe:
5. Student will identify triggers, identify agitators, and agree to “safe room” or resource of support.

- **School Options:**

1. Refer to trauma-informed intervention program/process.
2. Consider strategies for problem-solving the grievance (e.g. mediation, counseling, restorative practices, etc.)
3. Review educational plan.
4. 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.
5. 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 a guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform protective services. Document the date, time, and guardian’s response.
6. Consider specialized class options.
7. Implement travel card and time accountability.
8. Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
9. Consider social skill building programs.
11. Increase supervision in the following settings:_____.
12. Make modifications of daily schedule (e.g., late arrival/early dismissal).
13. Require entry/exit check with:_____.
14. Alert staff and teachers on a need-to-know basis.
15. Decrease or eliminate pass time or unsupervised time.
16. Conduct intermittent checks of backpack, locker, pocket, purse, etc.
17. Assign identified staff to build trusting relationship through check-in or mentorship: administrator; mentor; child development specialist/counselor; school resource officer; teacher; other.
18. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
19. Offer other interventions or supervision strategies that will directly address the triggers and agitators identified in this assessment.
20. Identify and further develop activities, relationships, or experiences of value that inhibit the possibility of acting out.
21. Provide school counselor or other school-based mental health intervention.
22. Request parent/guardian consent for an authorization form to allow communication between the school and medical/mental health provider.
23. Refer to district social worker.
24. Provide referral to appropriate school team to consider alternative placement, such as administrative transfer, expulsion, or interim alternative educational

- setting (IAES), per district policy. (If risk criteria are met, the district may unilaterally remove a student to IAES; however, if the student is receiving specialized instruction, the IEP team decides the actual placement.)
25. Recommend home supervision pending further assessment.
 26. Refer to appropriate Special Ed. Team for (psycho-educational evaluation/ special education; review education goals and placement options; referral to alternative education placement.) (NOTE: If student is on an IEP/504 plan, any change in placement or special ed. services must be done through the Special Education Team process or 504 Team process.)
 27. Refer to behavior specialist, behavior team, or other behavior support resources.
 28. Continue to monitor communications and behavior for an escalation of concerns for aggression (see attached Risk Factor guide).
 29. Conduct safety planning at the site of attendance.
 30. Referral for diversion.
 31. Other school option: _____.
 32. Refer to restorative practice program/process. For example, if both parties are amenable (student/s with problematic behavior and those they have harmed or threatened), conduct a meeting allowing those who have been harmed or threatened to describe the impact of the behavior and the type of actions necessary to repair hurt, restore trust, and discuss how to move forward from the isolated incident.

- **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. Other: _____
5. Use a Family Social Media Contract or refer to www.commonssensemedia.org for information on appropriate youth media usage.
6. Request that parents increase supervision and vigilance.
7. Refer for domestic violence intervention and safety panning.
8. Refer to parent training classes.
9. Review and pursue crisis and/or mental health services.

- **Community Options:**

1. Refer to Youth Service Team or other community-based youth support team.
2. Refer for district (STAT) mental health evaluation.
3. Review mental health options and providers for possible evaluation and/or counseling.
4. Consider anger management programs.
5. Alcohol/drug evaluation and/or counseling.
6. Other: _____
7. Refer to mentoring programs.
8. Notify probation/parole officer.
9. Connect to faith-based community programs.
10. Foster positive community activities and interests.
11. Explore grant money assistance for inhibitors and other needs.
12. Refer to parenting programs.

LEVEL OF CONCERN RUBRIC and GLOSSARY

(Note: The following reference is provided to define the terms and statements made within this report. For further questions, please refer to www.studentthreatassessment.org or call _____ at (phone number).

BEHAVIOR

TARGETED: The attacker considers and selects a particular target prior to an 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. The behavior 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.

LEVEL OF CONCERN FOR AGGRESSION

Levels of concern are transitory and can either decrease or increase as a result of changes in circumstances (e.g., 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 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.
- The threat is implausible or lacks detail and realism.
- The context of the threat suggests that action is unlikely.

- Little history exists of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior is aggressive but has little potential for physical injury (e.g., minor bullying).
- Threats are for stress relief, bravado, and affect.

MODERATE:

- Indication exists of some premeditation or planning, with general implications of place, time, or target (but still falls short of a detailed plan).
- No strong indication exists of preparatory steps, although, there may be some veiled reference or ambiguous evidence of a threat possibility (e.g., reference to gun availability or fascination with a movie with theme or sequence specific violent act).
- Some inhibitors are present, as well as an indication of a desire for help.

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 are present.
- Student sees no or few alternatives to action.
- Precipitating events identified, with justification and the acceptance of consequences.
- Likely to qualify for immediate arrest or hospitalization.

IMMINENT:

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

<p>LEVEL OF CONCERN FOR REACTIVE/AFFECTIVE BEHAVIOR</p>
--

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 the student can be resistive and hostile given the identified agitation. The student is somewhat unstable and requires extra staff effort to restrain.
- Peers and staff are frequently on guard.

HIGH:

- Behavior is frequently impulsive, 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 to restrain aggression/violence.
- The 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 concern for targeted violence. If you have concerns, please contact your school administrator or principal, the school resource officer, or _____ at (phone number) 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 messages, texts, 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 past 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 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 and is often disguised as revenge or a 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 (e.g., teasing, rejection, or 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 their 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 escalating situation.

UPDATES AND FOLLOW-UP NOTES

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, or why you are here? _____

2. It 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? (Note peer conflict, teacher/peer interaction, awareness of behavior and affect, etc.) _____

5. How is school? What's going on in school right now? (Note conflict, grades, possible precipitating events, etc.) _____

6. How are things in the rest of your life? (Note family, community, staff, and 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? (Note stabilizing factors, inhibitors, and support.) _____

10. What kinds of things (e.g., clubs, sports, church, scouts, etc.) are you involved in? _____

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 the 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 and 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 Mid-Valley 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 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: _____

_____ (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.

This is the Law Enforcement Level 2 investigative guide. It should be used 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 school district leadership and community mental health disciplines. A 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.

Information was gathered from the following sources of information:

- Police Department records database
- LEDS/NCIC
- DMV
- JJIS-Juvenile Justice Information System
- 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: _____

SITUATION / INCIDENT FACTORS:

• **Past STAT/SIRC 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 Planning

- **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
 - Perceives 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 the 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 uses appropriate resources
- Student engages in bullying/intimidation
- Perceives bullying and is distraught
- No indications of perception of bullying/rejection

- **Mental health concerns/suspicious:** 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: _____

LEVEL 2 MENTAL HEALTH ASESMENT

Student: _____ Age: __ Grade: ___ School: _____

Mental Health Practitioner: _____ Date: _____

This tool is to be used during a Level 2 team threat assessment and in conjunction with other threat assessment protocols conducted by a school education lead and a school resource officer (or other law enforcement officer). It is to be used in the assessment, intervention, and 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 concern for aggression), please review the contents while being mindful of supervision, intervention, and the passage of time.

Individual

Escalating De-Escalating Stable

1. Early behavior problems (<age10): _____
2. Risk taking: _____
3. Problems managing aggression: _____

Family

Escalating De-Escalating Stable

4. Severe marital/family strife: _____
5. Family aggression in community: _____
6. Anti-social parents/guardians:

7. Poor parenting practices (e.g., lax/punitive): _____
8. Child maltreatment (e.g., neglect/physical abuse): _____
9. Domestic violence: _____
10. Family endorses violence: _____
11. Sibling delinquency: _____
12. Early parent-child separations: _____
13. Poverty: _____

Peer/Community

Escalating De-Escalating Stable

- 14. Poor peer relations (unpopular): _____
- 15. Delinquent peers: _____
- 16. Availability of firearms: _____
- 17. Peers/adults endorse violence: _____

School

Escalating De-Escalating Stable

- 18. Frequent disciplinary problems: _____
- 19. Truancy/skipping school: _____
- 20. Low commitment to school: _____
- 21. Poor grades: _____

Alcohol

Escalating De-Escalating Stable

- 22. Early alcohol/drug use (6–11yrs.): _____
- 23. Serious substance use: _____
- 24. Sells drugs: _____

Mental Health

Escalating De-Escalating Stable

- 25. Hyperactive/impulsive/inattention: _____
- 26. Depression: _____
- 27. Anxiety: _____
- 28. Thought disorder: _____
- 29. Other: _____

Delinquency

Escalating De-Escalating Stable

- 30. Early police contacts (6–11yrs.): _____
- 31. Prior arrests/convictions: _____
- 32. Gang membership (current/past/desired): _____
- 33. Aggressive/violent offense(s): _____

Weapons

Escalating De-Escalating Stable

34. Has used weapons to harm others: _____

35. Has attempted to procure weapons: _____

Inventory of Aggressive/Violent Behavior

Escalating De-Escalating Stable

36. Unusual interest in violence: _____

37. Aggression causing serious injury: _____

38. Frequent acts of aggression: _____

SECTION 5

Memorandum of Agreement

Mid-Valley Student Threat Assessment Team

This Agreement made and entered into as of the date set forth below, by and between: Salem-Keizer School District, Willamette ESD, Marion County Mental Health, Polk County Mental Health, Juvenile Department, Marion County Sheriff's Department, Salem Police Department, Keizer Police Department, Oregon Youth Authority and District Attorney's Office.

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 in Marion and Polk Counties, and requires collaborative effort between agencies; and

WHEREAS, all parties are committed to improving services to youth identified by the Mid-Valley 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 Mid-Valley 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 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 in to 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 Salem-Keizer School District policy or procedure. (This includes the IEP process or placement in special education.)
3. Final decisions for management, intervention, and supervision are made by the level 1 school site team. Case management remains with the site team at the attending school.

STAT
(STUDENT THREAT ASSESSMENT TEAM)

STAT does not case manage. STAT is a consultation team that assesses violence and assists case managers with threat management and the identification of resources.

STAT CONFIDENTIALITY AGREEMENT

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

1. The confidentiality policies of your agency 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 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.

Sign Name

Title/Agency

Date

PRINT Name

SIGN IN SHEET

Student Threat Assessment Team

Date: _____

Student Name: _____ School: _____

- I have read the student threat assessment team confidentiality agreement.
- I will operate in accordance with the student threat assessment team confidentiality agreement.

Please PRINT your name below:

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

RECOMENDATIONS

STAT Level 2 - STAT Recommendations

These recommendations were generated through the efforts of the Mid-Valley 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 the concern for 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 Mid-Valley Student Threat Assessment Team (STAT).
 2. Administrator will request further assessment if concern for aggression escalates (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 Plan to Protect Targeted or Victimized Student form) for identified targets/victims. Consider targeted student's physical and psychological safety needs.
 6. Protective response initiated by Security Department.
- **Individual/Student Options:**
 1. Individual Accountability Plan.
 2. Initiate Suicide Risk Assessment (use District Suicide Risk Assessment Protocol).
 3. Student will self-manage. Describe:
 4. Student will identify triggers and agitators and agrees to "safe room" or resource of support.
 5. 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. Consider specialized class options.
 4. Develop 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. Refer student to social skill building programs.
 7. Consider social skill building programs.
 8. Increase supervision in the following settings:
 9. Make modifications of daily schedule (e.g., late arrival or early dismissal).
 10. Require entry/exit check with:
 11. Alert staff and teachers on a need-to-know basis.
 12. Decrease or eliminate pass time or unsupervised time.
 13. Conduct intermittent check of backpack, locker, pocket, purse, etc.
 14. Assign identified staff to build trusting relationship through check-in or mentorship: administrator; mentor; child development specialist/counselor; school resource officer; teacher; other.
 15. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
 16. Offer 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 the possibility of the student acting out.
 18. Provide 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. Refer to district social worker.
 21. Referral to appropriate school team to consider alternative placement, such as administrative transfer, expulsion, or interim alternative educational setting (IAES), per district policy. (If criteria are met, district may unilaterally remove the student to IAES; however, if the student is receiving specialized instruction, the IEP team decides the actual placement.)
 22. Recommend home supervision pending further assessment.
 23. Refer to appropriate Special Ed. Team to consider: psycho-educational evaluation for special education; review of education goals and placement options; or referral to alternative education placement. (NOTE: If the student is on an IEP/504 plan, any change in placement or Special Education services must be done through the Special Education team process or 504 team process.)
 24. Refer to behavior specialists, behavior team, or other behavior support resources.
 25. Continue to monitor communications and behavior for an escalation of concerns for aggression (see Risk Factor guide).
 26. Conduct safety planning at site of attendance.
 27. 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.common sense media.org for information on appropriate youth media.
 4. Safety proof home.
 5. Request that parents increase supervision and vigilance.
 6. Refer for domestic violence intervention and safety planning.
 7. Refer parent to parenting classes.
 8. Review and pursue crisis and/or mental health services.
 9. Other:
 - **Community Options:**
 1. Refer to Youth Service Team or other community-based youth support team.
 2. Recommend mental health evaluation.

3. Review mental health options and providers for possible evaluation and/or counseling.
4. Refer to anger management program.
5. Refer to alcohol and drug evaluation and/or counseling.
6. Refer to parenting programs.
7. Refer to mentoring programs.
8. Notify probation/parole officer.
9. Refer to faith-based community programs.
10. Foster positive community activities and interests.
11. Explore grant money assistance for inhibitors and other needs.
12. Other:

LEVEL OF CONCERN RUBRIC AND GLOSSARY

TARGETED THREAT: The attacker considers and selects a particular target prior to an 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. The behavior 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: This involves harmful behavior that is directed at another person(s) and does not cause serious or lethal injury.

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

LEVEL OF CONCERN FOR AGGRESSION:

Levels of concern are transitory and can either decrease or increase as a result of changes in circumstances (e.g., 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 features from more than one level, and thus change as a result of addressing those features.

<h2>LEVEL OF CONCERN FOR TARGETED AGGRESSIVE BEHAVIOR</h2>
--

LOW OR MINOR:

- Vague or indirect information contained within the threat is inconsistent.
- The threat is implausible or lacks detail and realism.
- The context of the threat suggests that action is unlikely.
- Little history exists of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior is aggressive but has little potential for physical injury (e.g., minor bullying).
- Threats are for stress relief, bravado, and affect.

MODERATE:

- Indication exists of some premeditation or planning, with general implications of place, time, and target (but still short of detailed plan).
- No strong indication exists of preparatory steps, although, there may be some veiled reference or ambiguous evidence of a threat possibility (e.g., reference to gun availability or fascination with movie with theme or sequence for a specific violent act).
- Some inhibitors present, as well as an indication of desire for help.

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 are present.
- The student sees no or few alternatives to action.
- Precipitating events identified, with justification and the acceptance of consequences.
- The student is likely to qualify for immediate arrest or hospitalization.

IMMINENT:

- Same criteria as “High,” 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. The student is somewhat unstable and requires extra staff effort to restrain.
- Peers and staff are frequently on guard.

HIGH::

- Behavior is frequently impulsive, 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 to restrain aggression/violence.
- The 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: one in a letter-size manila envelope marked "Confidential" (pre-printed Confidential envelopes are available through the district supplies office as stock #_____) placed in the student's regular academic or cumulative file and a second copy in a working file in your office. Your school counselor / CDS should also have a working copy if involved in the supervision and management plan. Then update the student record to note the presence of a Confidential file.

Please keep in mind the following regarding the threat assessment system:

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 or placement in special education.)
3. Final decisions for management, intervention, and supervision are made by the level 1 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 regarding the risk level or the accuracy of information, please contact me at _____.

Thank you,

SECTION 6

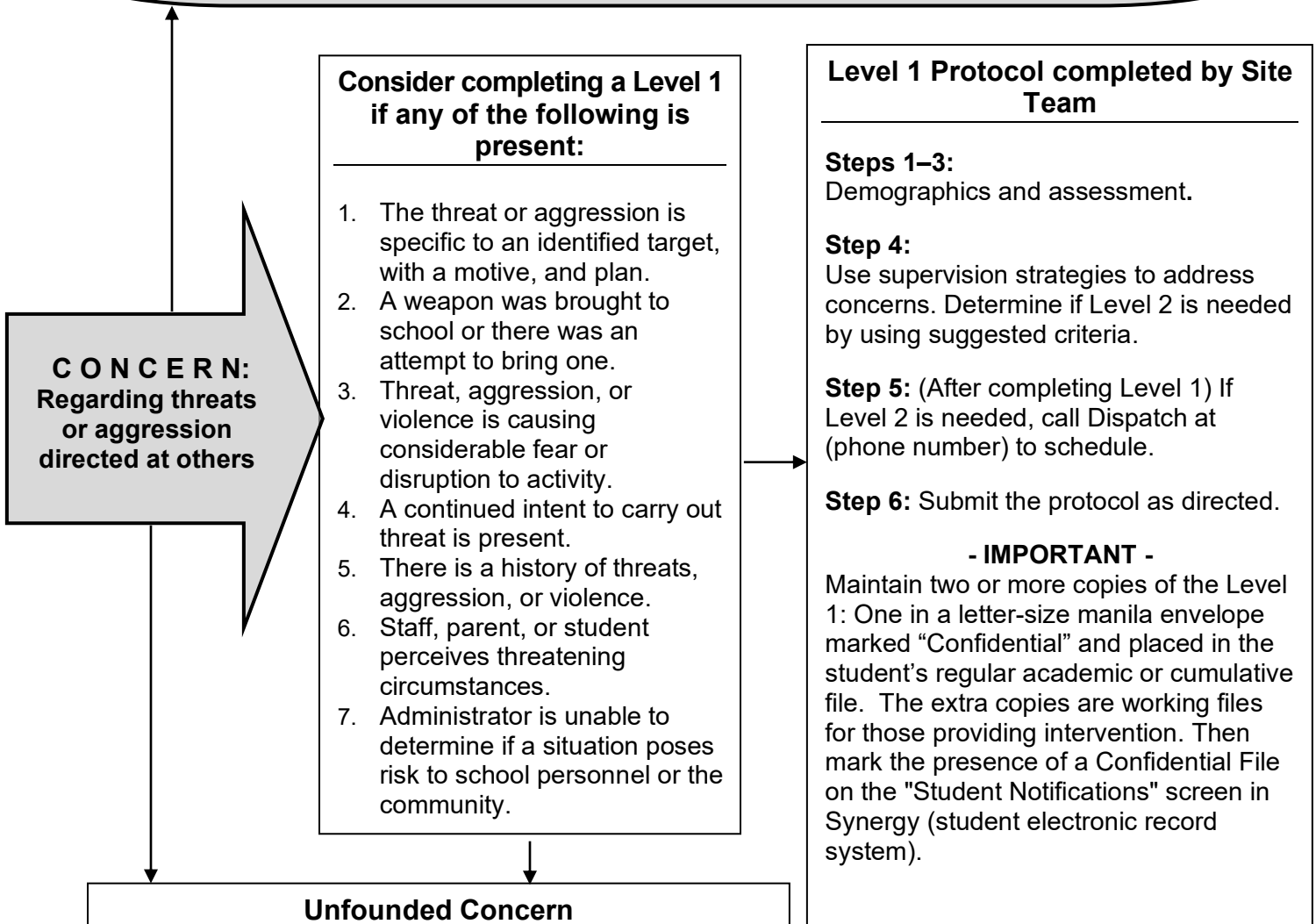
STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

~ LEVEL 1 PROTOCOL ~

(Version 2020)

- This system is designed for use with students who are engaged in behaviors 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 misusing fire, unless they are doing so as an act of aggression intending to cause severe or lethal injury to others. (If a suicide assessment, sexual incident assessment, or fire behavior assessment is needed, please consult the protocol guide pertaining to each assessment or call _____.)
- 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 EXISTS, CALL LAW ENFORCEMENT, LEVEL OFFICES, AND FOLLOW DISTRICT EMERGENCY PROTOCOL GUIDELINES.



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 potential for 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 situational factors that may increase concern for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does concern for aggression; 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, and other educators. (If education staff members are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- District/school security staff, 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, and probation officers if student is adjudicated or a ward of the state.
- Students should NOT attend this meeting. (Student information can be gathered through Student Interview and Student Witness Interview forms.)

An equity lens has been applied to the threat response process. The lens identified concerns regarding underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

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 _____ at _____.

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 a district level director.

- 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.)? _____

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)

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

ADMINISTRATOR/CASE MANAGER: Pat Smith DATE OF INCIDENT: X-X-XX

STUDENT NAME: Paul STUDENT #: xxx DOB: xxx AGE: 17 GRADE: Jr

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

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** and is followed by a short clarifying explanation. Review the questions as an outline for guided conversation investigating situational factors that suggest an increase in concern for 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 severity of the threatened aggression on the continuum below.

Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (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 low to moderate 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 Strike Rape Strangle Stab Shoot Bomb Kill

If aggression was acted out, locate the outcome or intended outcome on the continuum below.

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

Acted-Out Aggressive Behavior:

Scratch Bite Hit Fight Hit w/ Object Forceful Strike Rape Strangle Stab Shoot Bomb Kill

Describe the details of threat, dangerous situation, and/or acted-out behavior: Paul carries a knife to daily so that he can defend himself from his enemies. He identifies his enemies as Kevin, Darren, Michael, and Jeff. Paul says that these four boys have been the bullying him since he was a freshman. He says that they meet him after school on his path home and push him around, calling him derogatory names and humiliating him in front of his girlfriend. He says he is unable to get home without passing their houses. He has been practicing knife fighting skills using a system called Krav Maga and believes that he will be efficient at fighting in two to three weeks. He insists that he will stab one or more of the boys if they continue to harass him and believes he will be seen as a hero and a vigilante in the public eye. His mother supports his plan and refuses intervention. Paul will not back off of his plan and intention to use a weapon. Additionally, he has used the knife in a gesture to intimidate his girlfriend into staying with him. The gesture cut her hand when she attempted to block it. Paul denies that the injury was intentional and insists that he was only showing off, not trying to intimidate her.

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 oral communication, art, email, internet use, social media, written language exercises, and other modes of communication. Threats can be indirect (e.g., ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (e.g., school shootings).

No Yes **Describe:** Paul is very transparent about his plan. He has communicated it directly to his girlfriend, his mother, and the school administrator.

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 is 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 plan or a similar plan. 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 such activities does not lead students to act out violently. Their use is considered attack-related behavior only when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (e.g., teasing, rejection, or loss) that further justifies the violence as a solution.

No Yes **Describe:** Paul has rehearsed and practiced his plan, which is to use a knife to cut and stab one or all of the four boys who he sees as his enemy. He will do this when he thinks he has the expertise to be successful (approximately two to three weeks from now). He has done research on knife fighting and has the weapon. He claims he will find other knives if the school takes his away.

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: Not currently. Paul has been suicidal in the past, but his confidence and self esteem have improved as a result of learning to fight.

5. Is the aggressive ideation focused on a specific, ongoing target?

Is there ongoing consideration or focus on a particular person, group, or student body? If the situation lacks an ongoing target, it may be a situation of reactive aggression, in which the individual involved perceives himself or herself 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: Yes, Kevin, Michael, Darren, and Jeff. Additionally, Paul says he will attack anyone else who tries to harm him or someone he cares about.

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

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 the student and parents/guardians directly about weapons availability and document their responses.*

No Yes Describe (How confident are you in your information?): A large lock blade knife. Paul's mother stated that she would like to see him get a gun when he old enough.

7. Are there indications of a focused or unusual interest in acts of violence, previous school or 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 people may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to question No. 3. It examines whether interest is a curiosity or a fascination or whether interest is an admiration for anti-social characters as role models and examples of how to justify violence for solving problems.

No Yes Describe: Paul identifies with special forces, but only as far as their hand-to-hand combat techniques. He is also somewhat fixated on vigilantism.

8. Are there indications of a motive that would justify the act of severely injuring another person?

If focus is on a specific target(s) (see question No. 5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. Motives may include revenge for lost love or humiliation, payback for a perceived injustice, revenge for bullying, desire to kill, infamy, and the desire to establish power. If the situation lacks motive, then it may revolve around reactive aggression. Reactive aggressive talk often has triggers that can rapidly agitate the situation. Such triggers are not usually motives but should be identified to avoid or eliminate them in the future.

No Yes Describe: Paul has an ongoing grievance with the targets that has lasted for three years. The grievance is the result of ongoing bullying and humiliation. Paul desperately wants to regain control and stand up for himself.

9. Are there indications of hopeless, overwhelming stressful, 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 in desperate solutions and last-ditch efforts to take control. Stressors may include humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, law enforcement contact, bullying, etc. It is

important to note that the point of this question is to examine the perception of the person or party with whom you are concerned, not necessarily what has been observed by others (e.g., staff, parents, other students, or the community).

No Yes Describe: Historically, Paul is a victim of considerable abuse and trauma. He has withdrawn socially and academically. The humiliation and injury he has received has caused a hypervigilance and world view that compels him to justify violence as a solution. Furthermore, he does not see any alternative to the problem.

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

Based on 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 exaggerated or complex threats but is unable to organize and execute them because of supervision, cognitive ability, or overall functioning, then feasibility drops.

No Yes Describe: Paul has the capacity to act out his plan. If his weapon is removed, he will find another.

11. Are values, beliefs, or ideas socially maladjusted (e.g., aggression is seen as an acceptable and justifiable method of problem solving)?

Socially maladjusted thinking can lead to justification and motive for violent behavior. The thinking process will indicate thoughtful consideration that follows a process of reason and justification that is anti-social and criminally harmful. (Unless it is accompanied by attack-related behavior (see question No. 3), communication or behavior that is a feature of a disability is less concerning than communication or behavior that is a feature of socially maladjusted thinking.)

No Yes Describe: Paul's mother supports and even encourages his vigilante thinking as well as his justification to use violence as a solution. Paul claims to be fully justified in using violence as a solution.

12. STOP AND REVIEW THE PREVIOUS QUESTIONS (No. 1 through No. 11) AND YOUR RESPONSES:

Highlight and identify responses where unintentional bias may have affected the response. Consider the following as you summarize the previous 11 questions: Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?

- Do the responses identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out a targeted attack?

No Yes

If yes, the risk of targeted aggression is indicated. Proceed with the assessment by moving on to number 13.

If no, do the responses indicate 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 reactive or affective. If the potential outcome of aggression is **severe or lethal injury**, proceed with the assessment by moving on to number 13. If the potential outcome of the aggression is **minor to moderate injury**, you may stop the assessment at this point and move to step 4, using the answers from questions 1–11 to identify situations, settings, and triggers that increase the likelihood of the behavior, and then develop strategies that will decrease that behavior.

- If answers to number 12 questions above are “no,” the situation does not pose a threat. 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 members concerned about a student’s potential for acting out aggressively?

Concerns may range from an odd discomfort to a complete list of reasons that 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 counselor, teachers, and Paul’s girlfriend are all concerned about him. His mother is concerned about his past depression and disfunction but is proud of his assertive move to become a man through violent solutions.

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., then the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!

No Yes Describe: Paul is completely marginalized and has no connections with school staffers or other prosocial adults.

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

What information or developments might increase the concern for acted-out aggression? What situations agitate or trigger aggressive thinking, threats, and aggressive behavior? Is there an indication that the student or students of concern are awaiting an event or action before making their final decision regarding violent behavior?

Describe: Bullying, humiliation, failure, abuse, rejection.

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

What information or developments may decrease the concern for acted-out aggression? Identify all positive influences (e.g., activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. A situation that lacks inhibitors poses a greater risk, since there is less to lose by acting out and little motivation toward healthy solutions.

Describe: Stop the bullying. Increase inhibitors and protective factors if possible. Negotiate options that are not violent. Hoping to get an apology from the bullies and their parents. Hoping to convince Paul to attend alternative education high school and connect with assistant principal as mentor and role model. Paul needs a positive, prosocial role model.

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

Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking to support the use of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors and 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):** Paul's peer group is actually his mother. She is more of a friend than a parent, and she supports his plan.

18. Is there a history of behavioral, drug or 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:** Paul academic functioning has been flat for the past two years. He is credit deficient and truant. His coping skills have been mostly withdrawal and retreat until now.

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

No Yes **Describe:** Paul witnessed considerable domestic abuse from his step father directed at his mother. He feels that he failed his mother and is determined to protect her, himself, and his girl friend from now on, even if it means stabbing or killing someone.

20. Other Concerns:

The Level 1 is not a fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of pertinent questions that encourage discussion and examination of concerns. 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: Paul and his mother are resistant to intervention at this point. They claim that they will be fine and believe that he will be exonerated for self-defense. Their thinking is skewed, but team members have not been able to convince them that Paul is in danger of arrest and detention.

CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

1. Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?
2. Review all previous questions and highlight/identify responses that indicate concern.
3. Identify your impressions and sense of urgency.
4. Is the potential aggression likely to cause severe or lethal injury?
5. Do the responses identify threats (i.e., actions, specific circumstances, and/or communications) that are focused on a specific target (i.e., individual or group) for a specific reason or motive, and involve planning and preparation with the capacity to carry out the event? If so, concern for *targeted aggression* is clearly indicated and must be addressed immediately.
6. Is there indication that an attack has been scheduled or an identified date when an attack may happen?

TAKE IMMEDIATE PRECAUTIONARY MEASURES TO PROTECT POTENTIAL VICTIMS AND ENSURE 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 MEASURES may include but are not limited to:

1. If concern for violence is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Operations and Safety and Risk Management Services 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. Since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

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

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

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences and discipline.

If Target(s) are identified:

- Warn intended victim and notify parent/guardian. (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.)
- Have Safety Risk Management Department initiate a Protective Response.
- 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(s).
- Other: _____

Individual Options:

- Individual Accountability Plan developed.
- Initiate Suicide Risk Assessment _____ (use District Suicide Risk Assessment Protocol)
- Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.). Describe: _____
- Other: Paul agreed to attend alternative education high school for five days if admin can stop the bullying and get letters of apology.

School Options:

(If student is on IEP/504 plan, any change in placement or Special Ed. services must be done through the 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 a 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; consider bus support plan.
- Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Consider specialized class.
- Institute travel card and time accountability.
- Provide access to social skill building programs.
- Consider strategies for problem-solving the grievance (i.e. mediation, counseling, etc.).
- Increase supervision in following settings: Alt ed HS
- Create modifications of daily schedule. Allow late arrival/early dismissal
- Alert staff and teachers on need-to-know basis.
- Decrease or eliminate pass time or unsupervised time.
- Conduct 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 SRO 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: Admin/mentor will assist Paul in problem solving and processing his pending break-up from his girlfriend.
- Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out: Explore interests, vocation, etc. that can be pursued through al ed or community resources.
- Provide 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.
- Referral to district social worker.
- Other: Continue to encourage private counseling.

- Offer referral to appropriate school team to consider alternative placement.
- Consider home supervision pending further assessment.
- If enrolled in a career technical program (CTEC) or other out of building programs, consider needs that may be specific to that program and alert staff.
- Referral to appropriate Special Ed. Team to consider Psycho-Educational Evaluation/Special Education.
(NOTE: Must be done through Special Education Team Process.)
- Referral to behavior specialists, teams, or other behavior support resources.

Family / Home Options:

- Strategize safety options/planning,
- Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.).
- Safety proof home (i.e., secure or remove all weapons and 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.
- Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Use a Family Social Media Contract or refer to www.common sense media.org for information on appropriate youth media.
- Other: Continue to build rapport with parent. Encourage family counseling and recovery services.

Community Options:

- Provide referral to Youth Services Team.
- Explore mental health evaluation options.
- Refer to anger management program/mediation program.
- Provide alcohol/drug evaluation.
- Refer to parenting program.
- Refer to mentoring program.
- Notify probation/parole officer.
- Refer to faith community program.
- Foster positive community activities/interests.
- Other: _____

Other Options: _____

Review:

Administrator will review the status of this plan (recommend doing so on a weekly or bi-weekly and decreasing as supervision/intervention decreases concern) and revise as needed on: Weekly until stabilized
 (date)

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

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

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

- If a student (s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearm-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 -

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

1. To begin the process, immediately contact _____) at:

 Enter phone number(s)

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.

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 LEVEL 2 REFERRAL



1. Is student adjudicated? Yes No

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

2. Is student a ward of the state or under other supervision? Yes No

If yes – Name of Caseworker: _____ Phone#: _____

3. Other agencies or individuals involved with the student (e.g., 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:

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

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

If yes, provide details: _____

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

6. Was a 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: Paul has been expelled and will attend alternative education high school

RECOMMENDATIONS FOR CASE MANAGERS (ADMINISTRATORS)

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Check in with teachers, coaches, campus monitors, counselors, and parents routinely for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Conduct status checks as often as necessary until your level 1 team determines the concern 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 Assessment and management plan.

Contact your district threat assessment consultant with any concerns or significant updates.

REVIEW NOTES

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

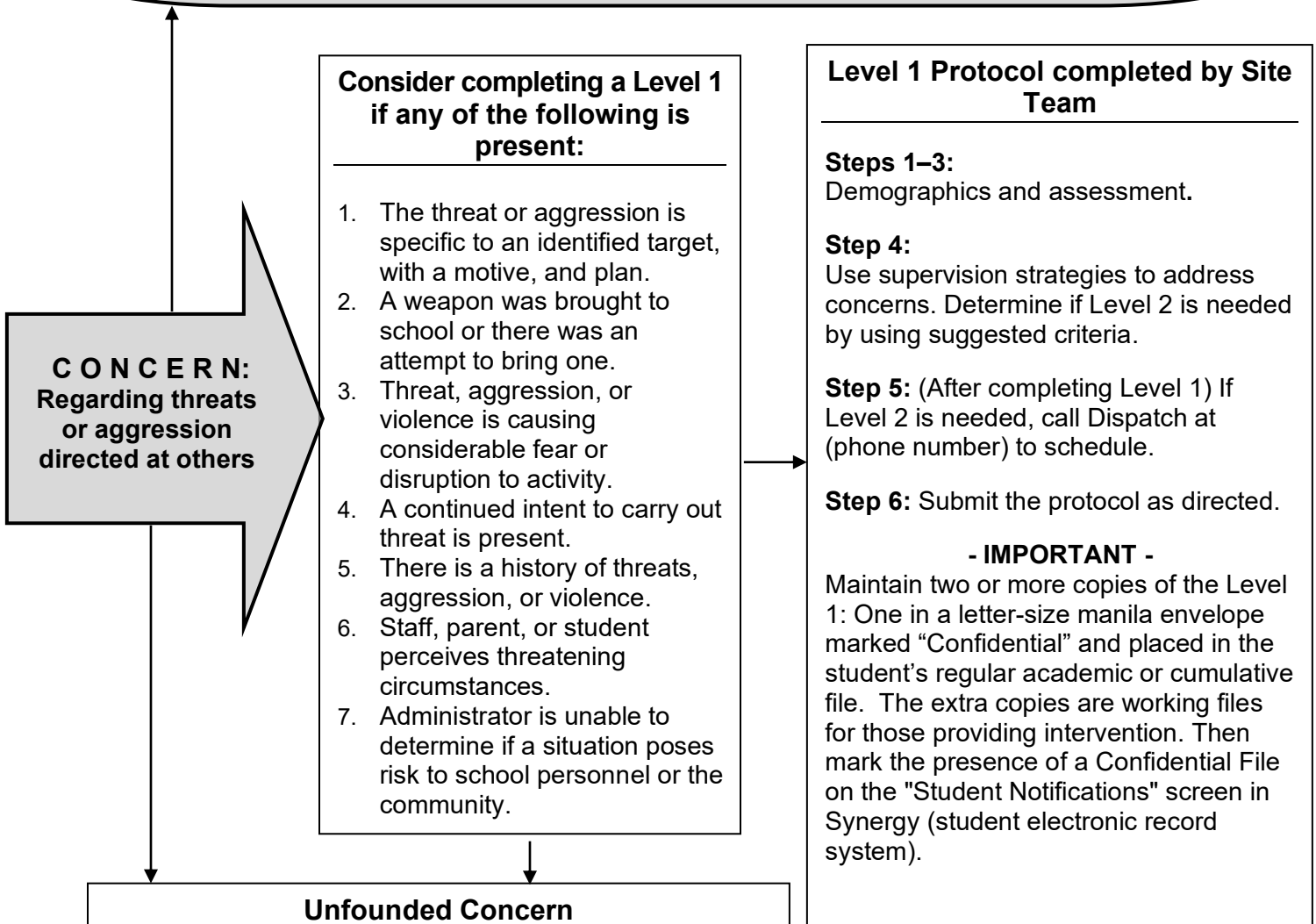
STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

~ LEVEL 1 PROTOCOL ~

(Version 2020)

- This system is designed for use with students who are engaged in behaviors 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 misusing fire, unless they are doing so as an act of aggression intending to cause severe or lethal injury to others. (If a suicide assessment, sexual incident assessment, or fire behavior assessment is needed, please consult the protocol guide pertaining to each assessment or call _____.)
- 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 EXISTS, CALL LAW ENFORCEMENT, LEVEL OFFICES, AND FOLLOW DISTRICT EMERGENCY PROTOCOL GUIDELINES.



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 potential for 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 situational factors that may increase concern for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does concern for aggression; 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, and other educators. (If education staff members are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- District/school security staff, 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, and probation officers if student is adjudicated or a ward of the state.
- Students should NOT attend this meeting. (Student information can be gathered through Student Interview and Student Witness Interview forms.)

An equity lens has been applied to the threat response process. The lens identified concerns regarding underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

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 _____ at _____.

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 a district level director.

- 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.)? _____

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)

SCHOOL: HHS SCHOOL PHONE #: _____ TODAY'S DATE: X-X-XX

ADMINISTRATOR/CASE MANAGER: Pat Smith DATE OF INCIDENT: xxx

STUDENT NAME: Maya STUDENT #: _____ DOB: xxx AGE: 15 GRADE: So

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

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** and is followed by a short clarifying explanation. Review the questions as an outline for guided conversation investigating situational factors that suggest an increase in concern for 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 severity of the threatened aggression on the continuum below.

Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (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 low to moderate 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 Strike Rape Strangle Stab Shoot Bomb Kill

If aggression was acted out, locate the outcome or intended outcome on the continuum below.

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

Acted-Out Aggressive Behavior:

Scratch Bite Hit Fight Hit w/ Object Forceful Strike Rape Strangle Stab Shoot Bomb Kill

Describe the details of threat, dangerous situation, and/or acted-out behavior: Maya brought eight knives to school to show her friends (six peers plus another fifteen students in the vicinity). The knives are ceremonial and of poor quality and are part of a power structure related to several fantasy games Maya and her friends play routinely. Maya denies any intent to harm herself or others. Investigation confirms that Maya was simply showing off her new knives and that there was no risk or threat associated with her 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 oral communication, art, email, internet use, social media, written language exercises, and other modes of communication. Threats can be indirect (e.g., ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (e.g., 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 is 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 plan or a similar plan. 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 such activities does not lead students to act out violently. Their use is considered attack-related behavior only when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (e.g., teasing, rejection, or 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: _____ Not currently. But historically, Maya does not do well with loss and has been suicidal as a result of being abandoned by her mother. She has been in therapy for the past two years.

5. Is the aggressive ideation focused on a specific, ongoing target?

Is there ongoing consideration or focus on a particular person, group, or student body? If the situation lacks an ongoing target, it may be a situation of reactive aggression, in which the individual involved perceives himself or herself 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: _____ No threat, no target.

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

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 the student and parents/guardians directly about weapons availability and document their responses.*

No Yes Describe (How confident are you in your information?): _____ Maya has a knife and sword collection, supervised by her father. The collection is part of her gaming.

7. Are there indications of a focused or unusual interest in acts of violence, previous school or 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 people may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to question No. 3. It examines whether interest is a curiosity or a fascination or whether interest is an admiration for anti-social characters as role models and examples of how to justify violence for solving problems.

No Yes Describe: _____ Maya identifies as a wizard (her role in D&D game). Her role models are teachers, her father, and other prosocial adults.

8. Are there indications of a motive that would justify the act of severely injuring another person?

If focus is on a specific target(s) (see question No. 5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. Motives may include revenge for lost love or humiliation, payback for a perceived injustice, revenge for bullying, desire to kill, infamy, and the desire to establish power. If the situation lacks motive, then it may revolve around reactive aggression. Reactive aggressive talk often has triggers that can rapidly agitate the situation. Such triggers are not usually motives but should be identified to avoid or eliminate them in the future.

No Yes Describe: _____

9. Are there indications of hopeless, overwhelming stressful, 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 in desperate solutions and last-ditch efforts to take control. Stressors may include humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, law enforcement contact, bullying, etc. It is important to note that the point of this question is to examine the perception of the person or party with whom you are concerned, not necessarily what has been observed by others (e.g., staff, parents, other students, or the community).

No Yes Describe: _____ Not currently, but there is worry that she will decline if she is expelled for the weapons violation. Maya has been in therapy for past two years and is doing very well in school and at home.

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

Based on 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 exaggerated or complex threats but is unable to organize and execute them because of supervision, cognitive ability, or overall functioning, then feasibility drops.

No Yes Describe: _____ There is no plan.

11. Are values, beliefs, or ideas socially maladjusted (e.g., aggression is seen as an acceptable and justifiable method of problem solving)?

Socially maladjusted thinking can lead to justification and motive for violent behavior. The thinking process will indicate thoughtful consideration that follows a process of reason and justification that is anti-social and criminally harmful. (Unless it is accompanied by attack-related behavior (see question No. 3), communication or behavior that is a feature of a disability is less concerning than communication or behavior that is a feature of socially maladjusted thinking.)

No Yes Describe: _____ Maya is a kind and friendly student who made a mistake bringing her new knives to school to show her fellow game players. She is remorseful and regrets her mistake but notes that she just couldn't resist showing them because the knives are so "cool."

12. STOP AND REVIEW THE PREVIOUS QUESTIONS (No. 1 through No. 11) AND YOUR RESPONSES:

Highlight and identify responses where unintentional bias may have affected the response. Consider the following as you summarize the previous 11 questions: Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?

- Do the responses identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out a targeted attack?

No Yes

If yes, the risk of targeted aggression is indicated. Proceed with the assessment by moving on to number 13.

If no, do the responses indicate 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 reactive or affective. If the potential outcome of aggression is **severe or lethal injury**, proceed with the assessment by moving on to number 13. If the potential outcome of the aggression is **minor to moderate injury**, you may stop the assessment at this point and move to step 4, using the answers from questions 1–11 to identify situations, settings, and triggers that increase the likelihood of the behavior, and then develop strategies that will decrease that behavior.

- If answers to number 12 questions above are "no," the situation does not pose a threat. 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 members concerned about a student's potential for acting out aggressively?

Concerns may range from an odd discomfort to a complete list of reasons that 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., then the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!

No Yes Describe: _____

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

What information or developments might increase the concern for acted-out aggression? What situations agitate or trigger aggressive thinking, threats, and aggressive behavior? Is there an indication that the student or students 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?

What information or developments may decrease the concern for acted-out aggression? Identify all positive influences (e.g., activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. A situation that lacks inhibitors poses a 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 to support the use of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors and 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 or 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 fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of pertinent questions that encourage discussion and examination of concerns. 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. Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?
2. Review all previous questions and highlight/identify responses that indicate concern.
3. Identify your impressions and sense of urgency.
4. Is the potential aggression likely to cause severe or lethal injury?
5. Do the responses identify threats (i.e., actions, specific circumstances, and/or communications) that are focused on a specific target (i.e., individual or group) for a specific reason or motive, and involve planning and preparation with the capacity to carry out the event? If so, concern for *targeted aggression* is clearly indicated and must be addressed immediately.
6. Is there indication that an attack has been scheduled or an identified date when an attack may happen?

TAKE IMMEDIATE PRECAUTIONARY MEASURES TO PROTECT POTENTIAL VICTIMS AND ENSURE 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 MEASURES may include but are not limited to:

1. If concern for violence is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Operations and Safety and Risk Management Services 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. Since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

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

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

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences and discipline.

If Target(s) are identified:

- Warn intended victim and notify parent/guardian. (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.)
- Have Safety Risk Management Department initiate a Protective Response.
- 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(s).
- Other: _____

Individual Options:

- Individual Accountability Plan developed.
- Initiate Suicide Risk Assessment _____ (use District Suicide Risk Assessment Protocol)
- Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.). Describe: _____
- Other: Maya will reach out if she becomes sad or distressed by possible discipline action. Maya will be coached on self care.

School Options:

(If student is on IEP/504 plan, any change in placement or Special Ed. services must be done through the 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 a 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; consider bus support plan.
- Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Consider specialized class.
- Institute travel card and time accountability.
- Provide access to social skill building programs.
- Consider strategies for problem-solving the grievance (i.e. mediation, counseling, etc.).
- Increase supervision in following settings: _____
- Create modifications of daily schedule. Allow late arrival/early dismissal
- Alert staff and teachers on need-to-know basis.
- Decrease or eliminate pass time or unsupervised time.
- Conduct 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 SRO 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: _____
- Provide 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.
- Referral to district social worker.
- Other: The district will make all efforts to keep Maya connected, moving forward, academically engaged, and involved in meaningful and positive activities. If she is expelled, she will be embraced by wrap around services to support her until she returns to HHS.
- Offer referral to appropriate school team to consider alternative placement.
- Consider home supervision pending further assessment.
- If enrolled in a career technical program (CTEC) or other out of building programs, consider needs that may be specific to that program and alert staff.
- Referral to appropriate Special Ed. Team to consider Psycho-Educational Evaluation/Special Education.
(NOTE: Must be done through Special Education Team Process.)
- Referral to behavior specialists, teams, or other behavior support resources.

Family / Home Options:

- Strategize safety options/planning,
- Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.).
- Safety proof home (i.e., secure or remove all weapons and 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.
- Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Use a Family Social Media Contract or refer to www.common sense media.org for information on appropriate youth media.
- Other: Father will increase Maya's therapy visits during expulsion.

Community Options:

- Provide referral to Youth Services Team.
- Explore mental health evaluation options.
- Refer to anger management program/mediation program.
- Provide alcohol/drug evaluation.
- Refer to parenting program.
- Refer to mentoring program.
- Notify probation/parole officer.
- Refer to faith community program.
- Foster positive community activities/interests.
- Other: Will enroll Maya in downtown gaming club and provide bus pass.

Other Options: School will assist parent in scheduling and paying for trombone lessons. School will hold a leading role in upcoming musical when Maya returns next semester.

Review:

Administrator will review the status of this plan (recommend doing so on a weekly or bi-weekly and decreasing as supervision/intervention decreases concern) and revise as needed on: Weekly until transition to alt ed is complete, then re-entry planning.

(date)

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

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

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

- If a student (s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearm-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 -

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

1. To begin the process, immediately contact _____) at:

 Enter phone number(s)

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.

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 LEVEL 2 REFERRAL



1. Is student adjudicated? Yes No

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

2. Is student a ward of the state or under other supervision? Yes No

If yes – Name of Caseworker: _____ Phone#: _____

3. Other agencies or individuals involved with the student (e.g., 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:

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

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

If yes, provide details: _____

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

6. Was a 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: _____

RECOMMENDATIONS FOR CASE MANAGERS (ADMINISTRATORS)

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Check in with teachers, coaches, campus monitors, counselors, and parents routinely for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Conduct status checks as often as necessary until your level 1 team determines the concern 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 Assessment and management plan.

Contact your district threat assessment consultant with any concerns or significant updates.

REVIEW NOTES

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

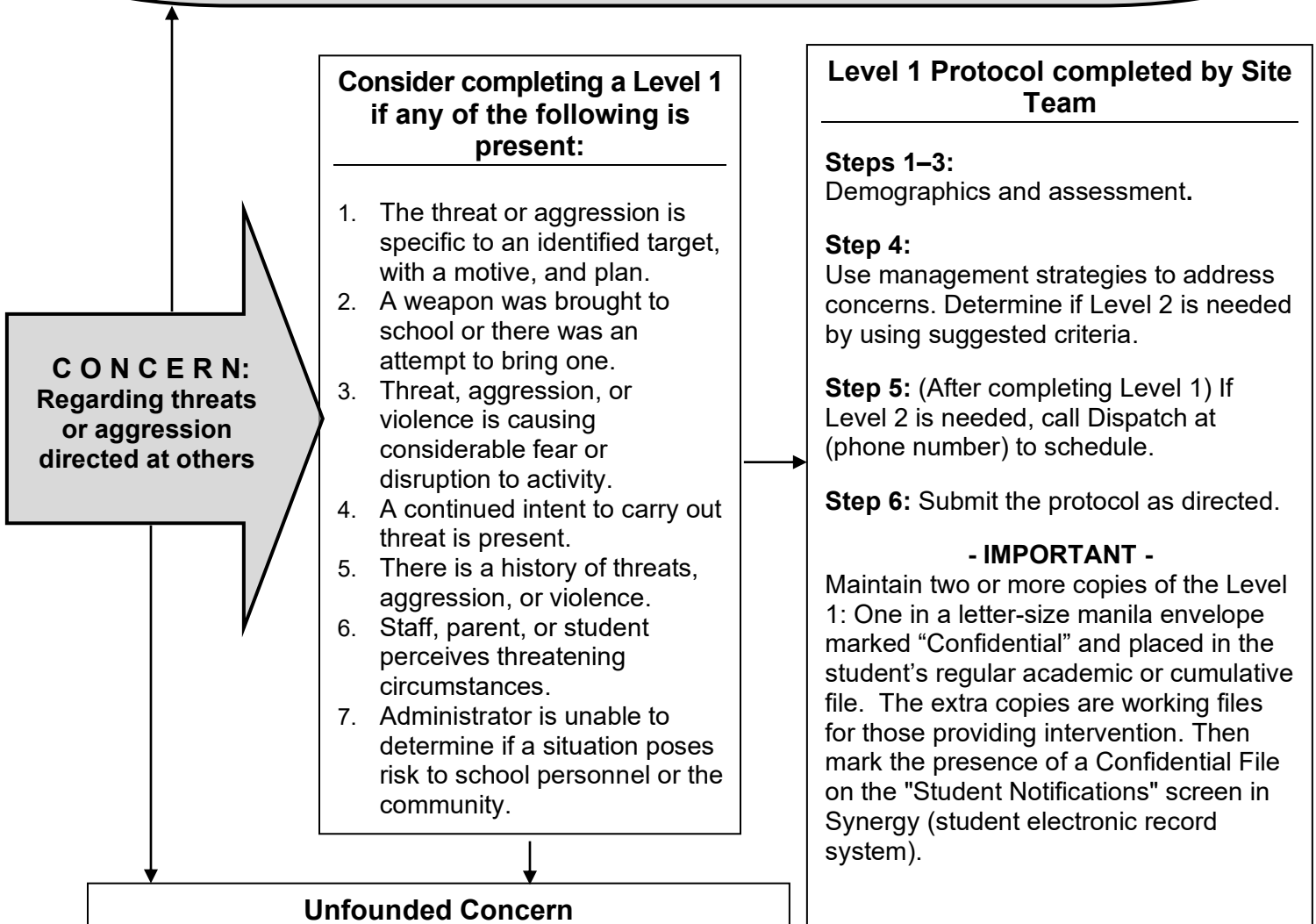
STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

~ LEVEL 1 PROTOCOL ~

(Version 2021)

- This system is designed for use with students who are engaged in behaviors 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 misusing fire, unless they are doing so as an act of aggression intending to cause severe or lethal injury to others. (If a suicide assessment, sexual incident assessment, or fire behavior assessment is needed, please consult the protocol guide pertaining to each assessment or call _____.)
- 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 EXISTS, CALL LAW ENFORCEMENT, LEVEL OFFICES, AND FOLLOW DISTRICT EMERGENCY PROTOCOL GUIDELINES.



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 potential for 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 situational factors that may increase concern for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does concern for aggression; 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, and other educators. (If education staff members are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- District/school security staff, 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, and probation officers if student is adjudicated or a ward of the state.
- Students should NOT attend this meeting. (Student information can be gathered through Student Interview and Student Witness Interview forms.)

An equity lens has been applied to the threat response process. The lens identified concerns regarding underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

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 _____ at _____.

STEP 1: ADDRESS 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 a district level director.

- 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.)? _____

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.

SCHOOL: Northwest High School **SCHOOL PHONE #:** 867-530-9999 **TODAY'S DATE:** 2-12-18

ADMINISTRATOR/CASE MANAGER: Coleen Van Friesland **DATE OF INCIDENT:** 2-10-18

STUDENT NAME: Johnny L. **STUDENT #:** 1.618033 **DOB:** 5-22-02 **AGE:** 15 **GRADE:** 10

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

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** and is followed by a short clarifying explanation. Review the questions as an outline for guided conversation investigating situational factors that suggest an increase in concern for 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 severity of the threatened aggression on the continuum below.

Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (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 low to moderate 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 Strike Rape Strangle Stab Shoot Bomb Kill

If aggression was acted out, locate the outcome or intended outcome on the continuum below.

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

Acted-Out Aggressive Behavior:

Scratch Bite Hit Fight Hit w/ Object Forceful Strike Rape Strangle Stab Shoot Bomb Kill

Describe the details of threat, dangerous situation, and/or acted-out behavior: 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 oral communication, art, email, internet use, social media, written language exercises, and other modes of communication. Threats can be indirect (e.g., ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (e.g., 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 is 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 plan or a similar plan. 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 such activities does not lead students to act out violently. Their use is considered attack-related behavior only when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (e.g., teasing, rejection, or 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/or intent? The wish to die, be killed, or die by 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 suicide risk assessment 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. He reports that he no longer has those thoughts.

5. Is the aggressive ideation focused on a specific, ongoing target?

Is there ongoing consideration or focus on a particular person, group, or student body? If the situation lacks an ongoing target, it may be a situation of reactive aggression, in which the individual involved perceives himself or herself 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: Jocks. Possibly the student body.

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

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 the student and parents/guardians directly about weapons availability and document their responses.*

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. Confident that parents are being honest with information.

7. Are there indications of a focused or unusual interest in acts of violence, previous school or 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 people may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to question No. 3. It examines whether interest is a curiosity or a fascination or whether interest is an admiration for anti-social characters as role models and examples of how to justify violence for solving problems.

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 that would justify the act of severely injuring another person?

If focus is on a specific target(s) (see question No. 5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. Motives may include revenge for lost love or humiliation, payback for a perceived injustice, revenge for bullying, desire to kill, infamy, and the desire to establish power. If the situation lacks motive, then it may revolve around reactive aggression. Reactive aggressive talk often has triggers that can rapidly agitate the situation. Such triggers are not usually 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, overwhelming, stressful, 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 in desperate solutions and last-ditch efforts to take control. Stressors may include humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, law enforcement contact, bullying, etc. It is important to note that the point of this question is to examine the perception of the person or party with whom you are concerned, not necessarily what has been observed by others (e.g., 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). We have some concerns about John's mental health, though his issues have not been documented diagnostically. John was referred for a psychoeducational evaluation for ASD in middle school, but his parents decided to decline the completion of the process stating that his problems were the result of their divorce and that they were addressing the issues through private counseling.

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

Based on 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 exaggerated or complex threats but is unable to organize and execute them because of 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 values, beliefs, or ideas socially maladjusted (e.g., aggression is seen as an acceptable and justifiable method of problem solving)?

Socially maladjusted thinking can lead to justification and motive for violent behavior. The thinking process will indicate thoughtful consideration that follows a process of reason and justification that is anti-social and intended to cause significant harm. (Unless it is accompanied by attack-related behavior (see question No. 3), communication or behavior that is a feature of a disability is less concerning than communication or behavior that is a feature of socially maladjusted thinking.)

No Yes Describe: John is socialized and for the most part, engages in pro-social thinking.

12. STOP AND REVIEW THE PREVIOUS QUESTIONS (No. 1 through No. 11) AND YOUR RESPONSES:

Highlight and identify responses where unintentional bias may have affected the response. Consider the following as you summarize the previous 11 questions: Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?

- Do the responses identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out a targeted attack?

No Yes

If yes, the risk of targeted aggression is indicated. Proceed with the assessment by moving on to number 13.

If no, do the responses indicate 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 reactive or affective. If the potential outcome of aggression is **severe or lethal injury**, proceed with the assessment by moving on to number 13. If the potential outcome of the aggression is **minor to moderate injury**, you may stop the assessment at this point and move to step 4, using the answers from questions 1–11 to identify situations, settings, and triggers that increase the likelihood of the behavior, and then develop strategies that will decrease that behavior.

- If answers to number 12 questions above are “no,” the situation does not pose a threat. 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 members concerned about a student's potential for acting out aggressively?

Concerns may range from an odd discomfort to a complete list of reasons that 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., then the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!

No Yes Describe: Gets along well with his teachers. John was able to quickly identified teachers that he likes. Many teachers enjoy his participation in class; although some are concerned about his stress level and the pressure he places on himself regarding his musical endeavors.

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

What information or developments might increase the concern for acted-out aggression? What situations agitate or trigger aggressive thinking, threats, and aggressive behavior? Is there an indication that the student or students of concern are awaiting an event or action before making their final decision regarding violent behavior?

Describe: There is a history of a strained relationship with his grandmother. This was documented last spring. John describes his relationship with her as extremely stressful and full of resentment.

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

What information or developments may decrease the concern for acted-out aggression? Identify all positive influences (e.g., activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. A situation that lacks inhibitors poses a greater risk, since there is less to lose by acting out and little motivation toward healthy solutions.

Describe: He's involved in band and choir, has a group of pro-social friends at school, is involved in a church youth group, respects his teachers and their opinions.

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

Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking to support the use of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors and 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): The group message string on social media that he was part of was engaging in negative, offensive, and provocative talk. There were other students referenced who have stated negative or violent thinking.

18. Is there a history of behavioral, drug or 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: A few referrals for oppositional behavior; however, nothing that is beyond typical adolescent behavior.

19. Are there 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. She is also concerned about his anxiety regarding his relationship with his grandmother and his musical ambition.

20. Other Concerns:

The Level 1 is not a fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of pertinent questions that encourage discussion and examination of concerns. 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: John is a bit of a prankster and a joker (which can be disruptive to the class), but overall, he is a good student, respectful to adults, and does not engage in conflict with peers.

CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

1. Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?
2. Review all previous questions and highlight/identify responses that indicate concern.
3. Identify your impressions and sense of urgency.
4. Is the potential aggression likely to cause severe or lethal injury?
5. Do the responses identify threats (i.e., actions, specific circumstances, and/or communications) that are focused on a specific target (i.e., individual or group) for a specific reason or motive, and involve planning and preparation with the capacity to carry out the event? If so, concern for *targeted aggression* is clearly indicated and must be addressed immediately.
6. Is there indication that an attack has been scheduled or an identified date when an attack may happen?

TAKE IMMEDIATE PRECAUTIONARY MEASURES TO PROTECT POTENTIAL VICTIMS AND ADDRESS 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 MEASURES may include but are not limited to:

1. If concern for violence is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact District Level Operations and Safety and Risk Management Services 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 or 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. Since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

STEP 4: DEVELOP A MANAGEMENT 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):

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences and/or discipline.

If Target(s) are identified:

- Warn intended victim and notify parent/guardian. (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.)
- Have Safety Risk Management Department initiate a Protective Response.
- 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(s).
- Other: Potential victims were noted in general terms. District sent out a communication noting that there had been a threat of violence to the school but that the threat assessment system was engaged and security was in place.

Individual Options:

- Individual Accountability Plan developed.
- Initiate Suicide Risk Assessment _____ (use District Suicide Risk Assessment Protocol)
- Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.). Describe: John agreed to journal his anxiety and frustrations and connect with mentor staff when he is troubled or angry.
- Other: _____

School Options:

(If student is on IEP/504 plan, any change in placement or Special Ed. services must be done through the 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 a 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; consider bus support plan.
- Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Consider specialized class.
- Institute travel card and time accountability.
- Provide access to social skill building programs.
- Consider strategies for problem-solving the grievance (i.e. mediation, counseling, etc.).
- Increase supervision in following settings: Mentor staff will walk with John during pass time to connect and monitor his needs. Create modifications of daily schedule. Allow late arrival/early dismissal
- Alert staff and teachers on need-to-know basis.
- Decrease or eliminate pass time or unsupervised time.
- Conduct 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 SRO Teacher Other: Will build on existing relationships with teacher.
- 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: _____
- Provide 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.
- Referral to district social worker.
- Other: Parent will drop off and pick up to and from school

- Offer referral to appropriate school team to consider alternative placement.
- Consider home supervision pending further assessment.
- If enrolled in a career technical program (CTEC) or other out of building programs, consider needs that may be specific to that program and alert staff.
- Referral to appropriate Special Ed. Team to consider Psycho-Educational Evaluation/Special Education.
(NOTE: Must be done through Special Education Team Process.)
- Referral to behavior specialists, teams, or other behavior support resources.

Family / Home Options:

- Strategize safety options/planning,
- Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.).
- Safety proof home (i.e., secure or remove all weapons and 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.
- Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- Use a Family Social Media Contract or refer to www.common sense media.org for information on appropriate youth media.
- Other: _____

Community Options:

- Provide referral to Youth Services Team.
- Explore mental health evaluation options.
- Refer to anger management program/mediation program.
- Provide alcohol/drug evaluation.
- Refer to parenting program.
- Refer to mentoring program.
- Notify probation/parole officer.
- Refer to faith community program.
- Foster positive community activities/interests.
- Other: _____

Other Options: _____

Review:

Administrator will review the status of this plan (recommend doing so on a weekly or bi-weekly and decreasing as supervision/intervention decreases concern) and revise as needed on: _____
 (date)

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

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

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

- If a student (s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearm-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 -

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

1. To begin the process, immediately contact _____) at:

 Enter phone number(s)

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.

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

INFORMATION NEEDED FOR LEVEL 2 REFERRAL



1. Is student adjudicated? Yes No

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

2. Is student a ward of the state or under other supervision? Yes No

If yes – Name of Caseworker: _____ Phone#: _____

3. Other agencies or individuals involved with the student (e.g., 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:

Name: Therapist Mackey, Jr. Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

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

If yes, provide details: _____

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

6. Was a 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: _____

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

1. Submit the protocol.

2. 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.

3. Update the Student Notifications screen in Synergy to indicate the presence of a confidential file.

***Note:** The Level 1 system is a school site-managed process. Level 1 protocols are not reviewed by any department staff unless a review is requested through a phone call or email. While copies of Level 1 protocols are housed on the Insight (SharePoint) database, these protocols are not tracked or reviewed by Safety and Risk Management Staff.

Team Signatures:

Coleen Van Friesland
Administrator, Plan Supervisor **Date**

Allan Sprinklewater
Counselor **Date**

Clement Carpenter
School Resource Officer **Date**

Other **Date**

Other **Date**

Other **Date**

NOTES: _____

Developed by John Van Dreal and Courtenay McCarthy at Salem-Keizer Public Schools® and Clem Spenner at Willamette Education Service District using the following information: Pynchon and Borum, Assessing Threats of Targeted Group Violence: Contributions from Social Psychology; Reddy, Borum, Berlun, Vossekuil, Fein, and Modzeleski, Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches; O’Toole, The School Shooter: A Threat Assessment Perspective; Fein, Vossekuil and Holden, Threat Assessment: An Approach to Prevent Targeted Violence; Meloy, Violence Risk and Threat Assessment, Specialized Training Services Publication; De Becker, The Gift of Fear; Johnson, Assessment of Violent and Potentially Violent Youth In the Schools. Calhoun, Hunters and Howlers. Vossekuil, Pollack, Bourne, Modzekski, Reddy, and Fein, Threat Assessment in Schools. A Guide to Managing Threatening Situations and to Creating Safe School Climates; Meloy and Hoffmann, International Handbook of Threat Assessment; Meloy, Mohandie, Knoll, and Hoffman, The Concept of Identification in Threat Assessment.

All above reference material can be linked from our web page:
www.studentthreatassessment.org

RECOMMENDATIONS FOR CASE MANAGERS (ADMINISTRATORS)

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Check in with teachers, coaches, campus monitors, counselors, and parents routinely for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Conduct status checks as often as necessary until your level 1 team determines the concern 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 Assessment and management plan.

Contact your district threat assessment consultant with any concerns or significant updates.

REVIEW NOTES

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

Review Date:

Notes: _____

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/ _____
Administrator, Plan Supervisor, Date

/s/ _____
Counselor, Date

/s/ _____
School Resource Officer, Date

/s/ _____
Other, Title, Date

/s/ _____
Other, Title, Date

/s/ _____
Other, Title, Date

NOTES: _____

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

All above reference material can be linked from our web page:
<http://www.studentthreatassessment.org>

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 Assessment 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 to participate.

The following is an examination of current circumstances, and as these circumstances change, so too does concern for aggression; 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: Johnny L. Date: 2-12-18

Administrator/Case Manager's Name: Coleen Van Friesland

Interviewer's Name: Allan Rainmaker

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 and others. (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 I 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 numb and detached. 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 (e.g., bullying, harassment, gang issues, school work, or 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. "I get 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 email to his therapist 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 accounts (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 (e.g., education staff, relative, or 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. Visits 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, maybe be a school psychologist. 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 says he does.
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 or go back to his therapist.

Step 3:

1. What is interviewer's relationship with student:

Difficult Neutral, Positive

In your opinion, was the student:

Guarded Defensive Communicative in a manner appearing open and honest

Student Threat Assessment and Management System

Parent/Guardian Interview - Level 1

Step 1: Directions for Case Manager:

This interview is only to be conducted by a school counselor or administrator as a supplement to the Level 1 Assessment Protocol (by phone or in person) if a parent/guardian does not attend the Level 1 Assessment meeting. 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 Assessment if the parent is not available, is unwilling to cooperate, 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 concern for aggression; 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: Johnny L. Date: 2-12-18 and 2-13-18

Administrator/Case Manager's Name: Coleen Van Friesland

Parent/Guardian's Name: Maria L.

Interviewer's Name: Allan Rainmaker

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 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, or Internet usage)? Does the student justify the use of violence as a means 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, which was addressed by his therapist.

4. Has the student become increasingly focused or agitated about a particular issue (e.g., 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. Do certain situations agitate the student or their inclination towards violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased their stress level? Have there been any relationship changes (e.g., peers or family) or belief changes? (7, 8, 9, 15, 17)

Spending time with his grandmother is a stress, but I occasionally need her help because I work long hours and need her to watch the kids and cook for them after school. He's also stressed about his multiple music activities.

6. What is the student's self-perception (e.g., 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 and/or alcohol issues with the student, family, or friends? (17)

No

8. Is the student involved with the Juvenile Department, Police, Child Welfare, 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 the help anymore.

9. What are student's positive activities, interests, and relationships, (scouting, church, sports, clubs, recreation, pets, family, friends, community, etc.)? (16)

Music/Band. Likes his teachers. Gets along well with his father. 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 felt concerned by a post, link, or comment the student made or explored?

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 we 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? (16) Difficult Neutral Positive

She regrets that she can't spend more time with him (due to her job).

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
LEUR Investigation
~ Level 2~

Student Name: Johnny L **Student Number:** 1.618033

Date: 2-13-18

School: Northwest HS

Administrative Case Manager: Coleen Van Friesland

DOB: 5-22-02

Age: 15

Grade: 10

Special Circumstances: None

Name of Guardian: Maria L.

Date(s) of previous Level 1 or Level 2 Assessments:

2-12-21

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 (i.e., interventions, supervision planning, and aggression mitigation strategies); and 3) identifies situational 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 potential for aggression), 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 incident factors summarized below, or the further clarification regarding the contents of this report, please contact STAT as represented by _____ at _____ School District, _____(phone number)

STUDENT THREAT ASSESSMENT TEAM (STAT)

The _____ Student Threat Assessment Team or STAT is composed 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/staff questionnaires (if not in attendance)
- Search of belongings
- Search of social media activity
- Other: _____

SITUATION OR INCIDENT FACTORS:

- **Source of information regarding threat or behavior:**
 - Peer 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:**

John was involved in a Facebook messenger (in the evening) in conversation with another student that became antagonistic and aggressive. John's communication suggested that he appeared to be finding an accomplice or someone to carry out a targeted attack. He linked a web page with information on how to make explosives and referenced using explosives to bomb the lockers of jocks and "hooking up" the other student with people who would be willing to shoot up the school. Local Police Department responded and interviewed John and his mother regarding the concerning communication. He was also interviewed the following day at school. John stated that he was attempting to scare the other student, wanted to manipulate him, and went too far. He disclosed that he has been researching topics, such as how to make bombs and videos of watching people die. John said that the conversation didn't seem real, he sometimes feels disconnected from reality, and feels as though he has battles in his head between the "light and the dark side". He reported that he watches violent movies and videos to "desensitize himself" for any impending apocalyptic-type situation and likes the fight-or-flight response he gets from watching intense and violent images. John reported that he has a very difficult relationship with his grandmother and, last year, had thoughts of hurting or killing her that he wrote in an email to his counselor. He is highly stressed by any interactions with her. No concerning items or weapons were found at John's house or in his locker.

- **The threat was indicated through:** specific and detailed communications.
- **Target was:** specific to person and population (grandmother and school).
- **Threat was communicated to:** others regarding potential target—social media for school population; therapist for grandmother.
- **Threatened aggression was:** extreme or violent (serious or lethal injury).
- **Acted-out aggression was:** No current acted out aggression. A level 1 threat assessment was completed last year after John was playing aggressively with friends, went into a classroom with the intention of hitting his friend with his instrument case (in a playful, but aggressive manner), and ended up hitting a teacher by accident, causing a concussion and neck injury.
- **Attack-related behavior:** Communications included indication of planning, research, preparation, attempting to acquire weapons, and recruiting an accomplice or someone to carry out a targeted attack. Student interview and history indicate concerns about violent ideation and research.
- **Attack schedule:** no schedule or date indicated.
- **Plan to act out aggression:** to recruit someone to engage in a targeted attack at school; no clear plan suggested for harming grandmother.
- **Method of aggression:** bombs, guns, knives at school; details to harm grandmother suggest "hurting or killing her."
- **Weapons availability:** No firearms in mom's home. Firearms in father's home, secured in a locking safe. Has a BB gun at father's house. Has experience with target shooting.

- **Suicide concerns:** No current indication. A Level 1 suicide risk assessment was completed last school year after John disclosed thoughts of wanting to die or be killed. Denies any current thoughts to harm self or wish to be harmed.
- **Self-harm concerns:** none.
- **Interest, orientation, and/or immersion in extreme aggression:** Entertainment preferences suggest violent themes that are specific to targeted violence. Plays Overwatch, Halo – calls them “basic shoot-em-uppers”. Research regarding bombs, images of death, fixation on “desensitization.” Immersed in movies with themes of violence and death.
- **Identification:** no identification noted; however, some fascinated with weapons, particularly bombs.
- **Fixation:** Perseveration, negative characterization, and angry undertones regarding animosity toward grandmother. No social or academic deterioration noted currently.
- **Motive:** Power and intimidation and athletic failure (regarding threat to school). Grievance (regarding grandmother).
- **Self-perspective (regarding life situation):** highly stressed but hopeful about the future.
- **JACA (DeBecker):** Does not appear to justify aggression, though communications are concerning. Has attempted alternatives to aggression but perceives that options are limited. Does not accept consequences of acting out aggressively. Has ability.
- **Perspective regarding targeted violence:** Student reports that it is a useful threat to intimidate or for bravado but does not see violence as an actual option.
- **Perspective of caregivers, peers, and education staff:** Parent has concerns related to increasing emotional and mental health issues. School has concerns about potential acted out extreme aggression.
- **Precipitating events:** Contact with grandmother. Emerging acute mental health concerns. Past family conflict.
- **Relationships with pro-social adults:** Trusting and successful. Mother and father. Church youth group leader. English teacher. Band teacher. History teacher.
- **Inhibitors/protective factors:** Choir. Acapella group. Band. Church youth group. Participates in school or community activities after school, 3 days per week.

SCHOOL FACTORS

- **504/Special Ed/General Ed:** General Education. A psychoeducational evaluation was recommended in elementary school due to concerns for Autism Spectrum Disorder and OHI (ADHD diagnosis) but parent did not agree to the evaluation. Instead, mother withdrew John with a plan to complete the year through homeschool. He re-enrolled in public school the following year.
- **Special Circumstances:** N/A
- **Disciplinary action taken:** In-school suspension.
- **Academics:** Good.
- **Attendance:** Good.
- **Attachment to school:** High.
- **Behavioral history:**
- **Discipline history:** 6 referrals in high school – this threat, 3 for insubordination, one for sexually harassing language, and one related to the assault last year (that led to the Level 1 threat assessment).
- **Educational goals or plan:** No

- **Other school concerns:** No concerns from teachers.

SOCIAL FACTORS

- **Strength of relationships, general impressions:** Has one best friend at school, Erik. Has a girlfriend, Maria, who attends Northwest High. She was a former Education Resource Center student with cognitive delays. Reports that he has many “online friends.” John has few close peer relationships but many acquaintances through his involvement in school activities.
- **Victimization history at school, home, and community (real or perceived):** None identified.
- **Social status:** Appears moderately accepted within group of students who are highly involved in music.
- **Peer group:** Fringe music group.
- **Role within peer group:** Unsure.
- **Peer group traits:** Within normal/accepted range of behavior.
- **Community support level:** Several community resources employed.

PERSONAL FACTORS

- **Adjudication:** No.
- **Recent changes in behavior/beliefs:** Reports increasing stress.
- **Pattern of behavior:** Generally easygoing, but impulsive and inattentive. Little conflict at school.
- **Management skills for typical social conflict:** This situation indicated that he uses bravado, intimidation, and threats of aggression.
- **Strategies used to stop victimization, teasing or rejection:** Unknown due to lack of reported victimization.
- **Personal view regarding use of aggression:** Justifies aggression only for self-defense.
- **Emotional coping skills and reserves:** Poorly developed strategies but accepts help. History of emotional dysregulation since early childhood.
- **Anger management skills:** Within developmental expectations in the school setting.
- **Coping skills for change:** Can take accountability for his actions.
- **Attitude:** Reasonably positive unless speaking of his stress or grandmother.
- **Stress level (real or perceived):** High.
- **Level of desperation or despair:** Low.
- **Need for attention, recognition, or notoriety:** Some attention seeking but typical for age and development.
- **Response to rules, authority, and structure:** Generally, responds well to rules, though impulsivity can interfere.
- **Self-perception of situation:** Some awareness of troubled situation and wants to change.
- **Trust level:** Adequate.
- **Maladjustment:** Lacks empathy and remorse.
- **Recent loss or loss of status:** None known.
- **Animal misuse:** No.
- **Fire misuse:** No.
- **Property destruction:** No.
- **Signs or symptoms of depression (atypical, sullen, moody, apathetic):** Irritability.

- **Drug/alcohol use:** No.
- **Mental Health diagnosis/symptomatology:** ADHD. Staff noted characteristics of ASD but no diagnosis. Reports past depression.
- **Medications:** None currently. History of Prozac.
- **Central Nervous System damage:** No.
- **Impulse or inattention problems:** Impulsive and inattentive.
- **Emotional trauma or victim of abuse:** Reports emotional trauma due to conflict with grandmother.
- **Previous psychiatric treatment or hospitalization:** Saw a mental health counselor for several visits last school year. Was exited from treatment because of improvement.
- **Past treatment/intervention accessibility and response (accessible, guarded, poor response, resistive, hostile.):** Accessible.
- **Planning or vision of future:** Wants to go to college, sing, and find a job in the psychology field.
- **Early police contact (prior to age 12) or prior arrests or convictions for aggression:** No.
- **Past willingness to hurt others:** Yes – injured a teacher last year at school; although the incident was reported as an accident when he swung his music case at another student (playfully, but rambunctiously) and hit the teacher instead.
- **Use of a weapon in past to hurt others:** No.
- **Other concerns:**

FAMILY DYNAMIC FACTORS

- **Resides with:** Mother and siblings. Visits father every other weekend.
- **Guardians:** Biological parents.
- **Foster placement:** No.
- **Ward of state:** No.
- **Siblings:** 9th grade brother in Northwest Developmental Learning Center. 6th grade sister in regular education.
- **Custody:** Biological parents.
- **Family history of:** Possible mental illness.
- **Parents/guardians support level:** Moderate.
- **Relationships within family structure:** John appears to care strongly for his family. Family members appear to share intimacy.
- **Parent/guardian – child dynamic:** John wishes his mother was more emotionally present. He reports a close relationship with his father.
- **Parent’s or family’s views on acceptable use of criminal behavior or criminal violence:** Not acceptable.
- **Supervision within the household:** Limited due to mother’s work schedule.
- **Parental control and limitations on behavior:** Parents appear able to control John’s behavior.
- **Computer access within the home/supervision of computer access:** Lack of supervision on smartphone.
- **Extended family support level:** Grandparents live across the street from the family and provide extensive support, though John’s contact with his grandmother is very limited.
- **Other concerns:**

GANG INVOLVEMENT FACTOR

- **Identification:** none.

OTHER

- **Social media (list accounts used, profile information, concerning use, etc):** Has Facebook account – “Johnny L.” – set to private. Instagram account – “fallout322_johnjohn”. Mostly anime images on both.

LEVEL OF CONCERN

- **Statement of concern:** John is a student who is experiencing considerable stress related to his musical ambition. He is also quite distressed over his relationship with his grandmother (his caretaker after school) and feels such resentment that he has fantasized in the past about harming or killing her. Unrelated, he has engaged other students on social media and provoked arguments that included his comments about acting out or recruiting someone else to act out violently against the student population in general and specifically the jocks.

Use the attached rubric to assist with determining the following levels of concern.

- 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 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.

- The results of the threat assessment indicate that the situation identified above is, at this time, considered moderate to high concern for targeted aggression (defined below) that is directed at John’s grandmother. Results indicate that the situation identified above is, at this time, considered moderate concern for targeted aggression that is directed at the school or other potential targets.

- Targeted aggression may cause or is intended to cause serious or lethal injury. Aggression directed at grandmother likely to cause serious or lethal injury. Aggression targeted directed at school students likely to cause serious or lethal injury if acted out.

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

STAT Level 2 - STAT Recommendations

These recommendations were generated through the efforts of the Mid-Valley 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 the concern for 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 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. Warn intended victim(s) and/or guardians.

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences and discipline.

- **Individual/Student Options:**

1. Individual Accountability Plan.
2. Student will identify triggers, agitators and agree to "safe room" or resource of support.

- **School Options:**

1. 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.
2. Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
3. Monitor technology use at school for any inappropriate material.
4. Increase supervision in following settings: cafeteria, hallways, before and after school.
5. Entry/exit check with: Security specialist.
6. Alert staff and teachers on need-to-know basis.
7. Decrease or eliminate pass time or unsupervised time.
8. Intermittent Check of locker, pocket, etc. Continue plan to not allow backpack at school.
9. Assign identified staff to build trusting relationship through check-in or mentorship: Counselor. Teacher.
10. Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.

11. Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out.
12. Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider. Coordinate communication with mental health provider to give information regarding the identified concerns and to coordinate interventions.
13. Continue to monitor communications and behavior for an escalation of Risk (see attached Risk Factor guide).
14. Referral to district social worker (must be made through brother's Special Education eligibility) to assist family in accessing community resources and understanding mental health concerns.
15. Consider providing access to reading material free from violent themes to redirect John to prosocial material.
16. Referral to district transition specialist to gain knowledge regarding potential inhibitors/possible community activities.

- **Family / Home Options:**

1. Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack.
2. Use a Family Social Media Contract or refer to www.commonsemmedia.org for information on appropriate youth media. Allow no access to media containing violent themes. Encourage reading material or other media with prosocial themes.
3. Safety proof home.
4. Parents contacted and will provide increased supervision and vigilance.
5. Review and pursue crisis and/or mental health services.
6. Limit any contact between John and his grandmother.

- **Community Options:**

1. Referral to the youth Services Team.
2. Review Mental Health options and providers for possible evaluation and/or counseling.
3. Mentoring programs.
4. Faith community programs.
5. Foster positive community activities and interests.
6. Explore grant money assistance for inhibitors and other needs.

LEVEL OF CONCERN RUBRIC and GLOSSARY

(Note: The following reference is provided to define the terms and statements made within this report. For further questions, please refer to www.studentthreatassessment.org or call _____ at (phone number).

BEHAVIOR

TARGETED: The attacker considers and selects a particular target prior to an 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. The behavior 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.

LEVEL OF CONCERN FOR AGGRESSION

Levels of concern are transitory and can either decrease or increase as a result of changes in circumstances (e.g., 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 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.
- The threat is implausible or lacks detail and realism.
- The context of the threat suggests that action is unlikely.

- Little history exists of serious risk factors or dangerous behavior.
- Inhibitors are present.
- Behavior is aggressive but has little potential for physical injury (e.g., minor bullying).
- Threats are for stress relief, bravado, and affect.

MODERATE:

- Indication exists of some premeditation or planning, with general implications of place, time, or target (but still falls short of a detailed plan).
- No strong indication exists of preparatory steps, although, there may be some veiled reference or ambiguous evidence of a threat possibility (e.g., reference to gun availability or fascination with a movie with theme or sequence specific violent act).
- Some inhibitors are present, as well as an indication of a desire for help.

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 are present.
- Student sees no or few alternatives to action.
- Precipitating events identified, with justification and the acceptance of consequences.
- Likely to qualify for immediate arrest or hospitalization.

IMMINENT:

- Same criteria as “High” 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 the student can be resistive and hostile given the identified agitation. The student is somewhat unstable and requires extra staff effort to restrain.
- Peers and staff are frequently on guard.

HIGH:

- Behavior is frequently impulsive, 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 to restrain aggression/violence.
- The 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 concern for targeted violence. If you have concerns, please contact your school administrator or principal, the school resource officer, or _____ at (phone number) 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 messages, texts, 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 past 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 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, and is often disguised as revenge or a 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 (e.g., teasing, rejection, or 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 their 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 escalating situation.

UPDATES AND FOLLOW-UP NOTES

Date: Per school admin. "I followed up with our social worker, and she said that referrals can only come from SpEd students. Also, I met with John on Tuesday to go over some changes (supervised technology, a check in w/an adult, and increased supervision by campus monitors). He seemed great with those supports. I've established that his social studies teacher, Mr. Gautama, will be his weekly check in person. Both were happy to begin meeting weekly.

I've connected personally with most of his teachers (still tracking down 3 of them). I gave them some brief information and asked that if they see any concerning behavior, or any increased stress levels to notify me immediately."

Date: 5-10-17. Per father. Interested in zombies and survivalist themes, reads zombie books. Interested in knives, think they look cool. Didn't think that was a concern before but now looking at it differently. Hasn't been concerned about violence/aggression but now will monitor closely. Has attributed his interest in immaturity rather than mental health issues. Brother has ASD. All males in family are somewhere along the spectrum. Is socially awkward. Grandmother is very difficult. Firearms in a safe at dad's home, dad is willing to change the lock. Firearms admonition given. Gave recommendations for family options – supportive of all. Talked about potential inhibitors. Concerned about potential for bullying or rejection but doesn't know of any specific situations. Father is receptive, positive, and supportive.

Date: 5-18-17. Per admin. Has left 3 phone calls for mom and she hasn't returned them. I will attempt to contact mom to get psychologist's name and ask for consent for social worker referral (for Ms. Piaget). No concerns at school. All teachers have been notified of concerns and are vigilant for any concerning behavior or communications.

District transition specialist met with John regarding inhibiting activities. When asked about the incident, he stated that he engage in that particular behavior again, but was not willing to say that he wouldn't engage in a similar behavior. He reported that he is involved in many activities and didn't have interest in others.

Reviewed at STAT. Overly affectionate with girlfriend. Follow up with mom/dad about mental health referral. Discussed potential summer band camp options. Possibility for Micah's teacher contact mom re: social work referral. Follow up 2 weeks.

Date: 5-19-17. Phone call with mom. Dr. Lucius Seneca at Childhood Health met with John yesterday. Is unsure what the mental health issues may be and wants to meet with him in

another month. Mom is committed to keeping him in mental health treatment even if he appears to improve. Doing well at home. Sleeping better, improved mood, less irritability. Keeping his phone in mom's room at night. Reading more. Interested in composing music. Met with John about making a plan about how he will clean use his smartphone when he gets it back. No contact with grandmother. Mom is concerned about John having extended unsupervised time this summer and is looking at options. Can district transition specialist contact mom with summer activity ideas? Mom gave consent for social worker referral.

Communicated this information to school admin.

Date: 5-30-17. Dr. Seneca (Northwest Health) – left message.

Date: 5-31-17. Conversation with Dr. Seneca. Mom and John understand concerns but feel like situation has resolved. John was somewhat resistant to ongoing counseling. Will see Dr. Anna Freud periodically. Will refer to ongoing therapy. Will consider making a referral to Early Psychosis Mental Health Program for evaluation. Contact with grandmother to warn of the threat. Wants to talk and would benefit from therapy. Would benefit from a mentoring relationship. Lacked remorse. Next visit is June 30.

Per admin. No concerns at school. Performed at talent show in acapella group and did well.

Date: 6-1-17. Reviewed at STAT. No one has been doing entry/exit check or check of belongings. Follow up with Jane to recommend that this continues. Also check instrument case. Transition counselor Gail Mendoza met with John on activities, future goals. Interested in Career Educational Technology Center. Says he will work with grandfather over the summer on constructing a house. District transition specialist will follow up with mom on summer activities. Mom has not returned calls to social worker. Discussed band camps this summer. Lead security specialist will check in with Northwest security staff to ensure that entry/exit checks and belongings checks are ongoing. Western Oregon University has Jazz Camp that is either overnight or day. Check in with music director on possibility of band camp. Follow up 6-15-17.

Date: 6-2-17. Made recommendation to admin on initiating entry/exit checks. John isn't bringing anything to school other than a notebook, band instrument and case are housed at school.

Date: 6-14-17. Did social media search. Strong interest in weapons – guns and knives. The vast majority of John's likes and comments on Facebook were related to weapons. The comments themselves aren't of particular concern but the amount and focus is quite high.

Met with music director on music options for summer. There is a band camp at Northwest in August for incoming students – potential for assisting in this program. South does have a marching band with a camp the 2nd week of August. Possible contacts are Ms. Ella (choral director at Northwest) on choir camps in the area, or Melody Ellington (band director at East Middle School) on band camps.

Per admin. Concerns about girlfriend making threatening comments. She made a painting with the word "blood." No concerns regarding John's communications or behavior. Admin will check in on band and choir camps and give me the information to share with mom. Gave information on my search of social media. I will contact mom and dad with this information.

Date: 6-15-17. John brought a bullet keychain to school today. It was about 4 inches long and appeared to be bought at a retail store. John didn't understand why he couldn't have it and asked for it back at the end of the day. Admin met with John to explain to him why this was concerning. She will also follow up with mom.

Reviewed at STAT. Girlfriend is moving out of the area. John has said that he will visit her over the summer. He also wants to get a job at the YMCA, and is talking about being in multiple music groups next year. Mom hasn't returned social worker's calls. Talk to admin about the possibility of social worker being invited to a school meeting to connect with mom. STAT agrees to fund a summer camp/activity if mom is able to identify one of interest. Gave information on John's social media activity related to weapons. Follow up 9-7-17.

Per admin - "Here are some links to some band/choir camps that I received from our instructors: OSU: <http://liberalarts.oregonstate.edu/school-arts-and-communication/sac-academy/summer-programs/precollege-programs/choir-camp>
Marylhurst: <https://events.marylhurst.edu/summer-camps/marylhurst-choir-camp/>
YMA (Held at Willamette): <http://www.ymainc.org/>
<http://www.wildwoodmusiccamp.org/> (California)
<https://musiccamps.uoregon.edu/>

Also – we have our Northwest band camp referral for August 7-12th. Ms. Ella said that students should have all the information for that. She also mentioned that East MS might have a band camp over the summer, and that it wouldn't be uncommon for a high school student to help out with that camp. I'm not sure who the contact person is over there, but music director will know.

Both the choir and band teachers said they would continue to send me information as they come across it. I'll be sure to forward it on to you.

<http://milesandmilesjazzcamp.com/>

Also – our Northwest Choir camp is from 8/28-8/30 (4-8pm) each day."

Date: 6-21-17. Mother – left message re: summer options and status update.

Date: 9-6-17. Admin saw John at school, who said he went to a ton of summer camps and was very busy. Jane will talk to each of John's new teachers about his plan.

Date: 9-7-17. Reviewed at STAT. Touch base with psychologist and parents. Has 3 music classes this semester. Social worker met with mom at end of the year – mom talked about getting him into counseling and positive activities, and didn't want any other services. Northwest can make another social worker referral for John this year, if needed. Follow up 9-28-17.

Date: 9-8-17. Left message for Dr. Seneca.

Date: 9-16-17. Dr. Seneca – Continuing to see John every 6 weeks. Seems happier, more positive. Dealing with his grandmother more appropriately. John appears to have a cognitive understanding of the concerning situation from last year, though he struggles with empathy/remorse. He has been communicating somewhat and friendly with Bobby. Dr. Seneca believes that John doesn't meet the criteria for Early Psychosis Intervention Mental Health program, and believes his statements from last year are more related to his either pranking or

possibly ASD-type presentation. No evidence of psychosis ongoing. Will continue to see John as long as he is interested thought likely will not be long-term. Communicated school concerns about fascination with weapons. Dr. Seneca will monitor for this as well.

Date: 9-27-17. Per admin. Very active with music. Social at school, seems positive. Connecting with peers in music classes/groups. No concerns at this point.

Date: 9-28-17. Reviewed at STAT. Shared information. No other concerns from the team.

Date: 10-12-17. Reviewed at STAT. Shared update. No concerns at Northwest. Follow up 1-18-18.

Date: 1-17-18. No behavior referrals this year. Passing grades in all classes.

Assistant Principal (substitute) – “Just spoke with John. What a nice young man! Very friendly. Very open. Very upbeat.

He sounds as if the stuff of the past is in the past. He says he has no issues with peers. He also says that he is still seeing a psychologist but only as in “touching base”, once every 3-4 months. Plans to go into the military upon graduation and wants to do something with his music going forward.”

Date: 1-18-18. Reviewed at STAT. Shared information gained from school. Lead security specialist will communicate STAT status to security specialists. STAT team recommends retiring the case due to stabilization, increase in inhibitors, and lack of current risk factors. Retire case.

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 Stepfather: 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.

SITUATION / INCIDENT FACTORS:

- **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.

SCHOOL FACTORS

- **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, stepfather 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.

OTHER

- **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:**
 - 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 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.

- 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.)

STAT Level 2 - STAT Recommendations

These recommendations were generated through the efforts of the Mid-Valley 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 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.

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 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.

MID-VALLEY
STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
Investigation
~ Level 2~

Student Name: Sam Smith

Student Number: 345678

Date: 3-31-18

School: Northeast High School

Administrative Case Manager: Julia Principal

DOB: 1-7-2002

Age: 16

Grade: 11th

Special Circumstances: Current IEP. DLC classroom placement.

Name of Guardian: Becky Smith (mother), Joe Jones (group home parent)

Date(s) of previous Level 1 or Level 2 Assessments: N/A

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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.

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.

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.
- **S/S of depression (atypical, sullen, moody, apathetic):** Moody.
- **Drug / alcohol use:** None suspected.
- **Mental Health diagnosis:** Diagnoses of Autism, OCD, severe anxiety, and Tourette’s.
- **Medications:** Currently prescribed Haldol (3x day), Clonidine (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.):**
- **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.)

STAT Level 2 - STAT Recommendations

These recommendations were generated through the efforts of the Mid-Valley 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 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.
9. Assign identified staff to build trusting relationship through check-in or mentorship: Administrator. Counselor. Teacher.
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
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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.

CONTACT

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