Oklahoma Public Schools Behavioral Threat Assessment and Management System

A COMPREHENSIVE SYSTEM FOR

STUDENT THREAT ASSESSMENT& MANAGEMENT

FOR K-12 SCHOOLS

PRESENTED BY

John Van Dreal Consulting

LLC

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SECTION 1

STUDENT THREAT ASSESSMENT SYSTEMS TRAINING OUTLINE

I. WELCOME AND INTRODUCTION.

- A. Review training schedule.
- B. Basic housekeeping.
- C. Introduce materials.
- D. History and justifications

|| BASIC PRINCIPLES AND SUPPORTIVE RESEARCH.

- A. Review of basic threat assessment concepts, risk factors, and research information that support the system and its protocols.
- B. Lab exercises.

III. SYSTEMS, PROTOCOLS, APPLICATON.

- A. Review entire threat assessment system (Level 1 and Level 2 process).
 - 1. Discuss FERPA, HIPAA and Confidentiality.
- B. Review and discuss any limitations in resources and application options that are unique to local system.
 - 1. Determine system adaptations needed to address those differences. Continue this exercise in item D.
- C. Review site-based protocol (Level 1). Consider future changes or needs.
 - 1. Level 1 training.
 - 2. Discuss method and delivery for school site team Level 1 trainings.
 - 3. Referral to Level 2 Team.
- D. Review design and protocol options available for Community

Team (Level 2).

- 1. Review protocols that fit needs of Community Team.
- 2. Train on protocols, meeting structure, and forms.
- 3. Determine means for follow-up and supervision.
- 4. Discuss membership of team and recommended agency participation.

IV. CONDUCT A STUDENT THREAT ASSESSMENT TEAM MEETING.

- A. Complete a full threat assessment using all protocols.
 - 1. Conduct a Level 1 assessment.
 - 2. Refer to Level 2.
 - 3. As an Investigative Team, conduct a Level 2 Investigation.
 - 4. As a Community STAT, conduct a staffing of the Level 2 impressions. Assess and manage threat.

V. CONCLUDE WITH Q & A AND NEXT STEPS

SECTION 2

THREAT ASSESSMENT	
& MANAGEMENT	
& MANAGEMENT	
& MANAGEMENT	

A COMPREHENSIVE SYSTEM FOR THREAT ASSESSMENT AND MANAGEMENT IN THE SCHOOLS

Presented by:

JOHN VAN DREAL
SCHOOL PSYCHOLOGIST
PRINCIPAL, JOHN VAN DREAL CONSULTING
DIRECTOR (Ret) SAFETY AND RISK MANAGEMENT SERVICES
SALEM-KEIZER SCHOOL DISTRICT
503-881-1915
johnvandreal@gmail.com

Website http://www.vandrealconsulting.com



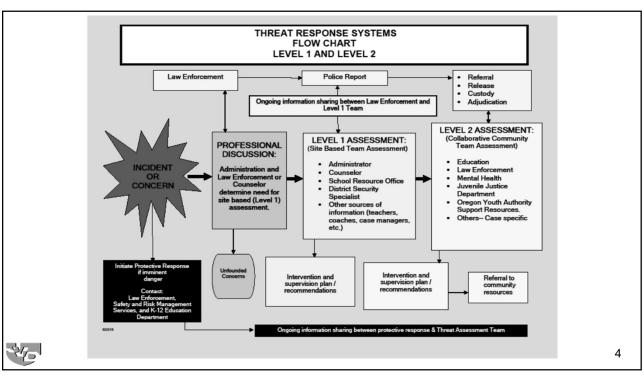
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The presentation will:

- Review the research and basic principles regarding threat assessment and threat management
- Review the steps, developmental procedures, and protocols necessary to develop a two-tiered, multi-disciplinary, multiagency 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 threat assessment
- Provide case exercises and conduct student threat assessments through the collaborative assessment process

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The presentation will <u>not</u>...

provide all of the training necessary to establish a level of expertise in leading Community Level threat assessment investigations or in leading community threat assessment teams.

Advanced training in 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, job shadowing Mid-Valley STAT team members, through the resources noted in the book or by searching the web for threat assessment training.



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READING:

Assessing Student Threats: Implementing the Salem-Keizer System (2nd Edition)

VanDreal, 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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PRESENTING TO LAW ENFORCEMENT AND PUBLIC MENTAL HEALTH

Dave Okada Lieutenant (Ret) Salem Police Department daves412@yahoo.com 503-856-4316

Allan Rainwater
Clinical Supervisor, Acute and Forensic Services
Marion County Health Department

1marglo@comcast.net
503-566-2975



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OTHER CONTACTS FOR CONSULTATION

Courtenay McCarthy, School Psychologist,
Threat Assessment Lead
Salem-Keizer Schools
Mccarthy_Courtenay@salkeiz.k12.or.us
503-930-4261

Seth Elliott, Consultant– Organizational Health,
Workplace Violence
selliott8152@gmail.com
541-619-2782

Clem Spenner, Threat Assessment Lead Willamette Education Service District Clem.spenner@wesd.org 503-949-6922



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- 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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- 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?





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 \bigwedge
- 4. Psychological Safety

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The Salem-Keizer Model

- 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



- 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



BASIC PRINCIPLES AND SUPPORTIVE RESEARCH



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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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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 <u>manage</u> 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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Level 1 Protocol



STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM ~ LEVEL 1 PROTOCOL ~

(Version 2020)

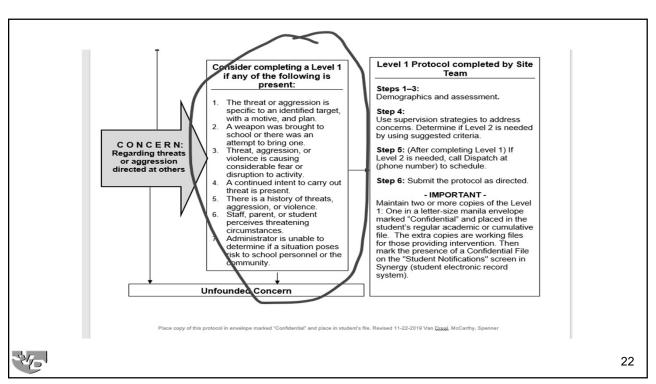
- This system is designed for use with students who are engaged in behaviors that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually, or who are misusing fire, unless they are doing so as an act of aggression intending 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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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

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 students transport.

- contact with student/students

- Contact with students udents.

 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 swerreaction 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 (5tep 4). If consultation is needed regarding this process, please contact _



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Equity in Threat Assessment

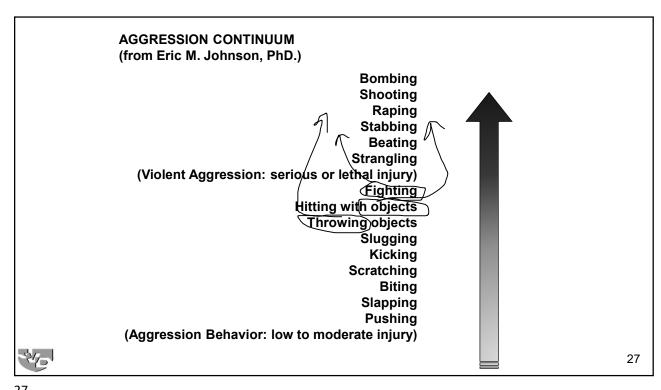
- Use an equity lens to assess the impact of your process on underrepresented populations.
- Be sure to approach information sources with cultural sensitivity and explore all leads.
- Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation.
- Review the assessment and intervention process by focusing on facts and behavior unique to the situation.
- Avoid assumptions and/or personalizing language and behavior.
- Include on your team or consult with a person from the same cultural background as the student being assessed.





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.
Place copy of this protocol in envelope marked "Confidential" and place in student's file. Revised 11-22-2019 Van Qggal, McCarthy. Spenner
Is law enforcement involved in the investigation or protective response? If so, provide the name of the investigating officer(s)
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:
STUDENT NAME:STUDENT #: DOB: AGE:GRADE:
5155ENT WAINE

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: _ 26



 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) (Less Frequent, Moderate Impact) (Infrequent, High Impact) (Frequent, Low Impact) Suggested or Threatened Aggressive Behavior: ☐ 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 Dreal, McCarthy, Spenner If aggression was acted out, locate the outcome or intended outcome on the continuum below. → MODERATE AGGRESSION MILD AGGRESSION ■ EXTREME AGGRESSION (VIOLENCE) (Less Frequent, Moderate Impact) (Infrequent, High Impact (Frequent, Low Impact) Acted-Out Aggressive Behavior: Fight Hit w/ Object Forceful Punch Rape Strangle Stab Shoot Bomb Kill Scratch Bite Hit 28

CONTEXT AND SITUATION WHAT IS THREAT ASSESSMENT?

Defined by the Safe Schools 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 perpetrator, the target and the situation they share. The question is "does the person within this situation 'pose' a threat," not "did the person 'make' a threat."





Reid Meloy gives this example when he instructs on warning behaviors:

Hw cn I rd ths wrds wtht ny vwls?





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'	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) (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 Qgggl, McCarthy, Spenner	
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	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:	
7		3

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 Threat/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).	
	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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Targeted and Reactive

- •REACTIVE / IMPULSIVE/ (AFFECTIVE)
- •TARGETED / PREMEDITATED / PREDATORY



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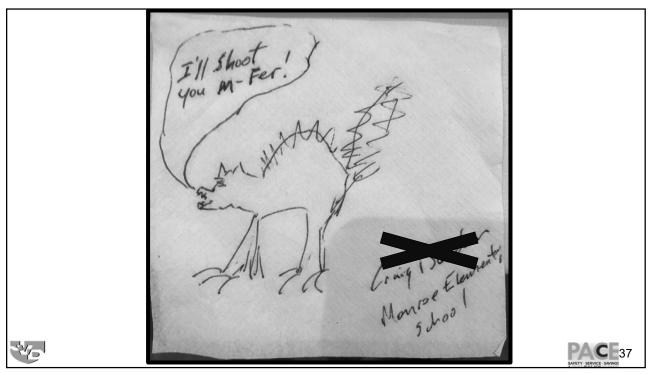
Reactive Aggression



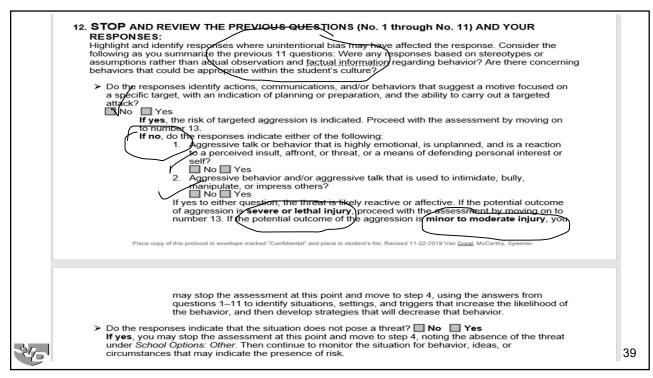
- Absence of planning
- Elevated emotional state
- Aggressor feels under immediate threat

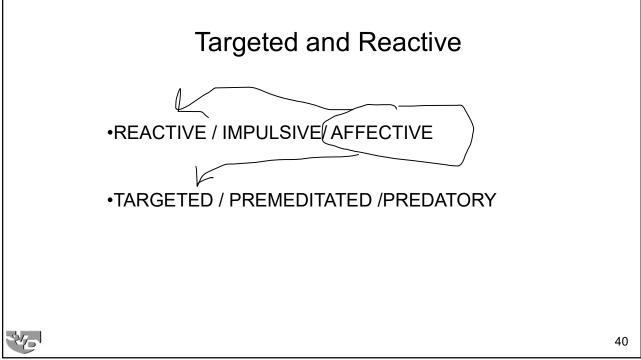
Borrowed from Reid Meloy

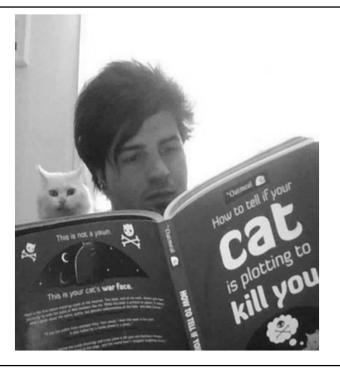












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Targeted Violence (Fein&Vossekuil, 1998; Cat example borrowed from Reid Maloy)

- 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.



PACE 42

The Exceptional Case Study

(Fein&Vossekuil, 1998)

- Targeted violence is not reactive or a result of "snapping"
- Result of an understandable and often discernible process of thinking and behaving
- No consistent profile
- Introduced the concept of Attack-related behavior—behaviors that move along a continuum of idea to action, including justification, planning, rehearsing, and logistical preparations
- Stems from an interaction between attacker and target, including past stressful events and current situation
- Mental illness plays almost no role in determining violence potential



Most attackers consider many targets prior to attacks



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ATTACK RELATED BEHAVIOR

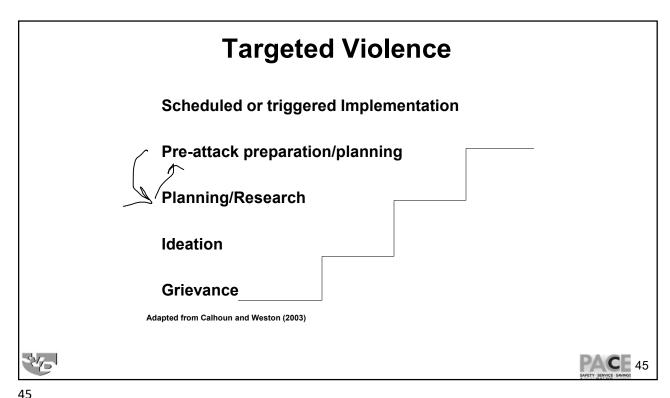
Behavior that supports the threat as a more serious consideration...

EXAMPLES:

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



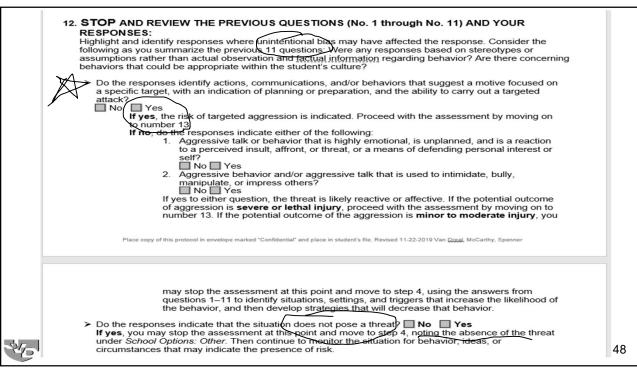
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AGGRESSION CONTINUUM (from Eric M. Johnson, PhD.) **Bombing Shooting** Raping **Stabbing Beating Strangling** (Violent Aggression: serious or lethal injury) **Fighting** Hitting with objects Throwing objects Slugging **Kicking Scratching Biting Slapping Pushing** (Aggression Behavior: low to moderate injury) 46

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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	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:	
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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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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 plan to harm others and carry out revenge or justice. No Yes Describe:	a	
	Place copy of this protocol in envelope marked "Confidential" and place in student's file. Revised 11-22-2019 Van Double, McCarthy, Spenner		
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 und 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:	er	
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. I No Yes Describe (How confident are you in your information?):		
-3/E		5	51

		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 plan to harm others and carry out revenge or justice.	а
		No Yes Describe:	
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\		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?):	

1. Shootings were rarely impulsive.

2. No consistent profile of school shooter.

SAFE SCHOOL INITIATIVE (continued)

- 3. Shooters had difficulty coping with loss and failure.
- 4. Shooters perceived or experienced severe longstanding rejection and bullying by peers.
- 5. Motives were mostly revenge and problem-solving.

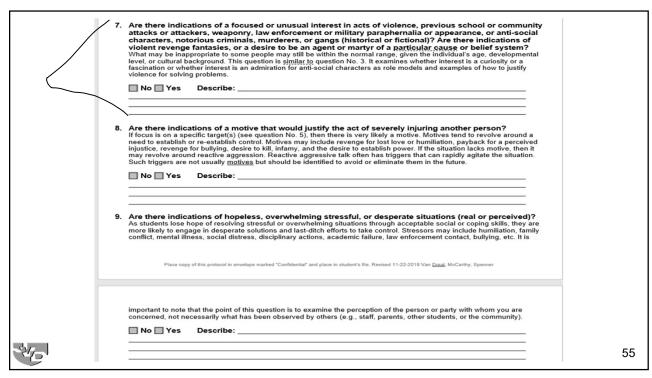
Key Points:

- 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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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 or plan to harm others and carry out revenge or justice. No Yes Describe:	of a	
		Place copy of this protocol in envelope marked "Confidential" and place in student's file. Revised 11-22-2019 Van Droal, McCarthy, Spenner		
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 un immediate threat, is in an escalated emotional state, and uses threats as a means of self-protection or defending interestand wants. No Yes Describe:	der	
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?):	ot	
3/10	•			54



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.
- Psychological problems and vulnerability: Mental illness, severe depression and abuse decrease emotional, psychological and coping reserves, thus magnifying impact of marginalization.
- 3. Cultural scripts: Oultural 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 <u>Campus Attacks: Targeted Violence</u>
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
 - Directly Communicated Threat





Warning Behaviors (Meloy, 2014)

- 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





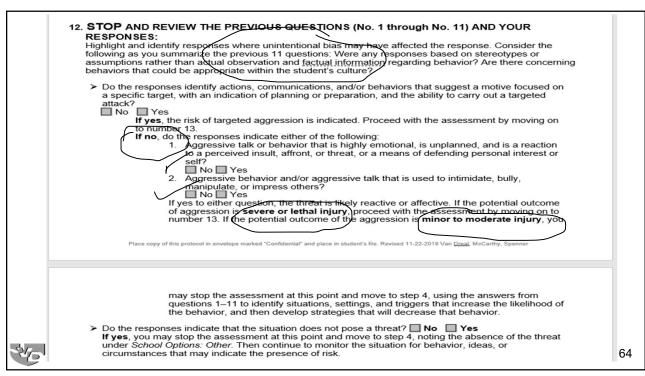
59

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 pre-establish control. Motives may include reverage 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 Place copy of this protocol in envelope marked "Confidential" and place in student's file. Revised 11-22-2019 Van Quag. McCarthy, Spenner 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).		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 marryr 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:	
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-W _C		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:	61

	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.)	
	No Yes Describe:	
2/701		

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	□ No □ Yes Describe:	
**/ _C		63



	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 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	
4/6	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. > Do the responses indicate that the situation does not pose a threat? No Yes If yes, 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 insuitor the entuation for behavior, ideas, or circumstances that may indicate the presence of risk.	65

out aggressively? Concerns may range considered or planne and, while there may or are currently conce	from an odd discomfort to a complete list of reasons that caution should be taken. If violence is being d, it is difficult to hide the indicators. In fact, sometimes little care is <u>actually taken</u> to hide intentions be little to no documentation of past behavioral issues, there may be several people who have been	
	Jeschibe.	
or within the come The greater and healt less chance there is come positive values, come	and successful relationships with one or more responsible adults, either on campus munity? thier the connection with teachers, coaches, parents, administrators, church leaders, etc., then the of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering nunity connections, and prosocial choices. If a student (or group of students) lacks connection to pro- lso marginalized within the student population, then intervention and connection are strongly	
No Yes I	Describe:	
attack? What information or o aggressive thinking, t	tees, events, or triggers <u>increase</u> or agitate the likelihood of a violent or aggressive developments might increase the concern for acted-out aggression? What situations agitate or trigger threats, and aggressive behavior? Is there an indication that the student or students of concern are action before making their final decision regarding violent behavior?	
Describe:		
What information or o (e.g., activities, event accountable pro-soci	tes, events, or inhibitors <u>decrease</u> the likelihood of a violent or aggressive attack? developments may decrease the concern for acted-out aggression? Identify all positive influences s, interests, relationships, goals, organization memberships, etc.) that promote responsible and al behavior. A situation that lacks inhibitors poses a greater risk, since there is less to lose by acting on toward healthy solutions.	
Describe:		
		66

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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Pre-Incident Indicators (or Antecedents)

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



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).



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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 prosocial 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 <u>decrease</u> 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:	
7/6		70

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Describe:	71

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?	
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:	72

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:

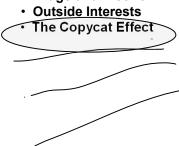
- Student's Attachment to School
- Tolerance for Disrespectful Behavior
- Inflexible Culture
 - Pecking Order AmongStudents
 - Code of Silence
 - Unsupervised Computer Access



FBI Critical Incident Response Group

Social Dynamics:

- Media, Entertainment, Technology
- Peer GroupsDrugs and Alcohol





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75

		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 us of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors and 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):	e is
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3/2	3		76

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.
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No Yes Describe:
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7/2	3	Describe.	78

Identify Concerns

- 1. Three boys, engaging in BB gun wars after school, violent first-person shooter games, knife collecting, and aggressive
- 2. One boy, has a large knife in his backpack (claims he used it hunting with his father the previous weekend and forgot is 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 Boy—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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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?
- Review all previous guestions and highlight/identify responses that indicate concern.
- 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 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.



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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 Dept, faith community, mentoring, etc.
- Removal (last resort)





	STEP 4: DEVELOP A SUPERVISION PLAN TO ADDRESS CONCERNS (Including aggravating factors) IDENTIFIED THROUGH STEP 3.
	ECOMMENDED INTERVENTIONS: (CHECK 🔯 IF IMPLEMENTED and NOTATE WHO WILL BE ESPONSIBLE FOR IMPLEMENTING THE INTERVENTION):
str tru	s you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention rategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering usting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering alidation and building on an individual's strengths.
Ad	dditionally, consider restorative practice as you address consequences and discipline.
	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).
V	Individual Options: Individual Accountability Plan developed. Initiat Suicide Risk Assessment Protocol) Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.). Describe: Other:
	Place copy of this protocol in envelope marked "Confidential" and place in student's file. Revised 11-22-2019 Van Dreat, McCarthy, Spenner

School Options: (If student is <u>on IEP/504</u> 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 ducational plan. Review ducational plan. Review transportation options; consider bus support plan. Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the proparation 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.). Interest of the strategies for problem-solving the grievance (i.e. mediation, counseling, etc.). Interest of the strategies for problem-solving the grievance (i.e. mediation, counseling, etc.). Alert staff and teachers on need-to-know basis. Docrease or eliminate pass time or unsupervised time. Conduct intermittent/random check of backpack, locker, pocket, purse, etc. by: Administrator CDS/Counselor SRO Teacher Other: Assign identified staff to build trusting relationship through check-in or mentorship: Administrator Administrator CDS/Counselor SRO Teacher Other: Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention or su	
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.	84

	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.	
	Place copy of this protocol in envelope marked "Confidential" and place in student's file. Revised 11-22-2019 Van <u>Droal</u> , McCarthy, Spenner	
	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.commonsensemedia.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 alcool/drug evaluation. Refer to parenting program. Refer to mentoring program. Refer to mentoring program. Refer to faith community program. Foster positive community program. Foster positive community program. Foster positive community activities/interests.	
	Refer to faith community program. Foster positive community activities/interests. Other: Other Options:	
	Review:	
-3/1 _D	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:	85

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?

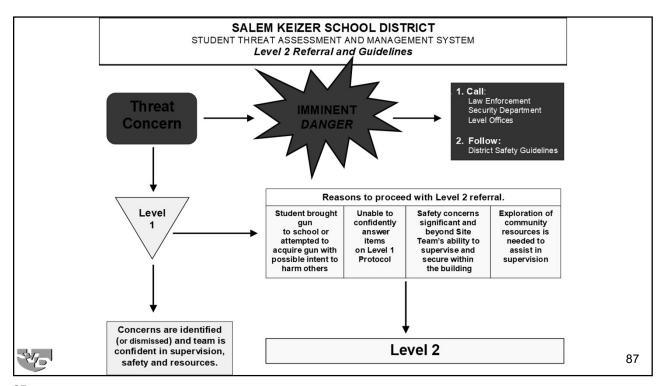
□ No □ Yes

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

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



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-		
Is student adjudicated? If yes – Name of Probation	Yes No	Phone #:
	state or under other supervision?	
with the parent's per If yes – Is there signed If yes, please list agen	nission? Tyes No consent for exchange of information	
Name:	Phone:	
Name:	Phone:	
4. Is there a Special Ed. or	504 plan, disability codes, and cu	ırrent placement? 🗌 Yes 🔲 No
If yes, provide details: _		
5. Is student in self-contain	ned classroom? 🔲 Yes 🔲 No	
6. Was a guardian present	at Level 1 Assessment? 🔲 Yes	□ No
7. Are guardians supporti	ve, constructive, and available to	attend Level 2? 🔲 Yes 🔲 No
If yes, what is their contact	t information: Home Phone:	Cell Phone:

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		Submit the protocol.				
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		One in a letter-size ma	anila envelope m	arked "Confidential" placed in	the student's	
Team Signatures: Administrator, Plan Supervisor Date Counselor Date School Resource Officer Date Other Date		3. Update the Student N confidential file. *Note: The Level 1 system is any department staff unless	otifications scree	en in Synergy to indicate the p	resence of a are not reviewed by building the copies of Level	
Administrator, Plan Supervisor Date Counselor Date School Resource Officer Date Other Date		reviewed by Safety and Risk	Management Staf	f.	e not nacked of	
School Resource Officer Date Other Date						
	Te	eam Signatures:				
Other Date Other Date		•	Date	Counselor	Date	
	Āc	dministrator, Plan Supervisor				

Developed by John Van Dreal and Courtenay McCarthy at Salem-None; Public Schools* and Clem Spenner at Williamette Education Service District upper first bloowing information; Pyrothon and Baurun, Assessing, Threal McCarthy, 2 targeted closery Underson. Contributions from Social Pyrothology, Reddy, 1 and Colled Approaches, 2 O'role, Title, School Schoolar, A Titlenal Assessment, 1 Prized Assessment, 2 and 1 and

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Review Date: Notes: Review Date: Notes: Review Date: Notes: Review Date: Notes: Review Date: Notes:	REVIEW NOTES	
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BASICS OF ASSESSMENT AND MANAGEMENT PROCESS

- Determine the Facts
- Initial Assessment
- Immediate Actions
- Investigation
- · Continuous Assessment
- Develop Management Plan
- Follow Up



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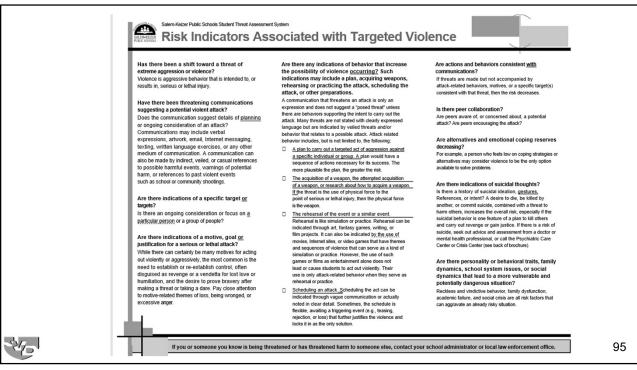
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RESEARCH SUMMARY

- 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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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

4/D

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OTHER RESEARCH? OTHER CONSIDERATIONS?



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Youth Dating Violence

- 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

Date Rape and Sexual Coercion

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



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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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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 Illness

- 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

Asperger's Syndrome

Others?



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Why is Mental Health at the Table?

- Acts as a consultant to the team
- Translates clinical information and diagnostics
- Examines and translates behavior and communication within the context of mental health
- Provides clarifying perspective regarding definitive mental illness and what "looks crazy"
- Ongoing knowledge of community resources
- Builds and facilitates relationships between mental health, law enforcement and education



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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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Holding a Grudge

- 17 year old male student.
- Academically and intellectually gifted, college bound. Is under tremendous pressure from his parents to be successful.
- Parents are very assertive in his academic success and college choice.
 They have decided he will attend Oregon State, regardless of his desire to do otherwise.
- Has been teased in past as a result of his "know-it-all" attitude, but staff have not noticed any harassment within last few years.
- Had a conflict two years ago with two male peers over a stolen ipod and another conflict because of peer teasing (regarding pornography he had attempted to share).
- Holds grudges and perceives others as hostile if they reject him or ignore him.
- Has a girlfriend whose parents are against the relationship (due to their age). He and the girlfriend have a secret email account that they use to communicate. The girlfriend's mother has hacked the account and found the following letter:



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Baby,

I don't know just how guite 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 the shit that has been unleashed with today's shit. School continues to only get harder, so I have lost my reasoning to deal with it. Losing control of it has lost control of my life. Losing my computer has lost the one place where I could vent stress. Matt, John, Blake, Sierra, the popular kids, 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. I can't take it anymore. I have contemplated many options, and I will take them in numbered order in this list. 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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Those assholes only understand drastic actions, their perfect box is about to get fucking shot in the goddamn head with a pistol I stole from my parents bedroom if it reaches the last number. I love you with all my heart, and with my last few seconds 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. But however, this is the longest and 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 them to die. I want death to own their souls, and the devil to torment them forever more. I love you baby. I have the pistol 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.



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I refuse to talk to the school counselors about this. All the administration does is sit around and be politically correct. They don't do any REAL shit to get the job done. The attack on me last year in track was never dealt with. Caleb strangling me was dealt with a half assed apology. Same with the time Andy called me a racist, even though I fucking wasn't. They don't do shit.



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Option 1: I will talk to Susan (my friend, my mom's friend) she is a PhD in psychology, and is 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 Susan, I will try my sister. She is next in line. She understands me like no one else.



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Option 3: I will take the 22 mm 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 airconditioned house with fast internet, a great wife, 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 want OSU, 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 the one 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 my girl and my friends" but its just not worth it anymore. I get hurt more and more each time I get up. I thought of just suicide, but then the assholes would move to another target. I must remove those diseased cunts from the world. Their families and asshole friends will all see what they drove me to.



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The gun is loaded, I have ammo in my pockets. It's time to cleanse the world, in the name of God. The perfect music that drove my decision in my rage is "the animal I have become" by three days grace. I still can't control myself my hands are shaking violently, and it's getting late. Time for bed. By the end of this month, either I will regain my sanity or there will be blood I swear it.



STUDENT THREAT ASSESSMENT SYSTEM



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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 official's 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 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.



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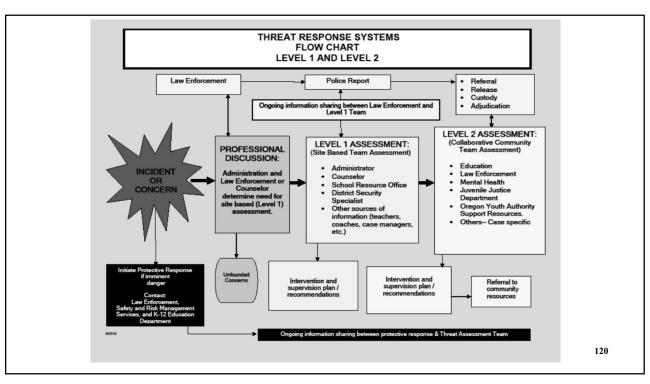
Oregon statute or administrative rules that promote shared information regarding health and safety risk:

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



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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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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):



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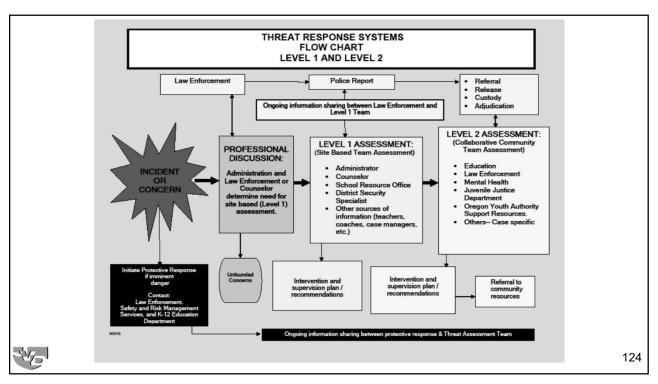
CONSIDER INITIATING A LEVEL 1 IF THE FOLLOWING IS KNOWN OR SUSPECTED:

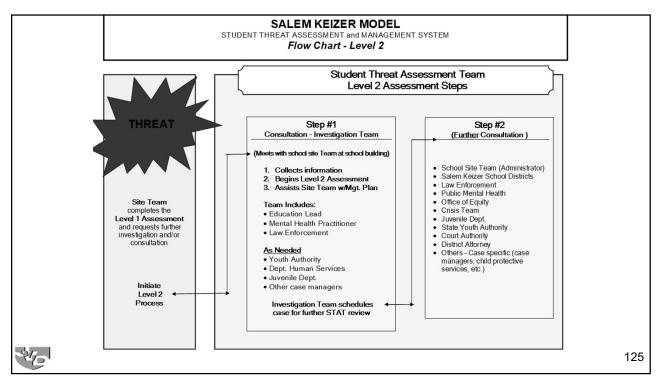
- Threat, aggression or violence is specific to identified target with motive and plan
- Threat, aggression or violence is causing considerable fear or disruption to activity
- Weapon at School or attempt to bring a weapon
- There is continued intent to carry out threat
- There is a history of threats,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



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UNIQUE FEATURES OF YOUR LEVEL 1 SYSTEM

- FTE
- RESOURCES
- TIME
- DISTANCE
- TRAINING
- FREQUENCY OF MEETINGS
- AVAILABILITY
- AGENCY COMMITMENT
- OTHER



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ASSESSMENT



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Level 1 Site Based Protocol development

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.

Document the use of the template in every case.

Document the risk concerns and document the supervision and safety planning.



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

- A. Implied threat or act of aggression occurs (i.e., student(s) engaged in or considering aggression directed at other people.) <u>NOTE</u>: 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 <u>Systems Flowchart</u>.)
- 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
- 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 <u>Student Interview</u> form as a guide. Other students who were witnesses to the incident or who have pertinent information may be interviewed using the <u>Student Witness Interview</u> form as a guide.
- D. The following are our guidelines for considering a Level 1:

- Threat or aggression is specific to identified target, and there is a motive and a plan.
 There is a weapon at school or an attempt to bring a weapon to school.
 Threat or aggression is causing considerable fear or disruption to normal activity.
 There is continued intent to carry out a threat.
 There is a history of threats or extreme aggression (violence).
 Staff, a parent, a community member, or a student perceives threatening circumstances.
 An administrator is unable to determine if a situation poses a risk to school personnel or the community.



A Use the following process to conduct a Level 1 Assessment

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STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM ~ LEVEL 1 PROTOCOL ~

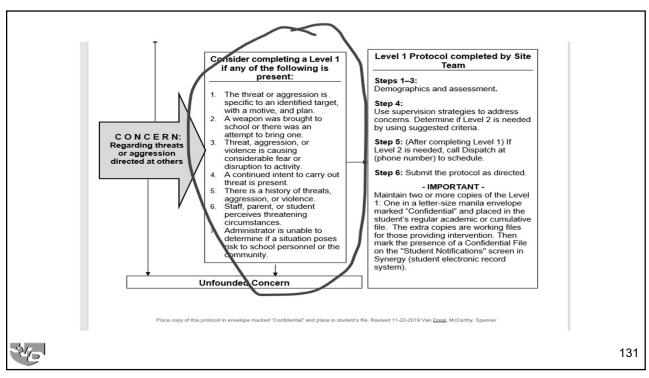
(Version 2020)

- 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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Student Name: Student Number: DOB ________ **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 132

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

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 students transport.

- contact with student/students

- 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 swerreaction 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 _



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K-12 LEV 1 FORMS

SHOULD HAVE:

- Level 1 Assessment Protocol
- 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	
	OOB:	Student Name: Today's Date: Student #: School Date(s) of Incident:	
Œ	INCIDENT	The following is the plan to protect (student's name) from harm. Attach copy to Level 1 and place in confidential folder.	
	SAFETY	The safety issues of concern are:	
		After meeting with: Administration CDS/Counselor School Resource Officer Guardian/Parent Security Special Education Team Other (
	SUPPORT PLAN	The student will receive the following support from the school:	
		The student will receive the following support from the community:	_
		The student will receive the following support from home:	
		The student will receive the following support from law enforcement:	
2/5			

	1						
	(L	se as documenta	otification	n Log cation to legal g			
		An interprete	r was used for non	-English communica	ation		
	School:	Student Name:		Stude	ent #:		
	Date /Time of Incident:	Name	of administrator	completing this fo	orm:		
	Parent/Guardian Name:		Home #:		Work #:		
	Parent/Guardian Name:		Home #:		Work #:		
	**#1 Emergency Name:		Home #:		Work #:		
	**#2 Emergency Name:		Home #:		Work #:		
					PERSON, ONLY TO PARENT/GUARDIAN.		
		ENT CONTACT O		TO CONTACT	100 E 100	\dashv	
	Name	Number Used	Attempted Date and Time		Message Left		
						-	
		NO	TIFICATION CH	ECK-LIST			
	Described incident to pa	rent/guardian — parer	nt/guardian's comr	ments (attach addition	onal sheet if necessary):		
				•			
	Informed the parent/guar the validity of this threat.	dian that school perse	onnel, law enforce	ment, and other age	encies as necessary are investigating		
	Described to parent/gual (attach additional comme				— parent/guardian's comments		
	Notified parent/guardian Oregon Revised Statute:		to this conversation	on will be arriving wi	thin a couple of days, as required by		
-6.6					cident and provided the name of the fficer's contact information.		
7	Notified parent/guardian	of meeting scheduled	I on to	develop a plan to pr	rotect their student from harm.		136

	AND DESIGNATION AND MANAGEMENT AND M	
	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.	
4	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,	
- W	Printed Name Date	137

K-12 LEV 1 SPECIFICS

WHAT WORKS IN YOUR SCHOOLS?

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



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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

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. (CPR 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?

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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 three brought this situation to your attention. Explain our oball situations that may be dangerous for the student a	oligation and responsibility to investigate and assess

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)?

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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.	
 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) 	
Has the student communicated any threats, ideas of violence, or wishes/intentions to harm anyone (at	

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

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



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CONDUCT LEVEL 1 STUDENT THREAT ASSESSMENT



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PAUL AND ROGER

PAUL (age 16, Sophomore)

- •Students reported that Paul had a knife and that he had cut his girlfriend on the hand.
- •Paul was called in and found to be carrying a large lock-blade hunting knife.
- •Paul's girlfriend confirmed this and also reported that Paul was very controlling and aggressive with her. She also reported that she was very afraid of him and thought he was eventually going to kill someone because he frequently talked of fighting or killing others who were harassing or tormenting him.
- •Paul's girlfriend later denied reporting this and recanted her story. Her mother reported that she and her daughter were very fearful of Paul and did not want to be involved in any further problems. They refused to press charges.



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- •Further investigation indicated that Paul was a survivor of longstanding and considerable domestic violence (by his now imprisoned step-father). His mother had also been a victim and was isolated, fearful and hyper-vigilant, a condition she fostered in Paul. She also justified Paul's "right" to carry a weapon and even suggested that he be allowed to carry a gun as he was constantly in conflict with other youth who threatened him, beat him and tormented him.
- •Further investigation indicated that Paul was marginalized, isolated and a victim of some peer bullying and victimization; however, Paul also appeared to be somewhat paranoid, in search of conflict, and preparing for a defensive or even pre-emptive strike against those he considered his enemies.



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- •Paul was undiagnosed but appeared depressed and highly anxious.
- •Paul was disconnected and had no identifiable positive relationships with pro-social adults.
- •Paul justified his fearful preparation for combat but denied any abusive behavior toward his girlfriend, reporting that he was playing with her when he accidentally cut her hand.
- •In an effort to make a deal, Paul informed on Roger, his sometimes friend, who often had several knives at school.



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ROGER (age 15, Freshman)

- •Roger was searched and found to be in possession of 8 knives, varying in size and style. Most of the knives were of the fantasy or heroic type design with much ornamental and embroidered features.
- •Roger reported that he had the knives at school to show his friends because they were all very interested in weaponry, especially the type that accompanied fantasy games such as Dungeons and Dragons.
- •Roger and his friends were viewed as average students who were somewhat immature and often involved in game playing.
- •Roger had a history of impulsive and oppositional behavior as well as poor academics in middle school, but had been far more successful his first year in high school. He was involved in a school play and also participated in the school orchestra.



•Roger lived with his father. His mother had abandoned the family.

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- •Roger's father was very cooperative with investigation and reported being very worried about Roger. He had started Roger in counseling a year prior. He appeared to be an attentive father who was doing his best with limited resources but who would welcome help.
- •Roger had a good relationship with his father and two teachers in the school.
- •Further investigation did not uncover any information supporting attack motive, ideation or preparation with Roger or his friends. In fact, further investigation confirmed that the boys were fascinated by knives and swords but were not using them or planning to use them as weapons against each other or other students.



LEVEL 2



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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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REVIEW TABLE EXERCISE

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- 10. Objectives of Threat Assessment System
- 11. Value of Supervising Students on Campus (inclusion vs. exclusion)



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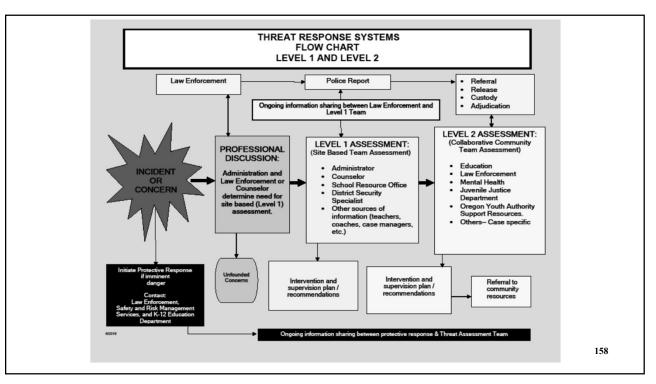


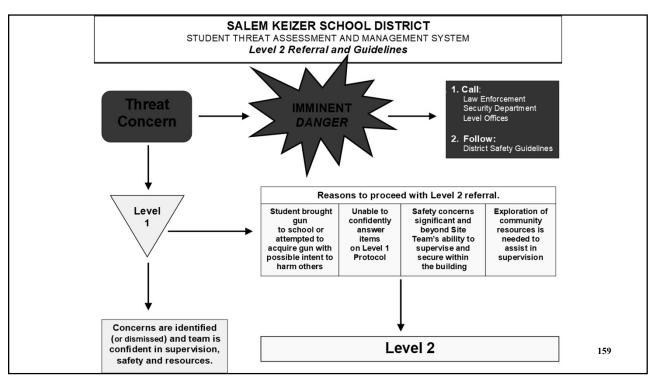
Level 2 Assessment and Community Team

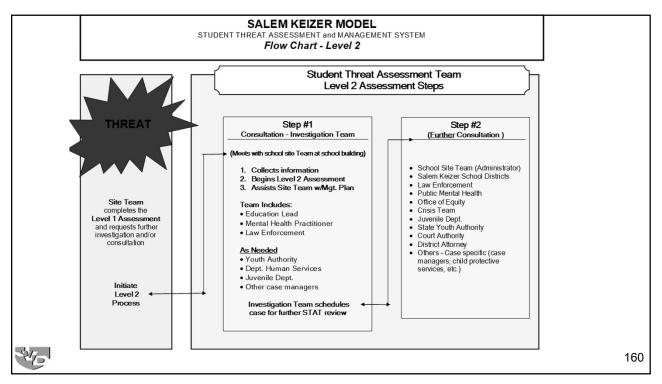
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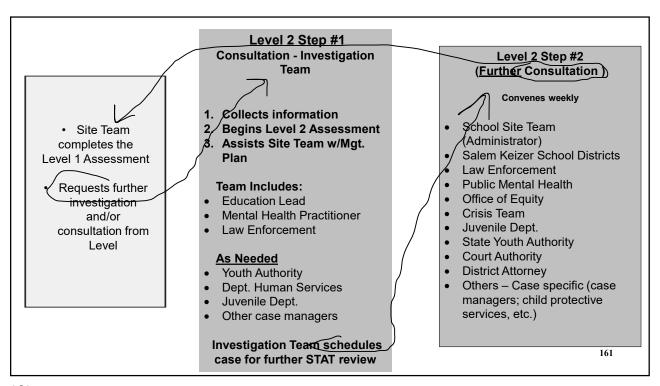
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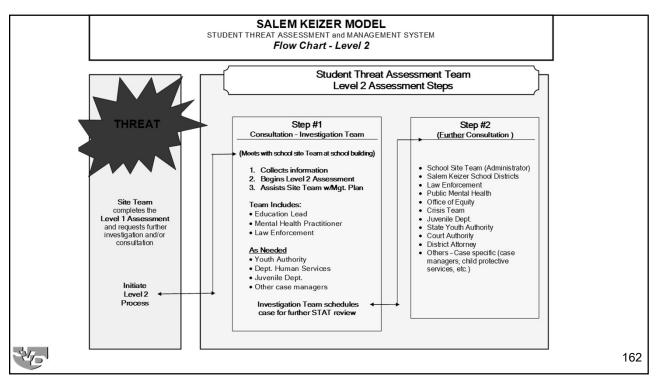
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UNIQUE FEATURES OF YOUR LEVEL 2 SYSTEM

- FTE
- RESOURCES
- TIME
- DISTANCE
- TRAINING
- FREQUENCY OF MEETINGS
- AVAILABILITY
- AGENCY COMMITMENT
- OTHER



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Level 2 Team Design Options

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



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 the supervision strategies recommended.

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Moving to a Level 2 Threat Assessment?

The following 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 such as 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? For example, if the student is still willing to speak with the school counselor, he or she is NOT out of alternatives.
- 7. Is there a motive?
- 8. Is the student willing to accept the consequences of carrying out the threat?
- 9. Will aggression likely result in severe or lethal injury?



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Level 2 Investigation Protocol options

OPTION 1:

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

OPTION 2:

- 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



Level 2 LEUR Investigation



Level 2 Student Interview	
Date: Student Name: DOB: Student #:	
Do you know why we are talking, or why you are here?	
It seems like there is something going on. What is it? What is your side of it?	
How do you explain what is being said by others?	
Why are (staff, student, parents) concerned? (Note peer conflict, teacher/peer interaction, awareness of behavior and affect, etc.)	
 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?	
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: _ 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. 170

Student:		Age: _	_ Grade:	School:	
	ealth Practitioner:				
This tool	s to be used during a Level 2 tea	m threat asses	sment and ir	conjunction	on with other threat
assessm	nt protocols conducted by a scho	ol education le	ad and a sc	nool resour	ce officer (or other law
enforcem	ent officer). It is to be used in the	assessment, ir	ntervention,	and supervi	ision and management of
threateni	g or dangerous circumstances in	volving student	ts. It is not a	prediction	of future violence, nor is i
foolproof	method of assessing an individua	l's short or long	g-term risk o	harm to ot	thers. Since it is an
examinat	on of current circumstances (and	as these circu	mstances ch	ange, so to	oo does concern for
aggression	n), please review the contents wh	nile being mind	ful of superv	ision, interv	vention, and the passage
time.					
Individu	ı	□ Escalating	□ De-Esca	ating □ St	able
	-				
1.	Early behavior problems (<age1< td=""><td>0):</td><td></td><td></td><td></td></age1<>	0):			
2.	Risk taking:				
3.	Problems managing aggression	:			
<u>Family</u>		□ Escalating	□ De-Esca	ating □ St	able
4.	Severe marital/family strife:				
5.	Family aggression in community				
6.	Anti-social parents/guardians:				
7.	Poor parenting practices (e.g., I	ax/punitive):			
8.	Child maltreatment (e.g., neglection	t/physical abus	se):		
9.	Domestic violence:				
10.	Family endorses violence:				
11.	Sibling delinquency:				
12.	Early parent-child separations:				
13	Poverty:				

Level 2 Summary Investigation



STUDENT THREAT ASSESSMENET 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:

 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

- 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.
- 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.)
- 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 (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.
- 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.
- If you intend to take action as part your agency's role, that action must be shared with STAT at the staffing.
- As circumstances change, cases may be restaffed by STAT at the request of case managers.

Sign Name	Title/Agency	Date
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PRINT Name



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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:



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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

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

 - Administration of the process of the p
- Individual/Student Options

- dividual/Student Options:
 Individual Accountability Plan.
 Initiate Suicide Risk Assessment (use District Suicide Risk Assessment Protocol).
 Student will self-manage. Describe:
 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 <u>particular target</u> 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.

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.

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

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REPORTS AND RECORDS

- Case Notes / Personal File
- Law Enforcement Unit Record
- Level 2 Summary and Instruction Letter
- Confidential Envelope in Student Cumulative Record



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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 . . . dentify 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 from US Dept of Ed. and USSS)

- · An ability to relate well to others
- · An awareness and sensitivity to the difference between harming and helping in an intervention
- · A reputation for fairness and trustworthiness
- · A questioning, analytical and even skeptical mindset
- · Training in the collection and evaluation of information from multiple sources
- · Discretion and an appreciation for the importance of keeping information confidential
- · Familiarity with the contemporary issues of school and community safety
- 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)
- In-depth knowledge about their own organization, resource availability, and both political and ethical boundaries



Full credibility and respect within their own organization

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94% of administrators stated that:

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

In the same survey, 90% of administrators reported that STAT increased efficient 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 in the county
- A total of **181** students posed a threat and 81 resulted in a level II multi-agency community team response (less than 2%)
 - 181 level I screening by School-based Teams (ESD consultation on 64).
 - 81 Level II Multi-Agency Community Team (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 (cont'd)

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

A total of 24 students received a Level II assessment. 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 was 4 months. Ranging from 1-8.
- The total cost savings was \$80,287 by having students stay in school (\$9,558/student)



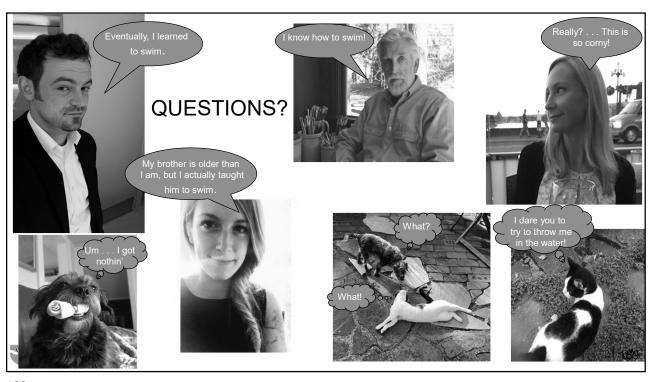
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CONDUCT LEVEL 2 TEAM ASSESSMENT AND FOLLOW UP CASE REVIEW



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REFERENCES, ADDITIONAL READINGS and RESOURCES

See Van Dreal Consulting LLC for updated resources: https://www.vandrealconsulting.com/resources

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

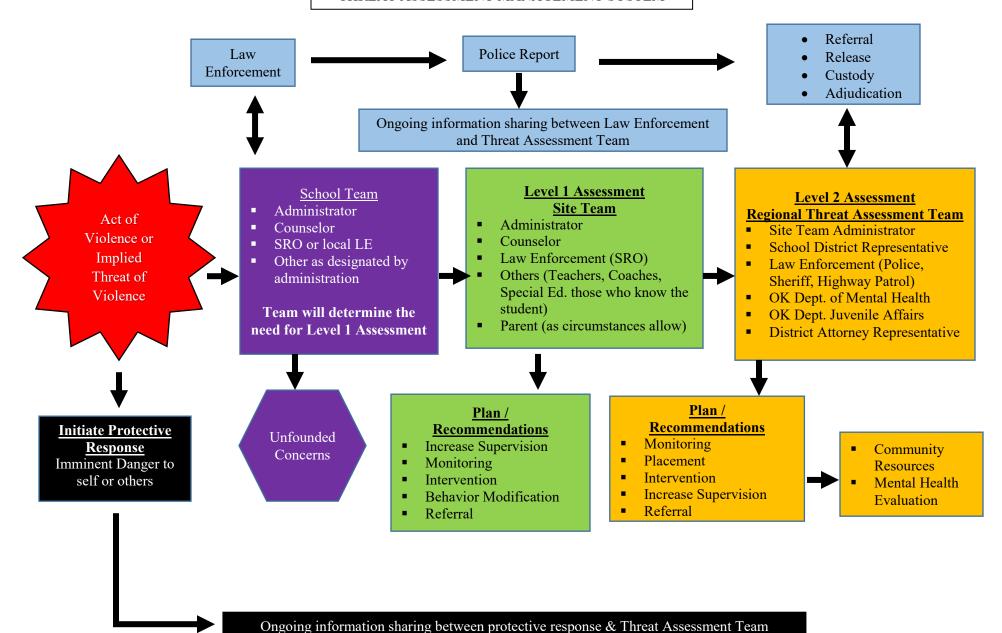


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SECTION 3

OKLAHOMA PUBLIC SCHOOLS THREAT ASSESSMENT MANAGEMENT SYSTEM



Oklahoma Public Schools 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 Regional Threat Assessment Team members as identified in Step 5.)
- 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.

Consider completing a Level 1 if any of the following is present: 1. The threat or aggression is specific to an identified target, with a motive, and plan. 2. A weapon was brought to school or there was an attempt to bring one. CONCERN: 3. Threat, aggression, or Regarding threats violence is causing or aggression considerable fear or directed at others disruption to activity. 4. A continued intent to carry out threat is present. 5. There is a history of threats, aggression, or violence. 6. Staff, parent, or student perceives threatening circumstances. 7. Administrator is unable to determine if a situation poses risk to school personnel or the community. Unfounded Concern

Level 1 Protocol completed by Site Team

Steps 1-3:

Demographics and assessment.

Step 4:

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

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

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 administrator and counselor.

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

This protocol does not predict future violence, nor is it a foolproof method of assessing an individual's or group's 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).

STEP 1: ENSURE STUDENT AND STAFF SAFETY

IF IMMINENT DANGER EXISTS,	CALL LAW ENFORCEMENT,	, LEVEL OFFICE,	AND FOLLOW TH	ΗE
DISTRICT SAFETY GUIDELINES				

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

Is law enforcement involved in the investigation or protective response? If so, provide the name of the investigating officer(s)Case NumberWhat were the results (i.e., student arrested, charged, detained, search of belongings, parent/student interviews, etc.)?				
STEP 2: COI	MPLETE THE FOLLOWI	NG INFORMATIO	ON:	
☐ The parent/guardian has been not☐ ☐ The parent/guardian has not beet☐ ☐ Parent Interview completed if pare	n notified of meeting becaus			
SCHOOL:	SCHOOL PHONE #:	TODAY'	S DATE:	
ADMINISTRATOR/CASE MANAGER	₹:	DATE O	F INCIDENT:	
STUDENT NAME:	STUDENT #:	DOB:	AGE:	GRADE:
STEP 3: ASSESS	MENT – DISCUSS, INVE	STIGATE, 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).				
Review of discipline red	including confidential folder cords munications, such as journal history ew in attendance) (if not in attendance)			
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				
Suggested or Threatened Agg		<u> </u>		
☐ Scratch ☐ Bite ☐ Hit ☐ Fight ☐ If aggression was acted out, lo	☐ Hit w/ Object ☐ Forceful Punch ☐		_	Bomb Kill Kill
MILD AGGRESSION → MC (Frequent, Low Impact) (Le	DDERATE AGGRESSION ess Frequent, Moderate Im	☐ EXTREME	AGGRESSIO	N (VIOLENCE)
Acted-Out Aggressive Behavio	<i>r:</i> □ Hit w/ Object □ Forceful Punch [☐ Rape ☐ Strangle ☐ S	Stab 🗌 Shoot 📗	Bomb 48Kill

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:
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 targete 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 morplausible 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 resear 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:
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
plan to harm others and carry out revenge or justice. No Yes Describe:

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 und 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:
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?):
Are there indications of a focused or unusual interest in acts of violence, previous school or communattacks 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:
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 perceive 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:

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:
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.)
	☐ 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 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.
	➤ Do the responses indicate that the situation does not pose a threat? ☐ No ☐ Yes If yes , you may stop the assessment at this point and move to step 4, noting the absence of the threat under <i>School Options: Other.</i> 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 prosocial 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 <u>decrease</u> 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:

Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking to support the of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors 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.	Are there issues re	ry of behavioral, drug or alcohol, or developmental issues? elated to vulnerability and coping skills not necessarily directly related to targeted aggression? Risk rably when coping strategies are limited.
	☐ No ☐ Yes	Describe:
19.	Are there issue:	s that indicate a low reserve of coping strategies and lack of emotional resiliency? Describe:
20.	pertinent questions on this survey? Exbehavior, etc.	a fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of s that encourage discussion and examination of concerns. Are there other concerns not noted elsewher camples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal
	Describe:	

CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

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

- 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 \boxtimes 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 33 followed by a notification letter within 24 hours. Use the N Have Safety Risk Management Department initiate a Prot Design and implement a safety plan (using the form Plan target(s). Consider both physical and psychological safety Other:	otification Log and Notification Letter to document.) ective Response. to Protect Targeted or Victimized Student) for identified
	Individual Options: Individual Accountability Plan developed. Initiate Suicide Risk Assessment Student will self-manage (using personal tracking system, Describe: Other:	(use District Suicide Risk Assessment Protocol) journaling, check and connect with staff, etc.).

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.
П	Review educational plan.
Ħ	Review transportation options; consider bus support plan.
靣	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:
Ш	Assign identified staff to build trusting relationship through check-in or mentorship:
_	☐ Administrator ☐ Mentor ☐ Counselor ☐ SRO ☐ Teacher ☐ Other:
Ш	Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive
_	appropriate intervention.
Ш	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:
Ш	Provide School Counselor or Behavior Specialist intervention, including:
$\overline{}$	
Ш	Request parent/guardian consent for an authorization form to allow communication between school and
	medical/mental health provider.
H	Referral to district social worker.
Ш	Other:
$\overline{}$	Offer referral to appropriate cohecil team to consider alternative placement
H	Offer referral to appropriate school team to consider alternative placement.
H	Consider home supervision pending further assessment.
Ш	If enrolled in a career technical program (CTEC) or other out of building programs, consider needs that may be specific
\Box	to that program and alert staff. Referral to appropriate Special Ed. Team to consider Revoke Educational Evaluation/Special Education
Ш	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.
ш	Neighan to behavior specialists, teams, or other behavior support resources.
٦.	mily / Home Ontions
	mily / Home Options:
\sqsubseteq	Strategize safety options/planning,
\vdash	Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.).
\vdash	Safety proof home (i.e., secure or remove all weapons and potential weapons, add/test smoke detectors, etc.)

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.commonsensemedia.org for information on appropriate youth		
media.		
Other:		
mmunity 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:		
ner Options:		
<u> </u>		
ministrator will review the status of this plan (recommend doing so on a ekly or bi-weekly and decreasing as supervision/intervention decreases neern) and revise as needed on: (date) NSIDER 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		
ministrator will review the status of this plan (recommend doing so on a ekly or bi-weekly and decreasing as supervision/intervention decreases neem) and revise as needed on: (date) NSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF: You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol.		
ministrator will review the status of this plan (recommend doing so on a ckly or bi-weekly and decreasing as supervision/intervention decreases neem) and revise as needed on: (date)		
ministrator will review the status of this plan (recommend doing so on a cekly or bi-weekly and decreasing as supervision/intervention decreases neern) and revise as needed on: Comparison Compari		
ministrator will review the status of this plan (recommend doing so on a ckly or bi-weekly and decreasing as supervision/intervention decreases neern) and revise as needed on: (date) NSIDER 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 mpulsive 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. WAYS 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		

- NOTE -

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

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.

and document interim steps taken by Site Team.			
To begin Level 2 process contact: • Administrator [Name:	Phone#:		
School District Representative [Name:			
 Law Enforcement [Name: 	Phone#· 1		
OK Dept. of Mental Health [Name:	Phone#: 1		
OK Dept. of Mental Health [Name: OK Dept. of Juvenile Affairs [Name:	Phone#:		
District Attorney Representative [Name:	Phone:		
If a Level 2 Assessment is not requested, move	ahead to Step 6 to complete the protocol.		
INFORMATION NEEDED FO	R LEVEL 2 REFERRAL		
1. Is student adjudicated?	n?		
Name: Phone:			
Name: Phone:			
4. Is there a Special Ed. or 504 plan, disability codes, and of	current placement? Yes No		
If yes, provide details:			
5. Is student in self-contained classroom? \square Yes \square No			
6. Was a guardian present at Level 1 Assessment? $\ \square$ Yes	s □ 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 SUPERVISION AS PLANNED:

- 1. Submit the Protocol.
- 2. Maintain an electronic or scanned Level 1 protocol in an appropriate electronic file in accordance with school policy.
- 3. Maintain two copies of the Level 1:
 One in a letter-size manila envelope marked "Confidential" placed in the student's cumulative file and a second copy in a working file for administrator and counselor.

*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. These protocols are not tracked or reviewed by Safety and Risk Management Staff.

ream Signatures:			
Administrator, Plan Supervisor	Date	Counselor	Date
SRO / LEO	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, <u>Assessing Threats of Targeted Group Violence: Contributions from Social Psychology;</u> Reddy, Borum, Berlun, Vossekuil, Fein, and Modzeleski, <u>Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches;</u> O'Toole, <u>The School Shooter: A Threat Assessment Perspective;</u> Fein, Vossekuil and Holden, <u>Threat Assessment: An Approach to Prevent Targeted Violence;</u> Meloy, <u>Violence Risk and Threat Assessment,</u> Specialized Training Services Publication; De Becker, <u>The Gift of Fear;</u> Johnson, <u>Assessment of Violent and Potentially Violent Youth In the Schools.</u> Calhoun, <u>Hunters and Howlers.</u> Vossekuil, Pollack, Bourne, Modzekski, Reddy, and Fein, <u>Threat Assessment in Schools.</u> A <u>Guide to Managing Threatening Situations and to Creating Safe School Climates:</u> Meloy and Hoffmann, <u>International Handbook of Threat Assessment;</u> Meloy, Mohandie, Knoll, and Hoffman, <u>The Concept of Identification in Threat Assessment.</u>

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:

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 Oklahoma 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 is 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 ☐ SRO ☐ Other:	☐ School Psychologist	☐ School Counselor	
Description of incident.			

Actions Tak	xen/Investigation:			
	☐ Student Interview			
	☐ Witness Interview			
	☐ Review of Secur	•		
	☐ Other:			_
Outcomes:				
outcomes.	☐ Followed existin	g Behavior Interventio	on Plan	
	☐ Other:			
Reasoning f	for not initiating a Le			
	_		d that the report was false.	
	•		on or incident was not confirmed.	
	☐ Other (Explain):		
Team S	Signatures:			
	8			
Admini	istrator/Plan Super	visor Date	School Counselor	Date
	D 11.4			
School	Psychologist	Date	School Resource Officer	Date
Other		Date	Other	Date
Step 2:				
_	eting this form please	complete the Threat D	Occumentation Form and place a copy in the	
_	r's working file and n	-		

Oklahoma Public School **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 <u>Systems</u> <u>Flowchart</u>.)
 - 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:
 - 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.

- 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 <u>Teacher Questionnaire</u> is available for education staff members to complete if they are unable to attend meeting. Also include community agency case managers if the student is adjudicated or a ward of the state.
- 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 <u>Parent Interview</u> 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 <u>Student Interview</u>, <u>Student Witness Interview</u>, <u>Teacher Questionnaires</u>, and <u>Parent Interview</u>, (if completed), conduct the Level 1 assessment using the <u>Level 1 Protocol</u>. 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 administration to schedule the Level 2 Investigation Team. Upon calling administration, have the information available requested under Step 5 of the Level 1 Assessment Protocol. This will allow administration to schedule the appropriate attendees (e.g., juvenile probation officers, state case workers, mental health practitioners, etc.) for the Level 2 Assessment.
- 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.
 - If other students have been identified as a possible targeted victim, notify their parents/guardians using the
 <u>Notification Log</u> and the <u>Notification Letter</u>. (A notification call is to be done within 12 hours; a notification letter
 should be issued within 24 hours. See ORS. 339.327.) Then, consider completing a <u>Plan to Protect Targeted or</u>
 <u>Victimized Student</u>, 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 <u>Confidential Record</u> 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.

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.

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

	Student Name:	Today's Date:		
DOB:	Student #:	School	Date(s) of Inc	ident:
INCIDENT	The following is the plan to protect (s Attach copy to Level 1 and place in c		from harm.	
SAFETY	The safety issues of concern are:			
SUPPORT PLAN	After meeting with: Administration Guardian/Parent Security Swas or will be implemented: Law enforcement has been notified Further assessment will be pursued. The student will aid in his/her own process. The student will receive the following. The student will receive the following. The student will receive the following. The student will receive the following.	ed. (date) ed through the Studentection by: support from the security support from the consupport from home	Team Dother (_), the following
	Administrator, Plan Supervisor, Date Will maintain responsibility until reassi		CDS/Counselor, Date:	
Ī	iaison Officer, Date:		Parent/Guardian, Date:	
5	Student, Date:		Other, Date:	

Oklahoma Public Schools 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 interprete	er was used for non-	English communication	
School:	Student Name:		Student #:	
Date /Time of Incident:	Name	e 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 REGARD	ING INCIDENT SHOULD	BE GIVEN TO THE EM	ERGENCY CONTACT PERSON, ONLY	ΓΟ PARENT/GUARDIAN.
DOCUM	ENT CONTACT (OR ATTEMPTS	TO CONTACT IN LOG BEL	<u>.OW</u>
Name	Number Used	Attempted Date and Time	Message Le	eft
	NO	TIFICATION CHI	ECK-LIST	
Described incident to par	ent/guardian — pare	nt/guardian's comm	nents (attach additional sheet if ne	ecessary):
Informed the parent/guar the validity of this threat.	☐ 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.				

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM

Notification Letter

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

Certified mail is recommended.

Date: Name/Address:	
Dear,	
This letter is a follow-up to our phone conve ensure the safety of all our students, the Or notification to the parent of a student who m	regon Revised Statutes require written
This matter has been referred to the will be the School Resource Officer, reached at for information investigation.	(name of officer) , who may be
Enter more information about the threat her	re:
The validity of this threat will be investigated include law enforcement, school administra well as other disciplines and community age assessing concerns and implementing safe any further questions, I am the contact persphone number listed above.	tion, and school-based mental health, as encies, as needed. This team is currently
Sincerely,	
Printed Name	 Date
FILLEU NAILE	Date

Oklahoma Public Schools 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.

Stude	ent's Name: Date:	
Admir	nistrator/Case Manager's Name:	
Interv	riewer's Name:	
has br	ess the student and describe the perceived threat, dangerous situation, or violent action the rought this situation to your attention. Explain our obligation and responsibility to investigat ssess all situations that may be dangerous for the student and others. (ORS 339-250).	
Step 2	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 do	ıe
	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?	•

Why do you think people are concerned?
Do you have a plan to hurt anyone, including yourself? Have you practiced or pretended to hurt others or yourself? If so, how?
Do you have weapons, or are you trying to get weapons (including knives, swords, bats, explosives, etc.)?
Are there people or things that are stressing you or harming you (e.g., bullying, harassment, gang issues, school work, or threats to you)?
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?
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?
What are some good things going on in your life? Are you involved in sports, clubs, recreational activities, art, music, church, scouts, etc.?
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?
Ste	р 3	
1.		nat is interviewer's relationship with student: Difficult Neutral, Positive
		your opinion, was the student: Guarded Defensive Communicative in a manner appearing open and honest

Oklahoma Public Schools 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.

St	Student's Name:	Date:
40	Administrator/Case Manager's Name:	
'n	nterviewer's Name:	
or	Address the student and describe the perceived threat, brought this situation to your attention. Explain our obligall situations that may be dangerous for the student and	gation and responsibility to investigate and assess
St	Step 2: Ask the following questions through conve	rsation or direct inquiry.
1.	It has been reported that you witnessed a threat. Tell me	
2.	2. When did this happen? Who is/are involved in the threat/s	·
3.	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?
St	ер 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
	□ Guarded □ Defensive □ Communicative in a manner appearing open and nonest

Oklahoma Public Schools 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.

Stı	udent's Name:	Date:
Ad	Iministrator/Case Manager's Name:	
Pa	rent/Guardian's Name:	
nt	erviewer's Name:	
stu	ontact parent / guardian and describe threat, dangerous udent to your attention. Explain our obligation and resp ay be dangerous for the student, other students, and/or	onsibility to investigate and assess all situations th
Ste	ep 2: Ask the following questions through convers	ation or direct inquiry.
qu	e numbers in parenthesis at the end of each quest estions that are to be addressed in accordance wit estionnaire.	
1.	Does the parent/guardian (or other family/community violence, or issues specific to the incident? (1, 2, 13,	
2.	Has the student communicated any threats, ideas of school, at home, in the community, or himself/herself	

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)	
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)	
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)	
What is the student's self-perception (e.g., leader, follower, victim, outcast, etc.)? (9, 11, 17)	
Are there drug and/or alcohol issues with the student, family, or friends? (17)	
Is the student involved with the Juvenile Department, Police, Child Welfare, Mental Health, or other agencies? Is communication with these agencies possible? (20)	
What are student's positive activities, interests, and relationships, (scouting, church, sports, clubs, recreation, pets, family, friends, community, etc.)? (16)	
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

Oklahoma Public Schools 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.

Stu	dent's Name: Date:			
Adı	ministrator's/Case Manager's Name:			
Tea	Teacher's/Staff Member's Name:			
	ep 2: Directions to teacher/staff member: Please address the following questions parding 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)			
	Does the student discuss or reference the availability of or the desire to obtain firearms or other weapons? (6)			

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)
Do certain situations that agitate the student or their inclination towards aggressive activity, idea communication? Has the student experienced any relationship changes (e.g., peers, family) or local changes? (8, 9, 15)
What is the student's self-perception (e.g., leader, follower, victim, outcast, etc.)? (9, 11, 17)
Are there indications of drug/alcohol issues with the student or family? (17)
What positive activities, interests, and relationships, (e.g., clubs, church, sports, recreation, hob pets, family, friends, and community) does the student engage in? (16)
Do you have a ☐ difficult, ☐ neutral, or ☐ positive relationship with this student? Is the studer approachable and open? (16)

11. L	Do you have concerns or information not addressed by this assessment? (16, 20)			

Student Name:

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

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

INS-F012

This brochure gives a partial 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 for further consultation.

If you have concerns of imminent danger, contact Law Enforcement immediately by calling 911.



School Phone Number ______Person to Contact _____

List of Contact Phone Numbers

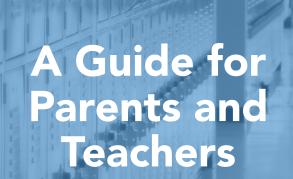


sde.ok.gov

Student Threat Assessment

RISK FACTORS

Associated with Targeted Violence



OSDE's Behavioral Threat Management System was made possible through a U.S. Department of Justice Stop School Violence grant award totaling \$249,684.



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?

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.

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 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.

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, 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.

Are actions and behaviors consistent with communications?

If threats are made but not accompanied by attackrelated 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 is 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 justice. If there is a risk of suicide, seek out advice and an assessment from a doctor, mental health professional, or your local emergency care facility.

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

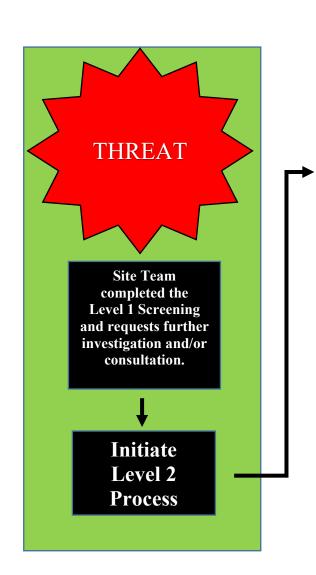
Reckless and vindictive behavior, family dysfunction, academic failure and social crisis are all risk factors that can aggravate an already at-risk situation.

Threat Response System STAT/SIRC/Fire Typical Level One Sequence: A Guide for the School Administrator

- 1. Investigate incident (interview student(s), others as needed). Fire evidence must be inspected by the fire department before any clean up.
- 2. Determine an initial course of action (e.g. discipline consequences, parent contact, notification to parents of targeted student, etc.).
- 3. Consult with another trained team member (admin, SRO, counselor) to determine whether to proceed with a Level 1 and schedule a 30-60 minute meeting (typically for that afternoon or the following day, depending on lead time and level of concern).
- 4. Determine who should attend the Level 1. In addition to trained team members, also include others who would be important to gathering information: the parent/guardian and teachers who know the student well (Note: if the student of concern is on an IEP please include the case manager). Also include agency case managers (e.g. juvenile justice, child welfare, OYA etc.). Firesetting: deputy fire marshal may have verbal input.
- 5. If the parent can't or won't attend, schedule a time to complete the parent interview (admin or counselor). For firesetter protocol, use protocol questions to guide interview with parent.
- 6. Send out teacher questionnaires to any relevant staff who will not be attending the meeting and ask that they be returned to administrator prior to the Level 1 meeting.
- 7. At the meeting, announce that the purpose of the meeting is for the safety of the student and others involved and the agenda is: to collect information about the situation of concern, decide whether a safety plan is needed, make the safety plan and determine whether to request a follow-up Level 2 investigation.
- 8. As a team, complete the Level 1 protocol, determine whether the team's level of concern is reduced, confirmed or heightened and decide whether a Level 2 investigation will be requested. If so, contact Safety and Risk Management Services to schedule.
- 9. Complete the safety and supervision plan. Identify a date to review the plan.
- 10. Sign off on the protocol and fax to Level Offices and Security (see protocols for fax numbers).

SECTION 4

OKLAHOMA PUBLIC SCHOOLS THREAT ASSESSMENT MANAGEMENT SYSTEM FLOW CHART – LEVEL 2



Student Threat Assessment Team Level 2 Assessment Steps

Step #1 Consultation – Investigation Team Meets w/Site Team at School Building

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

Team Includes:

- School Psychologist
- Mental Health Practitioner
- Law Enforcement

As Needed:

- OK Dept. of Human Services
- OK Dept. of Juvenile Affairs
- Others appropriate case managers

Investigation Team schedules case for further STAT review

Step #2 (Further Consultation and Investigation)

Convenes weekly

- Site Team Administrator
- School District Representative
- Law Enforcement (Police, Sheriff, Highway Patrol)
- OK Dept. of Mental Health
- OK Dept. Juvenile Affairs
- District Attorney Representative
- Others appropriate case managers

Oklahoma Public Schools STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM Student Threat Assessment Template ~ Level 2~

SITUATION OR INCIDENT FACTORS:

- Source of information regarding threat or behavior:
 - Rumor
 - First-source information (leakage, as noted above)
 - Peer report
 - Parent report
 - Teacher, staff, or other adult report
 - Other
- The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern:
- The threat was indicated through: specific and detailed communications; ultimatums; simple statements; reactive communications; affectations of bravado; veiled communications; vague or indirect references or warnings; fixed or ongoing themes within communications; disorganized communications; aggressive act; behavioral gestures; no actual actions.
- 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.
- 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).
- 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).
- 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.
- Attack schedule: date and/or time set; implied; vague; no schedule or date indicated.
- 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.
- Method of aggression: physical; objects; sharps; guns; bombs; fire; other.
- **Weapons availability:** in home, secured; in home, unsecured; noted as available with extended family or friends; commonly available; unavailable due to security and /or supervision.

- **Suicide concerns:** suicidal ideation expressed without clear statement of intent; blatant statements regarding intent (threats); stated desire to die; stated desire to be killed; gestures; plan; plan with means; rehearsal; no indication.
- Self-harm concerns: cutting; burning; other.
- Interest, orientation, and/or immersion in extreme aggression: entertainment
 preferences suggest violent theme that are sequential and specific to targeted and/or
 vendetta violence; role models and interests suggest fascination and/or admiration for either
 notorious or fictional violent people and acts of violence; copycat implications; rehearsal
 through media or fantasy acts; intense interest in military or law enforcement paraphernalia;
 closely associates with weapons; fascination with weapons (type); developmentally
 appropriate interest; interest is for amusement only or to shock others; no interest indicated.
- **Identification:** pseudo-commando; previous attackers; as an agent or soldier of a cause or belief system; developmentally appropriate psychological identification.
- **Fixation on target:** perseveration; negative characterization; extreme opinions; angry undertones; fixation causing academic and/or social deterioration; negative emotionality within reason; none noted.
- **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).
- 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.
- JACA (DeBecker): justifies aggression; does not justify aggression; does not see situation
 as having alternatives to aggression; perceives situation as having alternatives to violence;
 accepts consequences of acting out aggressively; does not accept consequences of acting
 out aggressively; has or perceives self as having ability to act out aggressively; has or
 perceives self as having ability to act out in a planful and targeted aggressive manner; does
 not have ability to act out in a planful and targeted aggressive manner; is supervised in a
 manner that interferes with the opportunity to act out aggressively.
- **Perspective regarding targeted violence:** imperative; necessary; likely if something doesn't change; one of many options; a useful threat to get attention, but not an actual option; a useful threat to intimidate or for bravado, but not an actual option; denies considering as option.
- Perspective of caregivers, peers, and education staff: concerns regarding potential acted out extreme aggression; concerns regarding potential mild to moderate aggression; ambiguous concerns regarding aggressive behavior; concerns regarding acting out behavior; no concerns.
- Precipitating events:
- Relationships with pro-social adults: trusting and successful; trusting but emotionally temperamental; connected but superficial or shallow; disconnected and apathetic; disconnected and resentful. List:
- Inhibitors/protective factors: family support; relationship with at least one positive adult; social support; pro-social beliefs or values; commitment to school; pro-social involvement in sports, clubs, church, extra-curricular activities, band, music, pets, or 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 school concerns:

SOCIAL FACTORS

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

PERSONAL FACTORS

- Adjudication:
- · Recent changes in behavior 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 a undeserved victim due to
 others actions; entitled; criminal; narcissistic; has healthy view of personal strengths and
 weaknesses; sees self as a failure; sees self as inferior, broken, or weak; sees self as an
 ongoing and deserved victim due to weaknesses; other.
- Stress level (real or perceived): severe; moderate; low; not indicated.
- Level of desperation or despair: severe; moderate; low; not indicated.
- **Need for attention, recognition, or notoriety**: exaggerated; desperate; some attention seeking but typical for age and development; confident/very little attention seeking; low and avoidant.
- Response to rules, authority, and structure:
- **Self-perception of situation:** awareness of dysfunctional or troubled situation, and wants to change; has awareness of dysfunctional situation, but lacks concern or doesn't care; is unaware of dysfunctional or troubled situation; inaccurately views acceptable situation as dysfunctional; accurately views situation as functional.
- Trust level:
- Maladjustment: exaggerated entitlement; externalize blame; superiority; alienation; dehumanizing behavior or attitude; self-esteem; empathy; remorse; manipulative and controlling, even at the expense of others' physical comfort; lacks moral or religious beliefs; values are socially maladjusted.
- 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:
- 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:

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.
- Criminal history or law enforcement contact in family:
- Parents'/quardians' 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:

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

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

RECOMENDATIONS

STAT Level 2 - STAT Recommendations

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

Next Steps:

- 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.
- 4. Student will self-manage. Describe:
- 5. Student will identify triggers and agitators and agrees to "safe room" or resource of support.
- 6. Diversion.

School Options:

- 1. Review educational plan.
- 2. Consider the making the following firearms admonition to guardians: "Firearms are the responsibility of the owner. Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations have been discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home." Document the date, time, and place of the admonition, as well as the guardian's response.
- 3. 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.commonsensemedia.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.

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.
- 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.

Oklahoma Public Schools STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM Investigation

~ Level 2~

Student Name:	Student Number:
Date:	<u> </u>
School:	
Administrative Case Manager:	
DOB:	<u> </u>
Age:	
Grade:	
Special Circumstances:	
Name of Guardian:	
Date(s) of previous Level 1 or Level 2 A	ssessments:
	<u></u>
	<u></u>

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 the School District.

STUDENT THREAT ASSESSMENT TEAM (STAT) The _____ Student Threat Assessment Team or STAT is comprised of the following: (enter your agencies here (i.e., school district, sheriff's office, police department, mental health agencies, juvenile authorities, etc.)) STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies. Other students/people involved (supporting/allowing the threatening behavior, communication, or ideation): Student Name(s): _____ Age: ____ Grade: ____ 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;
- 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 atrisk 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 a undeserved victim due to others actions; entitled; criminal; narcissistic; has healthy view of personal strengths and weaknesses; sees self as a failure; sees self as inferior, broken, or weak; sees self as an ongoing and deserved victim due to weaknesses; other.
- Stress level (real or perceived): severe; moderate; low; not indicated.
- Level of desperation or despair: severe; moderate; low; not indicated.
- **Need for attention, recognition, or notoriety**: exaggerated; desperate; some attention seeking but typical for age and development; confident/very little attention seeking; low and avoidant; 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:
- Other concerns:

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 premeditation, planning, plotting, or specific targeting. Reactive behavior can be a function within a pattern of socialization, as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target. 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

LEVEL OF CONCERN

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

Next Steps:

- 1. Case will be staffed by Mid-Valley Student Threat Assessment Team (STAT).
- 2. Administrator will request further assessment if risk 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.
- 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:
- Student will identify triggers and agitators, and agrees to "safe room" or resource of support.
- 6. Diversion.
- 7. Refer to trauma-informed intervention program/process.
- 8. Refer to restorative practice program/process.

School Options:

- 1. Review educational plan.
- 2. Consider making the following firearms admonition to guardians: "Firearms are the responsibility of the owner: Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations have been discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home." Document the date, time, and place of the admonition, as well as the guardian's response.
- Inform the guardian that the school must when child is in a dangerous situation or causing considerable disruption to the milieu. If the guardian is non-responsive or refuses to assist, school staff, as mandatory reporters, must inform DHS regarding a potential neglectful situation.
- 4. Consider specialized class options.
- 5. Implement travel card and time accountability.
- 6. Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack.
- 7. Consider social skill building programs.
- 8. Increase supervision in the following settings:
- 9. Make modifications of daily schedule (e.g., late arrival/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 checks 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 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 the school and medical/mental health provider.
- 20. Refer to district social worker.
- 21. 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.)
- 22. Recommend home supervision pending further assessment.
- 23. 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.)
- 24. Refer to behavior specialist, behavior team, or other behavior support resources.
- 25. Continue to monitor communications and behavior for an escalation of concerns for aggression (see attached Risk Factor guide).
- 26. Conduct safety planning at the 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.commonsensemedia.org for information on appropriate youth media usage.
- 4. Safety proof home.
- 5. Request that parents increase supervision and vigilance.
- 6. Refer for domestic violence intervention and safety panning.
- 7. Refer to parent training classes.
- 8. Review and pursue crisis and/or mental health services.

9.	Other:		
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Community Options:

- 1. Refer to Youth Service Team or other community-based youth support team.
- 2. Refer for district (STAT) mental health evaluation.
- 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. Refer to parenting programs.
- 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.

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.
- <u>Scheduling an attack.</u> 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:	

Oklahoma Public Schools STUDENT THREAT ASSESSMENT and MANAGEMENT SYSTEM Level 2 Student Interview

Da	te: Student Name:	DOB:	Student #:
1.	Do you know why we are talking, or why you a	are here?	
2.	It seems like there is something going on. What	at is it? What is your side	e of it?
3.	How do you explain what is being said by other	ers?	
4.	Why are (staff, student, parents) concerned? (of behavior and affect, etc.)	•	•
5.	How is school? What's going on in school right events, etc.)		
6.	How are things in the rest of your life? (Note fa	amily, community, staff, a	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 w inhibitors, and support.)	,	
10.	What kinds of things (e.g., clubs, sports, churc	ch, scouts, etc.) are you i	nvolved 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:		

Oklahoma Public Schools STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM Investigation

~ Level 2 Law Enforcement~

Student Name:	Student Number:	
Date:		
School:		
DOB:		
Age:		
Grade:		
	tionship 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.

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 multidisciplinary, 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
OLETS/NCIC
DMPS
Oklahoma Office of Juvenile Affairs
Student interview
Witness interview
Parent interview (if not in attendance)
Investigative actions/case number:
Search of belongings/room/residence/locker/backpack
Search of social media activity
Other:

SITUATION / INCIDENT FACTORS: Past STAT/Disciplinary Cases: Source of information regarding threat or behavior: Rumor Leakage Peer report Parent report Staff report Other: The student identified above was or is in a situation containing a threatening communication or behavior. The following is a description of the incident or concern: How the threat was communicated: ☐ Simple statements ☐ Reactive statements ☐ Aggressive act Detailed communications ☐ Vague reference or warning Fixed themes within conversations No threat communicated Is there a plan? ☐ Yes ☐ No o If yes, what are the details? **Identified target or targets:** Attack-related behavior: Approach behavior Research/information gathering 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 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
	o Describe concerns:
•	Precipitating Events/Triggers:
•	Inhibitors: Relationships with positive adults Spiritual Extracurricular activities: Other:
•	Relationships with pro-social adults: Trusting and successful Disconnected and apathetic Disconnected and resentful Connected but shallow Disconnected and resentful
	o List:

•	Novel act of aggression: o If yes, describe:		☐ No		
•	Energy burst behavior: o If yes, describe:		☐ No		
•	Sudden and unexplained o If yes, describe:			Yes	
•	History of contraband po	ossession:	Yes	☐ No	
•	History and nature of law	v enforcemen	t contact wit	h child/home:	☐ Yes ☐ No
•	History and nature of cri				☐ Yes ☐ No
•	History and nature of cri	•		•	
•	Animal abuse, fire-settin				☐ Yes ☐ No
•	Irrational beliefs: o If yes, describe: _				
Pe	rception of bullying/reject Perceives bullying and cons Perceives bullying and uses Student engages in bullying	siders aggression s appropriate reso		eives bullying and is dications of percep	s distraught tion of bullying/rejection
•	Mental health concerns/ o If yes, describe: _			No	
•	Medical issues: Yes o 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 uncooperative
•	Gang involvement with child and/or family: Level of involvement:
•	Factors in child's life endorsing or supporting violence: Family supports/condones violence Other: 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: o List dates of concern:
•	Domestic violence with child and/or in family: Yes No If yes, describe:
•	Other witnesses to be contacted:
•	Further comments:
<u></u>	ificer cianature:
U	ficer signature: Date:

LEVEL 2 MENTAL HEALTH ASESSMENT

Student: _	Age	e:	Grade:	School:	
Mental He	ealth Practitioner:				_ Date:
This tool is	is to be used during a Level 2 team threat ass	sessn	nent and in	conjunctio	on with other threat
assessme	ent protocols conducted by a school education	n lead	d and a sch	ool resoui	ce officer (or other law
enforceme	nent officer). It is to be used in the assessmen	t, inte	rvention, ar	nd superv	ision and management of
threatenin	ng or dangerous circumstances involving stud	lents.	It is not a p	rediction	of future violence, nor is it a
foolproof r	method of assessing an individual's short or I	ong-t	erm risk of l	narm to o	thers. Since it is an
examinatio	ion of current circumstances (and as these cir	rcums	stances cha	nge, so to	oo does concern for
aggressio	on), please review the contents while being m	indful	of supervis	ion, interv	vention, and the passage of
time.					
Individua	<u>al</u> □ Escalati	ng 🗆	De-Escala	ting 🗆 St	table
1.	Early behavior problems (<age10):< td=""><td></td><td></td><td></td><td></td></age10):<>				
2.	Risk taking:				
3.	Problems managing aggression:				
<u>Family</u>	□ Escalati	ng 🗆	De-Escala	ting 🗆 St	able
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 a	buse):		
9.	Domestic violence:				
10.	Family endorses violence:				
11.	Sibling delinquency:				
12.	Early parent-child separations:				
13.	Poverty:				

Peer/Con	<u>nmunity</u>	□ Escalating	□ De-Escalating	☐ Stable
14.	Poor peer relations (unpopular):			
15.	Delinquent peers:			
16.				
17.	Peers/adults endorse violence: _			
<u>School</u>		□ Escalating	□ De-Escalating	□ Stable
18.	Frequent disciplinary problems:			
19.	Truancy/skipping school:			
20.	Low commitment to school:			
21.				
<u>Alcohol</u>		□ Escalating	□ De-Escalating	□ Stable
22.	Early alcohol/drug use (6–11yrs.):		
23.	Serious substance use:			
24.	Sells drugs:			
Mental H	<u>ealth</u>	□ Escalating	□ De-Escalating	□ Stable
25.	Hyperactive/impulsive/inattention	า:		
26.	Depression:			
27.				
28.				
29.	Other:			
<u>Delinque</u>	<u>ncy</u>	□ 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):			

<u>Weapons</u>	☐ Escalating ☐ De-Escalating ☐ Stable
	Has used weapons to harm others: Has attempted to procure weapons:
55.	rias attempted to produce 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 Agree Student Threat Assessment Team

between:	
School District	
Law Enforcement Agency	
OK Dept. of Mental Health OK Dept. of Juvenile Affairs District Attorney Representative (District#)	

WITNESSETH:

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

WHEREAS, the team has developed a protocol that identifies and manages potentially dangerous and lethal circumstances in our schools and local community, as well as other communities 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:

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):
Tiember 3 Name (Timeay).
Member's Signature:
riciliber 3 digitatare.

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.

Cian Nama	Title/Agency	Data
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 quide).
- 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.commonsensemedia.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.

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.

- 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:
 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.
 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.)
 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
Phone:
Email:
Thank you, (School Admin Signature Block)

SECTION 6

Example Public Schools STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM ~ LEVEL 1 PROTOCOL LAB ~

- This system is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually or who are setting fires, unless they are doing so as an act of aggression intending severe or lethal injury to others. (If a suicide assessment, sexual incident assessment or fire- setting assessment is needed, please consult the protocol guide pertaining to each assessment or call Support Services at 503.399-3101.)
- Consult the flow chart below in determining the course investigation. If a Level 1 Threat Assessment is indicated, proceed with the attached Protocol and step-by-step instructions.

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

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

Level 1 Protocol completed by Site Team

Steps 1-3:

Demographics and assessment.

Step 4:

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

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

Step 6:

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

- IMPORTANT -

Maintain two copies of the Level 1: One in a letter-size manila envelope marked "Confidential" and placed in the student's regular academic or cumulative file. Second copy is a working file for administrator and counselor. Then mark the presence of a Confidential File on the "Student Notifications" screen in Synergy.

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

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

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

- Teachers, coaches, case managers, other educators. (If education staff are unavailable to attend, ask them to complete the Teacher's Questionnaire and return prior to the Level 1 meeting.)
- Campus Monitors, Instructional Assistants, transportation staff, or other people who have contact with student / students.
- Parents/Guardians, if time and circumstances allow. (If parents/guardians are unable to attend, complete the Parent Interview form.)
- Case managers, Probation Officers if adjudicated or a ward of the Court.

STUDENT NAME: John Doe STUDENT #: 123456 DOB: 1-1-02 AGE: 16

Students should NOT attend

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

STEP 1: ENSURE STUDENT AND STAFF SAFETY

IF IMMINENT DANGER EXISTS CALL LAW ENFORCEMENT, LEVEL OFFICE, AND FOLLOW THE

DISTRICT SAFETY GUIDELINES.			
 If necessary, take appropriate precautions such as building-wide security measures or detaining the student(s) of concern, restricting access to coats, backpacks, etc. Provide Notification (phone call within 12 hours and letter within 24 hours) to guardian of any student(s) identified as a target of violence (where outcome could be severe or lethal injury). For specifics, see ORS 339.327, the Student Threat Assessment System Guide or consult with Level Director. 			
STEP 2: COMPLETE THE FOLLOWING INFORMATION:			
 ☐ The parent / guardian has been notified that assessment is being done. ☐ The parent / guardian has not been notified of meeting because: ☐ Parent Interview completed if parent cannot attend (see Student Threat Assessment System Guide). ☐ Copy of District Incident Report is attached. 			
SCHOOL: Northwest High School SCHOOL PHONE #: 503-399-0000 TODAY'S DATE: 2-13-18 ADMINISTRATOR / CASE MANAGER: Jane Principal DATE OF INCIDENT: 2-11-18			

GRADE: 10

STEP 3	ASSESSMENT	DISCUSS.	. INVESTIGATE.	. AND	DOCUMENT
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Each question is a prompt for the investigation of circumstances that may involve the escalation of aggression by one or more students. The question is noted in **bold** followed by a short clarifying explanation (further explanation can be found within the *Level 1 Companion*). Review the questions as an outline for guided conversation investigating situational factors or concerns that suggest an increase in the risk of acted out aggression. Note responses at each item or under "Other Concerns" (item #20).

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

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

MILD AGGRESSSION - (Frequent, Low Impac	•	➤ EXTREME AGGRESSION (VIOLENCE) (Infrequent, High Impact)
Suggested or Threatened Ag	ggressive Behavior: (Mark the box that most c	losely relates to level of behavior)
Scratch, Bite, Hit	Fight, Hit w/ Object, Forceful Punch	Rape, Strangle, Stab, Shoot, Bomb, Kill
Acted-Out Aggressive Behavior	r: (Mark the box that most closely relates to	Rape, Strangle, Stab, Shoot, Bomb, Kill
Stratch, bite, nit	right, Hit W/ Object, Porceiul Punch	kape, Strangie, Stab, Snoot, Bomb, Kiii

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

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

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

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

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

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

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

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

4. Are there indications of suicidal ideation?

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

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

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

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

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

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

If weapons are being considered but not immediately available within the home, are they available through relatives, friends or other means? Note your level of confidence in the source of your information.

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

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

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

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

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

	No Yes, Describe: Possible grievance due to athletic failure and not fitting in with the jocks.
9.	Are there indications of hopeless, stressfully overwhelming or desperate situations (real or perceived)? As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage desperate solutions and last-ditch efforts to take control. It is important to note that the point of this question is to examine the perception of the person or party you are concerned with, not necessarily what has been observed by others (staff, parents, other students or the community).
acti	No Yes, Describe: Mom reported that he's more stressed that usual regarding school (specifically his music vities).
10.	Are there indications of a capacity or ability to plan and carry out an act of targeted violence? Based upon the cognitive or adaptive capacity of the person or party of concern, what is the likelihood of a successfully organized and executed planned attack? If someone is making fairly exaggerated or complex threats but is unable to organize and execute them due to supervision, cognitive ability or overall functioning, then feasibility drops.
	No Yes, Describe: He has the ability to carry out a plan, and also the ability to research methods.
11.	Are beliefs or ideas irrational, or a feature of a mental health disorder (paranoid, obsessive, a feature of a disability)? Are values, beliefs or ideas socially maladjusted (sees aggression as and acceptable and justifiable method of problem solving)?
	Are beliefs or ideas a feature of a mental health disorder? Threatening talk as a feature of mental illness such as Psychosis, Tourette's Syndrome or Autism is often grandiose or implausible and usually disconnected from attack-related behavior (see question #3), specific targeting (see question #5) and clear motive (see question #8).
	Typically, threats that are made and are features of disabilities are less concerning than those that are made or implied with thoughtful and sober consideration that follows a process of reason and justification. However, if threat is accompanied by attack-related behavior and targeting, risk increases just as it would with threats that are not features of mental health issues.
me	No Yes, Describe: We have some concerns about John's mental health, thought it has not been documented dically.
12.	Are actions and behaviors consistent with communications? After considering questions 1-11, is there a congruent relationship between communicated or implied threats and any accompanying behavior? If threats are made but lack attack-related behaviors, motives, or a specific target(s), consistent with that threat, then risk decreases. Many threats that lack attack-related behavior are likely to be means of communicating dissatisfaction or anger, attention seeking, releasing stress or an affectation of strength or power (bravado).
uns	\square No \boxtimes Yes, Describe: John made concerning statements regarding planning and has done research, though we are ure if he intends to follow through or if his communication was a joke.
S	TOP AND REVIEW THE PREVIOUS QUESTIONS AND YOUR RESPONSES:
	➤ Do the responses identify a threat of aggression (actions, circumstances, communication) with a specific motive focused on a specific target (individual or group) with an indication of attack related behavior? If so, the risk of targeted aggression is indicated. Please proceed with the assessment by moving to item number 13. □ No ☑ Yes
	Do the responses indicate the absence of a targeted threat? If so, do the responses identify either of the following: 1. Aggressive talk or behavior that is highly emotional, is unplanned and is a reaction to a perceived insult, affront, or threat or a means of defending personal interest or self? 2. Aggressive behavior and/or aggressive talk that is used to

potential outcome of aggression is severe or lethal injury, proceed with the assessment by moving to item #13. If the potential outcome of the aggression is mild to moderate injury, you may stop the assessment at this point and move to Step 4, using the answers from questions 1-12 to identify situation(s), setting(s) and trigger(s) that increase the likelihood of the behavior and then develop strategies that will decrease that behavior. \(\bigcap \text{No} \infty \text{No} \infty \text{Yes}
➤ Do the responses indicate the absence of a threat? If so, you may stop the assessment at this point and move to Step 4, noting the absence of the threat under <i>School Options: Other</i> . Then continue to monitor the situation for behavior, ideas or circumstances that may indicate the presence of risk. No Yes
13. Are caregivers, peers, and/or campus staff concerned about a potential for acting out aggressively? Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned. No Yes, Describe: School staff are concerned due to previous incident last year that showed that John can be aggressive in a school setting.
14. Are there trusting and successful relationships with one or more responsible adults either on campus or within the community?
The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc, the less chance or wanting to disappoint or hurt them. A situation that lacks connection to adults increases risk since there is less to lose by acting out. If a student (or group of students) lacks connection to pro-social adults and are also marginalized within the student population, then intervention and connection is strongly indicated!
No Yes, Describe: Gets along well with his teachers. John was able to quickly identified teachers that he liked.
15. What circumstances, events, or triggers increase or agitate the likelihood of a violent or aggressive attack? What situations agitate or trigger aggressive thinking, threats and behavior? Is there an indication that the student(s) of concern are awaiting an event or action before making their final decision regarding violent behavior?
No Yes, Describe: There is a history of a strained relationship with his grandmother. This was documented last spring.
16. What circumstances, events, or inhibitors decrease the likelihood of a violent or aggressive attack? Identify all positive influences (activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. The situation that lacks inhibitors is one of greater risk since there is less to lose by acting out and little motivation toward healthy solutions.
No Yes, Describe: He's involved in band and choir, and has a group of friends at school.
17. Are there indications that peer group reinforces delinquent thinking? Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking that supports the use or violence as a solution. Risk increases if a situation lacks positive social connection, accountability and inhibitors but is filled with anti-social thinking about entitlement, revenge and the use of violence as an acceptable means of solving problems.
No Yes, Describe (include relationship dynamics within peer group): The group message he was part of was engaging in negative, offensive talk.
18. Is there a history of behavioral, drug/alcohol or developmental issues?

Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Risk increases

considerably when coping strategies are limited.

	No Yes, Describe: None that we are aware of.
19.	Are there mental health issues? Are there mental health issues that indicate a low reserve of coping strategies and lack of emotional resiliency?
see	\square No \boxtimes Yes, Describe: Mom disclosed that he struggled with depression last year and was able to see a counselor. This med to help quite a bit.
20.	Other Concerns: The Level 1 is not a quantifiable questionnaire or fixed checklist. It is intended as a set of pertinent questions that encourage discussion and examination of concerns and potential risk. Are there other concerns not noted elsewhere on this survey?

CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

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

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

- 1. Targeted aggression is indicated.
- 2. Potential victims are identified.

Describe:

3. The potential outcome of the aggression may cause severe or lethal injury.

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

- 1. If Risk is imminent or anyone is in immediate danger, call law enforcement (911).
- 2. Contact District Level Operations and the Safety and Risk Management Department for consultation and support.
- 3. Contact STAT (see Step 5) for further assessment, consultation and support.
- 4. Notify the guardians of the potential target(s) (see Step 1 and Step 4, ORS 339.327) of your concerns and the actions you are initiating. Document all communication using the *Notification Log and Notification Letter*. (See Student Threat Assessment System Guide or consult with Level Director.) Outline and document a safety plan for the targeted student(s) (use the *Plan to Protect Victimized of Targeted Student* form).
- 5. Consider all options available to inhibit or decrease the chances of violence. Proceed to Step 4 for a partial list of options that are available within the District. Options may also include restricting access to target(s) or campus; however, it is important to remember that removing student(s) who pose a threat does not necessarily decrease that threat if they are not supervised when away from campus. Therefore, since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

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

Use answers from Step 3 to Identify concerns: RECOMMENDED INTERVENTIONS: (CHECK | IF IMPLEMENTED): If Target(s) are identified: Intended victim warned – parent/guardian notified. (ORS 339.327 requires a phone call notification within 12 hours, followed by a notification letter within 24 hours. Use the Notification Log and Notification Letter to document.) Protective Response initiated by Safety and Risk Management Department. Design and implement a safety plan (using the form *Plan to Protect Targeted or Victimized Student*) for identified target(s). Consider both physical and psychological safety needs of targeted student. Other: **Individual Options:** Individual Accountability Plan Suicide Assessment initiated on (date) (use District Suicide Protocol) No harm contract Student will self manage (using personal tracking system, journaling, check and connect with staff, etc.). Describe: Other: **School Options:** (If student is on IEP/504 plan, any change in placement or Special Ed services must be done through Special Education Team process or 504 team process.) Consider making the following firearms admonition to guardians: "Firearms are the responsibility of the owner: Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home." Document the date, time and guardian's response. Inform guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform DHS regarding a potential neglectful situation. Document the date, time and guardian's response. Review educational plan Specialized class Travel card and time accountability Social skill building programs Increase supervision in following settings: Modifications of daily schedule Late arrival / early dismissal Alert staff and teachers on need-to-know basis Decrease or eliminate pass time or unsupervised time 」Intermittent check of backpack, locker, pocket, purse, etc. by: ☐ Administrator ☐ CDS / Counselor ☐ SRO Office staff Other Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation of an attack. Assign identified staff to build trusting relationship through check-in or mentorship: Administrator Mentor Counselor School Resource Officer Teacher Other:

Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
Other intervention or supervision strategies that directly address triggers and agitators identified in Step 3:
☐ Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out:
School Counselor or Behavior Specialist intervention including:
Other: Parent drop off/pick up. No access to technology. Bathroomescorts.
Referral to appropriate school team to consider alternative placement Home supervision pending further assessment Increased supervision in the following settings: Referral to appropriate Special Ed. Team to consider Psycho Educational Evaluation / Special Education Assessment or Behavior Team Referral. (NOTE: Must be done through Special Education Team Process.)
Family / Home Options:
 ☐ Strategize safety options / planning ☐ Increase supervision (curfew, monitor communications, monitor in community, supervise transportation, etc.) ☐ Safety proof home (secure or remove all weapons, potential weapons, add/test smoke detectors, etc.) ☐ Review and pursue crisis and/or mental health services ☐ Monitor Social media activity for concerning statements, agitators, triggers, threats or behavior related to the preparation or
an attack. Other:
Community Options: Referral to Youth Services Team Student will self-manage. Describe: Explore Mental Health evaluation options Anger management program / mediation program Alcohol/Drug evaluation Parenting program Mentoring program Motify Probation /Parole officer Faith Community program Foster positive community activities, interests Other:
Other Options:
Review:
Administrator will review the status of this plan (recommend weekly or bi-weekly and decrease as supervision/intervention decreases risk) and revise as needed on: 2-27-18 (date)

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

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

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

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

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

See Step 5 for Level 2 Threat Assessment referral process.



STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

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

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

2. Provide Dispatch with the information requested below so a complete Level 2 team can be assembled in a timely manner.

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

-NOTE-

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



INFORMATION NEEDED FOR DISPATCHING A LEVEL 2

Is student adjudicated? Yes No If yes – Name of Probation Officer Phone #:_
A Ward of the Court or other supervision? Yes No If yes – Name of Caseworker Phone#:
Other agencies or individuals involved with the student (therapists, doctors, etc.) that should be included with the parent's permission? \square Yes \boxtimes No
If yes, is there signed consent for exchange of information?
Phone:

Phone:		
Phone:		
Special Ed. or 504 plan, disability codes and current placement? Yes No If yes, details:		
Is student in self-contained classroom? Yes No		
Was guardian present at Level 1 assessment? Yes No		
Are guardians supportive, constructive and available to attend Level 2? $oximes$ Yes $oxdot$ No		
If yes, what is their contact information: Home Phone: Cell Phone:		
Other information needed for Level 2 accomments		

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:

NOTES:

<u>/s/</u>	<u>/s/</u>
Administrator, Plan Supervisor, Date	Counselor, Date
<u>/s/</u>	<u>/s/</u>
School Resource Officer, Date	Other, Title, Date
<u>/s/</u>	<u>/s/</u>
Other, Title, Date	Other, Title, Date

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

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

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

Step 1: Directions for Case Manager:

Student's Name: John Doe

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

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

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

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

Date: 2/12/18

Administrator / Case Manager's Name: Jane Principal
Person conducting the Interview: Jane Principal
Address the student and describe the perceived threat, dangerous situation or violent action that has brought this situation to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff. (ORS 339-250).
Step 2: Ask the following questions through conversation or direct inquiry.
 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 "on-up" him, to scare him and sound powerful. Got these themes from books on zombies, the apocalypse. Was thinking about the mafia when he wrote it. Found a website on making bombs and sent that link.
2. Why did you do? When did you? (See above)

3. Who are you upset or angry with?

No one. Bobby has had a grudge against me for a long time, not sure why. John is not angry with him. Is willing to apologize to Bobby. I talked about jocks because I wish I could play sports but I can't, was never good at them. Jocks think they're so important. It seemed realistic to talk about them.

- 4. Who else is involved? How are they involved? No one.
 - 5. Why do you think people are concerned?

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

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

No plan. Believes the only reason to kill is if your life is in danger. Mentions he watches violent, intense movies because he likes the way they make him feel. Plays Halo, Overwatch, Minecraft – calls them "basic shoot-em-uppers." I'm not suicidal because he knows that would hurt other people. In the past, when things were going bad I thought I might want to die or maybe just have someone kill me.

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

 Does not have any weapons. No guns at mom's house (she doesn't believe in them). Has been target shooting with dad.

 Dad has guns at his home handguns, rifle, semi-automatic. Not sure where they're kept. Has a BB gun at dad's house.
 - 8. Are there people or things that are stressing you or harming you (bullying, harassment, gang issues, school work, threats to you)?

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

9. Do you use any social media (e.g. Twitter, Snapchat, Instagram, Yik Yak, etc.)? Have you ever posted anything that others would be concerned about? Would you be willing to let me see your account activity?
Uses Facebook and Instagram. Mom deleted all of it last night.

10. How is school? Do you have anyone you trust (education staff, relative, adult within the community) and can you talk with them about this situation?

School is good. John is in all of the highest choirs, acapella group, Band. Loves music. Good relationships with English, Band, and History teachers.

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

Choir after school 2 days per week, church (youth group after school on Wednesday), Thursdays go to dad's house. Visit dad every other weekend - very close relationship with him. I want to be a lifeguard, go to college, and sing. Wants to work in a helping profession. Proud of music skills.

- 12. Who are your friends? Are they helpful and positive or are they encouraging you to be aggressive? Maria girlfriend, dating since September. Friends are Erik and online friends. They are all positive.
- 13. Who has control of this situation?John.
- 14. Is there anything else I should know?Has ADHD and is addicted to Monster drinks.
- 15. What can we do to help you? Willing to see a psychologist.

Step 3:

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

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

Step 1: Directions for Case Manager:

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

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

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

Student's Name: _	John Doe	Date:	2-12-18
Administrator / Ca	se Manager's Name:	Jane Principal	
Parent / Guardian	's Name: Sarah Doe		
Person conductin	q the Interview : Jan	e Principal	

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

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

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

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

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

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

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

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

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

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

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

5. Are there certain situations that agitate the student or his / her inclination to violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased stress? Have there been any relationship changes (peers, family) or belief changes? (7,8,9,15, 17)

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

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

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

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

No.

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

No. He has seen a counselor in the past but didn't seem to need it anymore.

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

Music/Band. Church youth group.

10. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? Has the student attempted or communicated a

desire to obtain a firearm or weapon? If needed, is the parent able to search the student's room or possessions? (6)

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

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

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

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

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

13.	What is parent's relationship with the student? ☐ difficult, ☐ neutral, or ☒ positive relationship with
	this student? (16)

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 premeditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.

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).
- Administrator will request further assessment if risk circumstances escalate (see Risk Factors guide.
- School will consider protective Response, assisted by Security Department, should risk factors increase.

Individual / Student Options:

1. Individual Accountability Plan.

School Options:

- 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:

- 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.

- 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.
 - <u>Scheduling an attack.</u> 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

This summary was generated through the efforts of the student threat assessment system (a set of protocols used by members of the Mid-Valley Student Assessment Team referred to as "STAT"). The summary is taken from an investigation focused on the risk factors identified in the United States Secret Service Safe School Initiative, the Four-Pronged Assessment model recommended by the NCAVC and FBI, and aggravating factors identified by experts within the field of Threat Assessment. The summary 1) identifies concerns that arose during the investigation, 2) communicates the case disposition (interventions, supervision planning and risk mitigation strategies) and 3) identifies situational risk factors that may increase the potential for extreme aggression. It is to be used for consideration in the supervision, intervention, and management of threatening or dangerous circumstances involving students. It is not a prediction of future violence, nor is it a foolproof method of assessing an individual's short or long-term risk of harm to others. Since it is an examination of current circumstances (and as these circumstances change, so too does risk potential), please review the contents while being mindful of supervision, intervention and the passage of time. For information regarding the STAT threat assessment process, a complete list of the investigated risk factors summarized below, or the further clarification regarding the contents of this report, please contact STAT as represented by Courtenay McCarthy, Salem-Keizer School District (503) 399-3101.

MID-VALLEY STUDENT THREAT ASSESSMENT TEAM (STAT)

The Mid-Valley Student Threat Assessment Team or STAT is comprised of the following: Salem-Keizer School District, Willamette Educational Services District (WESD), Marion County Sheriff's Office, Salem Police Department, Keizer Police Department, Silverton Police Department, Dallas Police Department, Oregon Judicial Department, Marion County Children's Mental Health, Polk County Children's Mental Health, Marion County Juvenile Dept., Oregon Youth Authority and Chemeketa Community College. STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

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

SITUATION / INCIDENT FACTORS:

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

- Target was: Transient. Targets of aggression have included multiple school staff members, mother, and group home staff.
- Threat was communicated to: Potential targets.
- Threatened aggression was: Frequent threats to kill school staff. Has threatened to kill group home staff but has stopped and has articulated this is because "you are bigger and stronger than me and I can't win."
- Acted out aggression was: Moderate and bordering on extreme (concussion).
- Attack related behavior: Threats and behavior appear reactive though Sam can be opportunistic. He holds onto grievances and acts out when escalated. He appears to note the presence of objects that can be used as weapons and uses those objects when escalated.
- Attack schedule: No schedule indicated.
- Plan to act out aggression: Simple threats to kill.
- **Method of aggression:** Anything he can find to use as a weapon scissors, pencil, plastic silverware, shovel, rocks, etc. At times, uses his fists or fingernails.
- **Weapons availability:** Unavailable in the group home due to security and supervision. There are many items available in the classroom that can be used as weapons.
- Suicide concerns: Suicidal ideation expressed without clear statement of intent.
- **Self-harm concerns:** Frequently hits his head on objects. Has punched himself in the face.
- Interest, orientation and/or immersion in extreme aggression: Has had access to horror movies and had unsupervised access to media while in his mother's home. Has extensive knowledge of horror movies. Has a TV at the group home that is

supervised by staff for appropriate content. Sam fixates on blood and brains – after stabbing the school staff member with the pencil, he was very interested in seeing the injury.

- Motive: No motive (threat was reactive).
- **Self-perspective (regarding life situation):** Miserable, overwhelmed (expresses this when angry). Though he has times of happiness and positivity.
- JACA (DeBecker): Justifies aggression. Does not perceive alternatives to aggression. Is willing to accept consequences. Perceives himself as having ability.
- Perspective regarding targeted violence: Unsure, as his communication weaknesses limit his ability to express this.
- Perspective of caregivers, peers and education staff: Concerns regarding potential acted out extreme aggression.
- **Precipitating events:** Perceiving that others are angry with him. Feeling wronged and wanting others to apologize. Redirection by adults.
- **Relationships with pro-social adults:** Difficulty establishing relationships due to disability. Has connected with his group home provider.
- Inhibitors/protective factors: Positive relationships with older sister. Enjoys movies and TV. Excels during vocational training and physical activities involving routines. Enjoys listening to music and writing lists of items. Enjoys running water, showers.

SCHOOL FACTORS

- List concerns:
- 504/Special Ed/General Ed: Current IEP with Autism Spectrum Disorder eligibility.
 Placement in a Developmental Learning Center classroom. Full scale IQ is in the borderline to low range.
- **Disciplinary action taken:** Disciplinary referrals given. Group home is called to pick up Sam when his behavior becomes a significant safety risk.

- **Attendance:** Previously attended HS in 9th and 10th grade for short periods of time. Attendance was extremely poor prior to the recent group home placement, which resulted in him being dropped from school multiple times. Current attendance is good.
- Attachment to school: Unsure.
- Behavioral history: Long history of physical aggression and threats at school.
 Currently has a thorough behavior plan in place, including staff response when Sam
 becomes physically aggressive, uses items as weapons, or makes verbal threats to
 himself or others. FBA completed 2-24-18 states that Sam can become escalated
 when someone says something different than what he wants to hear, he can
 become escalated anytime he doesn't get what he wants or is escalated. Clear
 escalation cycle that occurs multiple times per week.
- **Discipline history:** History of 18 behavior-related disciplinary referrals since 2015. 8 related to threats, 4 related to physical aggression. In 2016, punched two staff members at HS. In 2017, kicked and threatened a staff member, then kicked a hole in a classroom wall, then put a shade string around his neck and tightened it.

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 deescalate 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), Clonodine (3x day). Has a provider through Northeast Pediatric Clinic doing med management.
- Central Nervous System damage: None known.
- Impulse or inattention problems: Impulse and inattention problems.
- Emotional trauma or victim of abuse: Unsure.
- Previous psychiatric treatment or hospitalization: Multiple hospitalizations due to behavior but no ongoing treatment. Sam enjoyed his holds at the emergency department.
- Past treatment/intervention accessibility and response (accessible, guarded, poor response, resistive, hostile.):
- 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 premeditation, planning, plotting or specific targeting. Reactive behavior can be a function within a pattern of socialization as some attackers search for excuses or opportunities to be angry and aggressive, without any predetermined target.

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).
- Administrator will request further assessment if risk circumstances escalate (see Risk Factors guide.
- 3. Continue Level 1 Supervision Plan.
- 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.
- 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:

- Review mental health options and providers for possible evaluation and/or counseling. Consider New Solutions referral once Sam is involved in mental health treatment.
- 2. Foster positive community activities and interests.

RISK RUBRIC and GLOSSARY

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

BEHAVIOR:

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

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

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

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

RISK:

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

RISK LEVEL FOR TARGETED AGGRESSIVE BEHAVIOR

LOW OR MINOR:

- Vague or indirect information contained within the threat is inconsistent.
- Threat is implausible or lacks detail; lacks realism.
- Context of threat suggests that action is unlikely.
- Little history of serious risk factors or dangerous behavior.

- Inhibitors are present.
- Behavior that is aggressive but has little potential for physical injury. Minor bullying.
- Threats are for stress relief, bravado and affect.

MODERATE:

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

HIGH:

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

IMMINENT:

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

RISK LEVEL FOR REACTIVE / AFFECTIVE BEHAVIOR

LOW OR MINOR:

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

MODERATE:

 Interventions are effective but student can be resistive and hostile given the identified agitation. Somewhat unstable and requires extra staff effort to restrain.

- Peers and staff are frequently on guard.
- Aggressive behavior may cause physical injury but is not intended to be serious or lethal.

HIGH RISK:

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

RISK FACTORS

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

- 1. Has there been a shift toward a threat of extreme aggression or violence? Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.
- 2. Have there been threatening communications suggesting a potential violent attack? Is the communication an expression that suggests details of planning or ongoing consideration of an attack? Communications may include verbal expressions, artwork, email, Internet messaging, texting, written language exercises or any other medium of communication. A communication can also be made by indirect, veiled or casual references to possible harmful events, warnings of potential harm or references to previously occurring violent events such as school or community shootings.
- **3.** Are there indications of a specific target or targets? Is there an ongoing consideration or focus on a particular person or a group of people?
- **4.** Are there indications of a motive, goal or justification for a serious or lethal attack? While there can certainly be many motives for acting out violently or aggressively, the most common is the need to establish or re-establish control, often

disguised as revenge or vendetta for lost love or humiliation and the desire to prove bravery after making a threat or taking a dare. Pay close attention to motive themes of loss, being wronged or excessive anger.

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

Office of School Safety and Security

Oklahoma State Department of Education okcares@sde.ok.gov
405-521-6387

School Security Institute

State of Oklahoma Office of Homeland Security tenna.whitsel@okohs.ok.gov 405-425-7296