

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____

DATE OF SCHOOL BOARD MEETING: August 25, 2020

TITLE OF AGENDA ITEM: Approval of 2020-2021 Threat Assessment Procedures Manual

DIVISION:

_____ This is a CONTINUATION of a current project, grant, etc.

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CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

GADSDEN COUNTY SCHOOL DISTRICT

Threat Assessment Procedures Manual

2020-2021 School Year



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Introduction

The Gadsden County School District's procedures for Threat Assessment comprise a three-stage process, which includes an Initial Response, Level 1 Screening, and Level 2 In-Depth Assessment. The three stages of the Threat Assessment process are intended to ensure timeliness of response, safety of all in the school environment, and deployment of the school's resources in the most efficient manner, according to the facts of each individual case. We emphasize in our training that not all threats are created equal. It is important that those charged with the responsibility of responding to potential threats in the schools have a systematic means of gathering information and communicating with each other about the seriousness of the situation and the need for immediate action. In the majority of cases, there will be sufficient time to complete all three stages of the process, if needed. However, in some instances, a threat may be imminent, which will require quick and effective action to ensure the safety and well-being of students and staff. The three-stage Threat Assessment process allows for maximum flexibility in responding to and managing the variety of threat situations that may arise in schools.

Overview

Types of Threat

You may gain some initial guidance about how to respond by thinking about the type of threat the student is making. According to the FBI, threats fall into four basic categories:

- Direct threat – a threat that identifies a specific act against a specific person(s) or target(s) delivered in a clear, plausible, and explicit manner.
- Indirect threat – a threat that is unclear, ambiguous, or lacks specificity. Violence is implied, but the threat is phrased tentatively, suggesting that a violent act could occur, not that it will occur.
- Veiled threat – a threat that strongly implies, but does not explicitly threaten, violence.
- Conditional threat – a threat often seen in extortion cases. It warns that a violent act will occur unless certain demands or terms are met.

While all threats should be taken seriously, only the direct threat suggests that immediate action may need to be taken. In each of the other cases, there is time to complete all stages of Threat Assessment, if needed. That is, there should be sufficient time to gather additional information about the student that will help you determine the nature of the threat and plan for intervention and supervision.

Levels of Threat

A second determination you will need to make concerns the level of threat posed by the situation. The district's procedures correspond with FBI recommendations about levels of threat and include the following:

- Transient Threat
 - Poses a minimal risk to the victim and public safety
 - Is vague and indirect
 - Information is inconsistent, implausible, or lacks detail
 - Content suggests the person is unlikely to carry out the threat

- Substantive Threat
 - Direct, specific, and plausible
 - Appears to pose imminent and serious danger to safety of others
 - Suggests detailed steps have been taken (e.g., stalking or acquisition of weapons)
 - Almost always requires involving law enforcement

Again, sorting among levels of threat is not an exact science and requires judgment. Two general principles may prove helpful when determining level of threat. The first is specificity of content. All threats can be analyzed for their content (e.g., "what" is being said or implied). There's a big difference between, "I'm so mad I could choke someone" (vague and nonspecific); and, "At lunchtime today, I'm going to get Dave, and cut him up like a jigsaw puzzle" (specific about who, when, where, and how). As a general rule of thumb: the more specific the content of a threat, the more serious the risk of imminent danger.

A second principle is plausibility of context. All threats can also be analyzed for their context (e.g., events and conditions that surround the threat). Again, there's a big difference between, "I'm going to get a nuclear bomb and blow up the whole county" (not plausible); and, "My dad's got guns all around the house; I know where to gate's to the school are, and I know how to seem inconspicuous" (plausible). As a general rule of thumb: the higher the plausibility of threat context, the more serious the risk of imminent danger. When both converge (high specificity and plausibility), you should be especially vigilant about the potential of imminent danger.

If you're struggling to determine exactly which level of threat is posed, err on the side of caution. If you just can't decide if a situation represents a "transient" or "substantive" level of threat, it is better to go with the latter. Remember that in the vast majority of cases you have time for information gathering; and more detailed information will never be a waste of time.

Factors Shaping the Student's Decision-Making and Behavior

The best determinant of the nature of a threat is the students' past and current behavior, and factors that might influence their decision-making. The Federal Bureau of Investigations (FBI) recommends consideration of all the following:

- **Personality of the student**
 - *Behavioral characteristics*
 - * History of violent behavior
 - * Capacity to cope with stress and conflicts
 - * Ways of dealing with anger, humiliation, disappointments
 - * Resiliency related to failure, criticism, or other negative experiences
 - * Response to rules and authority
 - * Capacity for emotional empathy and/or respect for others
 - *Internal states/traits*
 - * Tolerance for frustration
 - * Need for control
 - * Presence of depression or other mental illness
 - * Self-perceptions (narcissism/insecurity)
 - * Need for attention
 - * Presence of blame (internal/external)
 - * Sense of self-importance compared to others (superior/inferior)
- **School dynamics**
 - Student's attachment to school
 - Tolerance for disrespectful behavior
 - Approach to discipline (equitable/arbitrary)
 - Flexibility/inclusiveness of differing cultures
 - Pecking order among students
 - Code of silence among students
 - Supervision of computer/internet access
- **Social dynamics**
 - ✓ Peer group relationships and culture
 - ✓ Use of drugs and alcohol
 - ✓ Use of media, entertainment, technology
 - ✓ Level of interests outside school
 - ✓ Potential for being influenced by past events to become "copycat"
- **Family dynamics**
 - Parent/Guardian-child relationships
 - Attitudes toward "deviant" behavior
 - Access to weapons
 - Sense of connectedness/intimacy
 - Attitude toward parental authority (e.g., resentment)

- Supervision (e.g., monitoring of child's whereabouts, peer group, TV, video games, internet use, etc.)

In the Gadsden Threat Assessment procedures, analysis is conducted by completing the **Threat Risk Assessment Checklist (TRAC)** (page 41) by the Level 1 and Level 2 assessment teams.

Final Considerations

Depending on the outcome of your threat assessment, the team will need to decide appropriate "next steps." These steps may range from immediately securing the student in question, deciding on alternatives to current school placement that may be needed, calling in law enforcement, how to best notify parent/ about the situation, planning for short-term or long-term interventions and/or supervision in the schools, monitoring of the student's behavior, planning for a student's return to campus after suspension, and/or referral to appropriate mental health or social service agencies for follow-up. This manual contains numerous suggestions for follow-up activities that may be useful as you plan for the variety of contingencies that may arise.

Remember that the goal of threat assessment is not only to keep schools safe, but also to help potential offenders overcome the underlying sources of their problems. Effective threat assessment provides school personnel a wealth of information about a student's risks and resources. For example, a student who turns out to be expressing a low level of threat may still be one with a high level of need for intervention, supervision, and mental health services. In the spirit of prevention, identifying such a student and enabling services that may help ameliorate his or her problems, should be seen as a positive outcome for all involved.

Organizational Procedures

- It is the intent of the Gadsden County School Board to communicate, collaborate, and coordinate efforts with all state and local agencies and programs to provide services to students experiencing or are at risk of an emotional disturbance or mental illness. Records may be shared between such agencies that are confidential or exempt from disclosure under Chapter 119 F.S. if the records or information are reasonably necessary to ensure access to appropriate services for students or to ensure the safety of students and others.
- Each school must establish a Threat Assessment Team (TAT). Each TAT and all school administrators will be trained in the use of the threat assessment procedures including the use of the CSTAG instrument adopted by the Office of School Safety and all forms used in the threat assessment process.
- If an immediate mental health or substance abuse crisis is suspected, school personnel notify the TAT, which will follow policies established to engage behavioral health crisis resources. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Onsite school personnel shall report all such situations and actions taken to the TAT, which contacts other agencies involved with the student and any known service providers to share information, including criminal history and coordinate any necessary follow-up actions. If the student transfers to a different school, the TAT verifies that any intervention services provided

to the student remain in place until the TAT of the receiving school independently determines the need for intervention services.

THREAT ASSESSMENT AND RESPONSE PROTOCOL

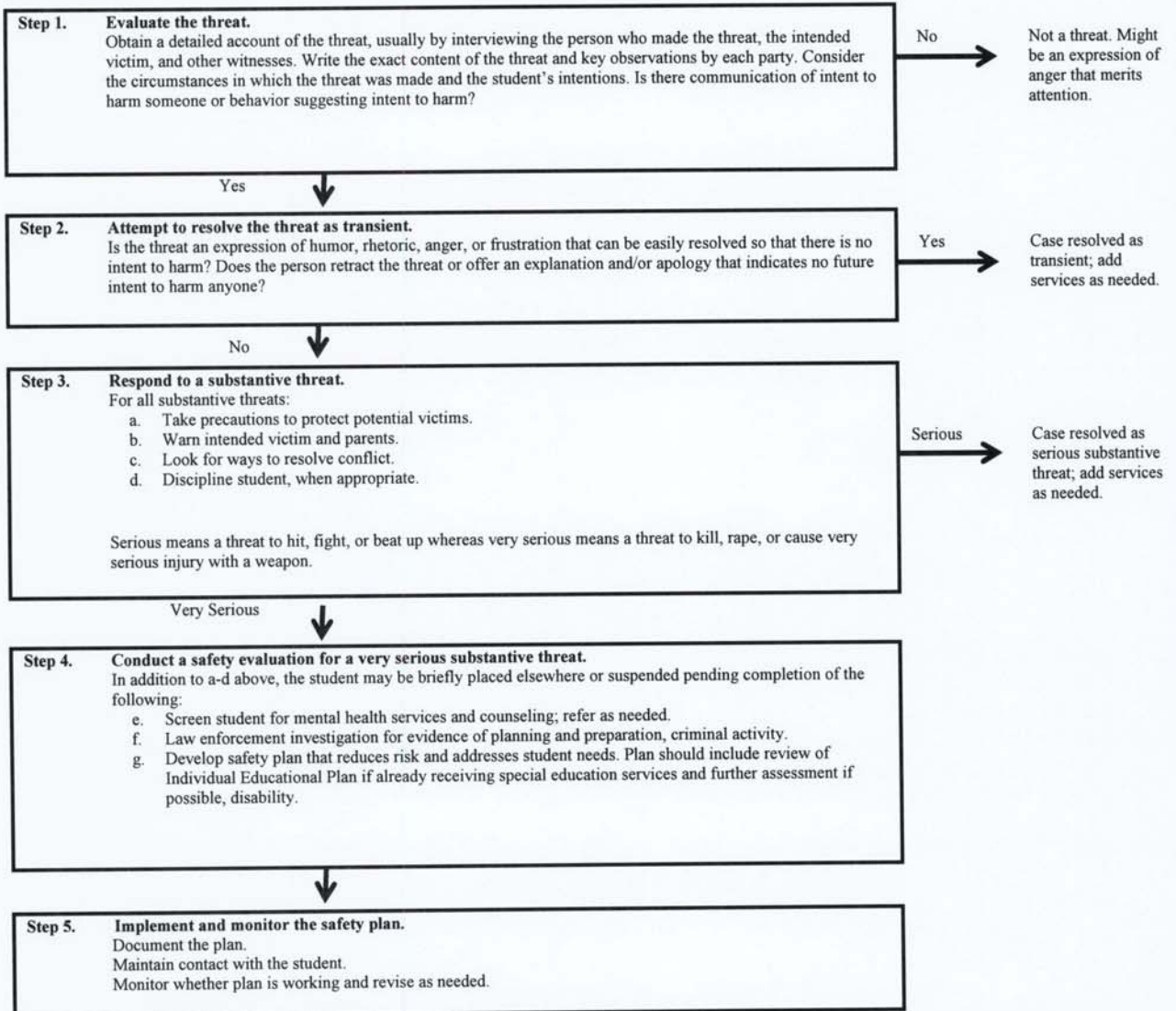
Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*



Initial Response Procedure for Determining Need for Level 1 Screening

STEP 1

Administrator gathers initial statement from the reporter of the threat, the identified at-risk student, and any additional witnesses. The administrator uses the **Interviews** and **Target** forms being careful to follow the instructions on the form.

STEP 2

The administrator completes the *Assessing Level of Threat Checklist* (page 39) to make an initial judgment about the level of the at-risk student's threat. Whenever possible, teacher input should be solicited and considered. ***The threat is then rated as either transient or substantive.***

If the threat is determined to be of transient, then a Level 1 Screening is NOT needed. The administrator should continue to monitor the situation and provide any needed supports, with a review of the situation after one week.

The administrator should take the appropriate disciplinary actions that are in compliance with the district's **Code of Student Conduct** and monitor the situation accordingly.

If the threat is determined to be substantive, then Level 1 Screening IS necessary. The administrator completes the **Threat Notification and Report** (page 15) documenting the incident, and forwards copies to the District's Safety and Security Officer and the SRO.

The administrator should proceed to Level 1: Screening Step 1. A threat that has been rated as substantive, will involve contacting both school and community based "law enforcement" professionals and other sources to obtain additional information. The substantive threat will warrant investigation as a possible criminal offense. Intervention supports (e.g., a referral for counseling or other mental health services) will be necessary. A threat that has been rated as substantive will require the school to immediately inform the appropriate law enforcement agencies and the school's crisis response plan may need to be implemented depending on the severity of the substantive threat.

Level 1 Screening

Screening for further investigation of threat and determination of need for Level 2 In-Depth Assessment

STEP 1: Assemble Team and Assign Responsibilities

In response to an administrator's request, the school TAT initiates Level 1 Screening. The site team is composed of an administrator, a teacher, a mental health professional, law enforcement representatives (security specialist, SRO and/or GCSO investigator), and others as available. Teams should include representatives of different perspectives (e.g., mental health and administration) and professionals who are familiar with the at-risk student (e.g., teachers).

- Administrator (AP or Principal) *
- Guidance Counselor*
- Teacher/coach (familiar with the student) *
- SRO and/or LCSO investigator*
- Security Specialist*
- Mental Health Specialist
- ESE Specialist
- Behavior Specialist
- Others who know the student

*Mandatory member

STEP 2: Parent Notification

- Proceed with notification of parent(s) following the *Parent/Guardian Notification Checklist* (page 22). Parent/Guardian contact must be completed except in extraordinary circumstances. Multiple efforts to contact parents should be documented.
- A parent/guardian should be invited to participate in the screening meeting if the site team determines it would benefit the screening process. The site team may elect to complete the screening without direct participation of the parent if it is determined that such participation would compromise the process.

STEP 3: Conduct Data Collection

- Proceed with data collection for items on the *Level 1 Screening Process*
- Complete the *Key Observations* (page 20) form and *Observations Suggesting Need for Intervention* (page 21) form.

STEP 4: Complete Threat Risk Assessment Checklist (TRAC) Protocol

- Hold a TAT meeting within 24 hours of the report to complete Level 1: *Threat Risk Assessment Checklist (TRAC)* (page 41) many cases can be addressed through a Level 1 Screening, followed by appropriate interventions. The screening provides a consistent and

efficient way of documenting concerns and potential management strategies. It is also a means to determine if there is a need to do a more extensive Level 2: In-Depth Assessment.

STEP 5: Develop the Behavior Intervention Plan

- Complete the **Behavior Intervention Plan** (page 42) at the meeting unless a Level 2 In-Depth Assessment is required. *Note: At least three of the four mandatory team members must be present at the meeting and sign off on the plan.*
- If TAT team determines that a more in-depth assessment is necessary due to a greater need for investigation and supervision, then Level 2: In-Depth Assessment is required. The team should initiate Level 2 procedures immediately, including identification of team members.
- Implement the Behavior Intervention Plan.
- If Level 2: In-Depth Assessment is determined to be unnecessary, implement the Behavior Intervention Plan and complete the **Behavior Intervention Plan Review Form** (page 46) for monitoring after two weeks (or earlier if warranted).

STEP 6: Maintenance of Records

- The screening packet becomes a part of the student's records. The packet should be securely maintained in an assigned administrator's office, separate from the student's cumulative file. A flag indicating the existence of an administrative file should be placed in the student's cumulative file. In accordance with School Board Policy 5.70 Student Records and 5.711 Parent Access to Information, these records are subject to parent inspection.

STEP 7: Electronic Records

- For each student who has had a Level 1: Screening, it should be entered into the student management database.

Level 2 Screening In-Depth Assessment

Note: This protocol is only to be used by staff who have completed the required District Threat Assessment trainings.

In response to a referral by the Level 1 site team, the Level 2 team performs an in-depth assessment of factors that may contribute to the student's risk for engaging in violent or dangerous behavior (e.g., student personality and school history, family history, peer group influences, etc.).

STEP 1: Assemble Team & Assign Responsibilities

- Guidance Counselor identifies and notifies all team members and assigns data collection duties. *Assessment at this level requires a more "clinical" approach to searching out information about emotional reactions, interactions/relationships over time, and behavioral issues beyond those that may have been apparent at school.*
- The Level 2 TAT is composed of ALL members of the Level 1 TAT and at least two additional members* drawn from the following:
 - School Psychologist
 - Guidance Counselor
 - Law Enforcement representative (SRO) or GCSO Investigator (who is not already part of the Level 1 site team)
 - District staff member
 - Community mental health representative (with parent permission)
 - Parent Liaison

**It is important to incorporate a "non-school based" perspective in the Level 2 Assessment process*

STEP 2: Notify Parent and Collect Data

- Notify Parent/Guardian of data to be collected at Level 2 and the impending meeting to develop a *Plan of Action* to supplement the *Behavior Intervention Plan*. Parent/Guardian notification must be completed except in extraordinary circumstances. Multiple efforts to contact the parent/guardian should be documented.
- Collect additional data using the following forms?
 - Level 2 Teacher/Staff Interview Form (page 18) (efforts should be made to have form completed by each of the student's teachers)
 - Level 2 Student Interview** (Mental Health Assessment) (page 27)
 - Level 2 Parent/Guardian Interview (page 23) (**The interview can be completed via telephone, parent conference at school, or home visit.)
 - Level 2 Other – Target Interview Guide (page 17)

**** Interviews must be completed by a school district mental health professional (e.g., school psychologist or guidance counselor).**

STEP 3: Updating of TRAC Protocol and Plan of Action

- Hold a meeting to update the **TRAC** results based on additional information gathered (address questions noted as requiring further information at Level 1 meeting).
- The team completes the Level 2 **Behavior Intervention Plan** (page 42). All committee members must be present at the meeting and sign-off on the plan.
- After a designated interval of plan implementation, the Level 1 **Behavior Intervention Plan Review Form** (page 45) must be completed.

STEP 4: Maintenance of Records

- The screening information becomes a part of the student's records. The packet should be securely maintained in an assigned administrator's office, separate from the student's cumulative file.
-

STEP 5: Electronic Records

- A flag, indicating the existence of an administrative threat assessment file on the student should be placed in Student Management Database. These records are subject to parent/guardian inspection.

APPENDICES

APPENDIX A

THREAT NOTIFICATION AND REPORT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.

Name of person reporting threat:	Date/time threat reported:
Affiliation of person reporting threat: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	Date/time threat made:
Affiliation of person making threat: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other _____	Status: <input type="checkbox"/> Current <input type="checkbox"/> Former
Identification: <input type="checkbox"/> Male <input type="checkbox"/> Female Age: Grade, if student: School program, if student:	
Emergency Contact:	Relationship:
Home Address:	Phone:
Location threat occurred: <input type="checkbox"/> School Building or Grounds <input type="checkbox"/> School Bus/Other Travel <input type="checkbox"/> School-Sponsored Activity <input type="checkbox"/> Digital communication such as text or post <input type="checkbox"/> Other _____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

Sources of Information	Was information reviewed?	Relevant Findings (use additional pages as needed)
Prior threats	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Prior discipline incidents	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Academic records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Special education records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Other records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from other schools	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from outside agencies (e.g., social services or mental health)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	

TARGET INTERVIEW GUIDE

Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		ID #	
Affiliation	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:	Status	<input type="checkbox"/> Current <input type="checkbox"/> Former Grade (if student):
School		Building/Program	
Emergency Contact		Relation	
Home Address		Phone	
Person(s) Conducting Interview		Location, Date of Interview	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did (subject) say? And what exactly did (subject) do?

3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)

4. How do you feel about what (subject) said or did?

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

Teacher/Staff Interview

Name of Person Interviewed		Relationship to Student
Person(s) Conducting Interview		Location, Date of Interview

Academics

1. How is this student doing academically? Has there been any change in recent weeks?

2. What are this student's verbal skills? How well can he or she express himself/herself in words?

3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher knowledge of the threat

1. What do you know about the threat?

2. Have you heard this student talk about things like this before?

3. What have other students told you about this incident?

4. Is there another teacher or staff member who might know something about this?

Student's peer relations

1. How well does this student get along with other students?

2. Who are the student's friends?

3. Are there students who do not get along with this student?

4. Have there been other conflicts or difficulties with peers?

5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?
2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?
3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?
2. How does this student respond to being corrected by an adult?
3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?
2. Does this student seem to hold a grudge? Seem resentful?
3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Witness

APPENDIX B

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:		
1. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION				
Date of initial classification:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Date of change in classification, if any:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. History of criminal acts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. History of intense anger or resentment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Has grievance or feels treated unfairly.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
7. Feels abused, harassed, or bullied.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Has been seriously depressed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Experienced serious stressful events or conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Substance abuse history.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Prescribed psychotropic medication.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Lacks supportive family.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Lacks positive relationships with peers.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
19. Other factors that suggest need for intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

APPENDIX C

PARENT/GUARDIAN NOTIFICATION CHECKLIST

Parent/Guardian Name: _____ Student: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

The parent/guardian has been notified of the incident and that this threat screening is being conducted by school personnel and law enforcement, as necessary.

Parent/Guardian contacted: _____ By whom: _____

Parent/Guardian response _____

Attempt to notify parent/guardian (s) was not successful because:

Date/Time/Contact attempt made by (list each attempt made): _____

Was the incident reported to local law enforcement authorities? ___ Yes ___ No

Law Enforcement Person Contacted:

By whom? _____

Outcome: _____

Signature of Person Completing this form: _____

Witness Signature (Principal/Assistant Principal/Counselor)

Witness Signature (Principal/Assistant Principal/Counselor)

Note: This report is not to be included in the student's cumulative folder. A designated administrator should maintain a separate threat assessment file.

Parent/Guardian Interview

Parent/Guardian Name		Relationship to Student
Person(s) Conducting Interview		Location, Date of Interview

Understandably, parents/guardians may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent/Guardian knowledge of the threat

1. What do you (the parent) know about the threat?

2. Have you heard your child (or use child's name) talk about things like this before?

3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)

4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)

5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School adjustment

1. Has your child ever been suspended or expelled from school?

2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?

3. Has your child ever needed special help in school? Ever been retained?

4. Has your child ever been tested in school?

5. How does your child like school?

6. How often does your child do homework?

7. What are your child's teachers like?

Family relationships and current stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:

Move, divorce/separation, losses

Financial status, employment changes for parents

Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer relations and bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Delinquent behavior

1. Has your child been in trouble with the law or with police before? What happened?

2. Has your child ever gone to juvenile court? What was it about?

3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?

4. Does your child drink beer, wine, or other alcohol?

5. Does your child smoke marijuana?

6. Has your child used any other drugs?

History of aggression

1. How does your child handle frustration?

2. When your child gets angry, what does he/she do?

3. Has your child gotten into fights in the past? When, where, with whom?

4. Has your child's temper ever gotten him/her into trouble?

5. Has your child ever hit you or other family members?

6. Has your child destroyed his or her own things, or someone else's property?

7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?

2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?

3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?

4. What can you do to restrict your child's access to weapons?

Exposure to violence

1. Has your child ever been a victim of abuse?
2. Is your child exposed to violence in the neighborhood?
3. Do people argue much at home? Has there been any physical aggression at home?
4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?
2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?
3. Has your child ever been hospitalized? Had any serious illnesses?
4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?
2. What has your child's mood been like the past few weeks?
3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?
4. Has your child had problems with sleep? Appetite? Energy level? Concentration?
5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?
6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?
7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?
8. Has your child had any involvement with other agencies/programs in the community?

MENTAL HEALTH ASSESSMENTVirginia Student Threat Assessment Guidelines[®]

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. *Treatment and referral needs.* Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction.* Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview		Location, Date of Interview

Usually the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?
2. I know you must have had reasons to say (or do) that; can you explain what led up to it?
3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?
4. What could happen that would make you want to do it? (carry out the threat)
5. What would happen if you did do it? (review both effects on intended victims and consequences for student)
6. What do you think the school should do in a situation in which a person makes a threat like this?
7. What were you feeling then? How do you feel now?
8. How do you think (the person threatened) felt?

Relationship with intended victim(s)

1. How long have you known this person?
2. What has happened in the past between you and this person?

3. What do you think this person deserves?

4. Do you see any way that things could be improved between you and this person?

Family support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?

2. Whom in your home are you close to?

3. How well do your parents/guardians know you?

4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?

5. How strict are your parents/guardians? What do they do if you do something, they don't want you to do? When was the last time you got in trouble with them? What was the worst time?

6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?

2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?

3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?

4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?

5. Do you have any family members in jail or prison?

6. Do you take any medication?

7. Have you been involved in any counseling?

Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)

2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?

6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?
2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?
3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?
4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?
2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)
3. Have you ever had to use a knife with someone? What happened?
4. What do you think would happen if you did use a knife with (name of victim)?

Access to firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?
2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?
3. If you wanted a gun, how would you get one?
4. What do you think you might do if you had a gun?
5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?
2. When you get angry, what do you do? Has your temper ever gotten you into trouble?
3. Do you get into fights? When was the last time? What happened?
4. Have you ever threatened to harm anyone before?
5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?
6. Have you ever set fire to things?
7. Have you damaged your own property or someone else's property?
8. Have you ever intentionally hurt an animal?

School discipline

1. When was the last time you got into trouble in school? What happened?
2. Have you ever been suspended or expelled?
3. Have your parents ever been called to school because of your behavior?
4. Do you ever cut school or certain classes?
5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent behavior

1. Have you been in trouble with the law or with police before? What happened?
2. Have you ever gone to juvenile court? What was it about?
3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?
4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

5. Do you smoke marijuana? Have you ever? How often? When was the last time?

6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

1. Do you see or hear of violence in your neighborhood?

2. Do you know anyone who was shot, stabbed, or beat up really bad?

3. Do people argue much at home? Does anyone get physically aggressive?

4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)

2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

2. How would your friends describe you?

3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

4. Do you have friends who get in trouble?

5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?

2. What kinds of things do you do well?

3. What are your hobbies and interests? What do you enjoy doing?

4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

5. What are your plans for the future? What would you like to do when you finish school?

6. What could we do that would help with (refer to the problem that led to the threat)?

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?

2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)

3. Have you ever had to use a knife with someone? What happened?

4. What do you think would happen if you did use a knife with (name of victim)?

Access to firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?
2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?
3. If you wanted a gun, how would you get one?
4. What do you think you might do if you had a gun?
5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?
2. When you get angry, what do you do? Has your temper ever gotten you into trouble?
3. Do you get into fights? When was the last time? What happened?
4. Have you ever threatened to harm anyone before?
5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?
6. Have you ever set fire to things?
7. Have you damaged your own property or someone else's property?
8. Have you ever intentionally hurt an animal?

School discipline

1. When was the last time you got into trouble in school? What happened?
2. Have you ever been suspended or expelled?

3. Have your parents ever been called to school because of your behavior?

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5. Do you feel that the rules at this school are fair? What has been unfair?

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2. Have you ever gone to juvenile court? What was it about?

3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?

4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

5. Do you smoke marijuana? Have you ever? How often? When was the last time?

6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

1. Do you see or hear of violence in your neighborhood?

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4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

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Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)

2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

2. How would your friends describe you?

3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

4. Do you have friends who get in trouble?

5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?

2. What kinds of things do you do well?

3. What are your hobbies and interests? What do you enjoy doing?

4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

5. What are your plans for the future? What would you like to do when you finish school?

6. What could we do that would help with (refer to the problem that led to the threat)?

Gadsden County Public Schools

35 Martin Luther King, Jr. Blvd.

Quincy, FL 32351

Parental Notification of Suicide Risk Assessment

Mr./Mrs./Ms. _____ (parent/guardian of: _____)
participated in a conference via phone ____ or in person ____ on (date) _____.

During this conference, the parent(s)/guardian(s) were informed that their child was assessed and determined to be at risk for suicide. They were also informed that they should monitor their child for safety and take the appropriate safeguards. School personnel explained the school system's role in providing support to their child in conjunction with services available through the community.

Parents were encouraged to seek assistance with one or more of the following community resources:

✓	Community Resources
	Seek mental health services
	Contact the Meridian Behavioral Health Crisis Line (1-352-374-5600 ext. 1)
	Call 911 if in immediate danger
	Other:

Comments:

Parent or Legal Guardian Date
(If present in person)

Guidance Counselor Date

Witness (School Personnel) Date

Distribution: administrator and, personal copy (Do not place in cumulative folder.)

Appendix E

Summary of Student Contact

Student: _____ School: _____

Student Services Professional: _____ Date: _____

Summary of Contact:

✓	Actions <i>(Check all that apply)</i>	Contact Name
	Parent contact made <i>(Required)</i>	
	Inform school administrator <i>(Required)</i>	
	Consult SRO/Law Enforcement	
	Consult appropriate school staff	
	Refer to Community Agency	
	Refer to Crisis Center	
	Other:	

 School Student Services Professional Title

Distribution: Guidance Counselor's File *(Note: Do not place this form in cumulative folder.)*

Assessing Level of Threat Checklist

All threats should be assessed and managed in a timely manner. A threat assessment seeks to make an informed judgment about two questions:

- (1) *CONTENT- How credible and serious is the threat itself?*
- (2) *CONTEXT- To what extent does the person making the threat appear to have the resources, intent, and motivation to carry out the threat?*

The National Center for the Analysis of Violent Crime (NCAVC) experience in analyzing a wide range of threats suggests that, in general, the more direct and detailed a threat is, the more serious the risk. A threat that is assessed as substantive will almost always require immediate law enforcement intervention. Please remember that, although the content of the communication may lead one to believe that the threat is not serious, one must also assess the context in which the threat occurred. Regardless of whether the threat is rated transient or substantive, if the context suggests a history of conflict and related violent behavior warning signs Level 1: Screening should be continued.

✓	LEVELS OF THREAT
	<i>Transient</i>
	Threat is vague and indirect.
	Information contained within the threat is inconsistent, implausible or lacks detail.
	Threat lacks realism.
	Content of threat suggests that person is unlikely to carry it out.
	Context of threat suggests person is unlikely to have access to resources, lacks intent and motivation, and does not present with a history of conflict or related violent behaviors.
	<i>Substantive</i>
	Threat is direct, specific and more plausible than a transient level threat. Threat suggests concrete steps have been taken toward carrying it out. Examples include student statements indicating acquisition or practice with a weapon and/or having the victim(s) under surveillance.
	Wording in the threat suggests that the at-risk student has given some thought to how the act will be carried out.
	There may be indication of a possible place and time even though these signs still fall well short of detailed plan.
	There is no clear indication that the at-risk student has taken preparatory steps, although there may be some veiled reference, ambiguous or inconclusive evidence pointing to that possibility; maybe an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
	There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" or "I really mean this!"
	Context of threat suggests person may have access to resources, indicates possible intent and motivation, and/or presents with a history of conflict or related violent behaviors.
	Context of the threat suggests student has secured resources, has definite intent and motivation, and/or there is a strong history of conflict and previous high-risk behaviors,

Recommendation(s):

- Monitor situation (monitoring to be supervised by) _____
- Initiate Level 1: Screening process (for medium and high levels of threat)
- Contact law enforcement
- Other (specify) _____

Threat Risk Assessment Checklist (TRAC)

The TRAC should be completed by the Level 1 Team. The following characteristics have been found to be associated with adolescents who commit acts of violence in school. The 33 questions of the TRAC are organized into 10 categories to assist educators in evaluating threat-related behaviors. The individual items and broader assessment areas endorsed for the at-risk student, may be used to provide a framework for developing specific interventions.

Student: _____ School: _____ Date: _____

Student #: _____ Guidance _____ Counselor: _____

Behavior	Manifestation	YES	NO
Aggression	1. Does the student lose his/her temper easily or display unwarranted anger?		
	2. Does the student have a history of, a plan for, or a current record of violent behavior?		
	3. Has the student engaged in severe property destruction or aggression toward animals?		
	4. Has the student exhibited a lack of concern for the safety of others?		
Depression	5. Does the student display any signs of depression (hopelessness, lethargy)?		
	6. Does the student display, have a history of, or a plan, for self-injurious behavior?		
	7. Is the student irritated easily, overly emotional, or anxious?		
Alienation	8. Does the student have few (3 or less), or no close friends?		
	9. Is there a lack of participation in extracurricular or community activities?		
Narcissism	10. Is the student a member of a generally outcast or alienated group of peers?		
	11. Does the student react to criticism with hostility, anger, or hurt feelings?		
	12. Does the student display a high number of attention-seeking behaviors?		
Family	13. Does the student seem to believe that he or she is superior to other students?		
	14. Is there a history of caregiver rejection or lack of parental involvement?		
	15. Does the student have access to weapons?		
School	16. Are parental expectations and discipline reasonable and consistent?		
	17. Does student perceive an attitude of adult acceptance toward bullying or fighting?		
	18. Does the student believe that fellow students shouldn't report one another?		
Social	19. Is the student a member of a clique or gang that reinforces antisocial behavior?		
	20. Does the student exhibit significantly poor social skills or peer relations?		
	21. Are there indicators that the student has engaged in, or been the victim of bullying?		
Personal	22. Does the student have a known fascination with weaponry or violence?		
	23. Has the student been found with violent drawings or writings created by self or others?		
	24. Does the student appear to be defensive, paranoid, or suspicious of other people?		
	25. Does the student seem to be intolerant of the opinions of other people?		
Coping	26. Does the student overreact to minor frustrations or have impulse control difficulties?		
	27. Does the student tend to externalize blame?		
	28. Are the student's problem-solving skills ineffective?		
	29. Are there known signs the student has been involved in drinking alcohol or using drugs?		
Stress	30. Has the student experienced the loss of a relative, peer, or pet in the last 12 months?		
	31. Has the student experienced significant rejection or humiliation in the last 12 months?		
	32. Has the student displayed recent and/or sudden changes in behavior?		

APPENDIX G

Behavior Intervention Plan

For behavior interfering with the student's learning or the learning of others
Confidential - For Teacher/Staff Use Only
See: www.pent.ca.gov for downloadable forms

This BIP attaches to: IEP date: _____ 504 plan date: _____ Team meeting date:

School Safety plan/Threat Assessment form: date: _____

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is *(describe what it looks like)*_____

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan early stage intervention moderate serious extreme

4. Frequency or intensity or duration of behavior

reported by _____ and/or observed by _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? *(Situations in which the behavior is likely to occur: people, time, place, subject, etc.)*

6. What supports the student using the problem behavior? *(What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)*

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish?

Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: *(Function of behavior in terms of obtaining, protesting, or avoiding something)*

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? *(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)*

10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom?

How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom?

Frequency?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: Reduce frequency of problem behavior Increase use of replacement behavior

Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described:

Yes No

Are environmental supports/changes necessary?

Yes No

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?

Yes No

Are both teaching of new alternative behavior AND reinforcement needed?

Yes No

This BSP to be coordinated with other agency's service plans?

Yes No

Person responsible for contact between agencies

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between?

Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

Student: _____ (signature)

Parent/Guardian: _____ (signature)

- Educator and Title: _____ (signature)
- Educator and Title: _____ (signature)
- Educator and Title: _____ (signature)
- Administrator: _____ (signature)
- Administrator: _____ (signature)
- Other: _____ (signature)
- Other: _____ (signature)

APPENDIX H

Violence-Free Contract

I _____ agree to abide by the following rules for school behavior.
 (Student's Name)

✓	Stipulations (Check all that apply)
	I promise not to harm myself or others.
	I promise not to bring a weapon on school property
	I promise not to use alcohol or other harmful drugs.
	I promise to express my anger in ways that will not be harmful to myself/others.
	I promise to seek out the assistance of an adult when a conflict starts with a peer.
	I promise that I will actively participate in any counseling activities that are made available to me by the school or my parents.
	I promise to attend all scheduled monitoring meeting as assigned.
	I promise to . . .
<i>If I am having thoughts of harming myself or others, I will do the following until I receive help:</i>	
	At school, I will go to _____ and notify them of my feelings.
	Get assistance from an adult, such as:
	Tell my parent/guardian how I am feeling.
<i>If I do not comply with these rules, I understand the following consequences will occur:</i>	
1.	
2.	
3.	

I understand the contract that I am signing and agree to abide by it.

 Student Signature
 Date

 School Personnel Signature Title Date