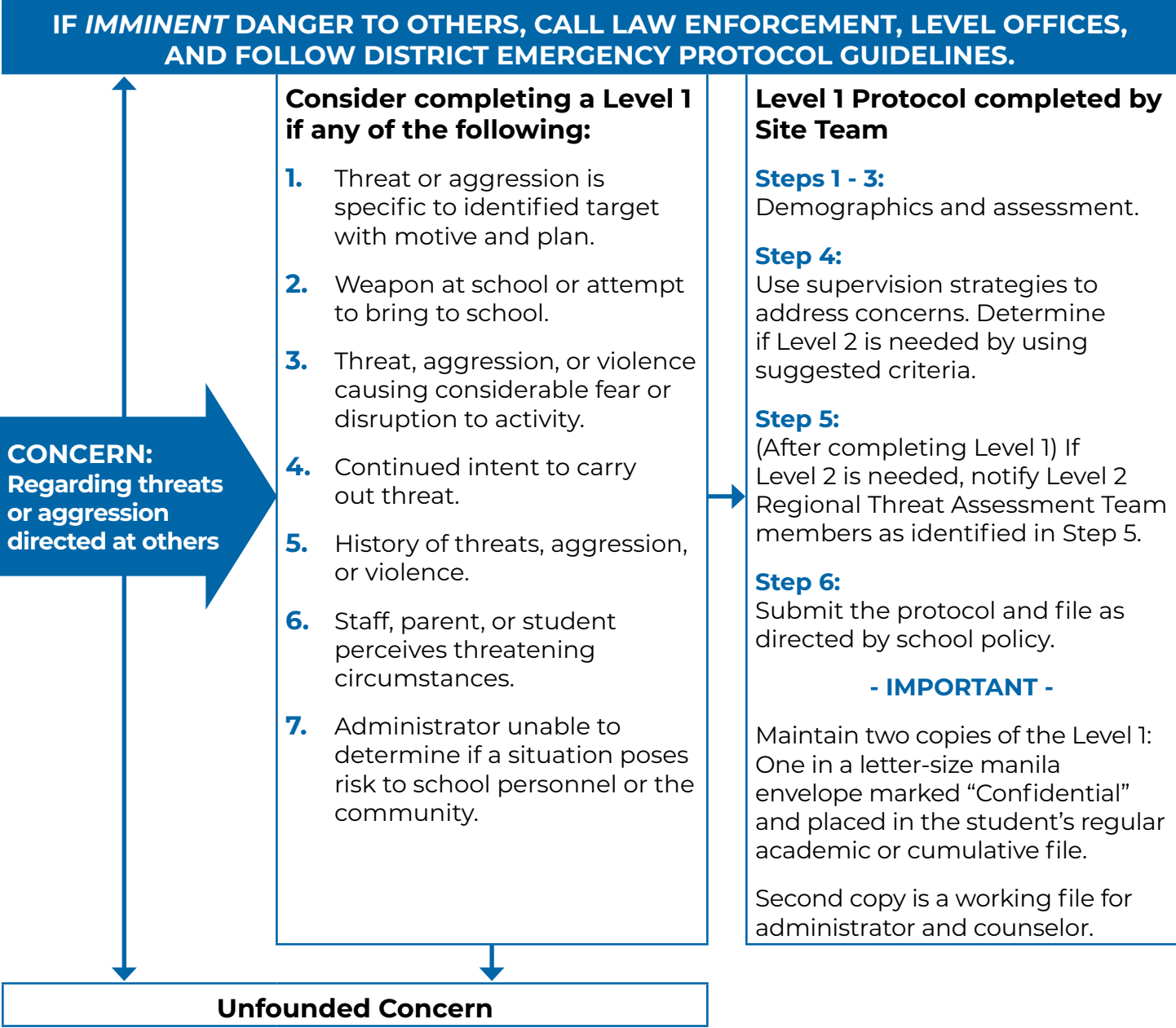




LEVEL 1 PROTOCOL

OKLAHOMA PUBLIC SCHOOLS STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

- This system is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually or who are setting fires, unless they are doing so as an act of aggression intending severe or lethal injury to others.
- Consult the flow chart below in determining the course investigation. If a Level 1 Threat Assessment is indicated, proceed with the attached protocol and step-by-step instructions.





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 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 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. The administrator, as case manager, should lead the discussion using the noted step-by step instructions and accompanying questions as a guide. The following people should be considered for participation in Level 1 meetings as sources of additional information:

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

An equity lens has been applied to the threat response process. The lens identified concerns regarding underserved and underrepresented populations that 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 IMMEDIATE DANGER EXISTS CALL LAW ENFORCEMENT, LEVEL OFFICE, AND FOLLOW THE DISTRICT SAFETY GUIDELINES.

- If necessary, take appropriate precautions such as building-wide security measures or detaining the student(s) of concern, restricting access to coats, backpacks, etc.
- Provide Notification (phone call within 12 hours and letter within 24 hours) to guardian of any student(s) identified as a target of violence (where outcome could be severe or lethal injury).
- Is law enforcement involved in the investigation or protective response?
If so, provide:

NAME OF THE INVESTIGATING OFFICER(S)

CASE NUMBER

What were the results (i.e. student arrested, charged, detained, search of belongings, parent/student interviews,etc.)?

STEP 2: COMPLETE THE FOLLOWING INFORMATION:

- The parent / guardian has been notified that assessment is being done.
- The parent / guardian has not been notified of meeting because:

- Parent Interview completed if parent cannot attend (see Student Threat Assessment System Guide).
- Copy of District Incident Report is attached.

SCHOOL SCHOOL PHONE NUMBER TODAY'S DATE

ADMINISTRATOR/CASE MANAGER DATE OF INCIDENT

STUDENT NAME STUDENT NUMBER DOB AGE GRADE



STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

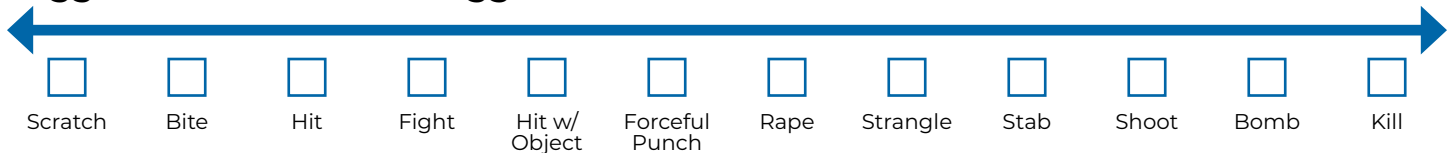
Prior to completing this protocol, consider reviewing the sources of information listed below. Each question is a prompt for the investigation of circumstances that may involve the escalation of aggression by one or more students. The question is noted in bold followed by a short clarifying explanation. Review the questions as an outline for guided conversation investigating situational factors that suggest an increase in concern for acted out aggression. Note responses at each item or under "Other Concerns" (item #20).

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

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

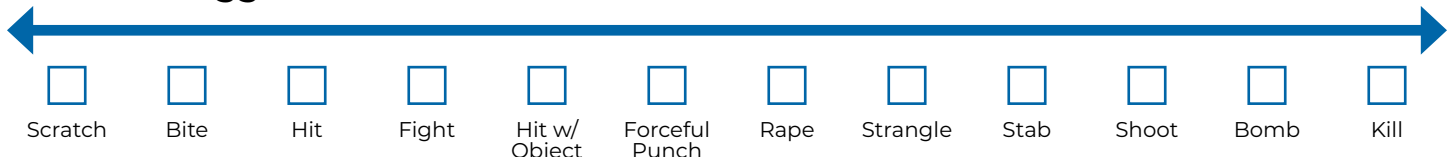
- MILD AGGRESSION (Frequent, Low Impact)
- MODERATE AGGRESSION (Less Frequent, Moderate Impact)
- EXTREME AGGRESSION (VIOLENCE) (Infrequent, High Impact)

Suggested or Threatened Aggressive Behavior:



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

Acted-Out Aggressive Behavior:





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

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

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

No Yes

Describe:

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

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

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group or student body. The plan would have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.



- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon.
- Rehearsal (practice and simulation) of the event or similar event. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc. However, participating in these activities does not lead students to act out violently. Their use is only considered attack-related behavior when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence as a solution.

No Yes

Describe:

4. Are there indications of suicidal ideation?

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

No Yes

Describe:



5. 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 is absent an ongoing target, it may be a situation of reactive aggression, where the individual involved perceives themselves to be under immediate threat, is in an escalated emotional state, and uses threats as a means of self-protection or defending interest and wants.

No Yes

Describe:

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

If weapons are being considered but not immediately available within the home, are they available through relatives, friends or other means? Note your level of confidence in the source of your information. *Be sure to ask both student and parent directly about weapons availability, security, and document their responses.*

No Yes

Describe: (how confident are you in your information?)



- 7. Are there indications of a focused or unusual interest in acts of violence, previous school/community attacks or attackers, weaponry, law enforcement or military paraphernalia or appearance, or anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)? Are there indications of violent revenge fantasies, or a desire to be an agent or martyr of a particular cause or belief system?**

What may be inappropriate to some may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to #3. It examines whether interest is a curiosity, a fascination, or if interest is an admiration for anti-social characters as role-models and examples of how to justify violence as problem solving.

No Yes

Describe:

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

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

No Yes

Describe:



9. Are there indications of hopeless, stressfully overwhelming, or desperate situations (real or perceived)?

As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage desperate solutions and last-ditch efforts to take control. It is important to note that the point of this question is to examine the perception of the person or party you are concerned with, not necessarily what has been observed by others (staff, parents, other students or the community).

No Yes

Describe:

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

Based upon the cognitive or adaptive capacity of the person or party of concern, what is the likelihood of a successfully organized and executed planned attack? If someone is making fairly exaggerated or complex threats but is unable to organize and execute them due to supervision, cognitive ability or overall functioning, then feasibility drops.

No Yes

Describe:



11. Are values, beliefs, or ideas socially maladjusted (sees aggression 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 antisocial and criminally harmful. (Unless it is accompanied by attack related behavior (see question # 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 (#1-#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 behavior that suggests 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. Please proceed with the assessment by moving to item 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 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 1-11 to identify situation(s), setting(s) and trigger(s) that increase the likelihood of the behavior and then develop strategies that will decrease that behavior.

- Do the responses indicate that the situation does not pose a threat?

No Yes

If so, you may stop the assessment at this point and move to Step 4, noting the absence of the threat under School Options: Other. Then continue to monitor the situation for behavior, ideas or circumstances that may indicate the presence of risk.

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

Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

No Yes

Describe:



14. Are there trusting and successful relationships with one or more responsible adults either on campus or within the community?

The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc, the less chance of wanting to disappoint or hurt them and the greater opportunity for fostering positive values, community connections, and prosocial choices. A situation that lacks connection to adults increases risk since there is less to lose by acting out. If a student (or group of students) lacks connection to pro-social adults and are also marginalized within the student population, then intervention and connection is strongly indicated!

No Yes

Describe:

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

What 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(s) of concern are awaiting an event or action before making their final decision regarding violent behavior?

Describe:



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

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

Describe:

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

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

No Yes

Describe (include role within peer group):



18. Is there a history of behavioral, drug/alcohol, or developmental issues?

Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Risk increases considerably when coping strategies are limited.

No Yes

Describe:

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

No Yes

Describe:



20. Other Concerns:

The Level 1 is not a quantifiable questionnaire or fixed checklist. It is intended as a set of pertinent questions that encourage discussion and examination of concerns. Are there other concerns not noted elsewhere on this survey? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

Describe:

CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

1. Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?
2. Review all previous questions and highlight/identify responses that indicate concern.
3. Identify your impressions and sense of urgency.
4. Is the potential aggression likely to cause severe or lethal injury?
5. Do the responses identify threats (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.
6. Is there indication an attack has been scheduled or an identified date when an attack may happen?

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

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



PRECAUTIONARY 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 Level 2 assessment team members as identified in Step 5.
3. Notify the guardians of the potential target(s) of your concerns and the actions you are initiating. Document all communication using the Notification Log and Notification Letter. (See Student Threat Assessment System Guide or consult with Level Administrator.) Outline and document a safety plan for the targeted student(s) (use the Plan to Protect Victimized of Targeted Student form).
4. Consider all options available to inhibit or decrease the chances of violence. Proceed to Step 4 for a partial list of options that are available within the District. Options may also include restricting access to target(s) or campus; however, it is important to remember that removing student(s) who pose a threat does not necessarily decrease that threat if they are not supervised when away from campus. Therefore, since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

STEP 4: DEVELOP A SUPERVISION PLAN TO ADDRESS CONCERNS (INCLUDING AGGRAVATING FACTORS) IDENTIFIED THROUGH STEP 3.

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

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

If Target(s) are identified:

- Warn intended victim and notify parent/guardian.
- Have Safety and 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.
- Other: _____



Individual Options:

- Individual Accountability Plan developed
- Initiate Suicide Risk Assessment _____
USE DISTRICT SUICIDE RISK ASSESSMENT PROTOCOL
- Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.).

Describe: _____

- Other: _____

School Options:

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

- Consider making the following firearms admonition to guardians: "Firearms are the responsibility of the owner: Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home." Document the date, time and guardian's response.
- Inform guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform DHS regarding a potential neglectful situation. Document the date, time and guardian's response.
- Review educational plan
- Review transportation options; consider bus support plan.
- Monitor Social media activity 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:
 - Modifications of daily schedule
 - Allow Late arrival/early dismissal



LEVEL 1 PROTOCOL

- Alert staff and teachers on need-to-know basis Decrease or eliminate pass time or unsupervised time
 - Decrease or eliminate pass time or unsupervised time
 - Intermittent/Random Check of backpack, locker, pocket, purse, etc. by:
 - Administrator CDS / Counselor SRO Office staff
 - Other
-

- Assign identified staff to build trusting relationship through check-in or mentorship:
 - Administrator Mentor Counselor School Resource Officer Teacher
 - Other:
-

- Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.
 - Other intervention or supervision strategies that directly address triggers and agitators identified in Step 3:
 - Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out:
 - 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.
 - Other:
-

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



Family / Home Options:

- Strategize safety options/planning
 - Increase supervision (curfew, monitor communications, monitor in community, supervise transportation, etc.) Safety proof home (secure or remove all weapons, potential weapons, add/test smoke detectors, etc.) Review and pursue crisis and/or mental health services
 - Monitor Social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack
 - Use a Family Social Media Contract or refer to www.common sense media.org for information on appropriate youth media
 - Other:
-

Community Options:

- Provide referral to DHS Child Welfare or OK Department of Juvenile Services as appropriate.
 - 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 based community program
 - Foster positive community activities/interests
 - Other:
-

Other Options:



Review:

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

DATE

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

- 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.

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT:

1. To begin process, immediately contact

NAME OF CONTACT

PHONE NUMBER(S)

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

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



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

INFORMATION NEEDED FOR DISPATCHING A LEVEL 2

1. Is student adjudicated? No Yes
If yes:

NAME OF PROBATION OFFICER

PHONE NUMBER

2. Is student a ward of the court or other supervision? No Yes
If yes:

NAME OF CASEWORKER

3. Other agencies or individuals involved with the student (therapists, doctors, etc.) that should be included with the parent's permission? No Yes
If yes, is there signed consent for exchange of information? No Yes
If yes, please list agencies and individuals:

NAME OF CONTACT

PHONE NUMBER

NAME OF CONTACT

PHONE NUMBER

NAME OF CONTACT

PHONE NUMBER

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

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

6. Was guardian present at Level 1 assessment? No Yes

7. Are guardians supportive, constructive and available to attend Level 2? No Yes
If yes, what is their contact information:

HOME PHONE NUMBER

CELL PHONE NUMBER



8. Other information needed for Level 2 assessment:

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

1. Sign and Submit the protocol.
2. Maintain an electronic 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. 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 |
|-------|------|

| | |
|-----------------------|------|
| LOCAL LAW ENFORCEMENT | DATE |
|-----------------------|------|

| | |
|-------|------|
| OTHER | DATE |
|-------|------|



Notes:

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

All above reference material can be linked from the following web page:

<http://www.studentthreatassessment.org>

RECOMMENDATIONS FOR CASE MANAGERS (ADMINISTRATORS)

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Routinely check in with teachers, coaches, campus monitors, counselors, and parents for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Status checks should be completed as often as necessary until your level 1 team determines the level of risk has diminished.
- Document your updates and management steps through the process.
- If the student moves to another school or program, immediately notify the receiving school of the Level 1/Level 2 and management plan.
- Contact your district threat assessment consultant with any concerns or significant updates.



REVIEW NOTES

DATE

Notes:

DATE

Notes:

DATE

Notes:



LEVEL 1 PROTOCOL

DATE

Notes:

DATE

Notes:

DATE

Notes: