



LAW ENFORCEMENT INVESTIGATION-LEVEL 2

OKLAHOMA PUBLIC SCHOOLS STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM

STUDENT NAME

STUDENT #

DATE

SCHOOL

DATE OF BIRTH

AGE

GRADE

NAME OF GUARDIAN, RELATIONSHIP TO CHILD

SIBLINGS, AGES:

NAME

AGE

NAME

AGE

NAME

AGE

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



STUDENT THREAT ASSESSMENT TEAM (STAT)

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

(enter your agencies here (i.e., school district, sheriff’s office, police department, mental health agencies juvenile authorities etc.)). STAT is a consultation team that assesses risk of violence and assists case managers with the application of resources to manage and decrease the possibility of attack, protect potential targets, and support students to develop and employ healthy and safe coping strategies.

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

Information was gathered from the following sources of information:

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



STUDENT THREAT ASSESSMENT TEAM (STAT)

- **Past STAT/Disciplinary Cases:**

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

Rumor Leakage Peer report Parent report Staff report Other:

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

- **How the threat was communicated:**

Detailed communications Simple statements Reactive statements
 Aggressive act Vague reference or warning
 Fixed themes within conversations No threat communicated

- **Is there a plan?** Yes No

- **If yes, what are the details?**

- **Identified target or targets:**

- **Attack-related behavior:**

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



- **Access to firearms:**

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

- **Describe measures taken to secure firearms:**

- **Access to other weapons:**

- **Proficiency/experience/fascination with weapons:**

- **Suicide concerns:** Yes No

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

- **Interest, orientation, and/or immersion in extreme aggression/past attackers:**

- Entertainment preferences specific to targeted violence
- Rehearsal through media or fantasy acts
- Fascination/Admiration for violent people/events
- Interest is for amusement or shock only
- No interest indicated

- **JACA Elements:**

- **Justification**

- Feels justified in using aggression
 - Does not feel justified in using aggression

- **Alternatives**

- Does not perceive alternatives to aggression
 - Does perceive alternatives to aggression

- **Consequences**

- Willing to accept consequences of aggression
 - Unwilling to accept consequences



- **Ability**

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

- **Concern of others for/about child:**

- Peer concern Parent concern Staff concern Other adult concern

- **Describe concerns:**

- **Precipitating Events/Triggers:**

- **Inhibitors:**

- Relationships with positive adults Family support Social support
- Academics Spiritual Extracurricular activities: _____
- Other: _____

- **Relationships with pro-social adults:**

- Trusting and successful Trusting but temperamental
- Connected but shallow Disconnected and apathetic
- Disconnected and resentful

- **List:**

- **Novel act of aggression:** Yes No

If yes, describe:

- **Energy burst behavior:** Yes No

If yes, describe:

- **Sudden and unexplained change in behaviors:** Yes... No

If yes, describe:



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- **History of contraband possession:** Yes No
If yes, describe:

- **History and nature of law enforcement contact with child/home:** Yes No
If yes, describe:

- **History and nature of criminal justice contact for child:** Yes No
If yes, describe:

- **History and nature of criminal justice contact for relatives/significant others:**
 Yes No If yes, describe:

- **Animal abuse, fire-setting, inappropriate sexual behavior:** Yes No
If yes, describe:

- **Irrational beliefs:** Yes No
If yes, describe:

Perception of bullying/rejection:

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



- **Mental health concerns/suspicious:** Yes No

If yes, describe:

- **Medical issues:** Yes No

If yes, describe:

- **Drug/alcohol usage:**

Known/Suspected None known/suspected

If known/suspected, describe:

- **Parental level of concern/cooperation:**

Involved and concerned Involved but unconcerned about aggression

Uninvolved and unconcerned Uninvolved and uncooperative

- **Gang involvement with child and/or family:**

Level of involvement:

Identification:

Role in gang:

Willingness to act on behalf of gang:

Other concerns:

- **Factors in child's life endorsing or supporting violence:**

Family supports/condones violence

Peer group supports/condones violence

Other:



- **Video games:**

- **Social media:** Yes... No

- **Other computer activities:**

- **Level of supervision on social media/computer/video games:**

Supervised closely Moderate supervision Completely unmonitored
 No access

- **Anniversary dates:**

List dates of concern:

- **Domestic violence with child and/or in family:** Yes No

If yes, describe:

- **Other witnesses to be contacted:**

- **Further comments:**

OFFICER SIGNATURE

DATE: