

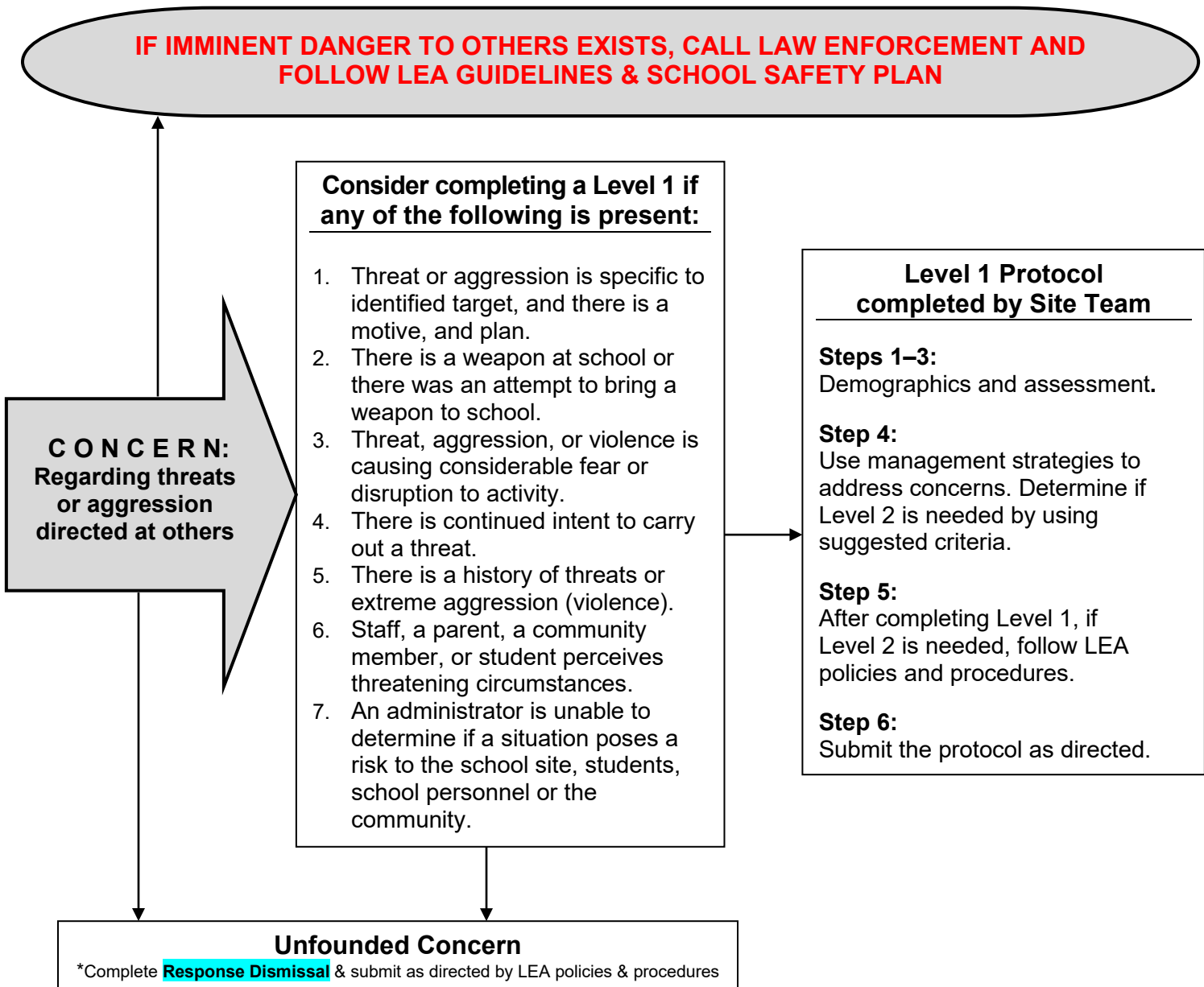


# STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM ~ LEVEL 1 PROTOCOL ~

**The Threat Assessment process does not replace and/or alleviate the need for any other legally required investigation and/or complaint processes, including but not limited to: Section 504, Title IX, bullying, and Uniform Complaint Procedures.**

This system is designed for use with students who are engaged in behaviors that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually, or who are misusing fire, unless they are doing so as an act of aggression intending to cause severe or lethal injury to others. If a suicide assessment is needed, or the incident involves sexual misconduct or fire behavior (unless it is the weapon for the threat), please consult your local education agency (LEA) policies and procedures.

Consult the flow chart below in determining the course of your investigation. If a Level 1 Threat Assessment is indicated, proceed with the attached protocol and step-by-step instructions.



## LEVEL 1 THREAT ASSESSMENT GUIDANCE

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

**Complete the following protocol through investigation conducted by the Level 1 Site Team. A multidisciplinary Level 1 Site Team may be comprised of an administrator, school counselor, school psychologist, mental health professional, School Resource Officer (SRO) and/or law enforcement. The threat assessment case manager should lead the discussion using the noted step-by-step instructions and accompanying questions as a guide. 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 conduct a more extensive Level 2 Assessment (Step 4).**

**The following people should be considered for participation in Level 1 meetings as sources of additional information:**

- Teachers, coaches, case managers, and other educators. If these individuals are unavailable to attend the Level 1 meeting, ask them to complete the Teacher/Staff/Other Service Provider's Questionnaire and return prior to the Level 1 meeting.
- District school security staff, SRO, district law enforcement.
- Instructional assistants, transportation staff, or other people who have contact with student.
- Case managers, social workers, and/or probation officers if student is adjudicated or a ward of the court.
- If the threat assessment case manager, in consultation with the administrator, determines that parents/guardians will be constructive to this process, the parent/guardian should be notified that the assessment will be taking place and invited to participate. If parents/guardians are **unable** to attend, complete the Parent Interview form. If it is determined that parent/guardian participation would compromise the process, the Level 1 Site Team may elect to complete the assessment without notification and/or inclusion of the parents/guardians; excluded parents likely would not be invited to complete the Parent Interview form.
- **Students should NOT attend this meeting.** Student information can be gathered through Student Interview and Student Witness Interview forms.

\*Ensure that the LEA either has parent/guardian consent through a Release of Information form to share personally identifiable information with non-LEA employed individuals on the Level 1 Site Team OR that any non-LEA employed individual fits an exception under California Education Code section 49076 or 49076.5, which allows them to access information in which they have a legitimate educational interest without parent/guardian consent.

\*\*Note that if an SRO who is a member of a law enforcement agency or law enforcement is involved in the Level 1 Site Team or Threat Assessment, they must follow the rules related to law enforcement interrogation. (See e.g., California Welfare & Institutions Code section 625, *et seq.*, especially section 625.6.)

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

## STEP 1: ADDRESS STUDENT AND STAFF SAFETY

**IF IMMINENT DANGER EXISTS, CALL LAW ENFORCEMENT AND FOLLOW THE LEA GUIDELINES AND SCHOOL SAFETY PLAN.**

STUDENT: \_\_\_\_\_ STUDENT SSID# \_\_\_\_\_  
SCHOOL: \_\_\_\_\_ TODAY'S DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_  
SCHOOL PHONE #: \_\_\_\_\_ BIRTHDATE: \_\_\_\_\_ AGE: \_\_\_\_\_  
PARENT(S)/GUARDIANS(S): \_\_\_\_\_ PHONE #: \_\_\_\_\_  
DATE OF INCIDENT: \_\_\_\_\_  
THREAT ASSESSMENT CASE MANAGER: \_\_\_\_\_  
ADMINISTRATOR: \_\_\_\_\_  
INVESTIGATING OFFICER (IF LAW ENFORCEMENT INVOLVED): \_\_\_\_\_  
CASE #: \_\_\_\_\_ \* Obtain copy of law enforcement report

- If necessary, take appropriate precautions, such as building-wide security measures or detaining the student(s) of concern, restricting access to coats, backpacks, technology, etc. Note that, while the device can be confiscated, if it's a personal technology device, LEA cannot search unless LEA has a search warrant, there is a legitimate emergency, or the LEA has consent from the owner of the device.
- Provide notification to parent/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? What were the results (i.e., student arrested, charged, detained, search of belongings, parent/student interviews, etc.)?  
\_\_\_\_\_  
\_\_\_\_\_

## STEP 2: PARENT INVOLVEMENT

- The parent/guardian has been notified that an assessment is being done and will attend the Level 1 meeting.
- The parent/guardian has been notified that an assessment is being done but cannot attend the Level 1 meeting.  
A parent interview was completed.  Yes  No If not, why?  
\_\_\_\_\_  
\_\_\_\_\_
- The parent has been notified but not invited due to response, asked to complete parent interview.  
A parent interview was completed.  Yes  No If not, why?  
\_\_\_\_\_  
\_\_\_\_\_
- The parent/guardian **has not** been notified of meeting and will **not** be asked to complete an interview because: \_\_\_\_\_  
\_\_\_\_\_

### STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

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

#### Information was gathered from the following sources:

- Cumulative file review, including confidential folder
- Review of grades, including report cards and transcripts
- Review of all screens in electronic records systems (e.g., Aeries, Synergy, etc.)
- Review of discipline records
- Classwork-related communications, such as journaling, artwork, etc.
- Student/family criminal history
- Student interview
- Student witness interview
- Parent interview (if not in attendance & interview was pursued)
- Teacher/Staff/Other questionnaire (if not in attendance)
- Search of belongings
- Search of technology, including social media and web browser activity (note limitation in Step 1)
- If applicable, review of Section 504 Plan or special education file
- Other: \_\_\_\_\_

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

Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (The behaviors listed within the continuum are examples and not necessarily locked into their position). Note that there is a change within the continuum from low to moderate aggression (non-severe or non-lethal injury) to extreme aggression (severe or lethal injury). Extreme aggression is also referred to as violence.

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

#### Suggested or Threatened Aggressive Behavior:

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

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

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

#### Acted out Aggressive Behavior:

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

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

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

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

No  Yes    Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

No  Yes    Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Are there indications of suicidal ideation?**

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

No  Yes    Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Is there ongoing consideration or focus on a particular person, group, or student body? If the situation lacks an ongoing target, it may be a situation of reactive aggression, in which the individual involved perceives himself or herself to be under immediate threat, is in an escalated emotional state, and uses threats as a means of self-protection or defending interest and wants.

No  Yes    Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

No  Yes    Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

If focus is on a specific target(s) (see question # 5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. Motives may include revenge for lost love or humiliation, payback for a perceived injustice, revenge for bullying, desire to kill, infamy, and the desire to establish power. If the situation lacks motive, then it may revolve around reactive aggression. Reactive aggressive talk often has triggers that can rapidly agitate the situation. Such triggers are not usually motives but should be identified to avoid or eliminate them in the future.

No  Yes    Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage in desperate solutions and last-ditch efforts to take control. Stressors may include humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, law enforcement contact, bullying, economic, cultural, or environmental stressors, etc. It is important to note that the point of this question is to examine the perception of the person with whom you are concerned, and what has been observed by others (e.g., staff, parents, other students, or the community) about the person's perception.

No  Yes    Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

No  Yes    Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Socially maladjusted thinking can lead to justification and motive for violent behavior. The thinking process will indicate thoughtful consideration that follows a process of reason and justification that is anti-social and intended to cause significant harm. 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 unless it is accompanied by attack-related behavior (see question # 3).

No  Yes    Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**STOP & REVIEW THE PREVIOUS QUESTIONS (# 1 - # 11) & 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?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**12. Do the responses to questions # 1-11 identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out a targeted attack?**

No  Yes

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

If “no”, do the responses indicate either of the following:

**A. 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

**B. Aggressive behavior and/or aggressive talk that is used to intimidate, bully, manipulate, or impress others?**

No  Yes

➤ If “yes” to either question #12A or 12B, the threat is likely reactive or affective. If the potential outcome of aggression is **severe or lethal injury**, proceed with the assessment by moving on to #13. If the potential outcome of the aggression is **minor to moderate injury**, you may stop the assessment at this point and move to step 4, using the answers from questions # 1–11 to identify situations, settings, and triggers that increase the likelihood of the behavior, and then develop strategies that will decrease that behavior.

➤ If answers to questions #12, 12A and 12B are “no”, the situation does not pose a threat. You may stop the assessment at this point and move to step 4, noting the absence of the threat under *School Options: Other*. Then continue to monitor the situation for behavior, ideas, or circumstances that may indicate the presence of risk.

**13. Are caregivers, peers, campus staff members, and/or outside service providers concerned about a student’s potential for acting out aggressively?**

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

No  Yes **Describe:** \_\_\_\_\_

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**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, service providers, coaches, parents, administrators, church leaders, etc., the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students that the student hangs out with) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!

No  Yes **Describe:** \_\_\_\_\_

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**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 of concern is awaiting an event or action before making his/her final decision regarding violent behavior?

**Describe:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

**Describe:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**17. Are there indications that the student's peer group reinforces delinquent thinking?**

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

No  Yes      **Describe (include role within peer group):** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

No  Yes      **Describe:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

No  Yes      **Describe:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**20. Other Concerns not noted elsewhere:**

Are there other concerns not noted elsewhere on this protocol? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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



**CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TAKE IMMEDIATE PRECAUTIONARY MEASURES TO PROTECT POTENTIAL VICTIMS AND ADDRESS SUPERVISION FOR THE STUDENT(S) OF CONCERN IF ALL 3 EXIST:**

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

Complete the **Notification Log** and **Plan to Protect Targeted or Victimized Student**.

**IF CONCERN FOR VIOLENCE IS IMMINENT OR ANYONE IS IN IMMEDIATE DANGER, CALL LAW ENFORCEMENT (911).**

**STEP 4: DEVELOP A MANAGEMENT PLAN TO ADDRESS CONCERNS  
(Including aggravating factors) IDENTIFIED THROUGH STEP 3 OF LEVEL 1  
ASSESSMENT.**

**RECOMMENDED INTERVENTIONS**

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

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

**If Target(s) are identified:**

- Warn intended victim and notify the intended victim’s parent/guardian. Use the **Notification Log** to document.
- Develop a plan to protect victim (using the form **Plan to Protect Targeted or Victimized Student**) for identified target(s). Consider both physical and psychological safety needs of targeted student(s).
- Other: \_\_\_\_\_

**Student Options** (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Student behavior/accountability plan developed		
	Initiate suicide risk assessment		
	Other:		
	Other:		
	Other:		

**School Options**

- Consider making the following firearms admonition to parents/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 parent/guardian’s response.

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- Inform parent/guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If a parent/guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform CPS and/or law enforcement regarding a potential neglectful situation.  
Document the date, time, and parent/guardian's response.
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**School Options** (check all that apply)

\*If student is on an IEP or Section 504 plan, any of the following must be discussed at and added to the students IEP or 504 plan through the IEP or 504 plan process with parental consent as applicable.

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Review educational plan		
	Review transportation options; consider bus support plan		
	Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Consider specialized class		
	Hall pass for early/late travel		
	Provide access to social skill building programs		
	Consider strategies for problem-solving the grievance (i.e., mediation, counseling, etc.)		
	Increase supervision in following settings:		
	Create modifications of daily schedule		
	Allow late arrival/early dismissal		
	Alert staff and teachers on need-to-know basis		
	Decrease or eliminate pass time or unsupervised time		
	Conduct intermittent/random check of backpack, locker, pocket, purse, technology/phone etc. by: <input type="checkbox"/> Administrator <input type="checkbox"/> Counselor <input type="checkbox"/> District security personnel (not member of law enforcement) <input type="checkbox"/> Office staff <input type="checkbox"/> Other:		

## School Options (continued)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Assign identified staff to build trusting relationship through check-in or mentorship: <input type="checkbox"/> Administrator <input type="checkbox"/> Mentor <input type="checkbox"/> Counselor <input type="checkbox"/> SRO <input type="checkbox"/> Teacher <input type="checkbox"/> 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 a release and exchange of information form to allow communication between school and medical/mental health provider		
	Referral to district social worker		
	Referral to All4Youth		
	Other:		
	Offer referral to appropriate school team to consider alternative placement		
	Consider diagnostic placement pending further assessment		
	Safety plan/ precautions in place for off campus programs (e.g., dual enrollment, ROP, technical programs, workability, FFA, etc)		
	Individual referral for initial special education evaluation/re-evaluation or Section 504 initial evaluation/re-evaluation		
	Referral to behavior specialists, teams, or other behavior support resources		

**Family/Home Options** (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Help parents/guardians strategize safety options/planning that parents/guardians can implement at home		
	Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.)		
	Safety proof home (i.e., secure or remove all weapons and potential weapons, add/test smoke detectors, etc.)		
	Review and pursue non-school related crisis and/or mental health services		
	Monitor technology and social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Use a family social media and/or technology contract or refer to <a href="http://www.common sense media.org">www.common sense media.org</a> for information on appropriate youth media		
	Consider installation of parent controls on student's technology/phone		
	Other:		
	Other:		
	Other:		

**Community Options** (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Explore mental health evaluation and referral options		
	Refer to anger management program/ mediation program		
	Refer to alcohol/drug evaluation/treatment		
	Refer to parenting program		

## Community Options Continued

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Refer to mentoring program		
	Notify probation officer		
	Refer to faith community program		
	Refer to positive community activities/interests		
	Other:		
	Other:		
	Other:		

## Other Options (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Other:		
	Other:		
	Other:		
	Other:		
	Other:		

## Review of Plan

Threat Assessment Case Manager will review the status of this plan via appropriate meeting process and revise as needed on a:

- Weekly basis
- Biweekly basis
- Other (specify) \_\_\_\_\_

**STEP 5: LEVEL 2 REFERRAL**

**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.

**ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:**

- A student of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for a firearm-related offense.

**Is the Level 1 Site Team requesting a Level 2 Threat Assessment at this time?**

No  Yes

➤ **If yes, follow LEA policies and procedures for a Level 2 Threat Assessment and then proceed to Step 6 to complete the Level 1 protocol.**

\*\*While awaiting the Level 2 Assessment, use the student management plan (Step 4) to manage the situation and document interim steps taken by the Level 1 Site Team.

➤ **If no, proceed to Step 6 to complete the Level 1 protocol.**

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

**Team Signatures**

\_\_\_\_\_  
Threat Assessment Case Manager      Date

\_\_\_\_\_  
Administrator      Date

\_\_\_\_\_  
Other/Title      Date

\_\_\_\_\_  
Other/Title      Date

\_\_\_\_\_  
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Other/Title      Date

**NOTES:** \_\_\_\_\_



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The Office of Fresno County Superintendent of Schools has adapted The Student Threat Assessment & Management System, Level 1 Protocol from the Salem Keizer Cascade Model. The original protocol was 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:  
[www.studentthreatassessment.org](http://www.studentthreatassessment.org)

## RECOMMENDATIONS FOR THREAT ASSESSMENT CASE MANAGERS

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Check in with teachers, coaches, campus monitors, counselors, and parents routinely for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Conduct status checks as often as necessary until your level 1 team determines the concern has diminished.
- Document your updates and management steps through the process.
- If the student moves to another school or program, immediately notify the receiving school of the Level 1/Level 2 Assessment and management plan.
- Contact your LEA with any concerns of significant updates.

## REVIEW NOTES

Review Date:

Team Members:

Notes: \_\_\_\_\_  
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Review Date:

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