

STUDENT THREAT ASSESSMENT AND MANAGEMENT SYSTEM
Investigation
~ Level 2 Law Enforcement~

Student Name: _____ **Student Number:** _____

Date: _____

School: _____

DOB: _____

Age: _____

Grade: _____

Name of guardian and relationship to child: _____

Siblings, ages:

Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____

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

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 used only by those who have been trained in threat assessment, and specifically youth risk factors. This addresses the investigation from the law enforcement perspective, and should be used for threat assessment and management in conjunction with school district leadership and community mental health disciplines. A Level 2 investigation will contain all three of these elements from their respective disciplines to address the identified threat from a 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
- DMV
- JJIS-Juvenile Justice Information System
- Student interview
- Witness interview
- Parent interview (if not in attendance)
- Investigative actions/case number:
- Search of belongings/room/residence/locker/backpack
- Search of social media activity
- Other: _____

SITUATION / INCIDENT FACTORS:

• **Past STAT/SIRC 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:**

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- **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
 Perceives alternatives to aggression
 - **Consequences**
 Willing to accept consequences of aggression
 Unwilling to accept consequences
 - **Ability**
 Has ability to carry out targeted violence
 Does not have the ability to carry out targeted violence

 - **Concern of others for/about child:**
 Peer concern Parent concern Staff concern Other adult concern
 - **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: _____

- **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: _____