

Brevard Public Schools
THREAT ASSESSMENT REPORT

The Building Team should initiate a Threat Assessment when a *student poses a threat, makes a threat, or if there is concern that a student may be about to act out violently*. This document does not need to be completed for student discipline issues involving threats between students that occur in the heat-of-the-moment (low level threat). This document addresses the cases in which there is a concern about or there appears to be a plan for targeted violence. If there is a concern about a student being at risk for self-harm, complete the Suicide Risk Assessment. In some cases, both the Threat Assessment and the Suicide Risk Assessment will need to be completed.

Assemble the building Threat Assessment Team and all other faculty and staff who have information about the situation being assessed. This protocol must be completed by a trained BPS employee with the assistance of the team. If no trained employees are available, call District Security.

This Threat Assessment protocol will guide your inquiry, document concerns, and help you develop an Intervention Plan to maximize student safety. *Actively seek* information from any of the following as appropriate:

- Current and *previous* school/discipline records
- Searches of the student(s), lockers, and cars
- Law Enforcement, Probation, Diversion, etc.
- Other agencies: mental health, human services, etc.
- Interviews with school staff, students, parents, the target of the threat, the student of concern
- Activities: internet histories, diaries, notebooks
- Parent interview: offer support, seek their help in understanding, clarify interest in/access to weapons

Complete this protocol electronically. Print it out. Have all team members print and sign their names. Follow Step 8 for routing.

Today's Date: _____

Student: _____ School: _____

DOB: _____ Student Number: _____ Grade: _____ Age: _____

Parents Name: _____ Date of Incident: _____

ESE: Yes or No, If yes, what is the nature of disability: _____

504: Yes or No, if yes, what is the nature of the 504 Plan: _____

Does the student currently have a Behavior Intervention or Safety Plan? Yes or No, if yes, please review and attach

Step 1: Make Sure All Students Are Safe

- Appropriately detain the student(s) being assessed until this protocol is completed.**
- Do not allow access to coats, backpacks, or lockers.
- If there is imminent danger, call 911 and then call BPS District Security at: _____.

Step 2: Complete Incident Report

- Make initial notification on the District Incident Report **(Lauren - not available yet)**.
- When threat assessment Report is complete, scan document and attach to initial notification

Step 3: Notify the Student's Parent(s) or Guardian(s)

- Parents/guardians have been notified of the situation and this screening.
- Parents/guardians have NOT been notified because _____

Step 4: Initiate the Level I Threat Assessment Screening

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student *poses a threat to the safety of others*. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviors that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Who are the Targets of the threat? _____

Describe the incident or concern. Who was present? Where did the incident occur? What happened?

Assess and Discuss All Areas

1. What are the student's motive(s) and goals (if known)?

(Did something happen that prompted the student's behavior? Does the situation or circumstance that led to these statements or actions still exist? Does the student have a major grievance or grudge? What evidence exist to support this?)

2. Is the student experiencing hopelessness, desperation and/or despair?

(Is there information to suggest that the student is experiencing desperation and/or despair? Has the student experienced a recent failure, loss and/or loss of status? Has the student engaged in behavior that suggests that he or she has considered ending their life? Has there been a change in academic progress?)

3. Has the student shown inappropriate interest in any of the following?

(School attacks or attackers, weapons (including recent acquisition of any relevant weapon), incidents of mass violence (terrorism, workplace violence, mass murders), methods of suicide)

4. Have there been any communications suggesting ideas or intent to attack?

(What if anything has the student communicated to someone else - targets, friends, other students, teachers, family, others- or written in a diary, journal, or social media concerning his/her ideas and/or intentions?)

- 11. Does the student see violence as an acceptable—or desirable—or the only way to solve problems?**
(Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes? Has the student been "dared" by others to engage in an act of violence?)

Step 5: Review Findings of this Threat Assessment process

As a team, ask the question: "*To what extent does the student pose a threat to school/student safety?*"

Moderate Level of Concern

A **moderate level threat** is one in which the person/situation does not appear to pose a threat of violence at this time but exhibits behaviors that indicate a continuing intent to harm and potential for future violence.

- Could be carried out, although details are vague
- More direct and more detailed than a low level of threat
- Wording suggests some thought has been given to how the act will be carried out
- Includes a general indication of place and time, but still falls well short of a detailed plan
- No strong indication that preparatory steps have been taken
- Statements seek to convey that the threat is not empty ("I'm serious" or "I really mean it")

High Level of Concern

A **high level threat** is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the means to carry out the plan.

- Direct, specific, and plausible
- Appears to pose imminent and serious danger to safety of others
- Suggests detailed steps have been taken (stalking or acquisition of weapons)

Step 6: Decide on a Course of Action

Using the Level of Concern from above, decide between the two following courses of action.

Low to moderate Level of Concern

- Complete the Step 7 Action and Intervention Plan on page 5. (*Most students can be managed at school with increased support and interventions.*)

Moderate to High Level of Concern

- ***Immediately notify BPS District Security.***
- ***If there is imminent danger, call at 911 and BPS District Security at _____ (e.g., a gun is found).***
- Complete the Step 7 Action and Intervention Plan on page 5 and use it to provide for student safety. Document all interim steps taken by the Building Team.

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and intervention plan.

This Threat Assessment Screening is guided by findings and recommendations published in the *Safe School Initiative, Threat Assessment in Schools* (U.S. Department of Education, U.S. Secret Service, 2002), *Threat Assessment: An Approach to Prevent Targeted Violence* (National Institute of Justice, 1995), and *The School Shooter: A Threat Assessment Perspective* (Federal Bureau of Investigation, U.S. Department of Justice, 1999) in addition to other sources.

Step 7: Develop an Action and Intervention Plan

Use the following Plan to address concerns identified during this Threat Assessment process. These suggestions are guidelines and are not all inclusive of interventions that can be used to support students.

- Referral to IEP team to consider possible special education assessment
- If ESE or 504 student, review goals and placement options
- If ESE or 504, refer to support specialist for consideration of change of placement
- Adult supervision is needed for all or part of the day. Supervision will be in place during the following times _____ and will be the responsibility of _____.
- If suspended, student will return on: _____
- Intended victim(s) warned and/or parents or guardians notified
- Suicide risk inventory (SRI) was initiated on: _____ By: _____
- If an SRI was completed, what is the status/outcome: _____
- Contract not to harm self or others created (Please attach)
- Staff and teachers alerted on a need-to-know basis
- Daily or Weekly check-in with (Title/Name) _____
- Travel pass to hold accountable for whereabouts and on-time arrival to destinations.
- Backpack, coat, and other belongings check-in and check-out by: _____
- Increased supervision in these settings: _____
- Modifications to daily schedule: _____
- Behavior Plan (Please attach)
- Intervention by support staff (Psychologist, social worker, counselor, outside counseling agency). Please detail who and how often: _____
- Referral to drug and/or alcohol awareness program
- Referral for mental health services
- Other: _____
- Other: _____
- Other: _____
- Review community-based resources and interventions with parents and caretakers
- Refer to local Community Action Team
- Refer to SEDNET Local Review Team
- Review District Personnel to consult for further resources: _____
- Name and phone number of probation officer: _____
- Intervention Plan School-based monitor: _____
- Review date: _____

Parents/Guardians

- Parents/Guardians will provide the following supervision and/or intervention: _____
- Parents/Guardians will provide the following outside supports: _____
- Parent/Guardian signatures (if available): _____

Type in and sign all participant names:

Administrator _____

Support Services _____

Classroom Teachers _____

School Security Specialist _____

SRO _____

Additional Team Members _____

Principal Review and Sign Off: _____ Date: _____

Step 8:

Step 1: Scan and email this entire Threat Assessment Protocol to;

Brian Neal, District Security

Chris Moore, Student Services

Dr. Stephanie Soliven, Leading and Learning

Step 2: File this copy in the student's Discipline Folder. Do not destroy this copy.

For Office Use Only:

Date Fax Received:

Date Reviewed:

Level of Concern:

Feedback to the school:

Date Contacted:

Contact made to whom:

Additional Concerns:

_____ Discipline Concern

_____ Concern of Suicide Risk

_____ Mental Health Concern

Reviewer: