



## Threat Assessment Guidance Document

### LPS DANGER ASSESSMENT

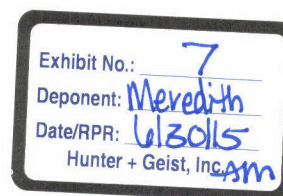
#### Suicide – Threats – Bullying

#### Key Concepts for Threat Assessment:

- ✓ School staff, students, and parents need to know basic warning signs and how to report concerns
- ✓ Gathering information into a single vortex is essential for accurate assessment
- ✓ Behavior patterns are better indicators of risk than a student's words or diagnoses:
  - Normal Behavior (within the scope of typical developmental level/age)
  - Boundary-Probing Behavior (challenging the established rules, norms, expectations)
  - Attack Planning Behavior (making threats, dehumanizing others, taking steps toward action)
  - Attack Related Behavior (obtaining a weapon, attempting to cause violence, etc.)
- ✓ A student's response to our interventions/barriers is a key indicator in potential risk
- ✓ Inter-agency partnership is essential for effective violence prevention

#### Implementation Guidance for the Threat Assessment Process in LPS:

QUESTION	TIGHT (Required)	LOOSE (Suggested)
What are the LPS expectations for Danger Assessment Training?	<ul style="list-style-type: none"> <li>Every administrator must attend the training within their first year in LPS</li> <li>Each year, secondary schools must send at least one administrator and 1-2 mental health staff</li> <li>A review of warning signs and the reporting process should be reviewed annually with all staff in your building</li> </ul>	<ul style="list-style-type: none"> <li>In rare special circumstances, the training can be conducted with your full team on site at your building</li> </ul>
When must a Threat Assessment be conducted?	<ul style="list-style-type: none"> <li>When a student makes a threat to kill, seriously harm, or inflict violence</li> <li>When there are significant warning signs of potential violence</li> </ul>	<ul style="list-style-type: none"> <li>Schools can consult with an ESC Director when they are unsure whether to initiate the process</li> </ul>
When should an ESC administrator be notified?	<ul style="list-style-type: none"> <li>Notify an ESC administrator every time you initiate a Threat Assessment process</li> <li>Notify LPS Security any time we are unsure of a student's location or concerned about immediate safety</li> </ul>	<ul style="list-style-type: none"> <li>Check in with an ESC administrator if you are unsure whether to start the process</li> </ul>



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<b>Who leads the process?</b>	<ul style="list-style-type: none"> <li>The Principal or Assistant Principal should lead the process and be the primary point person for the family</li> <li>A school mental health professional (counselor, psychologist, social worker) should take the lead in gathering mental health information</li> </ul>	<ul style="list-style-type: none"> <li>If law enforcement initiates their own investigation, we collaborate with them, but still continue our process.</li> </ul>
<b>Can we suspend a student while we conduct the Threat Assessment Process?</b>	<ul style="list-style-type: none"> <li>Students should be suspended for the purposes of investigation if we have major unanswered questions and/or have not been able to get sufficient information from key sources</li> <li>You always have the ability to suspend a student for a Code of Conduct violation related to the incident</li> </ul>	<ul style="list-style-type: none"> <li>School administrators can choose to get an agreement from parents to hold their student out of school for the purpose of investigation and then decide later whether it will stay as a suspension or an excused absence</li> </ul>
<b>Who should be interviewed during the process?</b> <i>Interviews can be conducted in person or on the phone, but it is preferable to always interview to the student in person.</i>	<p>At a minimum, specific interviews should include:</p> <ul style="list-style-type: none"> <li>The student of concern</li> <li>The student's parent(s)/guardian(s)</li> <li>Any staff member involved in the situation (or at least one teacher who knows the student well)</li> <li>Any outside provider (therapist/doctor/hospital, etc.) who has been working with the student</li> </ul>	<ul style="list-style-type: none"> <li>Additional interviews can be conducted with any other teachers/staff/students who might have important information</li> <li>Additional interviews can be conducted with any other outside persons who may have helpful information (youth minister, coach, etc.)</li> </ul>
<b>What information should be gathered?</b> <i>It is important to review key information and look for patterns of behavior that classify as:</i> A. Normal Behaviors B. Boundary-Probing Behaviors C. Attack Planning Behaviors D. Attack-Related Behaviors	<ul style="list-style-type: none"> <li>Review the student's Discipline, Attendance, Counseling, and IEP records</li> <li>Ask the student's current teachers for feedback on this student's recent progress/behaviors</li> <li>Any specific documents, writings, or internet postings that relate to the concern</li> <li>Reports or summaries from private providers or facilities (will require a consent form)</li> </ul>	<ul style="list-style-type: none"> <li>Ask parents for any other information or documents that would be useful in the process</li> </ul>
<b>Should we search a student's personal items or</b>	<ul style="list-style-type: none"> <li>If the threat of a weapon is involved, a search of the student's backpack,</li> </ul>	<ul style="list-style-type: none"> <li>A more extensive search of internet / virtual information</li> </ul>



<b>online accounts?</b> <i>Searches are allowed under the LPS Code of Conduct when there is "Reasonable Suspicion" of risk, but make sure to refer to the policy for specific details.</i>	<p>locker, and vehicle should always be conducted. If a high level of potential danger is present, the school can request that law enforcement assist with the search.</p> <ul style="list-style-type: none"> <li>For all other situations, a basic search of the student's backpack and locker should be conducted by school administrators.</li> <li>Administrators do have the option to search a student's personal possessions, including electronic devices if there is "reasonable suspicion".</li> </ul>	<p>can be conducted when necessary. This may include involving the LPS Technology Department to assist with accessing email accounts, websites, etc.</p> <ul style="list-style-type: none"> <li>Make sure to document the reasons for conducting a search</li> </ul>
<b>When should law enforcement be involved?</b>	<ul style="list-style-type: none"> <li>School Resource Officers should be notified and involved from the very start of the process. If there is no SRO on site, the school may contact an SRO from another school or any other police officer for assistance.</li> <li>Any specific threat to kill someone must be reported to law enforcement immediately.</li> </ul>	<ul style="list-style-type: none"> <li>Law enforcement has a higher burden of proof than schools, and may not initiate their own investigation or citation. They also may not address the mental health concerns/risk.</li> <li>LPS Security can also provide assistance to communicate with law enforcement.</li> </ul>
<b>Who notifies the potential target(s)?</b> <i>If there is a specific person targeted, they must be notified and advised of their right to involve law enforcement.</i>	<ul style="list-style-type: none"> <li>If the target of the threat is a student, parent or staff, the school staff should notify the person(s) directly and advise them of their right to involve law enforcement</li> </ul>	<ul style="list-style-type: none"> <li>If the target of the threat is not connected to the school in any way, we request that the SRO/Law Enforcement assist us with notifying those persons.</li> </ul>
<b>Do we also do a suicide intervention?</b>	<ul style="list-style-type: none"> <li>Ask the suicide question to the student EVERY TIME you are doing a threat assessment</li> <li>Initiate an ASIST Suicide Intervention any time there is a concern or suspicion of suicidality</li> </ul>	<ul style="list-style-type: none"> <li>It may be appropriate to also ask the student's friends about any red flags for suicide</li> </ul>
<b>When do we request an emergency transport to the hospital?</b> <i>If necessary, a law enforcement officer can place a student on an emergency (M1) hold and transport him/her to the hospital. LPS staff cannot do this without the agreement of law enforcement.</i>	<ul style="list-style-type: none"> <li>If a student is actively suicidal, homicidal, or gravely disabled by their mental state, urgent hospitalization should be considered</li> <li>If there is disagreement between school staff and parents, the law enforcement officer makes the ultimate decision</li> <li>A school staff <u>must</u> follow to the hospital any time a parent cannot be reached prior to the transport</li> </ul>	<ul style="list-style-type: none"> <li>In situations where the level of risk is unclear or parents are resistant to law enforcement/ambulance transport, you may agree to have the parent transport and a school staff follows to the hospital.</li> <li>Sending a school staff member may not always be possible, but it ensures that accurate information is conveyed</li> </ul>
<b>When does a higher-level District review occur?</b> <i>This process includes a review by</i>	<ul style="list-style-type: none"> <li>Any time a school indicates that there is a HIGH level of risk</li> <li>Any time there is a specific credible</li> </ul>	<ul style="list-style-type: none"> <li>Principals can request a district-level review for a MEDIUM level of risk if they have specific</li> </ul>

multiple ESC administrators, LPS Security, and other key agencies with the student and family.	<p>threat to kill a student or staff member</p> <ul style="list-style-type: none"> <li>Any time a firearm is involved</li> </ul>	concerns
<b>How are Threat Assessments documented and stored in student records?</b>	<ul style="list-style-type: none"> <li>Any <u>Medium</u> or <u>High</u> Level Threat should be entered into the Behavior Management section of Infinite Campus (even if no discipline is given). Use the TAAP code and give a brief summary of the incident and the outcome of the Threat Assessment.</li> <li>A copy of <u>all</u> finalized Threat Assessments should be kept in the discipline file at the school.</li> <li>An copy of all Threat Assessments and related investigation documentation should be sent to ESC attn: Nate Thompson</li> </ul>	<ul style="list-style-type: none"> <li>Staff can enter other notes in the IC Counseling Log related to the concerns/interventions. Anything entered will be subject to records requests.</li> <li>Staff may keep private personal working files on students, but if those are ever shared with colleagues or supervisors, they can be subject to records requests.</li> </ul>
<b>Who is responsible for monitoring a student after they have a Threat Assessment?</b>	<ul style="list-style-type: none"> <li>The school team, led by an administrator should establish and manage the safety and monitoring plan for each student</li> <li>A District-wide review of all LPS safety indicators is conducted weekly by ESC administrators and LPS Security</li> </ul>	<ul style="list-style-type: none"> <li>SRO's and law enforcement can be involved in ongoing monitoring and sometimes even for additional surveillance measures</li> <li>Parents should be highly involved and commit to report any concerning behaviors</li> </ul>
<b>Who else in the school should be told about the Threat Assessment?</b>	<ul style="list-style-type: none"> <li>Any student or staff who was a potential target should be notified</li> <li>Any staff person who has a need to act should be notified. (For example, all of the current teachers should know since they have a part in monitoring the safety plan)</li> <li>School staff responsible for security should be notified</li> </ul>	<ul style="list-style-type: none"> <li>In certain situations, it may be appropriate to notify larger groups such as the entire school staff or groups of students/parents.</li> </ul>
<b>Does a student ever get "released" from a Threat Assessment?</b>	<ul style="list-style-type: none"> <li>As students are successful at following the safety and supervision plan, the plan and monitoring should be adjusted</li> <li>The student's name will stay on a district-level monitoring list through the end of their time in LPS.</li> </ul>	<ul style="list-style-type: none"> <li>We want this to be recoverable for students and families. It is important to share their successes with your staff just as much as we would share concerns.</li> </ul>



# Threat Assessment HELPSHEET



## **TIMING/NOTIFICATIONS:**

- ✓ Notify parents as soon as possible, and request their assistance in the process
- ✓ Advise parents of potentially expellable offenses & rights regarding student statements
- ✓ Complete the Threat Assessment process before the end of the day, **OR:**
- ✓ Ask parents to keep the student home for the purpose of investigation **OR:**
- ✓ Use suspension for the purpose of investigation
- ✓ If the student went to a hospital or detention center, complete the threat assessment process prior to their return to school
- ✓ **AFTER HOURS:** Work with LPS Security and Law Enforcement to address immediate safety issues

## **SEARCHES:**

- ✓ Ask student(s) to show you online information
- ✓ Search social media and other online sources for information
- ✓ Request support from IT Department to find additional digital information
- ✓ Search the student's locker, backpack, phone and car if you have reasonable suspicion of risk (see board policy)

## **INTERVIEWS/INFORMATION GATHERING:**

- ✓ Student
- ✓ Parents
- ✓ Peers
- ✓ Staff (preferably multiple)
- ✓ Staff from Previous Schools
- ✓ Outside Providers (Therapist, Doctor, etc.)
- ✓ Review of Records

## **LAW ENFORCEMENT INTERVENTION OPTIONS:**

- ✓ Consult with a School Resource Officer or LPS Security regarding every Threat Assessment
- ✓ Ask parents to consent to a weapons check / safety check in the home
- ✓ Ask law enforcement to do a criminal background check (or CBI check to see if a weapon has been purchased if over age 18)
- ✓ Ask law enforcement to transport student to the Juvenile Assessment Center
- ✓ Ask law enforcement to use a mental health hold and transport student to the hospital for evaluation
- ✓ In serious situations, law enforcement may lead the investigation, but we still need to complete our process and plan for safety at school

## **MENTAL HEALTH INTERVENTION OPTIONS:**

- ✓ Ask the suicide question every time
- ✓ Request parents get the student an urgent mental health appointment (set specific timeline)
- ✓ Request parents take the student to the hospital for an emergency mental health evaluation
- ✓ Request written consent to speak with outside providers (therapists, doctors, etc.)
- ✓ In rare cases, LPS may contract with a specialist to evaluate the student
- ✓ Important to address the specific areas of tension and talk to the targeted person(s)

## **MONITORING (AFTER THE STUDENT RETURNS TO SCHOOL):**

- ✓ Establish daily or weekly check-ins for a certain time period
- ✓ Create a specific behavior plan or safety/supervision plan
- ✓ Consider establishing "no-contact" agreements between students
- ✓ Consider changes to the student's daily schedule
- ✓ Notify staff who have a need to act



## **Threat Assessment / School Safety Resources:**

Colorado School Safety Resource Center

<http://www.safeschools.state.co.us/>

Center for the Study of Prevention of Violence

<http://www.colorado.edu/cspv/>

National Threat Assessment Center

<http://www.secretservice.gov/ntac.shtml>

Virginia Youth Violence Project

<http://youthviolence.edschool.virginia.edu>

Cyberbullying Research Center

<http://www.cyberbullying.us>





## SCHOOL-BASED THREAT ASSESSMENT IMPLEMENTATION PLAN

*Note: This form is designed to help staff to develop and implement an effective threat assessment process for their school. It is intended to complement, but not replace, the LPS Threat Assessment & Action Plan (TAAP) form.*

SCHOOL/PROGRAM: \_\_\_\_\_

DATE: \_\_\_\_\_

### 1. EARLY WARNING SIGNS AWARENESS VENUES/COMMUNICATIONS:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Staff Meetings              | <input type="checkbox"/> New Staff Training        | <input type="checkbox"/> Staff In-service      |
| <input type="checkbox"/> Parent Meetings             | <input type="checkbox"/> Newsletters/Parent letter | <input type="checkbox"/> School Website        |
| <input type="checkbox"/> Student Clubs/Activities    | <input type="checkbox"/> School Assemblies         | <input type="checkbox"/> Classroom Safety Unit |
| <input type="checkbox"/> Other Venues/Communication: |  |  |

### 2. REPORTING PROCEDURES AND CONTACTS:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Anonymous Tip Line Posters       | <input type="checkbox"/> Suggestion Box                      | <input type="checkbox"/> Safety Website |
| <input type="checkbox"/> Report to Threat Assessment Team | <input type="checkbox"/> Report to Individual (Names: _____) |   |
| <input type="checkbox"/> Other Reporting Options:         |  |   |

### 3. THREAT ASSESSMENT TEAM MEMBERS:

_____	_____	_____
_____	_____	_____

### 4. TEAM ASSIGNMENTS:

	Primary Person:	Back-up Person:
Locate Student:	_____	_____
Interview student:	_____	_____
Interview witnesses:	_____	_____
Contact parent/guardian:	_____	_____
Review Records	_____	_____
Contact Prior Schools:	_____	_____
Outside Agencies/Supports:	_____	_____
Other assignments/duties:	_____	_____

### 5. ACTION PLAN OPTIONS:

	What:	By Whom:
Disciplinary Measures:	_____	_____
Monitoring Measures:	_____	_____
Skill Development Measures:	_____	_____
Relationship-Building Measures:	_____	_____
Other Measures:	_____	_____

### 6. DOCUMENTATION: (Note: Original document is filed in student's discipline file)

Building location of threat assessments: \_\_\_\_\_  
Person in charge of tracking files: \_\_\_\_\_

### 7. KEY SUPPORTS AND PHONE NUMBERS:

District Consult/Supports:	Guy Grace (x 3416)	Nate Thompson (x 3570)
SRO/Police (who/phone):	_____/_____	_____/_____
District Administrators (who/phone):	_____/_____	_____/_____
Other Supportive Persons/Agencies:	_____/_____	_____/_____