



THREAT ASSESSMENT & ACTION PLAN

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 every threat made between students in the "heat-of-the-moment" such as during a fight. The threat assessment addresses the cases in which there is a concern about specific targeted violence. If the primary concern is about a student being at risk for self-harm, utilize the *Suicide Risk Assessment*. In some cases, both the *Threat Assessment* and the *Suicide Risk Assessment* will need to be completed. An administrator should activate the team and any other staff with information about the situation. The Threat Assessment Team is led by an administrator and should include:

- Building Administrator (Principal or Assistant Principal)
- School Mental Health Staff (Counselor, Psych, or SW)
- School Resource Officer (if available) or LPS Security
- At least one Teacher/Staff who knows the student
- District Administrator (as necessary to support the building team)

It is important that information be shared among all the team members. The information for this assessment can be gathered from sources that include eye-witness reports, academic and discipline records, observations, internet postings, interviews, private evaluations, etc. If the immediate danger is sufficiently contained, the team may want to consider gathering additional background information from other sources to cross reference facts, etc.

Please contact Nate Thompson, Director of Social, Emotional & Behavior Services at (303)347-3570 for assistance.

◆ SUMMARY INFORMATION

Student: _____ School: _____

DOB: _____ Gender: _____ Grade: _____ Age: _____ IEP: Yes No 504 Plan: Yes No

Parent/Guardian 1 Name: _____ Ph: _____

Parent/Guardian 2 Name: _____ Ph: _____

Date of Incident: _____ **Attach photo and other identifying information if available*

Brief Description of the Reason for Concern: _____

◆ STEP 1: MAKE SURE ALL STUDENTS AND STAFF ARE SAFE

- Locate and detain the student(s) under constant adult supervision*
 - Do not allow student(s) access to his/her coat, backpack, or locker.
- *NOTE: If the student cannot be located or detained, and the threat is believed to pose an imminent threat of harm to others, contact Law Enforcement immediately.**

◆ STEP 2: MAKE IMMEDIATE NOTIFICATIONS

- Notify Building Administrator immediately – establish need for threat assessment process
- Contact Emergency Responders (law enforcement/ambulance) for urgent danger situations
- Contact School Resource Officer for support
- Contact LPS Director of Security as needed for support
- Notify District Administration when you start the process (Level Director or Dir. of Social, Emotional & Behavior Services)
- Contact a parent/guardian(s) and advise them of the intent to start the Threat Assessment process

Exhibit No.: 48
Deponent: Thompson
Date/PPR: 10/21/15
Hunter + Geist, Inc.

◆ STEP 3: ASSEMBLE TEAM & REVIEW THREAT ASSESSMENT FACTORS

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to gather information to inform whether a student poses a threat of violence. *The Building Threat Assessment Team should answer the following questions to the degree possible. The team should check all that apply and provide notes explaining areas of concern.*

Interviews Conducted: Student(s) School Staff/Teacher(s) Administrator(s) Parent(s) Private Provider(s) Other: _____

THREAT FACTORS: (check all that apply)

Type of Threat was: Direct / Clear Indirect or Implied Cluster of Concerning Behaviors / Warning Signs

Method of Threat was: Verbal Nonverbal / Gesture Written Online/Digital Other:

Target of the Threat was: Specific Vague/Random

Identified Target(s) are: Student(s) Teachers/Staff Administration Whole School Specific Group Other: _____

Names of any specific targets identified: _____

Nature of Threat was: Impulsive, spontaneous Calculated, planned ahead Plausible, possible

Unrealistic, improbable Vague with minimal details Specific with detail

Student has communicated ideas or intent to attack. Yes No If yes, how: _____

Access to Weapons: None known Vague references Specific and verified At home At friend's

Ability to carry out plan: No ability or training Possible ability Reported ability and training

Motive to harm others: None known Possible reasons Clear motive/triggers: _____

Other relevant details: _____

EARLY WARNING SIGN FACTORS:

History of violent behavior towards others: None Some isolated incidents Significant history

History of violent/threatening themes conveyed in stories, diary entries, essays, letters songs, drawings, or videos

"Practicing behaviors" (e.g., progression of harmful acts related to current threat concerns)

Fascination with weapons, bomb making, or other acts of violence/destruction

Depression, self-harm, and/or suicide issues

History or perception of being bullied or victimized by others

Other relevant details: _____

AT-RISK FACTORS:

History of school discipline/legal issues: Oppositional/Misconduct Suspension(s) Expulsion(s) Arrest(s) Probation Incarceration

Poor student achievement or significant recent decline in academic progress

History of violence/abuse at home or in the community

Difficulty controlling impulses or emotions

Irrational beliefs and ideas

Significant psychiatric/medical condition(s) or medication needs

Failed love relationships

Student externalizes blame

People are afraid of the student: Peers Staff Community Members

Angry reactions are extreme or disproportionate to the situation

Drug or alcohol concerns: Please clarify: _____

High sensitivity to feedback/criticism

Student currently reports or appears: Hopeless Anxious Depressed Angry Detached

History of violence toward objects, animals, or property (e.g., vandalism, torturing animals, fire setting)

Student tends to hold on to resentments or harbors a grudge

Student recently experienced or perceives: Emotional trauma Rejection or humiliation Loss of family member or peer

Victimization by peers Severe disciplinary action Other significant event: _____

Student's peer group reinforces antisocial/violent attitudes

Student's connection to peers at school: No positive connections Few connections Solid peer connections

Home environment concerns: Inconsistent discipline Limited control Lack of supervision Relational conflict

Parent reports that the student is out of their control

Unpredictable, agitated, or unusual reaction when disciplined

Family history of: Mental Illness Violence Substance Abuse Legal Issues

Other bizarre or concerning behaviors: _____

Other relevant details: _____

PROTECTIVE FACTORS:

Personal Strengths: _____

Supportive Relationships: None Few Many Who: _____

Level of self-control: Limited self-control Okay with supports Consistent self-control

When in distress, student will usually: Isolate Leave Engage negatively Seek positive support

Typical adult supervision: Not monitoring Sometimes monitoring Closely monitoring

Name(s) of persons monitoring: _____

Public agency involvement: Human Services Arap/Douglas MH Probation Diversion Other: _____

Describe any previous measures that have been effective to inhibit student's violent/threatening behaviors:

◆ **STEP 4: REVIEW FINDINGS WITH THE BUILDING TEAM – DETERMINE LEVEL OF CONCERN**

Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: "To what extent does the student pose a threat to school/student safety?" As a team, consider the risk factors identified and determine the level of concern regarding the threat. If you have difficulty determining the level of concern, please consult with Nate Thompson, Director of Social, Emotional @ Behavior Services or Guy Grace, Director of LPS Security.

Low Level of Concern – COMPLETE THE ACTION PLAN (STEP 5)

Risk to the target(s), students, staff, and school safety is minimal. Threat is vague and indirect. Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism. Available information suggests that the person is unlikely to carry out the threat or become violent.

Medium Level of Concern –CONTACT LPS SECURITY and DISTRICT ADMINISTRATION & COMPLETE ACTION PLAN (STEP 5)

The threat could be carried out, although it may not appear entirely realistic at present. Threat is somewhat plausible and concrete. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time). No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" Moderate or lingering concerns about the student's potential to act violently.

High Level of Concern — PURSUE LAW ENFORCEMENT ARREST OR EMERGENCY PSYCHIATRIC EVALUATION

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. Threat is specific and *plausible*. There is an identified target and the student has the *capacity* to act. Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has a victim under surveillance or a gun has been found. Information suggests strong concern about the student's potential to act violently.

Summary Statement of Team Decision: _____

◆ **STEP 5: DEVELOP AN ACTION PLAN**

Use the following guide to formulate an action and supervision plan. Not all steps will apply in every situation.

MENTAL HEALTH MEASURES

- Suicide risk screening (REQUIRED) completed on: _____ by _____
 - Emergency hospital evaluation: parent transport ambulance transport police transport
 - Referral for urgent mental health appointment: _____
 - Follow up Intervention contact by support staff: Psychologist Social Worker Counselor Case Manager Other: _____
 - Specific steps to address the precipitating/aggravating circumstances or alleviate tension: _____
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SAFETY MEASURES

- Medical Care: Emergency Medical Response / Ambulance School Nurse Basic First Aid
- Police Response: no action report taken ticketed/charged detained/arrested weapons check at school/home surveillance
- Intended victim warned and /or parents or guardian notified on: _____ by: _____
- Additional measures to ensure safety: _____
- Child Abuse report to Dept. of Human Services on: _____ by _____

DISCIPLINE & MONITORING

- Disciplinary action taken: _____ If suspended, student will return on: _____
- Safety & Supervision Plan (please attach)
- Modify daily schedule: _____
- Daily or Weekly check-in with: (Title/Name): _____
- Backpack, coat, and other belongings check-in and check-out by _____
- Increased supervision in the following settings: _____
- Student consent to abide by a "no contact" contract in regards to: _____
- Schedule review of IEP or Section 504 Plan to review goals and placement options, and consider updating assessment, services or change of placement. DATE: _____

PARENT / GUARDIAN FOLLOW UP STEPS

- Parents will provide the following supervision and or intervention: _____
- Will parents give permission to share information with community partners (e.g., legal systems and therapists)? YES NO
- Community resources and interventions have been reviewed with parents or caretakers
- Other agreements made: _____

◆ STEP 6: DOCUMENTATION AND NOTIFICATIONS (REQUIRED)

File the original Threat Assessment form in the discipline file at the building level and keep copy in a predetermined confidential central file for threat assessments. Also send a copy to ESC Attn: Nate Thompson. It is best practice to review this plan within a specified period and modify it as appropriate.

- District Administration informed. Administrator: _____ Date: _____
- Appropriate school staff members have been informed of this assessment and safety plan measures
In addition to anyone involved, any staff who have a need to be aware, monitor or support the implementation of this plan should be notified that a threat assessment was conducted and provided with a summary of the action plan/safety plan.
- Building Administration has discussed "need to know" issue of informing community
- Plan will be reviewed on _____ by _____
- Confidential building location and contact for document and plan: _____
- Enter in Infinite Campus (MEDIUM & HIGH Level Threats Only)
If no other discipline occurs, code as a behavior event EWS: Early Warning Signs / TAAP
Regardless of the behavior event type, always assign Threat Assessment Plan as a resolution
- Attach any other documents, pictures, or reports to this assessment
- Copies of this plan have been given to:
 - Parent/Guardian(s)
 - Principal / Administrator
 - Director of Social, Emotional & Behavior Services (ESC)
 - LPS Director of Security (ESC)
 - Other: _____

◆ SIGNATURES OF PARTICIPANTS:

Administrator (Plan Supervisor)	Teacher or other staff who knows student	Parent/Guardian 1*
School Mental Health Professional	School Resource Officer	Parent/Guardian 2*
Other	Other	Other

**Parent Signature is preferred, but not required to complete this process*

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 risk for potential youth violence and to assist school staff in developing a safety plan. This screening form was developed by Littleton Public Schools with information adapted from the U.S. Department of Secret Service, Federal Bureau of Investigation, U.S. Department of Education, Nicoletti-Flater Associates and the Colorado School Safety Resource Center.