

TASK #3
 This task is designed to help you understand the importance of the information you are providing. It is a critical part of the process and your input is essential. Please take the time to complete this task carefully and accurately.

Exhibit No.: 46
 Deponent: Thompson
 Date/RPH: 10/12/15
 Hunter + Geist, Inc./AM



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TASK #4
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Threats



What About?

Threat Assessment

Threats

Threats

Threats

LPS Threat Assessment Data



Threat Assessment

Threat Assessment

Threat Assessment

Suicide and Mental Health Crisis

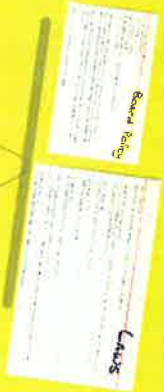
LPS Suicide Intervention Data

Parents

Postvention



State Law & Board Policy



Danger

Assessment

Addressing Threats, Suicide, & Bullying in Your School

Littleton Public Schools

Warning Signs of Troubled Youth



Warning Signs of Troubled Youth

Imminent Warning Signs



School Culture & Climate

Positive Behavioral Interventions & Supports PBIS.org

Positive Behavioral Interventions & Supports

Positive Behavioral Interventions & Supports

Bullying



GBS PBIS Curriculum <https://sites.google.com/a/lpsk12.org/grephic/home>

Danger

Assessment

Addressing Threats, Suicide, &
Bullying in Your School

Littleton Public Schools

State Law & Board Policy

Board Policy

JK, JKDA, JKDR - Student Conduct
 JKDE - Bullying Prevention
 JCI - Saeggs
 JIF - Weapons in School
 JK, JKA, JKB, JKC/JKE - Student Searches
 EBC - Emergency Plans
 JG - Discipline, Suspension, Expulsion

Behavior on or off school property that is detrimental to the welfare or safety of other students or of District employees, including behavior that creates a threat of physical harm to the child or to other children, may lead to suspension or expulsion including: "Threatening behavior which is any expression, direct or indirect, made in writing, orally, or by gesture, of intent to inflict harm, injury, or damage to persons or property."

And Bullying, verbal abuse, harassment, intimidation

Laws

House Bill 00-1119
 Authorizes reasonable exchange of information between public entities

Senate Bill 00-133 (Safe Schools)
 Requires school boards to have written policies for conduct, internet safety, incident management, reporting criminal activity to law enforcement, etc.

Senate Bill 01-80
 Requires schools to have a plan to address bullying

Senate Bill 07-197
 Established the Safe-to-Tell tip line

Senate Bill 08-001
 Established the Colorado School Safety Resource Center

FERRA (Family Educational Rights and Privacy Act)
 Allows schools to convey disciplinary information regarding significant risk to those with a legitimate interest

House Bill 11-1254
 Changes in the definition of Bullying - Resources and Best Practices

Board Policy

JIC, JICDA, JICD-R – Student Conduct

JICDE – Bullying Prevention

JICF – Gangs

JICI – Weapons in School

JIH – Student Searches

JK, JKA, JKBA, JKD/JKE, JKG – Discipline, Suspension, Expulsion

EBC – Emergency Plans

“Behavior on or off school property that is detrimental to the welfare or safety of other students or of District employees, including behavior that creates a threat of physical harm to the child or to other children, may lead to suspension or expulsion”

Including : “Threatening behavior which is any expression, direct or indirect, made in writing, orally, or by gesture, of intent to inflict harm, injury, or damage to persons or property.”

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CAWS

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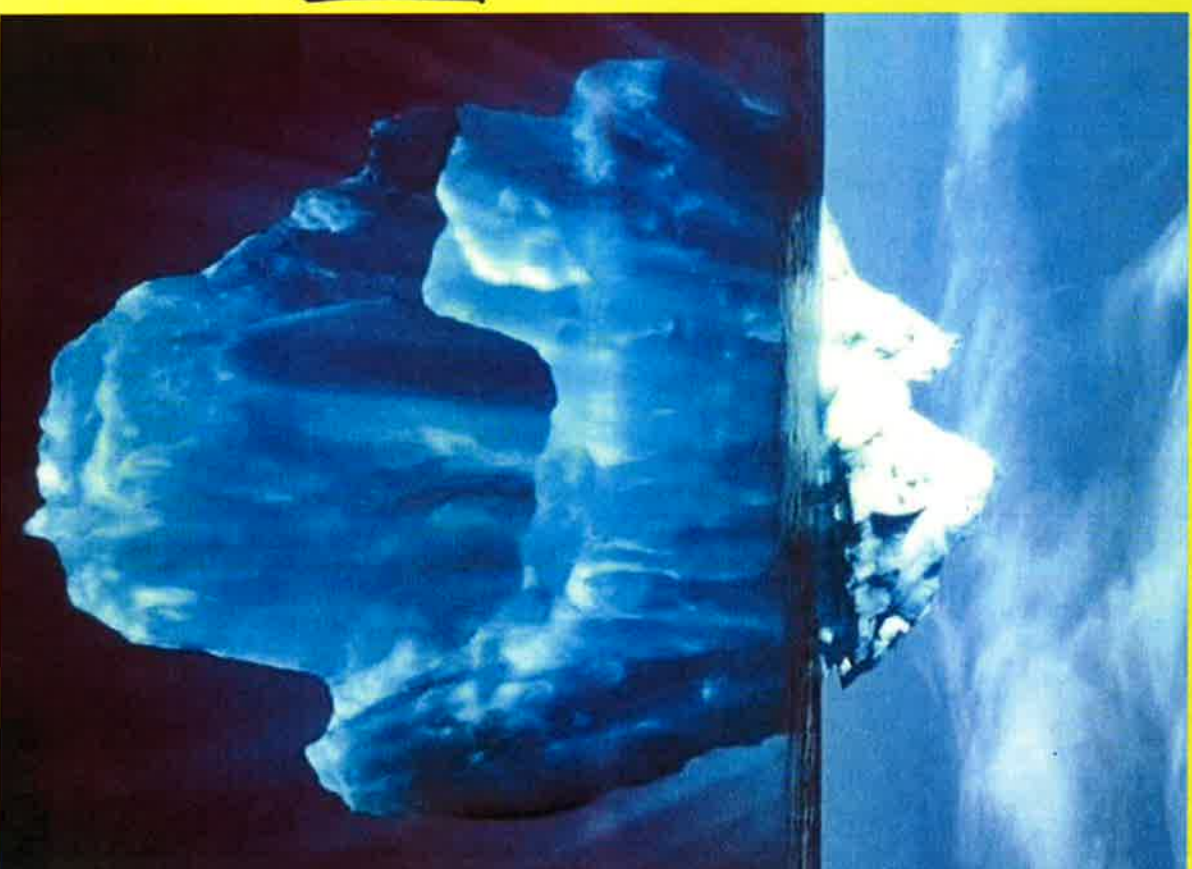
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House Bill 11-1254

Changes in the definition of Bullying - Resources and Best Practices

Warning Signs of Troubled Youth



LPS 02390



- Social withdrawal
- Isolation, alienation
- Feelings of rejection
- Victim of violence
- Feelings of being picked on & persecuted
- Low school interest & performance
- Violent expressions in writings and drawings
- Uncontrolled anger
- Patterns of chronic & impulsive hitting, intimidating, bullying
- History of discipline problems
- History of violence & aggression
- Intolerance & prejudicial attitudes
- Drug & alcohol use
- Affiliation with gangs
- Access, possession, & use of firearms
- Threats of violence

Timeline of a Troubled Kid

Age 5
Can't sit still, problems with peers on the playground

Age 5

Age 9
Suspended for cursing at a teacher, conflict between parent and school

Age 9

Age 13
Ticked for drug possession at school, first suicidal comments, cutting

Age 13

Age 15
Truancy court, failing grades, serious suicide attempt, alternative school

Age 15

Age 17
Beyond control of parent, dropped out of school

Age 17

Psychotropic Medications Start

Moved

Child Abuse Report

Diversion Program for marijuana ticket

Moved

Psychiatric Hospitalization

Child Abuse Report

Refused to see Therapist

Imminent Warning Signs



Oh, it's probably
some harmless
teenage phase
he's going through.



adStein
Kenny Price
Parker - Price

© 1994 Fox Broadcasting Co.

LPS 02394

serious physical fighting
severe destruction of property
severe rage for minor reasons

Detailed & serious threats of lethal violence
Possession and/or use of weapons
Self-injurious behaviors or threats of suicide



School Culture

& Climate

Social/Emotional Standards

Standard	Indicator	Grade Level
1.1	1.1.1	1
1.1	1.1.2	1
1.1	1.1.3	1
1.1	1.1.4	1
1.1	1.1.5	1
1.1	1.1.6	1
1.1	1.1.7	1
1.1	1.1.8	1
1.1	1.1.9	1
1.1	1.1.10	1
1.1	1.1.11	1
1.1	1.1.12	1
1.1	1.1.13	1
1.1	1.1.14	1
1.1	1.1.15	1
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1.1	1.1.21	1
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1.1	1.1.26	1
1.1	1.1.27	1
1.1	1.1.28	1
1.1	1.1.29	1
1.1	1.1.30	1
1.1	1.1.31	1
1.1	1.1.32	1
1.1	1.1.33	1
1.1	1.1.34	1
1.1	1.1.35	1
1.1	1.1.36	1
1.1	1.1.37	1
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1.1	1.1.90	1
1.1	1.1.91	1
1.1	1.1.92	1
1.1	1.1.93	1
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1.1	1.1.95	1
1.1	1.1.96	1
1.1	1.1.97	1
1.1	1.1.98	1
1.1	1.1.99	1
1.1	1.1.100	1

Rachel's Challenge

Restorative Justice

Positive Behavioral Interventions & Supports

PBIS.org

WEB Leaders

LINK

Cyber Climate



<https://sites.google.com/a/ped12.com/cybermy/>



Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

- Apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)

Evidence Outcomes

Students can:

- Describe the characteristics of healthy relationships, and discuss factors that support and sustain them (DOK 1-4)
- Explain the purpose of friendship in different stages of the life cycle, and describe how friends can support one another in making healthy decisions (DOK 1-4)
- Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends (DOK 1-3)
- Describe the emotional effects of breaking up in a dating relationship (DOK 1-3)
- Explain the role of dating in personal growth (DOK 1-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What is "dating"?
- How might "unhealthy" family and peer relationships influence future dating relationships?

Relevance and Application:

- Various cultures date and select life partners differently.
- Technological advances provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
- Healthy relationships require many things of both people.

Nature of Health:

- Understanding the various aspects of human relationships assists in making healthy choices.

'Cyber Cimmera'



<https://sites.google.com/A/lps.k12.co.us/cybersavvy/>

LPS WELLNESS
AND THE LPS
FOUNDATION



PRESENT
THE 4TH
ANNUAL

LITTLETON PUBLIC SCHOOLS POETRY SLAM

Arapahoe + Options
Heritage + Littleton

NOVEMBER 11TH 7PM

THE AMES FACILITY

7300 CLERMONT DR.

More info on www.LPSSLAM.weebly.com LPS 02399

Over a ten-year period more than 7,000 LGBT middle and high school students (aged 13-21), were surveyed. The results were published in The 2009 National School Climate Survey. The survey found that in the preceding year, because of their sexual orientation:

- Eight in ten LGBT students had been verbally harassed at school
- Four in ten had been physically harassed at school
- Six in ten felt unsafe at school
- One in five had been the victim of a physical assault at school





http://safespace.glsen.org/

★ Favorites

GLSEN Safe Space Kit



Google



Page Safety Tools ?

THE CAMPAIGN THE KIT SCHOOL SEARCH SUPPORTERS IMPACT MAP

Tweet

SHARE

Like

5,828 people like this.

Be an Ally

Every student deserves a Safe Space

Give LGBT youth a place to learn free from bullying and harassment



Bullying



Relational Aggression

STOP BULLYING

Home Kids Teens Young Adults Parents Teachers In The Workplace

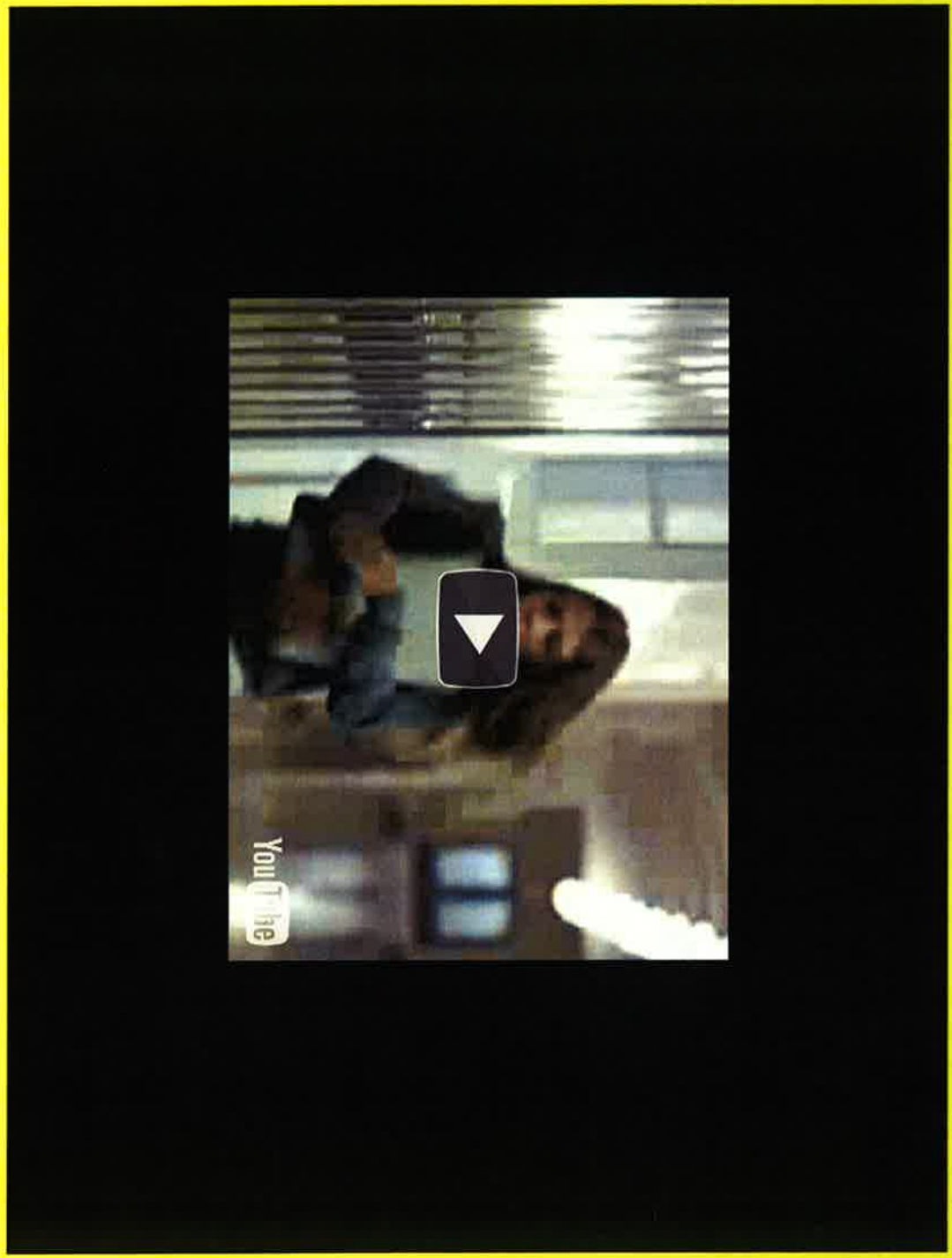
Things You Can Do to Stop Bullying

What's BULLYING? RECOGNIZE the warning signs GET HELP!

LPS 02402

Relational Aggression

LPS 02403





Definition of Bullying

NOTE: This bill has been prepared for the signature of the appropriate legislative officers and the Governor. To determine whether the Governor has signed the bill or taken other action on it, please consult the legislative status sheet, the legislative history, or the Session Laws.

A stylized, calligraphic signature of the word "Governor" in a decorative, serif font, enclosed within a decorative frame.

HOUSE BILL 11-1254

BY REPRESENTATIVE(S) Priola and Schafer S., Casso, Court, Ferrandino, Fields, Fischer, Hamner, Keefalas, Kerr J., Labuda, Massef, McCann, Pace, Peniston, Ryden, Solano, Todd, Vigil, Wilson; also SENATOR(S) Sreardman, Aguilar, Bacon, Boyd, Carroll, Foster, Garon, Guzman, Heath, Hodge, Hudak, Jahn, King S., Morse, Newell, Nicholson, Roberts, Schwartz, Spence, Tochtrop, White, Williams S.

CONCERNING MEASURES TO REDUCE THE FREQUENCY OF BULLYING IN SCHOOLS.

“Bullying” means any written or verbal expression, or physical or electronic or gesture, or pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.


EP 5-02406.

Surveys

Culture/Climate Surveys

PBIS Surveys

Youth Risk Behavior Survey



Discriminatory Harassment

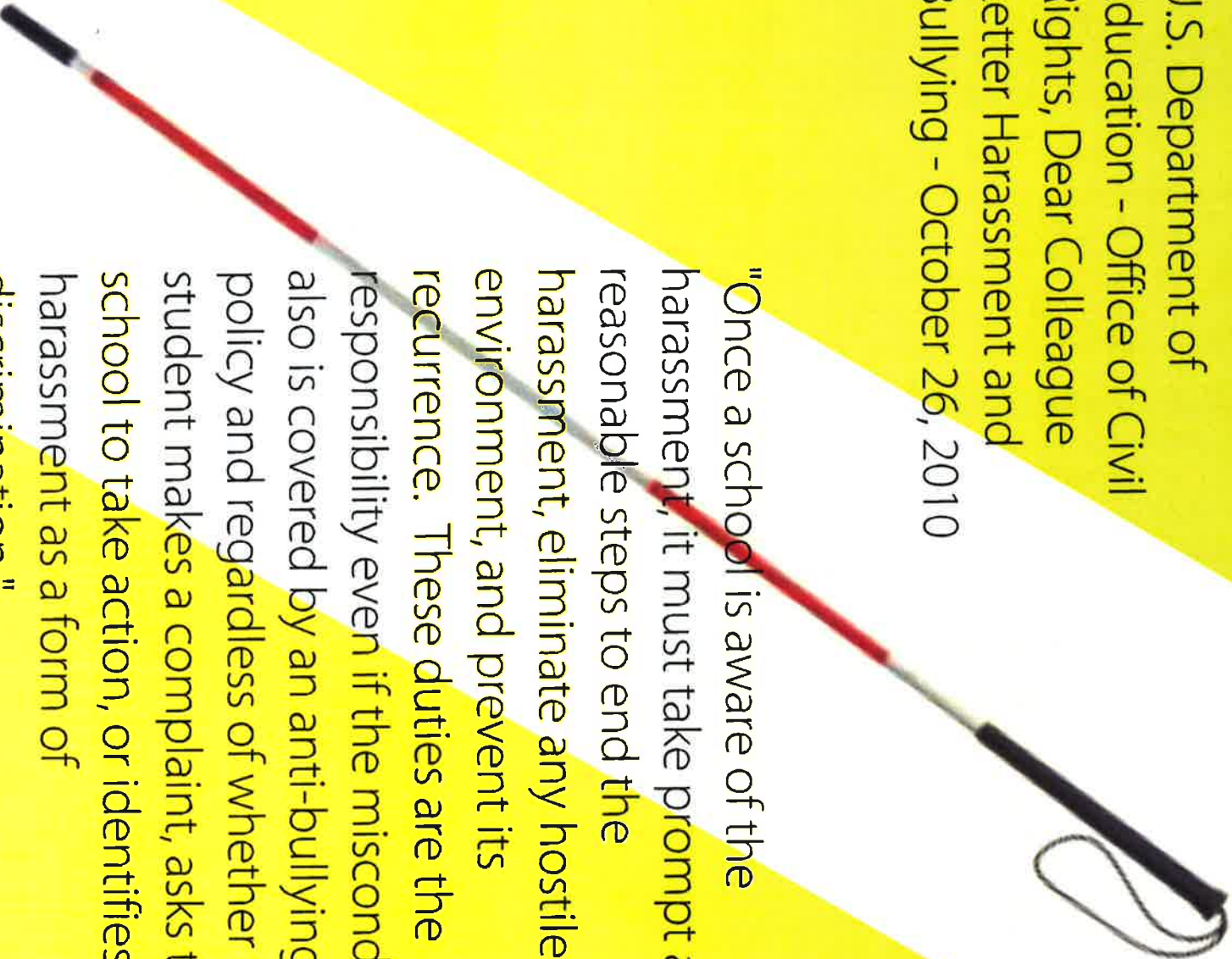
Race, Color, National Origin

Sex

Disability



U.S. Department of
Education - Office of Civil
Rights, Dear Colleague
Letter Harassment and
Bullying - October 26, 2010



"Once a school is aware of the harassment, it must take prompt and reasonable steps to end the harassment, eliminate any hostile environment, and prevent its recurrence. These duties are the responsibility even if the misconduct also is covered by an anti-bullying policy and regardless of whether the student makes a complaint, asks the school to take action, or identifies the harassment as a form of discrimination."

Bullyings Resources

Bully Prevention in PBIS



Bullyproofing Your School

BULLY-PROOFING SERIES

Bully-Proofing Prevention and Intervention



SECONDSTEP
Skills for Social and Academic Success • Early Learning Through Grade



STOP BULLYING .gov

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[Young Adults](#)

[Parents](#)

[Educators](#)

[In The Community](#)



Things You Can Do to Stop Bullying

If you or someone you know is being bullied, there are things you can do to make it stop. Check out resources that may be useful to you.

[Read More](#)

what is
BULLYING?

RECOGNIZE
the warning signs

how do I
GET HELP?



cyberbullying research center

"When I was 13 in middle school I would receive anonymous phone calls on my cell phone during school and after school from some boys in my Spanish class threatening to rape me, kidnap me, kill me, and kill my dog. It was literally one of the most terrifying things that had ever happened to me, and after about 2 weeks of putting up with it, I finally reported them and they were arrested. Unfortunately that's not where it ended. These boys turned out to be the well-loved class clown of the school and the torment from other students continued on MySpace. I ended up deleting it and didn't create another one until mid-8th grade when tensions died down a bit. I felt miserable for the rest of my middle school career and pleaded with my parents to transfer schools but they wouldn't listen. I did try to commit suicide more than once. The depression carried over into high school but it was masked by having new friends that actually liked me! Eventually I did get help mid-Senior year and am continuing talk therapy in college." (18 year-old girl from FL)

...identifying the causes and consequences of cyberbullying

Navigation Menu

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- research
- presentations
- publications
- resources
- multimedia
- share your story
- about us
- mailing list

News

What's New at the Cyberbullying Research Center



The Cyberbullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents. Cyberbullying can be defined as "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices."

Updated as of September 2011 - Bullying and Cyberbullying Laws Fact Sheet

New Resource! Electronic Dating Violence: A Guide for Educators and Parents and Cyberbullying Fact Sheet: Cyberbullying and Sexual Orientation

Summary Fact Sheet - Cyberbullying: Identification, Prevention, and Response. If you only have time to read one of our



Bullyproofing Your School



GMS PBIS Curriculum

<https://sites.google.com/lps.k12.co.us/>

[gmspbis/home](https://sites.google.com/lps.k12.co.us/gmspbis/home)

TASK #1

1. What sources of information does your school use to measure student perceptions of bullying and school safety?
2. What is your school doing to teach students the expectations and/or skills related to bullying? Is it clear to them how to report bullying behavior?
3. How are bullying and harassment allegations being addressed and documented in your school?

Threats



What Works?

- School community aware of fully warning signs & reported to police
- External threat assessment techniques used
- Thorough review of all messages and other means
- Systematic process to assess level of concern
- Behavior prevention measures
- Develop safe and lawful strategy
- Ongoing plans and coordination support

Findings from the Secret Service Report on the School Shooter:

1. No useful or accurate "profile".
2. Targeted violence was planned, rarely impulsive.
3. Other people knew of the plan before it happened.
4. Most attackers did NOT make threats, direct or indirect.
5. Previous BEHAVIORS caused others concern.
6. Many considered or attempted suicide.
7. Many were previously bullied, persecuted, or injured.
8. Most had access to and had used weapons.
9. In many cases, other students were involved.
10. Most shootings were stopped by means other than law enforcement intervention.



CPS Threat Assessment Data

Elementary = 23 (21 boys, 2 girls)
 Middle = 35 (30 boys, 5 girls)
 High = 51 (44 boys, 7 girls)
 Female = 14, Male = 95

When a Threat Arises...

do we know what to do?

7/14

Asses

1. Identify why a suspicion exists
 2. Review the incident in detail
 3. Determine the level of concern
 4. Determine the level of threat
 5. Determine the level of risk
 6. Determine the level of response
 7. Determine the level of support

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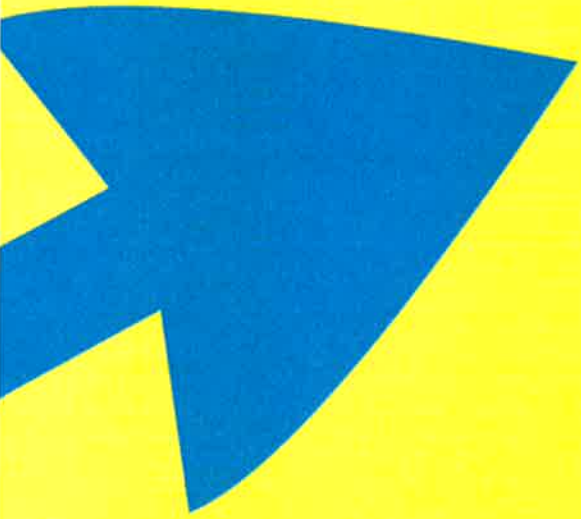
Threat Assessment Process

Social Cyberspace

Det. CPS 02415
 Risk Level

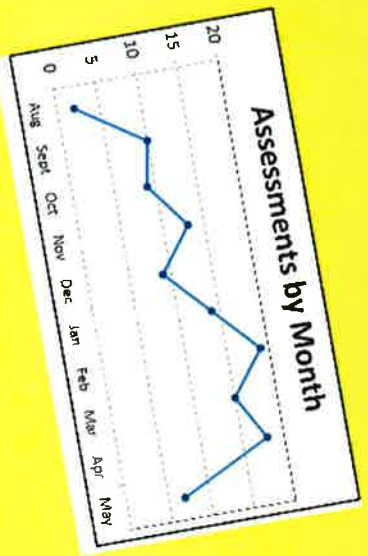
Attacker's Plan
Making threats, dehumanizing
toward action
Attacker's Related
Obtaining a weapon, attempting to cause violence

National Incident Management Emergency Command System



CPS Threat

Assessment Data



2009-10 = 12

2010-11 = 17

2011-12 = 10

2012-13 = 10

2013-14 = 60

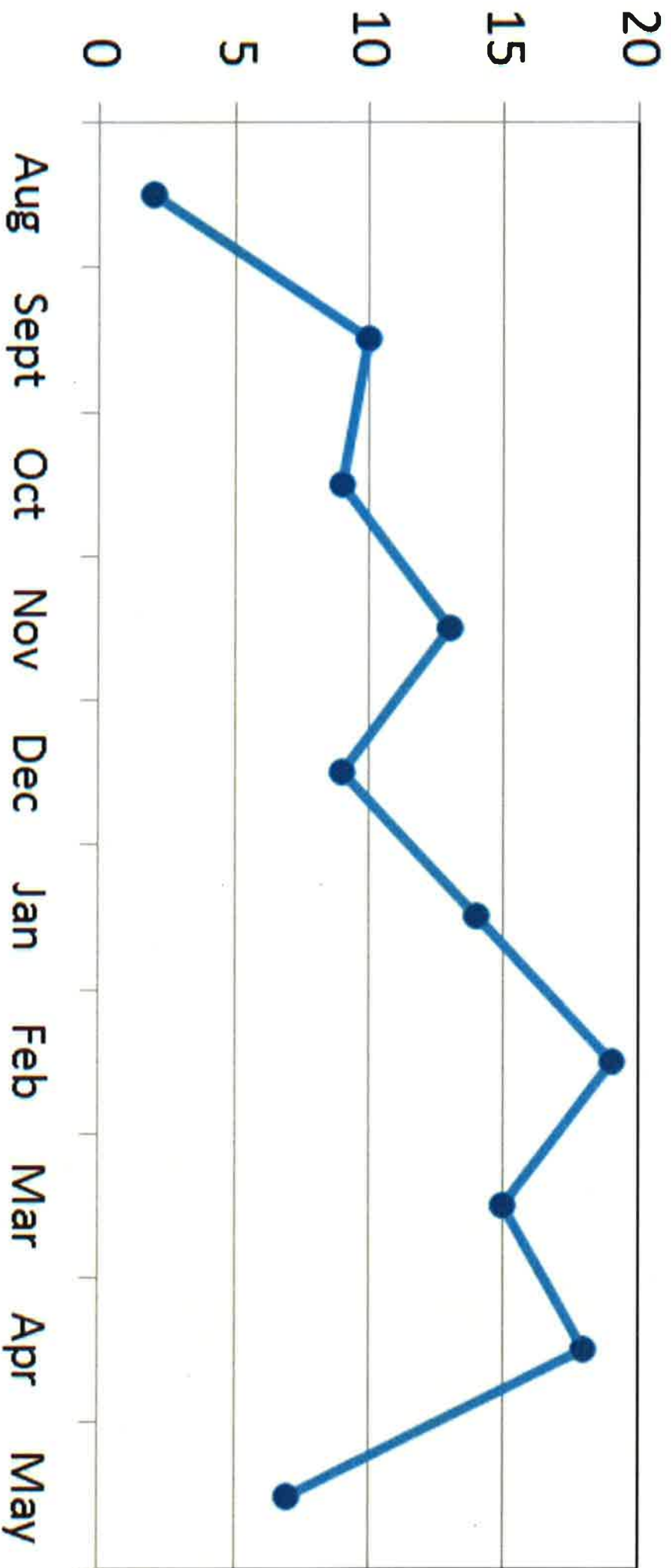
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Assessments by Month



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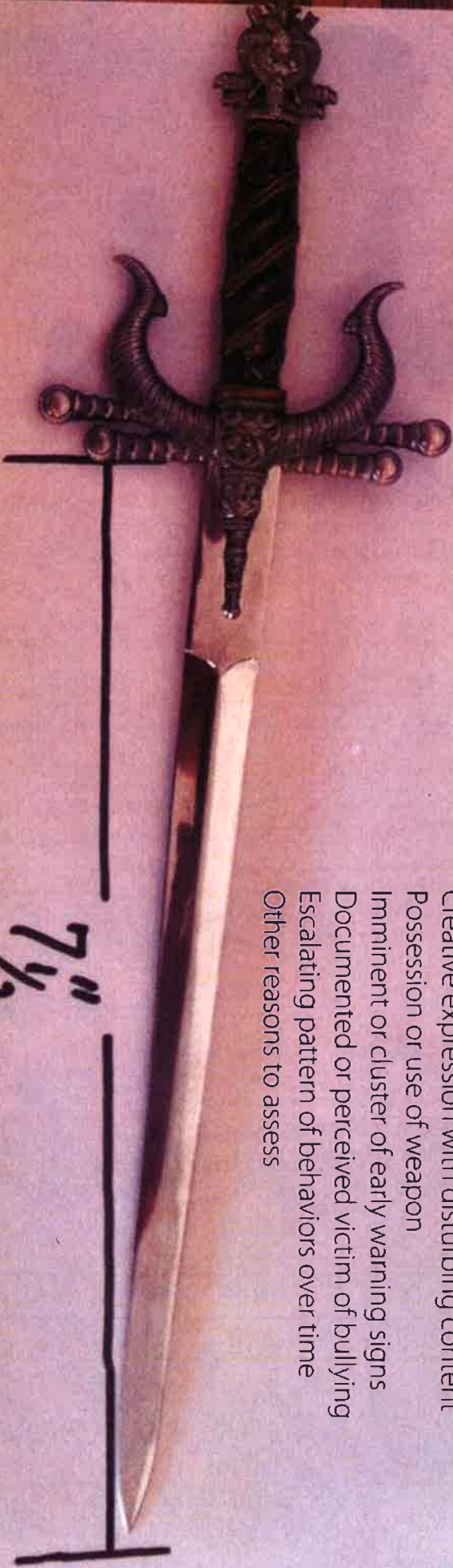
Th



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- Intolerance & prejudicial attitudes
- Drug & alcohol use
- Affiliation with gangs
- Access, possession, & use of firearms
- Threats of violence

When a threat arises...

- Threat to harm or kill others
- Threat to harm or kill self
- Creative expression with disturbing content
- Possession or use of weapon
- Imminent or cluster of early warning signs
- Documented or perceived victim of bullying
- Escalating pattern of behaviors over time
- Other reasons to assess



7 1/2"

do we know what to do?

eye



485 02422



LPS 02423

Threat Assessment Process

1. Establish safety – Isolate the student
2. Make immediate notifications
3. Activate team members, clarify the plan
4. Collect and review all information
5. Determine the level of concern
6. Develop an action plan
7. Documentation

Union School District
Staff Support
Safe Schools
Safe Environment

Parents, Social, Empower, and Support Services
If you need services with any of the titles -> in the title please call as soon as possible. Thank you!
For support titles, initials are vital in LPS!

PROCEDURES & GUIDANCE

- bullying & harassment
- Child Abuse Reporting
- Consent/Documentation
- Discipline Process & Terms
- Functional Family Therapy Referrals
- International Education

OTHER RESOURCES & LINKS

- Board of Education Policies
- Child Safety / Cyberstalking Site
- Formerly Student Resources
- LPS Mental Health Crisis Response Team
- Mental Health Resources Library Website
- Dist. of Special Education & Student Support Services

Maria Thompson, Director 2021.1.27.2016
Dahlia Hernandez, Secretary 2017.1.26.2016
PH: (303) 544-4237

Threat Assessment

1. A threat assessment is a process of identifying, evaluating, and managing potential threats to the safety of students, staff, and the school community. It involves a systematic approach to gathering information, analyzing the risk, and developing a plan to address the threat.

2. The purpose of a threat assessment is to identify potential threats, assess the level of concern, and develop a plan to address the threat. This process is ongoing and should be reviewed regularly.

3. The threat assessment process should be initiated when there is a concern about a student's behavior, a threat to the safety of students or staff, or a potential threat to the school community.

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Threat Assessment

A Threat Assessment should be completed by a building team 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 does not apply to lower level threats between students that occur during a fight or in the "heat-of-the-moment". If the primary issue is self-harm, refer to the Suicide/Mental Health Intervention resources first. In some cases, both the Threat Assessment and the Suicide Risk Assessment should be completed.

Staff members without training should seek out assistance from someone (either in your building or at a district level) who has been formally trained in the process. Never feel like you have to go it alone! If you are unsure about how to proceed with a threat assessment at school, first locate and monitor the student, restrict his/her access to personal belongings (including backpack, locker, and cell phone), and contact your Administrator, School Resource Officer or LPS Security (303-347-3420) immediately.

For assistance with any of these procedures or forms, please contact Nate Thompson, Director of Social, Emotional & Behavior Services, (303) 347-3570.

Forms and Resources:

These forms have recently been revised so make sure you use these current versions.

[Threat Assessment and Action Plan form](#)

[Threat Assessment Guidance Document](#)

[Threat Assessment Intervention HELPSHEET](#)

[Early Warning Signs Handout for School Staff](#)

[Link to Safety Plans page](#)

A copy of all completed Threat Assessment forms should be mailed or faxed to ESC, Attn: Debbie Honeker at 303-347-3310.

Gathering Information

Interviews

asking questions to people who may have critical information

Inquiries

asking specific people for feedback or information

Records & Tracks

reviewing reports from school, private providers, etc.

searching for online / digital information

THREAT FACTORS:

- Threat was: Direct Student/Verbal Symbolic Hand or body gesture Written Via technology
- Threat was: Verbal Nonverbal Sincere Vague
- Target of the threat was: Specific Vague
- Identified Target(s): Rich (got a school) / himself / others
- Threat was: Impulsive, spontaneous Calculated, planned ahead Plausible, positive
- Student has communicated ideas or intent to attack: Threat with member present Specific with list of detail Specific with list of detail
- Access to Weapons: None known Value unknown Yes No - first sighting gun butt locker
- Ability to carry out part: No safety training Specific and verified At home At school At home At school At home At school At home At school
- Motive to threat or harm targeted others: None known Possible reasons Offense motivated/ignited
- Other relevant details: _____

EARLY WARNING SIGN FACTORS:

- Violent behavior towards other Not Preoccupied Verbal in home w/siblings
- Violent/threatening themes conveyed in stories, diary entries, letters, songs, drawings or videos Obsessive
- "Practicing behaviors" (e.g., progression of harmful acts related to current threat concerns) W/ screens
- Fascination with weapons, bomb making, or other acts of violence/destruction At home At school
- Depression, self-harm, and/or suicide issues self report but no clear plan motives
- History/perception of being bullied or victimized by others Not in elementary but feels bullied here in middle
- Other relevant details: _____

AT-RISK FACTORS:

- History of school discipline: Suspension Expulsion Involvement
- Poor student achievement or academic progress
- Violence/abuse is modeled at home or in the community - older brothers can be aggressive
- Difficulty controlling impulses or emotions
- Irrational beliefs and ideas since we expect it when we report
- Significant psychiatric/medical condition(s) or medication needs
- Failed love relationships
- Student externalizes blame
- Peers are fearful of the student - Trusts/Possession of painkiller medicine.
- Staff is fearful of the student
- Angry reactions are extreme or disproportionate to the situation
- Drug or alcohol concerns: Marijuana Ecstasy Amphetamines Cocaine Heroin Prescription
- Sensitivity to feedback/criticism symptoms had to students not
- Student currently reports or appears: Hopeless Anxious Depressed Angry Obsessed
- History of violence toward objects, animals, or property (e.g., vandalism, arson, fire setting)
- Student recently experienced: Theoretical trauma Isolation or humiliation Loss of family member or peer
- Student's peer group reinforces antisocial/violent attitudes - limited peer groups tend to
- Student's relationships at school: Good Average Poor Excellent Support
- Home environment concerns: Inconsistent discipline Lack of supervision
- Reacts to discipline: Calmly With agitation/outrage Unpredictable
- Student is receiving Special Education/504 services Disability Contact person: _____
- Family history of: Mental health Violence Substance Abuse Legal issues
- Bizarre or concerning behaviors when confronted about it, he will immediately
- Other relevant details: has been up for not making up at school

PROTECTIVE FACTORS:

- When in distress, student will: Isolate Leave Engage negatively Seek positive support
- Adult Supervision: Nonmonitoring Sometimes monitoring Close monitoring
- Name(s) of people monitoring: Karen
- Community agencies: Not involved In process of becoming involved Are involved
- Supportive Relationships: None Sometimes Who: Parent Consistently present
- Level of self-control: Limited at all times Okay with supports Consistently present
- Previous measures that have been effective to inhibit student's violent/threatening behaviors: Feeling like he has

Very violent & jump predictable over last

Assessing Written Material



- Understand the context of the writing or drawing
- Ask in detail about the material
- Express concern
- Assess mood and non-verbal cues when the student talks about the material
- Think of written and artistic material as potential attempts to practice violence or ask for help
- Look for themes and patterns
- Be persistent and specific with questions
- Example of the movie trailer project



I have become acquainted with guns. I have used everything from a 9mm to a 12 gauge. I have hit the smallest target quite accurately. I have quickly set up an AK-47 I have killed the smallest, most innocent rabbit and never stopped to think about it. I have blown away the dumbest deer and let its body be carried away. It will never again see the light of day. But I don't know what I will kill next. I have the PRS 02428



$\sqrt{16}$ R
 $3 \cdot 8^2 + 12 = 1$

$x = 64 + 12 = 76$
 right side

$1 - 20 + 21 + 15 - 10 + 70$
 $8 \cdot 15 + 6 + 12 + 2 - 9$

$192 = 3$
 $195 \quad x = 3$
 $3 - 2(4) = 3$
 $a = 2b + 9b$



$x = 20 + 12 + 8$
 $3 \cdot 9 = 27$
 17
 $15 - 7 = 8$

$x^2 - 2(x+1)$
 $-(x^3)^2 - 2(-3+1)$
 $-9 - 2(2)$



$4(30 + 18) - 3(-30 + 12)$
 $51 - 7$

$-9 + 4$
 -5



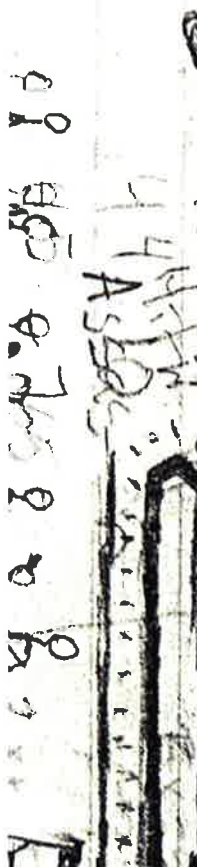
$51 - 7$
 $51 - 7$

$8 \cdot 5$
 $9 \cdot 11$



$4 \cdot 3 = 12$
 $4 \cdot 4 = 16$
 $4 \cdot 5 = 20$
 $4 \cdot 6 = 24$
 $4 \cdot 7 = 28$
 $4 \cdot 8 = 32$
 $4 \cdot 9 = 36$
 $4 \cdot 10 = 40$
 $4 \cdot 11 = 44$
 $4 \cdot 12 = 48$
 $4 \cdot 13 = 52$
 $4 \cdot 14 = 56$
 $4 \cdot 15 = 60$
 $4 \cdot 16 = 64$
 $4 \cdot 17 = 68$
 $4 \cdot 18 = 72$
 $4 \cdot 19 = 76$
 $4 \cdot 20 = 80$

$41 \cdot 66$
 $49 \cdot 85$
 $47 \cdot 92$
 $45 \cdot 99$



$41 \cdot 66$
 $49 \cdot 85$
 $47 \cdot 92$
 $45 \cdot 99$



$$q_p = 3/5$$

$$p = 3/5$$

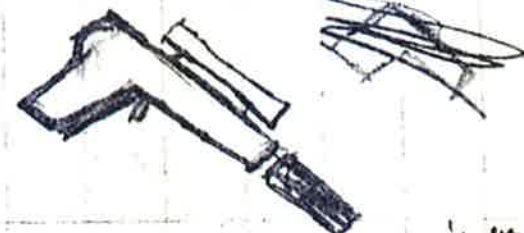
VADER
GATLING
BEHemoth



ASSASSIN

$$-2 \quad -1 \quad 0 \quad 1$$

HITMAN



$$5 \quad | \quad 3x + 4 = 23$$

Resolution

$$6 \quad | \quad 2x - 3 = -1$$

Resolution

$$7 \quad | \quad |x + 4| = 5$$

$$8 \quad | \quad |x - 1| = 2$$

$$9 \quad | \quad |4 - 2| - 10 = 6$$

$$15 \quad | \quad -7$$

$$10 \quad | \quad |x - 1| = 5x + 10$$

$$13 \quad | \quad |2x - 4| = 16$$



$$12 \quad | \quad |x - 3| = 4x - 1$$

$$13 \quad | \quad |2x + 1| = 3x + 4$$

$$14 \quad | \quad |x + 1| = 2$$



$$14 \quad | \quad |3x - 1| = 10$$

$$15 \quad | \quad |2x + 5| = 3x + 4$$

$$16 \quad | \quad |x + 5| = 2$$

$$17 \quad | \quad |x - 3| = 1$$



yes
no
 $3/5$
 9

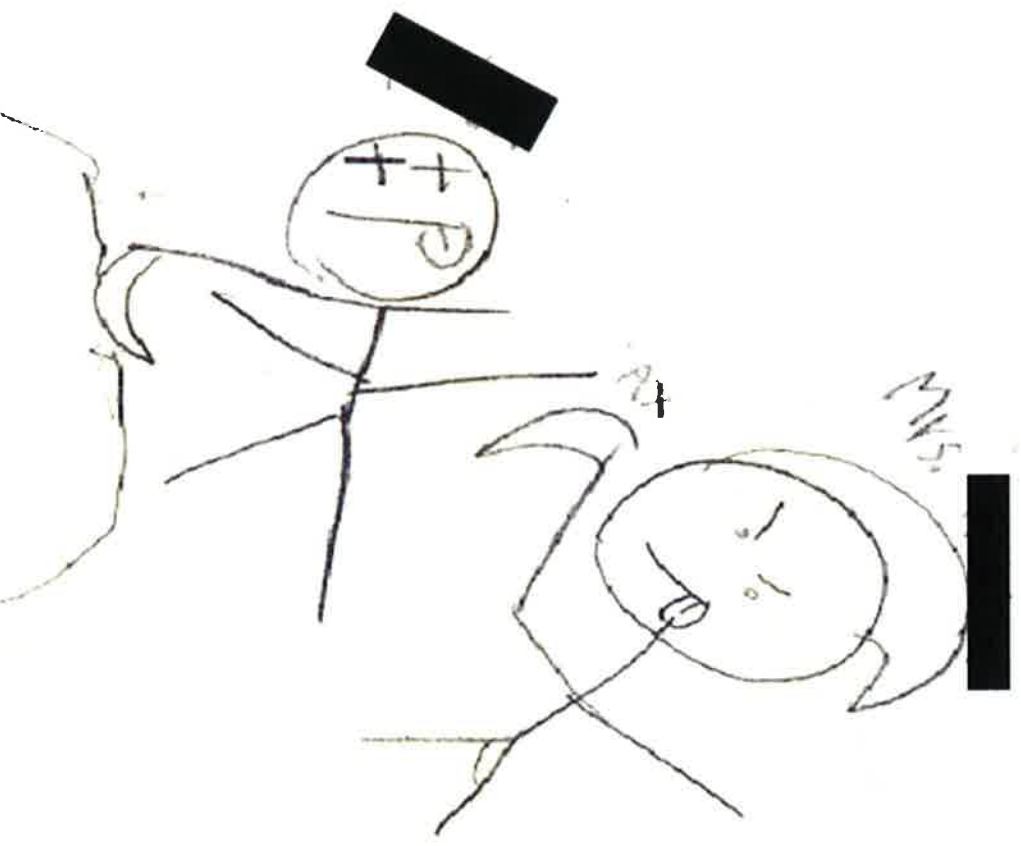
$$18 \quad | \quad |2x - 1| = 10$$

$$19 \quad | \quad -735$$

$$20 \quad | \quad 315$$

0-15
20-130

I now know that
you got upset my
Apology had no effect



I have become acquainted with guns. I have used everything from a 9mm to a 12 gauge. I have hit the smallest target quite accurately. I have quickly set up an AK-47 I have killed the smallest, most innocent rabbit and never stopped to think about it. I have blown away the dumbest deer and let its body be carried away, it will never again see the light of day. But, I don't know what I will kill next. I have the urge to kill many things. But some things are off limits to kill. I will blow away whatever runs. I have become acquainted with guns.

Threat

Assessment



Suicide

Intervention

Violence to others



Violence to self

Violence in public



Violence in private

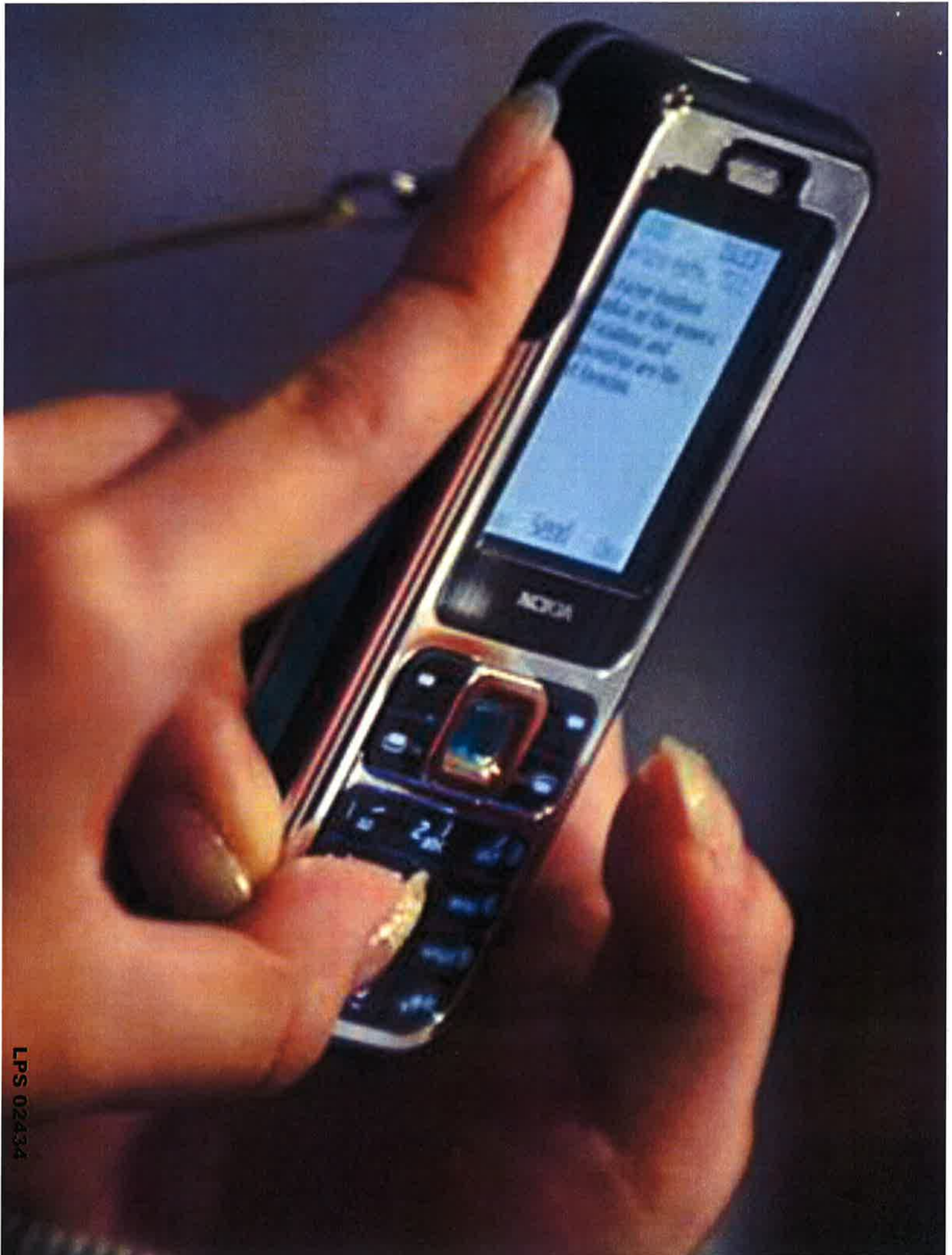
Outward focus



Inward focus

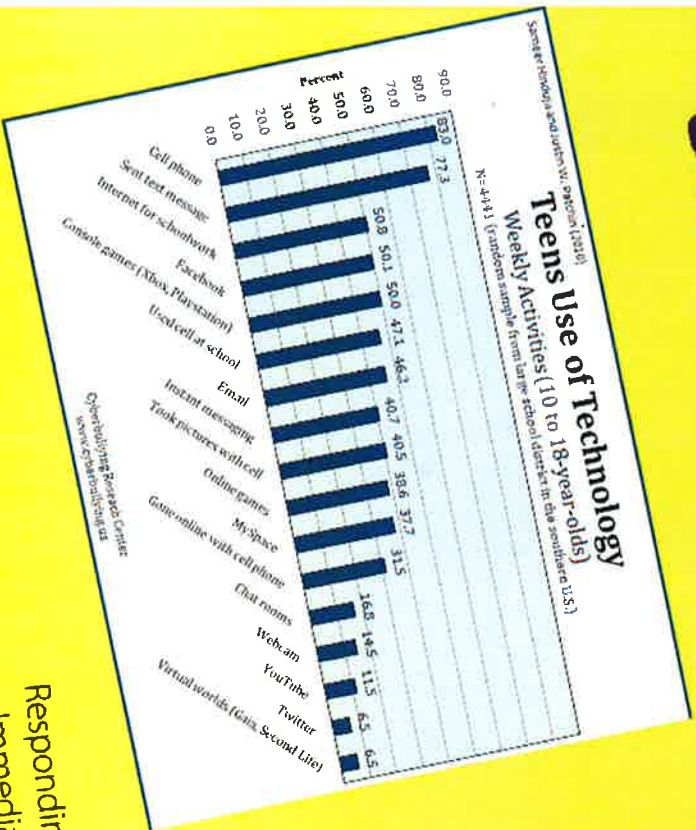
Both...

When you aren't sure

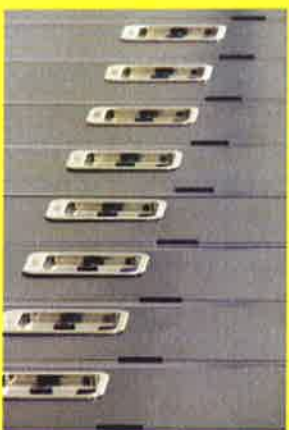


LPS 02434

Social Cyberspace



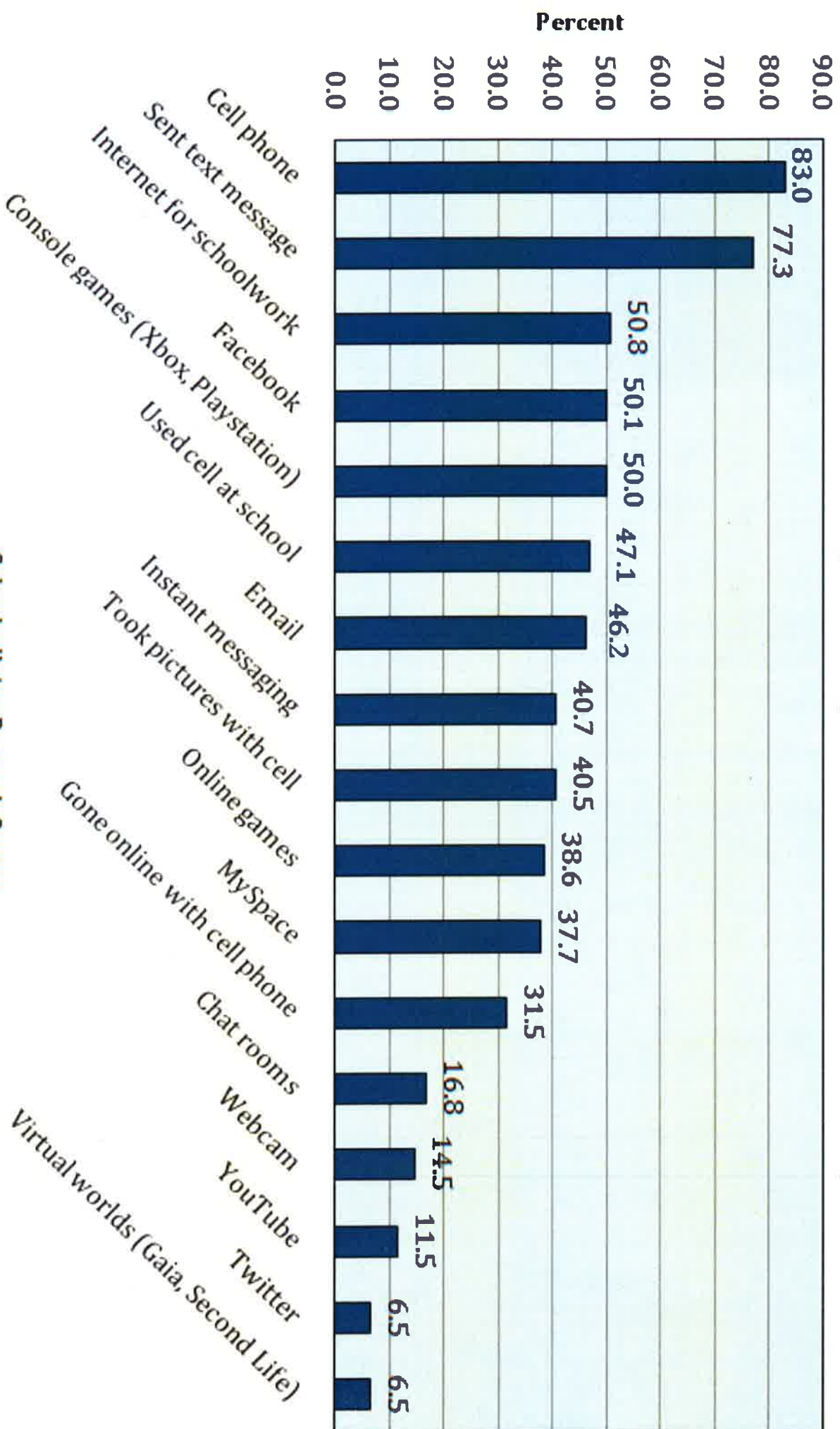
- Responding to cellular/online information:
 - Immediacy – Communication – Followup
- Searches of student-owned technology:
 - Board Policy – Reasonable Suspicion – Never alone
- Enlisting the support of law enforcement:
 - Thoughtful – Role of LPS Security – Followup
- Awareness for students, staff, & parents:
 - Integrate into school culture – Clarify how to report



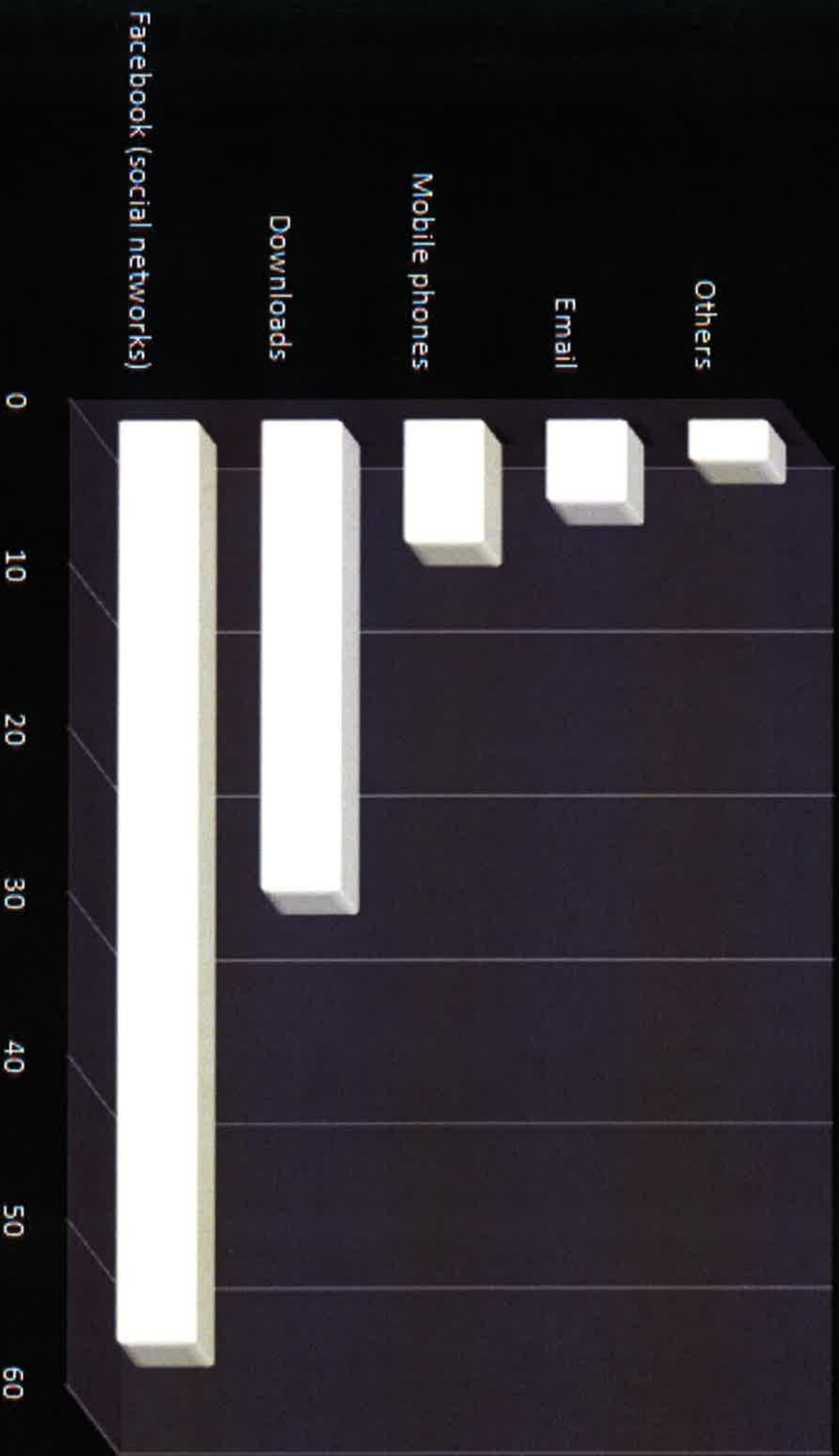
Teens Use of Technology

Weekly Activities (10 to 18-year-olds)

N=4441 (random sample from large school district in the southern U.S.)



Main source of online threats in 2010



Responding to cellular/online information:

Immediacy – Communication – Followup

Searches of student-owned technology:

Board Policy – Reasonable Suspicion – Never alone

Enlisting the support of law enforcement:

Thoughtful – Role of LPS Security – Followup

Awareness for students, staff, & parents:

Integrate into school culture – Clarify how to report

11 Key Questions:

1. What are the student's motives and goals?
2. Have there been any communications suggesting ideas or intent to attack?
3. Has the subject shown inappropriate interest in school attacks or attackers, weapons, incidents of mass violence?
4. Has the student engaged in attack-related behaviors?
5. Does the student have the capacity to carry out the act?
6. Is the student experiencing hopelessness, desperation or despair?
7. Does the student have a trusting relationship with at least one responsible adult?
8. Does the student see violence as an acceptable or desirable way to solve problems?
9. Is the student's conversation and "story" consistent with their actions?
10. Are other people concerned about the student's potential for violence?
11. What circumstances might affect the likelihood of violence?

Behavior Coding:

Behavior patterns are a better indicator of risk than the student's words or diagnosis

Normal

Within the scope of typical developmental level/age

Boundary-Probing

Challenging the established rules, norms, expectations

Attack-Planning

Making threats, dehumanizing others, taking steps toward action

Attack-Related

Obtaining a weapon, attempting to cause violence, etc.

Determining Risk Level

Low Level: Risk to target(s), students, staff, and school is minimal.

Medium Level: The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

High Level: The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

Response & Solutions

LOW

- Prevention
- Monitor
- Asset -Building
- Reprimand / Teach

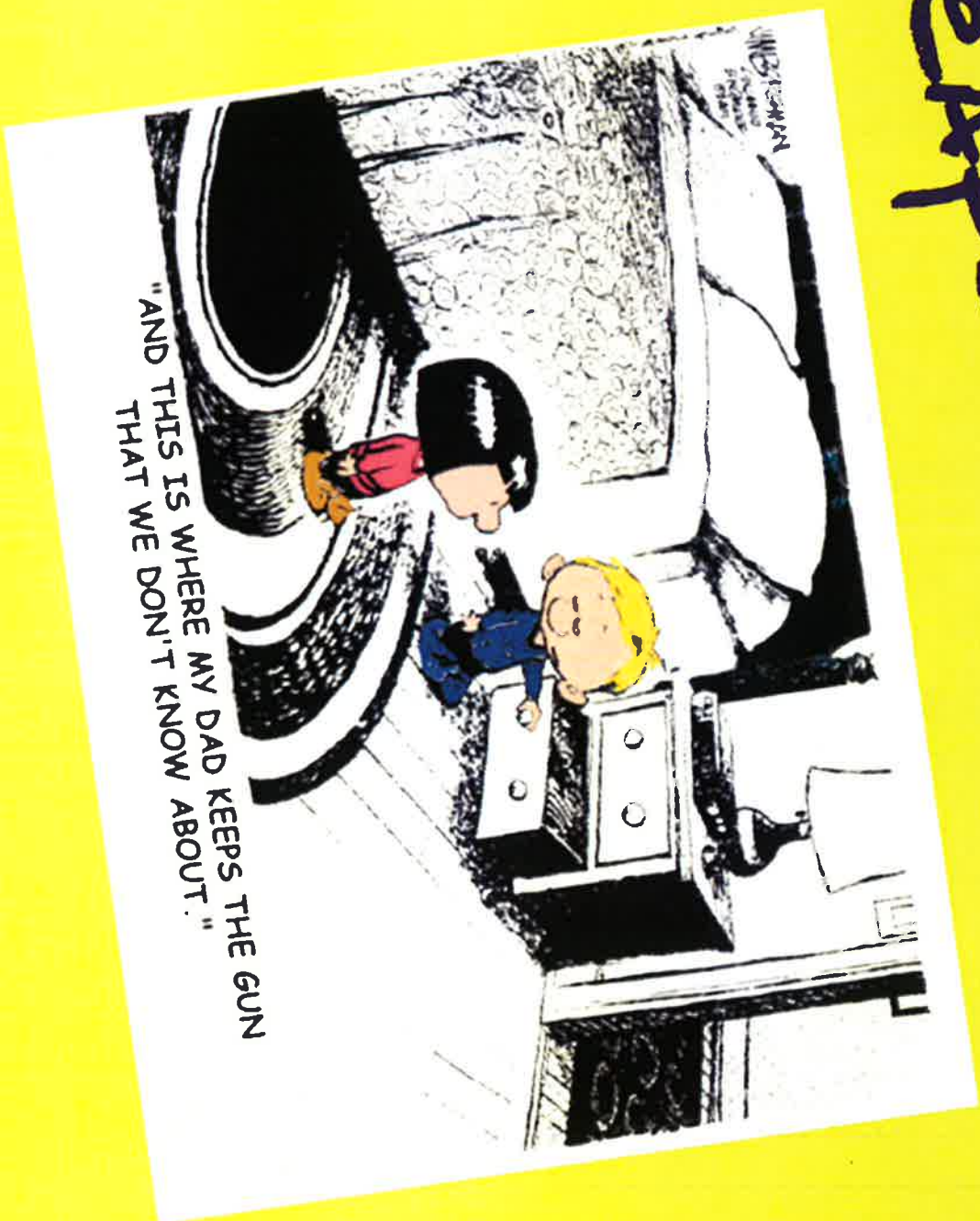
MEDIUM

- Intervention
- Mobilize Support & Resources
- Skill-Building
- Correction /Suspension

HIGH

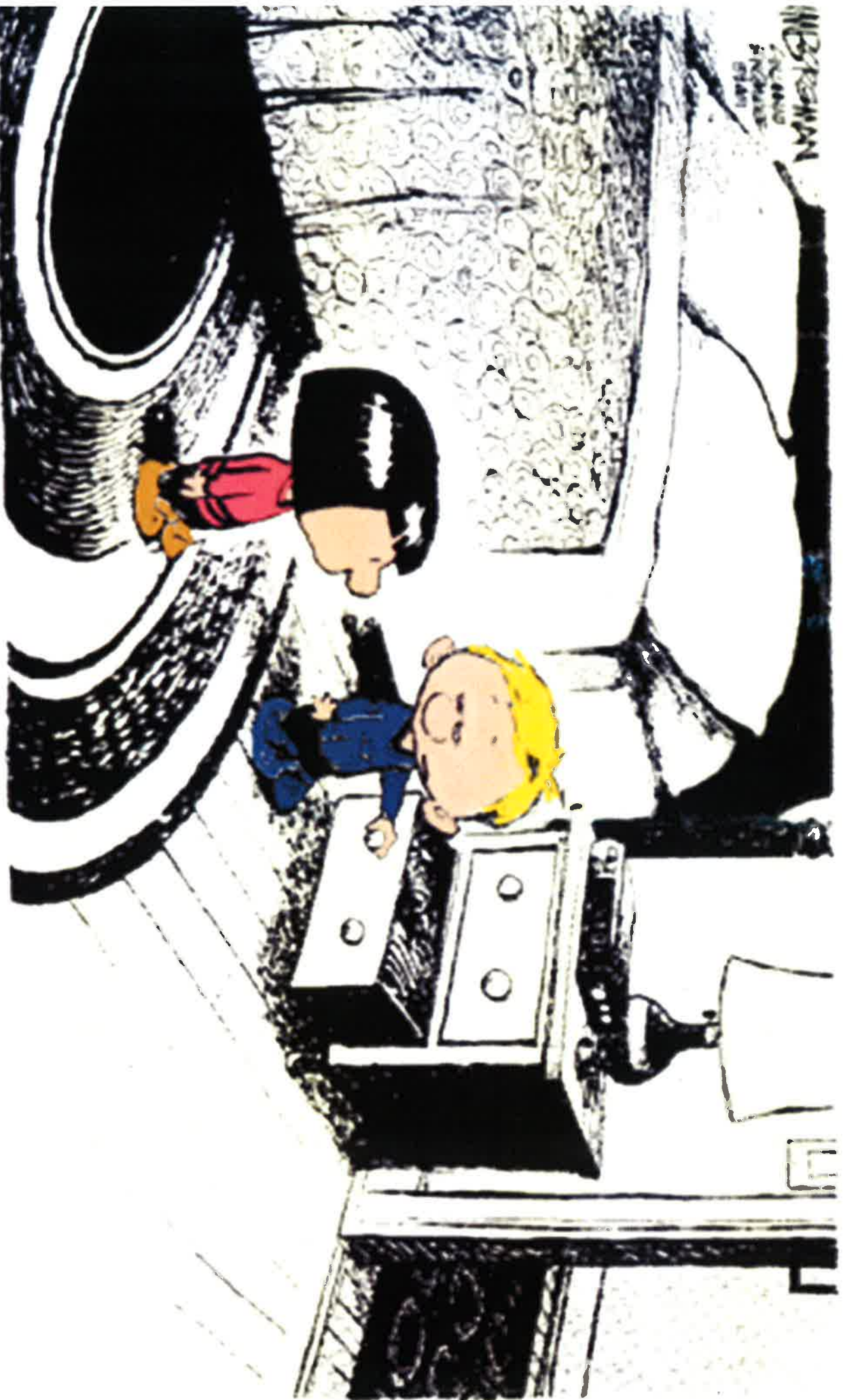
- Crisis Response
- Involve Law Enforcement
- Contain Danger
- Expulsion / Jail / Hospital

Weapons Checks



"AND THIS IS WHERE MY DAD KEEPS THE GUN
THAT WE DON'T KNOW ABOUT."

W. BRADMAN
AND
S. ZWILLER
DRAW



"AND THIS IS WHERE MY DAD KEEPS THE GUN
THAT WE DON'T KNOW ABOUT."

LPS 02444

SAFETY PLANS

Safety Plans

The following safety plans should be used to support students who may be at risk for significant concerning behaviors. Students currently on probation for a sexual offense are required to have an Individual Supervision and Management Plan through the 18th Judicial District or another judicial district if applicable. Other students may need a containment/safety plan due to unsafe behaviors even if they are not involved in the court.

General LPS Safety Plan Template

This plan can be customized to the individual needs of any student, including those who have been violent, made threats, or shown other concerning behaviors.

LPS Positive Behavior Support Plan

This plan is the required plan for students with a Special Education or Section 504 disability whose behavior impedes the learning of self or others. It can also be used with general education students a part of the RTI process. It is developed after conducting a functional behavior assessment process to identify target behaviors and hypotheses to guide interventions. Special Education staff should create this plan within the SEAS software.

18th Judicial Supervision Plan - Juvenile Sexual Offense

This is the specific plan that must be done when the student is currently involved in the court process and/or on probation for a juvenile sex offense. This plan is completed jointly by the Probation Officer, School Administrator, and (if applicable), the Caseworker from the Department of Human Services. A building administrator must be an informed supervisor and monitor the plan as it relates to all school activities.

LPS Safety and Supervision Plan (Sexual Behaviors/Boundaries) rev 9

The LPS Safety and Supervision Plan can be used with students who do not have a court-required plan, but still require specific supervision or safety planning due to prior sexual offenses or sexual behaviors. An example would be a middle school student who has been disciplined for sexual harassment but does not have legal charges; or an elementary student showing sexual behaviors.

Safe2Tell

www.Safe2tell.org

877-542-7233

Colorado's statewide anonymous tip line

Will dispatch information about threats to local police and schools
Schools can develop their own anonymous tip systems (boxes,

voicemail, etc.)

LPS Security is available 24/7

Also
LPS 02446

What Works?

- School community is aware of Early Warning Signs & reporting procedures
- Established Threat Assessment Team in each school
- Timely response to imminent and emerging threats
- Systematic process to assess level of concern
- Balanced intervention measures
- Develop a safe and caring culture
- Ongoing district and community support

TASK #2

1. How are you annually reminding staff how to recognize and respond to warning signs?
2. Do your students clearly understand when and how to report potential danger?
3. If not, what can you do to integrate this into your building?

When you aren't sure

Suicide and Mental Health Crisis



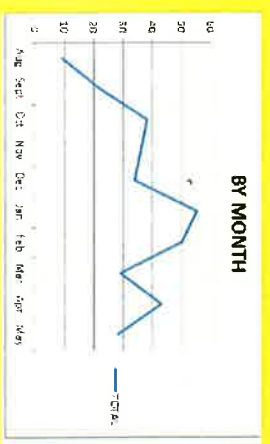
Documentation

Suicide Intervention Report
Please send a copy to: lpshelp@lpsd.net
LPS 02449
Lafayette Campus
1001 S. 1st St., Ste. 1000

es
#

LPS Suicide Intervention Data

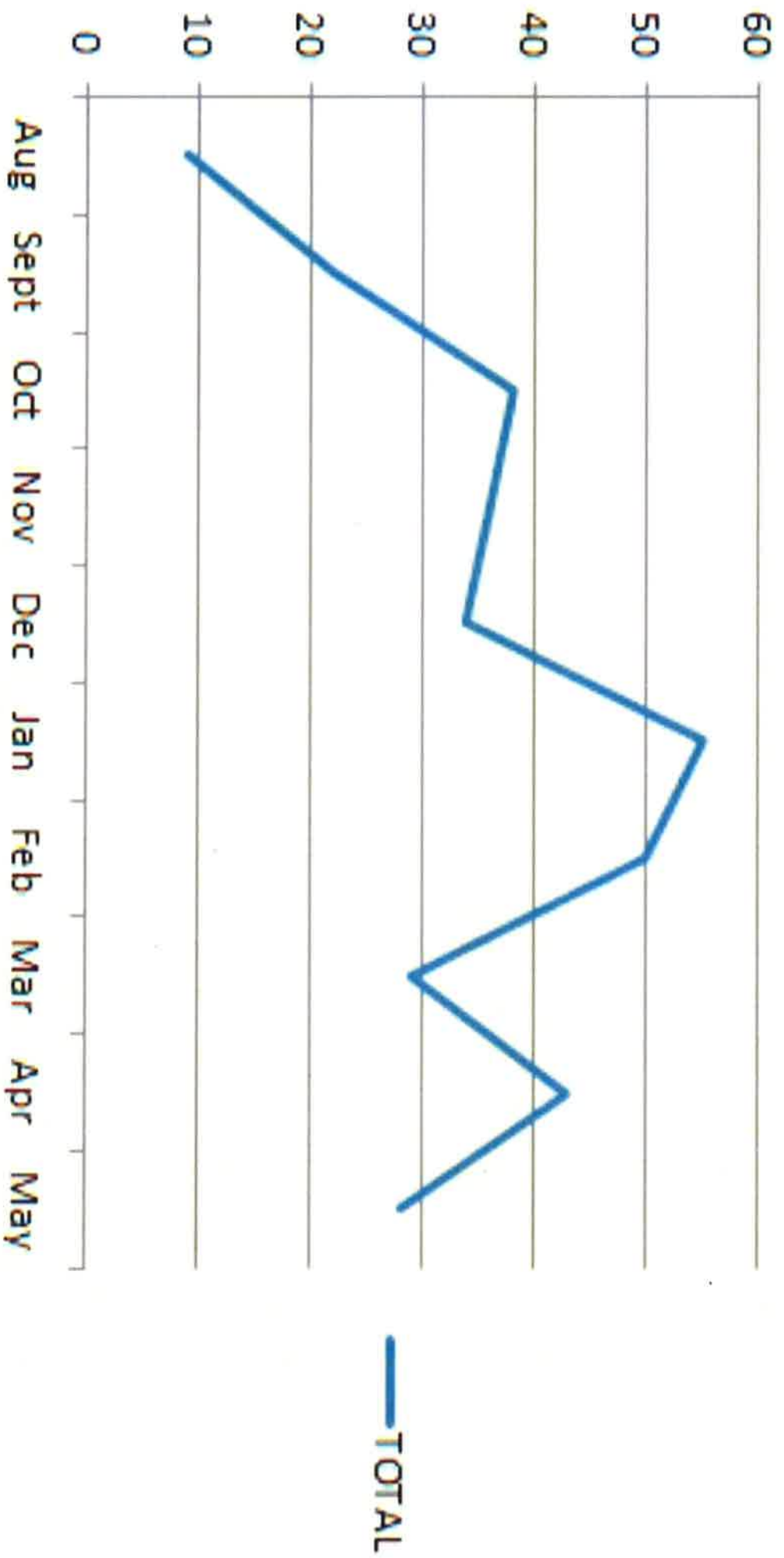
- 2008-09 = 4* 2012-13 = 80
- 2009-10 = 36 2013-14 = 127
- 2010-11 = 55
- 2011-12 = 50



Elementary = 30 (12 girls, 28 boys),
Middle = 157 (93 girls, 64 boys),
High = 151 (83 girls, 68 boys)

Female = 188, Male = 160

BY MONTH





- Social withdrawal
- Isolation, alienation
- Feelings of rejection
- Victim of violence
- Feelings of being picked on & persecuted
- Low school interest & performance
- Violent expressions in writings and drawings
- Uncontrolled anger
- Patterns of chronic & impulsive hitting, intimidating, bullying
- History of discipline problems
- History of violence & aggression
- Intolerance & prejudicial attitudes
- Drug & alcohol use
- Affiliation with gangs
- Access, possession, & use of firearms
- Threats of violence



THOUGHTS



PLANS



ACTS



6th Graders

14.9%

9.3%

6.3%

7th Graders

22.3%

13.2%

7.9%

8th Graders

23.8%

12.8%

9.4%

SERIOUSLY CONSIDERED ATTEMPTING SUICIDE

MADE A PLAN ABOUT HOW THEY WOULD ATTEMPT SUICIDE

ATTEMPTED SUICIDE



THOUGHTS



PLANS



ACTS



9th Graders

17.1%

13.6%

9.3%

10th Graders

16.5%

14.4%

8.2%

11th Graders

15.5%

11.9%

6.6%

12th Graders

13.6%

10.7%

6.3%

SERIOUSLY CONSIDERED ATTEMPTING SUICIDE

MADE A PLAN ABOUT HOW THEY WOULD ATTEMPT SUICIDE

ATTEMPTERS 02454DE

facebook®

██████████
I really wish I had the guts to do it. To swallow the pills. To cut a little deeper.
Maybe to get the gun from the safe. But I care too much what everyone else
thinks.



Sunday at 6:35pm via mobile

██████████
You die, I'll die. And I wanna die a
LPS 02455

Sunday at 6:35pm via mobile

[REDACTED] You die, I'll die. And I wanna die a

[REDACTED] slow, painful death. Not from a bullet!

Sunday at 6:39pm

[REDACTED] No, you don't get it. I want to die to END the pain. I want it to be over fast, so I don't have time to rethink. But I can never seem to do it because I'm worried about what it will do to the people I leave behind. If it would do anything.

Sunday at 6:48pm

[REDACTED] If you left me behind dude, my life would be over. I love you, your seriously one of my best friend's. I couldn't live without your craziness Boobitah!

Sunday at 6:51pm

[REDACTED] MISS [REDACTED] !! DO I HAVE TO GO OVER
[REDACTED] NIGHTFN OUT? WELL DO I?

LPS 02456

Tago m mmer l'ost wofu

pre die die

die die die

die die die

die die die

die die die

die die die

die die die

die die die

die die die

die die die

Die die

Yellow Ribbon &
other activities

Awareness
Understanding
Open Environment
School Culture/Climate

Half-day training
Alertness/Awareness
Connecting to a caregiver

SAFE TALK

ASIST
Applied Suicide
Intervention Skills
Training

Suicide First Aid
Intervening with a suicidal person

deeper,
re else

die a

the
ink. But
it will

my life
friends. I

SAFE TALK

Other

Act

Half-day training
Alertness/Awareness
Connecting to a caregiver

Awaren
Underst
Open E
School

ASIST

Applied Suicide
Intervention Skills
Training

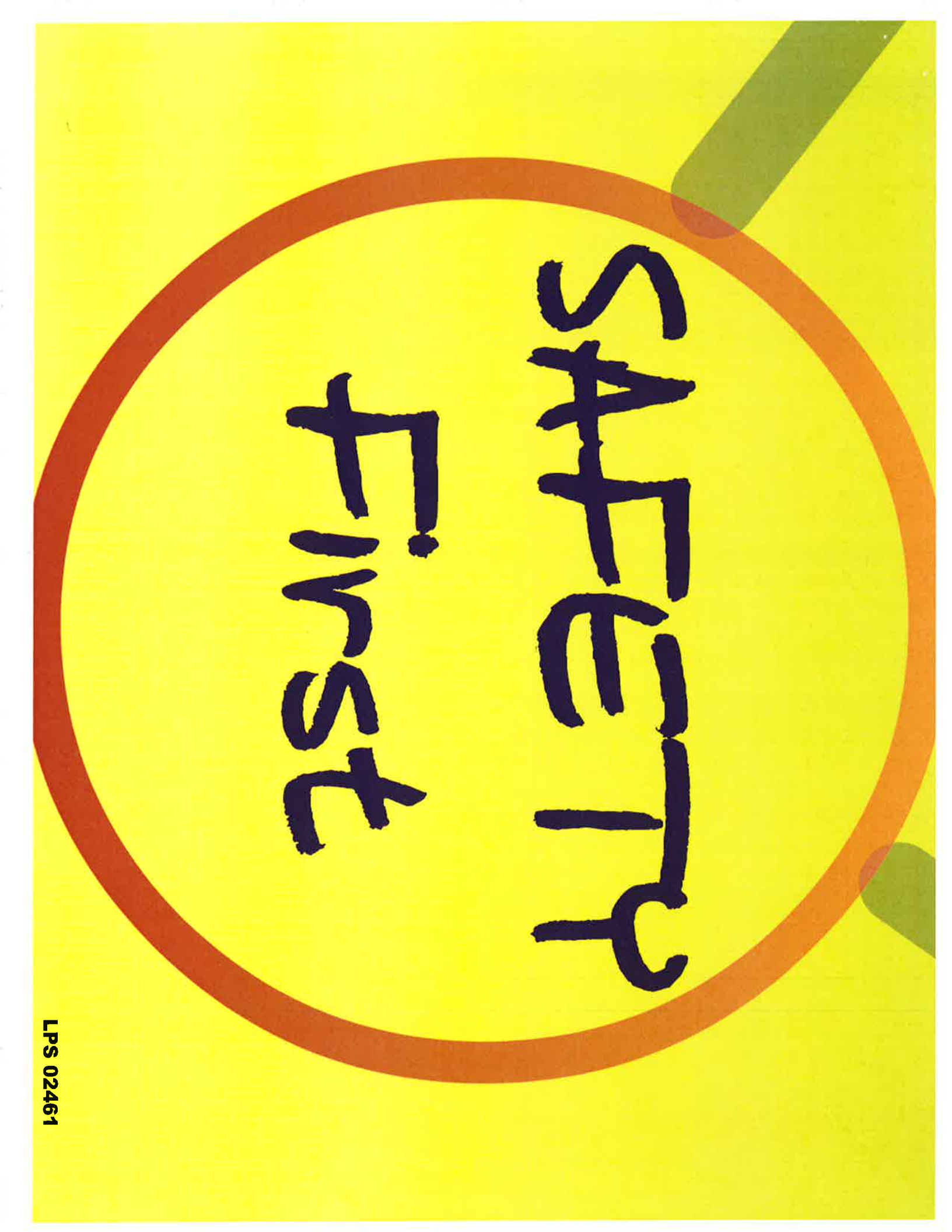
Suicide First Aid
Intervening with a suicidal person

Half-day
Alertne
Conne

ASIST

Applied Suicide
Intervention Skills
Training

Suicide First Aid
Intervening with a suicidal person



SAFETY
FIRST

Intervention

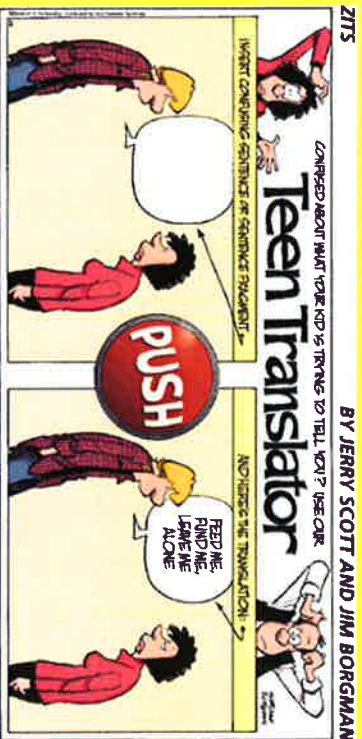
Utilize the ASIST model to assess the risk and develop a safety plan.

Follow up Options:

- Safety Planning & Release to Parent
- Referral to Community Resource
- Parent Takes Child to Hospital
- Emergency Responders

PARENTS

Confidentiality
Follow Through
Communication
Second Wind



Documentation

Suicide Intervention Report

Please send a copy to Nate at ESC

Infinite Campus

Make a note in the counseling log - "see confidential file"

File

Keep hard copies in the confidential file

IF YOU NEED SUPPORT PLEASE CALL THE TREVOR LIFELINE AT:

866 4-U-TREVOR
(866-488-7386)

THE TREVOR PROJECT IS THE LEADING NATIONAL ORGANIZATION PROVIDING CRISIS INTERVENTION AND SUICIDE PREVENTION SERVICES TO LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUESTIONING YOUTH.

The Trevor Project

SAVING YOUNG LIVES

- + HOME
- + SUICIDE RESOURCES
- + YOUTH
- + INVESTORS
- + VOLUNTEERS
- + EDUCATORS AND PARENTS
- + ABOUT TREVOR

SEARCH

DONATE 

ASK TREVOR  CONTACT US  STAY INFORMED 

The Trevor Lifeline
866 488 7386

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REACH OUT.COM
THE FACTS | REAL STORIES | YOUR VOICE



**REACH
OUT.COM**

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NEED HELP NOW?
800-448-3000

[THE FACTS](#) | [REAL STORIES](#) | [YOUR VOICE](#) | [GET HELP](#)

Search ReachOut



LATEST STORY

Victory Day is getting closer

Here is Rachel's story of fighting a battle against self-harm. [full story »](#)

RELATED FACT SHEET
[Deliberate self-harm »](#)

WE CAN HELP US

HEAR FROM OTHERS

REAL VIDEOS & STORIES

REACHOUT ON THE GO?

CHECK OUT OUR NEW MOBILE SITE FROM YOUR PHONE. >

HELP YOURSELF

read fact sheets about tough times



HELP YOUR FRIEND

things you can do to help your friend

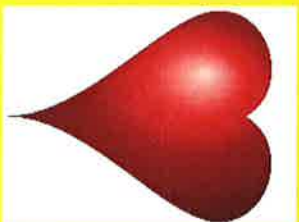


HELP OTHERS

share your story and help inspire others



LPS 02466



Postvention

Building Team

LPS Mental Health Crisis Team

Emergency Command System

TASK #3

1. Make a list of the staff in your building who are trained to do a suicide intervention.
2. What are the most common ways suicide concerns come to light in your school?
3. What are some potential reasons a student and/or parents might not want to get mental health services? What can we do to help this?

TASK #4

Tell each other thanks for all your hard work on behalf of kids and families in LPS!

We appreciate your tireless work to keep students safe, healthy, and learning!

And don't forget to laugh!



