

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 or there appears to be a plan for 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 assemble the building Threat Assessment Team and any other staff with information about the situation. The Threat Assessment Team usually consists of:

- Administrator
- School Psychologist or Social Worker
- Counselor (assigned to Threat Assessment Team)
- School Resource Officer (as needed/available)
- Teacher, Counselor, other person who knows the student
- District Administrator (as needed)

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, staff/parent observations, and student interview. 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, Coordinator of Student Support Services at (303)347-3570 for assistance regarding the Threat Assessment process.

◆ SUMMARY INFORMATION

Student: Karl Pierson School: AHS
 DOB: [REDACTED] Student Number: 90257 Grade: 12 Age: 18
 Parent/Guardian Name(s): Barbara Pierson / Charles Pierson Ph: [REDACTED]
 Date of Incident: 9/4/13 *Attach photo and other identifying information if available

Brief Description of the Incident: Mr. Murphy met Karl & his mother on 9/6 after school to inform him he would not be captain of speech & debate this year. On the way out of school, Karl went on an emotional tirade & said "I'm going to kill that guy." This was overheard by staff who informed administration.

◆ 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, delay filling out this form and contact the Law Enforcement immediately.

◆ STEP 2: MAKE IMMEDIATE NOTIFICATIONS

- Contact School Building Administrator(s) - review need for threat assessment
- Contact Emergency Responders, School Resource Officer, District Security 303-947-3420 as needed based on the situation
- Contact District Administration (Level Director or Student Support) if the level of threat is school, district or community-wide
- The parent/guardian has been notified prior to conducting the assessment
- The parent/guardian to be notified after conducting the assessment, because:

◆ STEP 3: REVIEW THREAT ASSESSMENT FACTORS

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. 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 the evidence next to each statement checked.

Exhibit No.: 35
 Deponent: Murphy
 Date/RPR: 7/20/15
 Hunter + Geist, Inc. AM

THREAT FACTORS:

Threat was: Direct Indirect/Velvet
Threat was: Verbal Nonverbal Symbolic Hand or body gesture Written Via Technology
Target of the threat was: Specific Vague
Identified Target(s): Tracy Murphy - family member - speech & debate
Threat was: Impulsive, spontaneous Calculated, planned ahead Plausible, possible
 Unrealistic, improbable Vague with minimal details Specific with lots of detail

Student has communicated ideas or intent to attack. Yes No
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 threaten or harm targeted others: None known Possible reasons Definite motive/triggers

Other relevant details: Karl was told he would no longer be captain of the speech & debate team

EARLY WARNING SIGN FACTORS:

Violent behavior towards others 1-2 isolated incidents Significant history
 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/perception of being bullied or victimized by others

mom reports "deep seeded" anger & Karl agrees that he's had anger management issues for a while

Other relevant details: Last school year he had an outburst where he told kids to "shut the f--- up" that girls were giggling at him about math grade "fuck up" in math class

AT-RISK FACTORS:

History of school discipline: Oppositional/Misconduct Suspension Expulsion Incarceration
 Poor student achievement or academic progress
 Violence/abuse is modeled 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
 Peers are fearful of the student
 Staff is fearful of the student
 Angry reactions are extreme or disproportionate to the situation
 Drug or alcohol concerns:
 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: Emotional trauma Rejection or humiliation Loss of family member or peer
 Victimization by peers Severe disciplinary action
 Student's peer group reinforces antisocial/violent attitudes
Student's relationships at school: Good Average Poor
Home environment concerns: Inconsistent discipline Limited control Lack of supervision
Reacts to discipline: Calmly With agitation/violence 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: _____
Other relevant details: _____

understands his rxn was inappropriate but does not seem to be remorse or understanding of Tracy Murphy's feelings of being threatened

PROTECTIVE FACTORS:

When in distress, student will: Isolate Leave Engage negatively Seek positive support
Adult Supervision: No monitoring Sometimes monitoring Closely monitoring
Name(s) of people monitoring: parents
Community agencies: Not involved In process of becoming involved Are involved: family practitioner & psychologist
Supportive Relationships: None Sometimes Who: _____
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: therapy (per mom) talk to AP @ AHS
psychologist CPT app. 5/1

Updated Apr 2011

◆ 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, Coordinator of Student Support Services at (303)247-3570.

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 IMMEDIATELY

- 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 – CONTACT LPS SECURITY and DISTRICT ADMINISTRATION IMMEDIATELY (and 911 if needed)

- 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.

◆ 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.

SAFETY MEASURES

- Medical Care: Emergency Medical Response / Ambulance School Nurse
- Police Response: no action taken ticketed/charged apprehended/detained weapons check at school/home
- Intended victim warned and /or parents or guardian notified on: 9/5 by: Karin Koles
- Suicide Risk Screening completed on: _____ by _____
- Mental Health Evaluation: parent taking to hospital ER for evaluation ambulance mobile crisis team evaluation
- Additional measures to ensure safety: include psych eval
- Child Abuse Report to Dept. of Human Services on: _____ by _____

discussed ticketing due to external outbreak in parking lot but no action taken

DISCIPLINE & MONITORING

- Disciplinary action taken: re-entry 9/9 If suspended, student will return on: _____
- Safety Contract (attached) signed by: Student Student and Parent
- 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: _____
- Follow up intervention contact by support staff: Psychologist Nurse Counselor Case Manager Other: _____
- Specific steps to address the precipitating/aggravating circumstances or alleviate tension: will meet in 2 weeks (w/ Mr. Murphy, parents, student) to discuss action plan + bring gun
- Schedule review of IEP or Section 504 Plan to review goals and placement options, and consider updating assessment, services or change of placement. DATE: _____

NOTIFICATIONS

- LPS Security notified for all Medium and High Level Concerns. Date: _____
- Staff and teachers alerted on a need to know basis. Date: _____
- Building Administration has discussed "need to know" issue of informing community. - discussed w/ principal 9/9
- District Administration informed. Administrator: _____ Date: _____

PARENT / GUARDIAN FOLLOW UP STEPS

- Parents will provide the following supervision and or intervention: family mt + psychiatrist 1x/wk
- 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: met with district crisis report & therapist + strategies to deal w/ future therapists

possible may will contact psych if services wanted for 3 mths

Parent/Guardian Signature: _____ Date: _____



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◆ STEP 6: DOCUMENTATION AND REVIEW

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 fax copy to Nate Thompson, Student Support Services, (303) 347-3547 (Attn: Cathy Carr). It is best practice to review this plan within a specified period and modify it as appropriate.

- Plan will be reviewed on 9/23 by Ad. parents, student
- Confidential building location and contact for document and plan: School Psych office
- Enter in Infinite Campus under Behavior Event/TAAP (Medium and High Level Threats Only)
- Copies of this plan have been given to :
 - ✓ Building Administrator
 - ✓ Nate Thompson, ESC - Student Support Services
 - ✓ LPS Security (Medium and High Level Concerns only)

◆ SIGNATURES

 _____ Administrator, Plan Supervisor	 _____ Teacher or other staff who knows student	 _____ Other
 _____ School Psychologist / MH Professional	 _____ Counselor from Building Team	 _____ Other
 _____ School Resource Officer	 _____ Other	 _____ Other

9/19/13
Date

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, Cherry Creek School District, and Denver Public Schools.