

Humboldt County

Student Threat Assessment Team

Level One Protocol

6th-12th Grade
Level 2023



Humboldt County
Office of Education



Adapted from-Coalition for Safe Schools & Communities
Student Threat Assessment Protocol Revised 2023

Level One Threat Assessment Process

If consultation is needed regarding this process, please call Klark Swan (707-498-0708) at the Humboldt County Office of Education, or email Klark Swan (kswan@hcoe.org) or Peter Stoll, Ph.D. (pstoll@hcoe.org).

This protocol does not predict future violence nor is it a foolproof method of assessing an individual's or group's risk of harm to others. This survey is not a checklist that can be quantified. It is a guide designed to assist in the investigation of potential danger and to assist school staff in development of a management plan.

Each school site should form a Level One Student Threat Assessment Team, which is a multidisciplinary team which can consist of an administrator, a school counselor/social worker and a school resource officer if available. The Level One Team will investigate the incident and fill out the assessment form, as set forth below.

The following people should be considered for participation in Level One meetings as sources of additional information:

- Teachers, coaches, case managers, or other educators. (If education staff is unavailable to attend, ask individuals to complete and return the Teacher's Questionnaire prior to the Level One meeting.)
- Campus supervisors, instructional aides, transportation staff, or other people who have contact with student/students.
- Parents/guardians, if time and circumstances allow (If parents/guardians are unable to attend, complete the Parent Interview form).
- Case managers or Probation Officers if adjudicated or a ward of the Court.
- Students should NOT attend this meeting. (Student information is gathered through Student Interview and Student Witness Interview forms)

Many situations can be managed through a Level One Assessment with appropriate interventions. The assessment usually takes 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level Two Assessment.

Ensure Student and Staff Safety

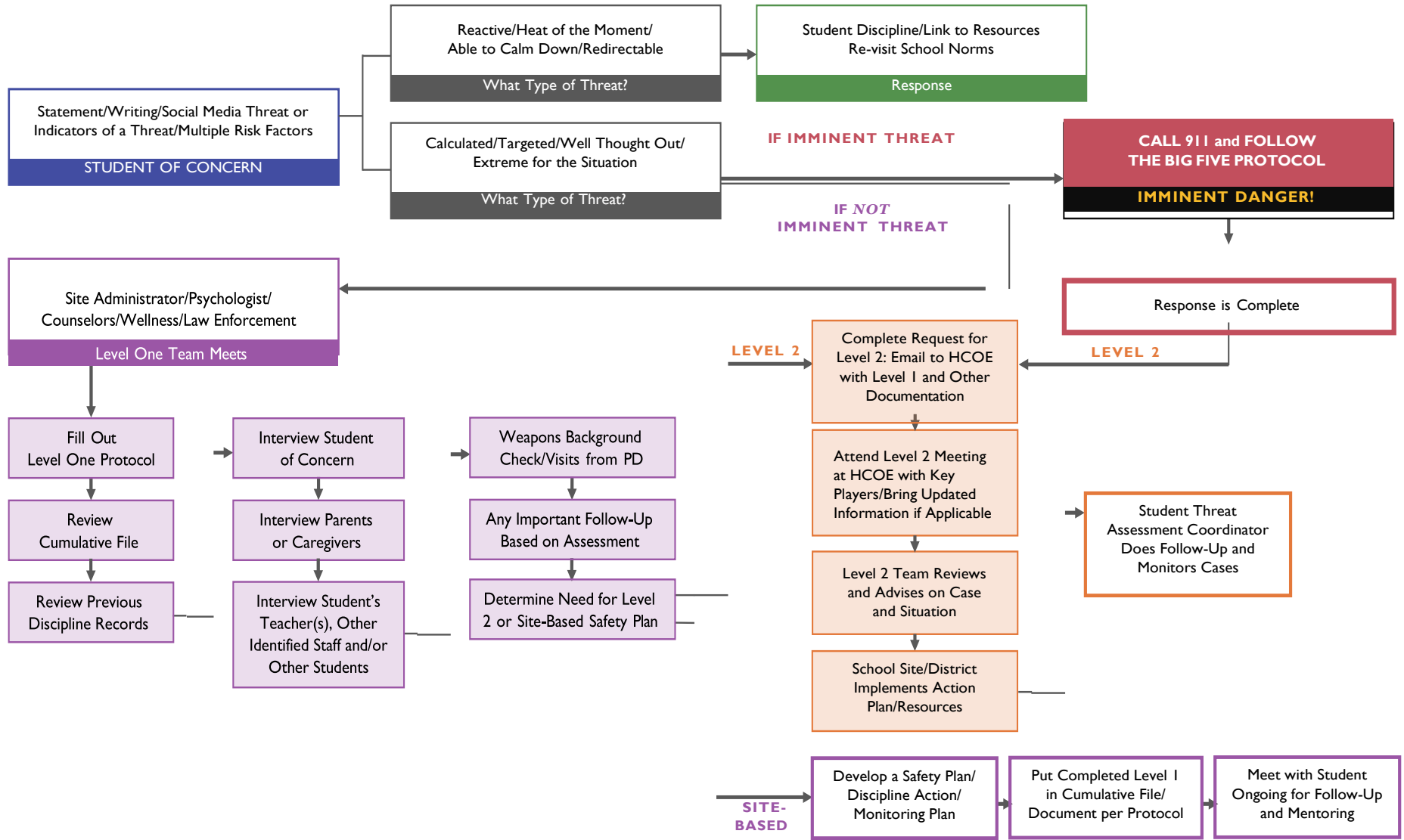
If there is IMMEDIATE DANGER to others, call law enforcement and the district office contact. Follow district's crisis response guidelines as appropriate.

- If necessary, take appropriate precautions, such as school-wide security measures, detaining the student(s) of concern, or restricting access to coats, backpacks, etc.
- If law enforcement is involved in the investigation or protective response, provide the name of the investigating officer(s) and case number
- What were the results? (i.e., student arrest, charges, detainment, search of belongings, parent/student interviewed, etc.)

What is an Equity Pause?

Throughout this document are "Equity Pauses." The purpose of these pauses are to ensure the student is being evaluated through a consistent equity lens to explicitly check potential biases. They allow the interviewer time to pause and adjust their approach as needed.

Threat Assessment Protocol



Level One Student Threat Assessment: Summary Information

Student Name: Date of Birth:

Age: Grade: Gender: Ethnicity:

language spoken in the home: English Learner Classification of Student:

District: School:

Student State ID:

Does student have a: 504 Plan IEP

If yes, please specify eligibility category:

Is the student in self-contained classroom (Special Education)? Yes No

Is student adjudicated (found guilty of committing a delinquent act)? Yes No

If yes, name of probation officer: and phone #:

Is student a ward of the court or under other supervision? Yes No

If yes, name of caseworker: and phone #:

Is the student experiencing: Foster Care Yes No Homelessness Yes No

Parent/Guardian(s) Names:

Sibling(s) Name(s):

Sibling(s) School(s):

Primary District Contact Person:

Title: Phone Number:

Email Address:

Date(s) of Level 1 Threat Assessment(s):

Has this student ever been referred to a Level 2 Threat Assessment, to your knowledge? Yes No

Has the student been referred to: SARB CSEC MDT

Consider reviewing or having these the sources of information available prior to conducting the Threat

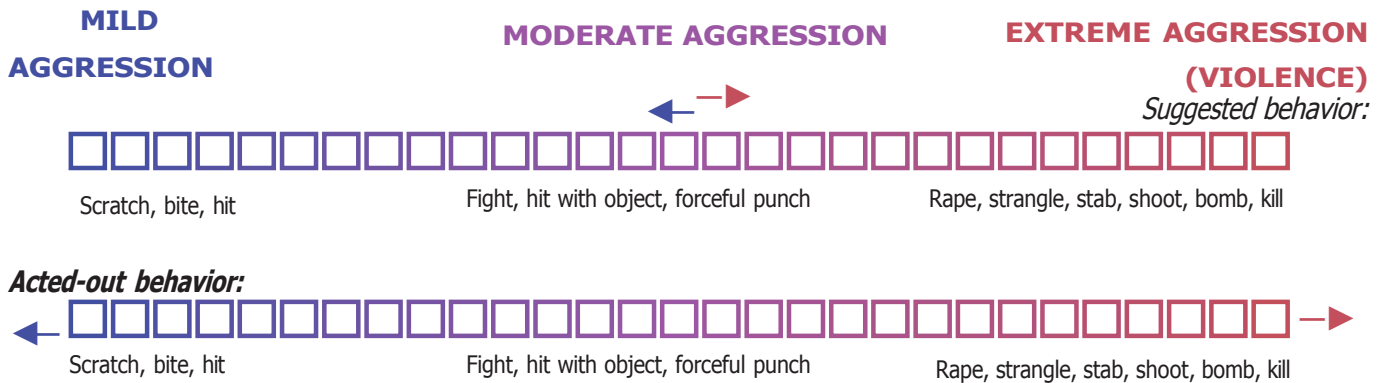
Assessment. Cumulative file review, including confidential folder and discipline records

- Academic-related communications, such as journaling, artwork, etc.
- Student/family criminal history (law enforcement to run weapons check/calls for services at primary and secondary residencies)
- Student of concern interview (Appendix A)
- Student witness interview (Appendix B)
- Parent interview (Appendix C)
- Teacher questionnaire (Appendix D)
- Search of belongings
- Search of social media

Equity Pause

Before you start the Threat Assessment remember to acknowledge your implicit bias. It is important to utilize the equity pauses to keep your lens trauma informed and stay in a place of continuous learning.

1. Note the location of the threat, behavior or dangerous situation on the following continuum. Identify level of threat and/or acted out behavior on the continuum and describe details of concerns. (The behaviors listed within the continuum are only examples.)



2. Have there been communications suggesting a potential attack, threats or acts of aggression? Threats can be direct, through verbal communication, artwork, email, internet research, social media, written assignments, and other modes of communication. Threats can be indirect or veiled (such as ominous warnings), or even include casual references to possible harmful events or previous violent events (such as school shootings). Take into consideration if the student has been exposed to content that is not age appropriate...

No Yes, describe:

3. Are there indications of a plan, feasible process, or clear intention to harm others? Many threats are not stated directly but are indicated by vague references combined with behavior. Attack-related behavior may include, but is not limited to, the following:

- A plan to carry out a targeted act of violence against a specific individual or group.
- Acquisition of a weapon, attempted acquisition of a weapon, or research about how to acquire a weapon.
- Rehearsal (practice and simulation) of the event or similar event. Rehearsal can be indicated through artwork, fantasy games, writing or film projects, the use of movies or internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc.
- Scheduling an attack.

No Yes, describe:

4. Are there indications of suicidal ideation? Is there a history of suicidal ideas, attempts, gestures, references, and/or intent? Has someone from the school site completed a Suicide Risk Assessment using the Suicide Prevention Protocol for Schools?

No Yes, describe:

5. Are there indications of a specific, ongoing target or a focus of aggressive or violent ideation? Is there ongoing consideration or focus on a particular person, group, or student body? Is the student currently in, or have they been in a relationship (romantic, friendship, working, peer group) with the intended target?

No Yes, describe:

6. Are there indications of a weapon(s) choice/availability? If weapons are being considered but not immediately available within the home, are they available through relatives, friends, or other means with legal authority, (law enforcement should run a weapons check at those addresses)? Note your level of confidence in the source of your information. *Be sure to ask both student **and** caregiver directly about weapons availability and document their responses by completing the student and parent/guardian interview form.*

No Yes, describe:

7. Are there indications of unusual interest in acts of violence, previous school/community attacks or attackers, weaponry, law enforcement or military paraphernalia or appearance, or anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)? Are there indications of violent revenge fantasies or a desire to be an agent or martyr of a particular cause or belief system?

No Yes, describe:

8. Are there indications of a motive, goal, or justification for aggressive behavior or a lethal attack?

If the focus is on a specific target(s), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. A few common motives are revenge for lost love or humiliation, the desire to prove bravery after making a threat or taking a dare.

No Yes, describe:

9. Are there indications of hopelessness, overwhelming, or desperate situations (real or perceived)?

It is important to note that the point of this question is to examine the perception of the person or party you are concerned with, not necessarily the reality of what is occurring as observed by others (staff, parents, other students, or the community).

No Yes, describe:

10. Are there indications of a capacity or ability to plan and attempt to carry out an act of targeted violence? capacity of the person or party of concern, what is the likelihood of a successfully organized and executed planned attack?

No Yes, describe:

11. Is there any indication of a mental health disorder (paranoid, obsessive, a feature of a disability)? Threatening talk as a feature of mental illness, such as psychosis, Tourette syndrome, or autism, is often grandiose or implausible and usually disconnected from attack-related behavior, specific targeting, and clear motive.

No Yes, describe and include a history of assessment and services:

Equity Pause

At this point in the assessment, consider assessing for the need to evaluate for special education or increased special education services, linking to mental health services or holding a team meeting with current providers. Continue with the assessment, possibly inviting members of the current support team or special education department to provide insight and inclusive and equitable practices when safety planning. When addressing inclusive, equitable practices be mindful of racial identity, gender expression, and special needs as components of identity.

12. Are actions and behaviors consistent with communications? If threats are made but lack attack-related behaviors, motives, or a specific target(s), consistent with that threat, then risk decreases. Many threats that lack attack-related behavior are a likely means of communicating dissatisfaction or anger, attention seeking, releasing stress, or an affectation of strength or power (bravado).

No Yes, describe:

13. Are caregivers, peers, and/or campus staff concerned about a potential for acting out aggressively? Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken.

No Yes, describe:

14. Are there trusting and successful relationships with one or more responsible adults either on campus or within the community? Consider interviewing the adult to gain insight about the student.

The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc., the less chance of wanting to disappoint or hurt them and the greater opportunity for fostering positive values, community connections, and prosocial choices.

No Yes, describe:

15. What Circumstances, events, or triggers increase or agitate the likelihood of a violent or aggressive attack?

Is there an indication that the student(s) of concern is awaiting an event or action before making a final decision regarding violent behavior?

No Yes, describe:

16. What circumstances, events, or inhibitors decrease the likelihood of a violent or aggressive influences (activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. The situation that lacks inhibitors is one of greater risk since there is less to lose by acting out and little motivation toward healthy solutions.

No Yes, describe:

17. Are there indications that a peer group reinforces delinquent thinking? Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking that supports the use of violence as a solution.

Have members of this group been interviewed based on the situation/incident?

No Yes, describe (include role within peer group):

18. Is there a history of behavioral, drug/alcohol, or developmental issues? Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Indications that the student might be a victim of trafficking, abuse, or recruitment into domestic violent extremism or gang affiliation?

No Yes, describe:

19. Describe the student's ability to use coping skills, resiliency-based skills: Are they involved with groups on campus that focus on building these skills?

20. Does the student have language capacity to advocate for their needs, express their thoughts clearly and mental ability to comprehend the implications of their behavior.

No Yes, describe:

21. Other concerns: Are there other concerns not noted elsewhere on this survey? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

Describe:

Do the responses indicate that the situation does pose a potential threat? If NO, complete a student safety plan. No Yes

Always Request a Level Two Assessment If:

- A student(s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearms-related offenses in the community.

Consider Requesting a Level Two Threat Assessment If:

- You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol. You have confidently answered the questions on this protocol and have safety concerns.

regarding impulsive or reactive behavior that will likely result in serious or lethal injury to another or threat of targeted aggression that indicate motive, plan, preparation, scheduling and/or other behavior that suggests the serious consideration of an act of targeted aggression

- You have exhausted school site resources and would like to explore community support to assist with supervision

**For a Level Two Threat Assessment, Contact
Your District Office.**

**For Additional Support and Resources
Contact**

**Klark Swan, School Safety Director
Humboldt County Office of Education
kswan@hcoe.org**