Initial Response

Level 1: Screening

Level 2: In-Depth Assessment

Psychological Services

The School Board of Broward County, Florida
The School Board of Broward County, Florida

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Authors of the First Edition 2002:

Julian Biller, Ed.S., NCSP, Psychological Services
Lori Shnider Glassman, Ed.S., NCSP, Psychological Services
Lane Roosa, Ed.D. NCSP, Psychological Services
Jack Schneller, SSP, Psychological Services
Melissa Venezia, Ph.D., Psychological Services

Committee for the Revised Edition 2008, Updated 2012:

Mark A. Lyon, Ph.D., Psychological Services
Caroline Hejja, Ed.S., Psychological Services
Les Baker, Ph.D., Psychological Services
Emily Goldstein, Ed.S., Psychological Services
Matthew Zeis, Ed.S., Psychological Services
Martha Kardock, M.A., Psychological Services
Sean Murphy, Ed.S., Psychological Services
Bonnie Cronenberg, Psy.S., Psychological Services
Jackie Bell, Ed.S., Psychological Services
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THREAT ASSESSMENT

Introduction and Overview

By now, most are aware that the Broward Schools has a mandated set of procedures for violence prevention and threat assessment. Initiated in 2002, the district’s approach to violence prevention and threat assessment contains three components. The first two components, a Warning Signs presentation and the Silence Hurts: Safe Zone Listeners campaign, are intended to help prevent violence in the schools by catching problems early, before they escalate to full-blown threat situations. The Warning Signs presentation is a set of Powerpoint® slides, intended to heighten awareness among school faculty and staff. It contains vital information about students who may be at-risk for violent behavior in the schools. The Silence Hurts: Safe Zone Listeners campaign is an attempt to train adults in the schools to receive information and take reports from students about potentially threatening situations. It includes a short video training about receiving, recording, and disseminating information from students about suspected threats in the schools. If your faculty and/or staff have not received this training, or need a refresher, you may contact the Department of Psychological Services, (754) 321-3440, to schedule a training session.

The third component of the district’s procedures comprises the three-stage Threat Assessment process: (1) Initial Response, (2) Level 1 Screening, and (3) Level 2 In-Depth Assessment. The three stages of the Threat Assessment process are intended to ensure timeliness of response, safety of all in the school environment, and deployment of the school’s resources in the most efficient manner, according to the facts of each individual case. As we emphasize in our training, “not all threats are created equal;” hence, it is important that those charged with responding to potential threats in the schools have a systematic means of gathering information and communicating with each other about the seriousness of the situation and the need for immediate action. In the majority of cases, there is sufficient time to complete all three stages of the Threat Assessment process, if needed. But in some instances, a threat may be imminent, requiring quick and effective action to ensure safety. The three-stage Threat Assessment process allows for maximum flexibility in responding to and managing the variety of threat situations that may arise in schools.

So, how does one make his or her way through the complex array of threats that may occur? For example, how can one distinguish among a false claim, a low level of threat that requires additional information gathering, and a serious threat, requiring immediate action? Though not an exact science, the following guidelines from the FBI’s Behavioral Science Unit may assist you in responding to potential threats.
Types of Threat

You may gain some initial guidance about how to respond by thinking about the type of threat the student is making. According to the FBI, threats fall into four basic categories:

- **Direct threat**—a threat that identifies a specific act against a specific person(s) or target(s) delivered in a clear, plausible, and explicit manner.
- **Indirect threat**—a threat that is unclear, ambiguous, or lacks specificity. Violence is implied, but the threat is phrased tentatively, suggesting that a violent act could occur, not that it will occur.
- **Veiled threat**—a threat that strongly implies, but does not explicitly threaten, violence.
- **Conditional threat**—a threat often seen in extortion cases. It warns that a violent act will occur unless certain demands or terms are met.

While all threats should be taken seriously, only one of these (direct threat) suggests that immediate action may need to be taken. In each of the other cases, there is time to complete all stages of Threat Assessment, if needed. That is, there should be sufficient time to gather additional information about the student that will help you determine the nature of the threat, and plan for intervention and supervision.

Levels of Threat

A second determination you will need to make concerns the level of threat posed by the situation. The district’s procedures correspond with FBI recommendations about levels of threat and include the following:

- **Low level of threat**
  - Poses a minimal risk to the victim and public safety
  - Is vague and indirect
  - Information is inconsistent, implausible, or lacks detail
  - Content suggests the person is unlikely to carry out the threat

- **Medium level of threat**
  - Could be carried out, although it does not appear totally realistic
  - More direct and more detailed than a low level of threat
  - Wording suggests some thought has been given to how the act will be completed
  - Includes a general indication of place and time, but still falls well short of a detailed plan
  - No strong indication that preparatory steps have been taken
  - Statements seek to convey that the threat is not empty (e.g., “I’m serious!” or “I really mean it!”)

- **High level of threat**
  - Direct, specific, and plausible
  - Appears to pose imminent and serious danger to safety of others
  - Suggests detailed steps have been taken (e.g., stalking or acquisition of weapons)
  - Almost always requires involving law enforcement
Again, sorting among levels of threat is not an exact science and requires judgment. Two general principles may prove helpful when determining level of threat. The first is specificity of content. All threats can be analyzed for their content (e.g., “what” is being said or implied). There’s a big difference between, “I’m so mad I could choke someone” (vague and nonspecific); and, “At lunchtime today, I’m gonna get Dave, and cut him up like a jigsaw puzzle” (specific about who, when, where, and how). As a general rule of thumb: the more specific the content of a threat, the more serious the risk of imminent danger.

A second principle is plausibility of context. All threats can also be analyzed for their context (e.g., events and conditions that surround the threat). Again, there’s a big difference between, “I’m gonna get a nuclear bomb a blow up the whole county” (not plausible); and, “My dad’s got guns all around the house; I know where to get ‘em, and I know how to use ‘em” (plausible). As a general rule of thumb: the higher the plausibility of threat context, the more serious the risk of imminent danger. When both converge (high specificity and plausibility), you should be especially vigilant about the potential for imminent danger.

If you’re struggling to determine exactly which level of threat is posed, err on the side of caution. If you just can’t decide if a situation represents a low or medium level of threat, better to go with medium. Using the district’s procedures, this will automatically send the case to Level 1 screening, where additional information can be gathered. Remember that in the vast majority of cases you have time for information gathering; and more detailed information will never be a waste of time.

Factors Shaping the Student’s Decision-Making and Behavior

A final consideration in determining the nature of threat is students’ past and current behavior, and factors that might influence their decision-making. The FBI recommends consideration of all the following:

- **Personality of the student**
  - Behavioral characteristics
    * History of violent behavior
    * Capacity to cope with stress and conflicts
    * Ways of dealing with anger, humiliation, disappointments
    * Resiliency related to failure, criticism, or other negative experiences
    * Response to rules and authority
    * Capacity for emotional empathy and/or respect for others
  - Internal states/traits
    * Tolerance for frustration
    * Need for control
    * Focus on perceived injustices
    * Presence of depression or other mental illness
    * Self-perceptions (narcissism/insecurity)
    * Need for attention
    * Focus of blame (internal/external)
    * Sense of self-importance compared to others (superior/inferior)
• School dynamics
  ✓ Student’s attachment to school
  ✓ Tolerance for disrespectful behavior
  ✓ Approach to discipline (equitable/arbitrary)
  ✓ Flexibility/inclusiveness of differing cultures
  ✓ Pecking order among students
  ✓ Code of silence among students
  ✓ Supervision of computer/internet access

• Social dynamics
  ✓ Peer group relationships and culture
  ✓ Use of drugs and alcohol
  ✓ Use of media, entertainment, technology
  ✓ Level and focus of interests outside school
  ✓ Potential for being influenced by past events to become “copycat”

• Family dynamics
  ✓ Parent-child relationships
  ✓ Attitudes toward “deviant” behavior
  ✓ Access to weapons
  ✓ Sense of connectedness/intimacy
  ✓ Attitude toward parental authority (e.g., resentment)
  ✓ Supervision (e.g., monitoring of child’s whereabouts, peer group, TV, video games, internet use, etc.)

In the Broward Threat Assessment procedures, this analysis is conducted by completing the Threat Risk Assessment Checklist (TRAC), a task assigned to the Level 1 and Level 2 assessment teams.
Final Considerations

Depending on the outcome of your threat assessment, the team will need to decide what are the appropriate “next steps.” These steps may range from immediately securing the student in question, deciding on alternatives to current school placement that may be needed, calling in law enforcement, and how best to notify parents about the situation; to planning for short-term or long-term interventions and/or supervision in the schools, monitoring of the student’s behavior, planning for a student’s return to campus after suspension, and/or referral to appropriate mental health or social service agencies for follow-up. The district’s Threat Assessment manual contains numerous suggestions for follow-up activities you may find useful as you plan for the variety of contingencies that may arise.

Remember, too, that the goal of threat assessment is not only to keep schools safe, but also to help potential offenders overcome the underlying sources of their problems. Effective threat assessment provides school personnel a wealth of information about a student’s risks and resources. For example, a student who turns out to be expressing a low level of threat may still be one with a high level of need for intervention, supervision, and mental health services. In the spirit of prevention, identifying such a student and enabling services that may help ameliorate his or her problems, should be seen as a positive outcome for all involved.

What follows in the remainder of this manual are detailed instructions, procedures, and forms for responding to threat situations in the school setting. The manual is organized around the three key phases of the threat assessment process: (1) Initial Response, (2) Level 1: Screening, and (3) Level 2: In-Depth Assessment. You will also find a number of helpful documents and resources for intervening in threat situations in the Appendix. It is our hope that these materials will be a valuable resource to school administrators and staff in fostering a safe and healthy learning environment.
THREAT ASSESSMENT FLOWCHART

Threat of Violence Toward Other(s)

Contact Broward District Schools Police if imminent danger to others (754-321-0725)

Administrator completes Initial Response Process: Initial Statement Interview and Assessing Level of Threat Form

Level 1: Screening Steps
1. Assemble Level 1: Screening site team
2. Complete Parent Notification Checklist
3. Complete Data Collection Sheet
4. Hold site team meeting, within 24 hours of threat, to complete TRAC and develop Student Supervision Plan
5. Determine if Level 2: In-Depth Assessment is warranted. If yes, proceed to Level 2. If no, proceed to plan implementation and monitoring.

Level 2: In-Depth Assessment Steps
1. Assemble Level 2 Assessment team
2. Complete Teacher Information Forms
3. Give notice and conduct Student and Parent Interviews

Level 2 is needed

Level 2 is not needed

Yes

No

Medium or High level of threat
Submit SIU Immediate Notification and go to Level 1: Screening

Low level of threat
Unfounded concerns
Monitor and provide needed supports

SRO and/or SIU team member determines need for referrals to Law Enforcement

Implement Student Supervision Plan and monitor

File records in admin. folder

- Community Resources
- Mental Health Evaluation/Treatment

Implement Plan of Action and monitor

Threat Assessment Procedures Manual - 2017
INITIAL RESPONSE

Contact Broward District Schools Police if imminent danger to others (754-321-0725)

Threat of Violence Toward Other(s)

Administrator completes Initial Response Process: Initial Statement Interview and Assessing Level of Threat Form

Low level of threat Unfounded concerns
Monitor and provide needed supports

Medium or High level of threat
Submit SIU Immediate Notification and go to Level 1: Screening

TASKS TO COMPLETE

- Gather information regarding threat
  - Administrator interviews at-risk student and available witnesses using the Initial Statement Interview Guide
- Assess level of threat
  - Administrator completes Assessing Level of Threat Checklist
- Contact Broward District Schools Police Department
  - By phone, when needed (immediately if imminent danger)
  - Submit SIU Immediate Notification Form, when needed
- Determine if Level 1: Screening is needed
  - If screening is needed, assemble Level 1 site team
  - If screening is not needed, monitor and provide needed supports
Threat Assessment Procedures

Initial Response

**INITIAL RESPONSE:** Investigation of threat and determination of need for Level 1: Screening

**STEP 1 Gather Information Regarding Threat**

Administrator gathers initial statement from the reporter of the threat, the identified at-risk student, and additional witnesses. The administrator uses the *Threat-Related Initial Statement Interview Guide* when speaking with the identified at-risk student.

**STEP 2 Assess Level of Threat**

The administrator completes the *Assessing Level of Threat Checklist* to make an initial judgment about the level of the at-risk student’s threat. Whenever possible, teacher input should be solicited and considered. The threat is rated as low, medium, or high level.

**If the threat is determined to be of low level, then a Level 1 Screening is NOT needed.** The administrator should continue to monitor the situation and provide any needed supports, with a review of the situation after one week.

*A threat that has been rated as low level poses little danger to public safety. Appropriate intervention involves interviewing the student and likely notifying his or her parents. The administrator should take the appropriate disciplinary actions that are in compliance with school board policies and monitor the case accordingly.*

**If the threat is rated as medium or high level, then Level 1 Screening is necessary.** The administrator completes the *SIU Immediate Notification Form*, documenting the incident, and forwards copies to the Broward Schools Police Department. The administrator should proceed to Level 1/Step 1.

*A threat that has been rated as medium level, will likely involve contacting both school and community based “law enforcement” professionals and other sources to obtain additional information. The medium-level threat will sometimes warrant investigation as a possible criminal offense. Intervention supports (e.g., a referral for counseling or other mental health services) will be necessary.*

*A threat that has been rated as high level will require the school to immediately inform the appropriate law enforcement agencies. The school’s crisis response plan may need to be implemented.*

Threat-Related Initial Statement
Interview Guide

STUDENT NAME: ___________________________ SCHOOL: ___________________________
GRADE: ____________ ADMINISTRATOR TAKING STATEMENT: ___________________________
STATEMENT DATE: ___________________________

NOTE: The following items are presented as a guide for gathering needed information. The actual language used during the interview should be modified based on the child’s maturity level.

1. It has been reported that you have threatened to harm _______________. I need to find out the specifics of this situation from your point of view. Give me your description of what happened, who is involved, and what you said or did (i.e., specific, plausible details including intended victim(s), time, and approach).

2. What steps have you taken or plans have you made toward carrying out the threat?

3. Do you have access to the ____________ (gun, knife, bomb materials, etc. that student threatened to use in response to question 1) that you would need to do this?

4. What happened just before this reported incident (student’s perception of precipitating event)?

5. Can you think of any problems in your life that might have led up to this threat/incident (seek to determine motivation and purpose of the student’s actions)?

6. Who else have you talked with about your thoughts/plans? How did he/she react?

ANY THREAT SHOWN BY THIS INTERVIEW TO BE REALISTIC, WELL PLANNED, AND/OR POTENTIALLY LETHAL SHOULD BE CONSIDERED VIABLE. LAW ENFORCEMENT SHOULD BE CONTACTED IMMEDIATELY.
Assessing Level of Threat Checklist

NAME: ____________________________ BIRTHDATE: ____________________________
SCHOOL: __________________________ ADMINISTRATOR: __________________________
GRADE: ____________________________ DATE: ____________________________

All threats should be assessed and managed in a timely manner. A threat assessment seeks to make an informed judgment about two questions: (1) CONTENT- how credible and serious is the threat itself? and (2) CONTEXT- to what extent does the person making the threat appear to have the resources, intent, and motivation to carry out the threat? The National Center for the Analysis of Violent Crime (NCAVC) experience in analyzing a wide range of threats suggests that, in general, the more direct and detailed a threat is, the more serious the risk. *A threat that is assessed as high level will almost always require immediate law enforcement intervention.* Please remember that, although the content of the communication may lead one to believe that the threat is not serious, one must also assess the context in which the threat occurred. Regardless of whether the threat is rated low, medium or high, if the context suggests a history of conflict and related violent behavior warning signs, Level 1: Screening should be continued.

___ 1. Low Level of Threat

_____ Threat is vague and indirect
_____ Information contained within the threat is inconsistent, implausible or lacks detail
_____ Threat lacks realism
_____ Content of threat suggests that person is unlikely to carry it out
_____ Context of threat suggests person is unlikely to have access to resources, lacks intent and motivation, and does not present with a history of conflict or related violent behaviors

___ 2. Medium Level of Threat

_____ Threat is more direct, detailed, and concrete than low level threat
_____ Wording in the threat suggests that the at-risk student has given some thought to how the act will be carried out
_____ There may be indication of a possible place and time (though these signs still fall well short of detailed plan)
_____ There is no clear indication that the at-risk student has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility — an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
_____ There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!” or “I really mean this!”
_____ Context of threat suggests person may have access to resources, indicates possible intent and motivation, and/or presents with a history of conflict or related violent behaviors

___ 3. High Level of Threat

_____ Threat is direct, specific, and plausible
_____ Threat suggests concrete steps have been taken toward carrying it out.
____ Examples include student statements indicating acquisition or practice with a weapon and/or having the victim(s) under surveillance.
_____ Context of the threat suggests student has secured resources, has definite intent and motivation, and/or there is a strong history of conflict and previous high-risk behaviors

Recommendation(s):

_____ Monitor situation (monitoring to be supervised by) __________________________
_____ Initiate Level 1: Screening process (for medium and high levels of threat)
_____ Contact law enforcement
_____ Other (specify) __________________________
**SPECIAL INVESTIGATIVE UNIT**
**IMMEDIATE NOTIFICATION FORM (NON-PERSONNEL)**

Complete form for all serious incidents, property loss/damage and FAX to Broward District School Police at (754)321-0930

### REPORTING INFORMATION

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<td>Any student involved in a criminal act wearing gang attire; and</td>
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<td>Any gang graffiti or other gang indicators.</td>
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### DETAILS OF INCIDENT

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(Please use additional sheets if necessary.)

Describe Incident/Injuries

Describe Property Loss/Damage

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<th>Police Notified</th>
<th>Yes</th>
<th>No</th>
<th>Police Agency</th>
<th>Report #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paramedics</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Reporting Administrator

### SIU OFFICE USE ONLY

Investigation Assigned By: ___________________________ Date: ______________

Investigator Assigned: ____________________________

Final Incident Determination: ________________________

FORM #4617 11/95
Revised 12/8/00
LEVEL 1: SCREENING

Level 1: Screening Steps
1. Assemble Level 1: Screening site team
2. Complete Parent Notification Checklist
3. Complete Data Collection Sheet
4. Hold site team meeting, within 24 hours of threat, to complete TRAC and develop Student Supervision Plan
5. Determine if Level 2: In-Depth Assessment is warranted. If yes, proceed to Level 2. If no, proceed to plan implementation and monitoring

SRO and/or BSPD team member determines need for referral to Law Enforcement

YES
Level 2 is needed

NO
Level 2 is not needed

TASKS TO COMPLETE

- Assemble Level 1 site team and assign responsibilities
- Complete parent notification process
  - Use Parent Notification Checklist to guide you
- Collect pertinent background and related data
  - Use Threat Screening Protocol Data Collection Sheet
- Complete the Threat Risk Assessment Checklist (TRAC)
- Complete the Student Supervision Plan
  - Implement the plan with clear assignment of responsibilities for monitoring
  - Review and evaluate the effectiveness of the plan after 2 weeks, or earlier if warranted (use the Student Supervision Plan Review Form)
- Determine if Level 2: In-Depth Assessment is needed
  - If in-depth assessment is needed, assemble Level 2 site team
  - If Level 2 not needed, continue with implementation and monitoring of Student Supervision Plan
- Maintain a record of all actions and documents in secure administration file (not in the CUM file)
- Enter a code of 208 on L27 Panel when screening is complete
Threat Assessment Procedures
Level 1: Screening

LEVEL 1: SCREENING: Further investigation of threat and determination of need for Level 2: In-Depth Assessment.

STEP 1 Assemble Team and Assign Responsibilities

Identify and assemble team members and assign data collection activities and responsibility for notification of parent(s)/guardian(s).

In response to an administrator’s request, the school site team initiates a Level 1: Screening. The site team is composed of an administrator, a teacher, a mental health professional, law enforcement representatives (security specialist, SRO and/or BSPD investigator), and others as available. Teams should include representatives of different perspectives (e.g., mental health and administration) and professionals who are familiar with the at-risk student (e.g., teachers).

- Administrator (AP or Principal)*
- Mental Health Practitioner* (Guidance Counselor/ Family Counselor/ School Psychologist/ School Social Worker)
- Teacher/coach (familiar with the student)*
- SRO and/or BSPD investigator*
- Security Specialist (at secondary level)*
- ESE Specialist
- Behavior Specialist
- Others who know the student

*Mandatory member

STEP 2 Parent Notification

Proceed with notification of parent(s) following the Parent Notification Checklist on the first page of the Level 1: Threat Assessment Screening Protocol.

Parent contact must be completed except in extraordinary circumstances. Multiple efforts to contact parents should be documented.

A parent/guardian should be invited to participate in the screening meeting if the site team determines it would benefit the screening process. The site team may elect to complete the screening without direct participation of the parent if it is determined that such participation would compromise the process.
STEP 3    Data Collection

Proceed with data collection for items on the *Level 1: Threat Assessment Screening Protocol Data Collection Sheet.*

STEP 4    Completion of TRAC Protocol

Hold a meeting within 24 hours of the report to complete *Level 1: Threat Risk Assessment Checklist (TRAC)*

Many cases can be addressed through a Level 1: Screening, followed by appropriate interventions. The screening provides a consistent and efficient way of documenting concerns and potential management strategies. It is also a means to determine if there is a need to do a more extensive Level 2: In-Depth Assessment.

STEP 5    Develop Supervision Plan

Complete *Student Supervision Plan* at the meeting. At least three of the mandatory team members must be present at the meeting and sign off on the plan.

If the team determines that a more in-depth assessment is necessary due to a greater need for investigation and supervision, then Level 2: In-Depth Assessment is required. The team should initiate Level 2 procedures immediately, including identification of team members. Implement the *Student Supervision Plan.*

If Level 2: In-Depth Assessment is determined to be unnecessary, implement the *Student Supervision Plan* and complete the *Student Supervision Plan Review Form* for monitoring after two weeks (or earlier if warranted).

STEP 6    Maintenance of Records

The screening packet becomes a part of the student’s records. The packet should be securely maintained in an assigned administrator’s office, separate from the student’s cumulative file. A flag, indicating the existence of an administrative file, should be placed in the student’s cumulative file. In accordance with *School Board Policy 5100: School Education Records*, these records are subject to parent inspection and a request to amend education records.

STEP 7    Electronic Records

For each student who has had a Level 1: Screening, a code of 208 should be entered on the L27 panel.
Level 1
Threat Assessment Screening Protocol

Note: This protocol is only to be used by staff who have completed the required District Threat Assessment trainings.

Student Name: ________________________ School: ________________________

DOB: _______________ Student #: ________________________

Grade: _______ Age: _______ Date of Incident: ________________________

Date of Level 1: Screening Meeting: ________________________

PARENT NOTIFICATION CHECKLIST

Parent/Guardian Name: _______________ Home #: __________ Work #: __________

The parent/guardian has been notified of the incident and that this threat screening is being conducted by school personnel and law enforcement, as necessary.

Person (Parent/Guardian) contacted: ________________________ By whom: ________

Parents’ response: ________________________

__________________________

__________________________

__________________________

__________________________

__________________________

Attempt to notify parent(s) was not successful because: ________________________

__________________________

Date/time/contact attempt made by (list each attempt made): ________________________

__________________________

Was the incident reported to local law enforcement authorities? Yes  No

Person contacted: ________________________ By whom: ________________________

Outcome: ________________________

This report is not to be included in the student’s cumulative folder.
A designated administrator should maintain a separate threat assessment file.
## Level 1 Threat Screening Protocol
### Data Collection Sheet

The following data should be collected PRIOR to the meeting at which the Level 1 Threat Risk Assessment Checklist is completed. Possible information sources include review of student cumulative records and L panels. The person responsible for collecting data in each of the following areas must initial next to the data area.

**Student:** ___________________  **School:** ___________________  **Date:** ____________

**Student #:** ___________________  **Case Manager:** ___________________

<table>
<thead>
<tr>
<th>Initials of Data Collector</th>
<th>Data Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Check the box next to each item that applies to this student)</td>
</tr>
<tr>
<td></td>
<td>Student has prior or current involvement with DJJ ☐</td>
</tr>
<tr>
<td></td>
<td>Student has prior or current involvement with DCF</td>
</tr>
<tr>
<td></td>
<td>Student has record with BSPD</td>
</tr>
<tr>
<td></td>
<td>School records indicate history of aggressive and/or disruptive classroom behavior</td>
</tr>
<tr>
<td></td>
<td>Student has history of school suspensions</td>
</tr>
<tr>
<td></td>
<td>How many? __________Date of most recent: __________</td>
</tr>
<tr>
<td></td>
<td>Reasons: __________________</td>
</tr>
<tr>
<td></td>
<td>Student has history of expulsion   Reason: __________________</td>
</tr>
<tr>
<td></td>
<td>Student has history of poor school achievement</td>
</tr>
<tr>
<td></td>
<td>Student has history of poor school attendance</td>
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<tr>
<td></td>
<td>Student has had prior placement in alternative school</td>
</tr>
<tr>
<td></td>
<td>Student has had prior placement in E/BD Cluster or Center</td>
</tr>
<tr>
<td></td>
<td>When __________Duration __________________</td>
</tr>
<tr>
<td></td>
<td>Is student currently in an ESE program?</td>
</tr>
<tr>
<td></td>
<td>Program __________________</td>
</tr>
<tr>
<td></td>
<td>Student has been dismissed from an ESE program</td>
</tr>
<tr>
<td></td>
<td>Program __________________</td>
</tr>
<tr>
<td></td>
<td>Has there been significant recent media coverage of a school/youth violence event?</td>
</tr>
<tr>
<td></td>
<td>Has student made a direct and/or veiled verbal and/or nonverbal threat?</td>
</tr>
<tr>
<td></td>
<td>Describe threat incident(s)</td>
</tr>
</tbody>
</table>

**BRING DOCUMENTATION TO THREAT ASSESSMENT MEETING TO ASSIST COMPLETING THE TRAC PROTOCOL (e.g., WITNESS TO THREAT REPORTS, ATTENDANCE RECORDS, DISCIPLINE RECORDS, AND REPORT CARDS)**
Threat Risk Assessment Checklist (TRAC)
Adapted for the Broward County Public Schools: Schneller, Venezia, Biller, Glassman

The TRAC should be completed by the Level 1 Team. The following characteristics have been found to be associated with adolescents who commit acts of violence in school. The 33 questions of the TRAC are organized into 10 categories to assist educators in evaluating threat-related behaviors. The individual items and broader assessment areas endorsed for the at-risk student, may be used to provide a framework for developing specific interventions.

Student: ___________________ School: ___________________ Date: ____________
Student #: ___________________ Case Manager: ___________________

Items endorsed as Need More Information (NMI) should be completed as part of Level 2 Assessment.

Aggression
1. Does the student lose his/her temper easily or display unwarranted anger? ☐ ☐ ☐
2. Does the student have a history of, a plan for, or a current record of violent behavior? ☐ ☐ ☐
3. Has the student engaged in severe property destruction or aggression toward animals? ☐ ☐ ☐
4. Has the student exhibited a lack of concern for the safety of others? ☐ ☐ ☐

Depression
5. Does the student display any signs of depression (hopelessness, lethargy)? ☐ ☐ ☐
6. Does the student display, have a history of, or a plan for self-injurious behavior? ☐ ☐ ☐
7. Is the student irritated easily, overly emotional, or anxious? ☐ ☐ ☐

Alienation
8. Does the student have few (3 or less), or no close friends? ☐ ☐ ☐
9. Is there a lack of participation in extracurricular or community activities? ☐ ☐ ☐
10. Is the student a member of a generally outcast or alienated group of peers? ☐ ☐ ☐

Narcissism
11. Does the student react to criticism with hostility, anger, or hurt feelings? ☐ ☐ ☐
12. Does the student display a high number of attention-seeking behaviors? ☐ ☐ ☐
13. Does the student seem to believe that he or she is superior to other students? ☐ ☐ ☐

Family
14. Is there a history of caregiver rejection or lack of parental involvement? ☐ ☐ ☐
15. Does the student have access to weapons? ☐ ☐ ☐
16. Are parental expectations and discipline reasonable and consistent? ☐ ☐ ☐

School
17. Does student perceive an attitude of adult acceptance toward bullying or fighting? ☐ ☐ ☐
18. Does the student believe that fellow students shouldn’t report one another? ☐ ☐ ☐

Social
19. Is the student a member of a clique or gang that reinforces antisocial behavior? ☐ ☐ ☐
20. Does the student exhibit significantly poor social skills or peer relations? ☐ ☐ ☐
21. Are there indicators that the student has engaged in, or been the victim of bullying? ☐ ☐ ☐

Personal
22. Does the student have a known fascination with weaponry or violence? ☐ ☐ ☐
23. Has the student been found with violent drawings or writings created by self or others? ☐ ☐ ☐
24. Does the student appear to be defensive, paranoid, or suspicious of other people? ☐ ☐ ☐
25. Does the student seem to be intolerant of the opinions of other people? ☐ ☐ ☐

Coping
26. Does the student overreact to minor frustrations or have impulse control difficulties? ☐ ☐ ☐
27. Does the student tend to externalize blame? ☐ ☐ ☐
28. Are the student’s problem-solving skills ineffective? ☐ ☐ ☐
29. Are there known signs the student has been involved in drinking alcohol or using drugs? ☐ ☐ ☐

Stress
30. Has the student experienced the loss of a relative, peer, or pet in the last 12 months? ☐ ☐ ☐
31. Has the student experienced significant rejection or humiliation in the last 12 months? ☐ ☐ ☐
32. Has the student experienced any other significant stressors (at home, school, or elsewhere) in the last 12 months? ☐ ☐ ☐
33. Has the student displayed recent and/or sudden changes in behavior? ☐ ☐ ☐

Notes related to NMI Follow Up:
Student Supervision Plan

Use the Student Supervision Plan to address concerns identified through screening.

Student: __________________________________ School: __________________________
Student #: __________________________ Case Manager: __________________________

Check all interventions selected by team:

- Referred for Level 2: In-Depth Assessment - convene Level 2 meeting ASAP
- Immediate Notification Form submitted to Broward Schools Police Department (required)
- Suicide assessment initiated on ____________ (date)
- Student to sign a “violence-free” agreement that includes acceptable and unacceptable school behavior with specified consequences for misconduct (see appendix of manual)
- Increase supervision in the following settings: ________________________________
- Late arrival and/or early dismissal
- Alerting staff and teachers on a “need to know” basis
- No longer allowed to bring backpack
- Monitoring meeting with staff member on daily or weekly basis (staff member: ____________)
- Identify aggravating circumstances/precipitating factors and employ strategies to help cope with stress/tension (strategies: ____________________________)
- Peer mediation to decrease level of conflict
- Behavioral Modification Plan (attach copy to this report)
- FBA/PBIP completed (attach copies of FBA and PBIP to this report)
- Participation in school-based anger management or other group
- Modifications in daily schedule: __________________________________________
- Drug/alcohol intervention with ________________________________
- Psychosocial interview by school social worker
- Referral to CPS Team to determine intervention and psychological evaluation needs
- Review of counseling and community interventions with parents (see appendix of manual)
- If ESE student, review goals and placement options
- Assigned team member will meet with parent on ____________________________ (date/time)
- Supervision plan will be reviewed with student’s teachers that did not participate on the Threat Assessment
- Disciplinary actions to be taken:
  - Begin expulsion procedures
  - Manifestation determination conducted (when needed) ____________ (date)
  - Signed Alternative Probationary Contract (attach a copy)
  - Suspension duration: _______ days; student returns on ____________ (date)
  - Alternative school considered
- Protective strategies to be implemented on campus during student’s removal from campus
- Other: ______________________________

Parents will provide the following supervision/interventions: __________________________

FORM CONTINUES ON NEXT PAGE
SIGNATURES OF PARTICIPATING TEAM MEMBERS

<table>
<thead>
<tr>
<th>Administrator/Case Manager</th>
<th>Date</th>
<th>Mental Health Professional</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Date</td>
<td>BSPD/SRO</td>
<td>Date</td>
</tr>
<tr>
<td>Title</td>
<td>Date</td>
<td>Title</td>
<td>Date</td>
</tr>
</tbody>
</table>

Level 1 team member(s) have reviewed this plan with the parent on _______________(date).

Team will complete Student Supervision Plan Review Form on: _________________(date)

Parent agrees to provide the supervision and interventions detailed above. Yes  No
If no, the reason parent does not agree: ____________________________________________

Parent Signature: ____________________________________________ Date: ____________

** adapted from Mid-Valley (Oregon) Student Threat Assessment Procedures **
Level 1
Student Supervision Plan
Review Form

Plan reviewed on: __________ (date), by __________________________

[Review team should consist of original Level 1 site team members.]

Recommendation:

☐ Plan will continue as written. Next review date: ______________________

☐ Plan will continue with the following modifications:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Next review date: ______________________

☐ Plan will cease at this time.

SIGNATURES OF PARTICIPATING TEAM MEMBERS

____________________________________________________________________

Administrator/Case Manager Date Mental Health Professional Date

____________________________________________________________________

Teacher Date BSPD/SRO Date

____________________________________________________________________

Title Date Title Date
Level 2: In-Depth Assessment Steps

1. Assemble Level 2 Assessment Team
2. Complete Teacher Information Forms
3. Give notice and conduct Student and Parent Interviews
4. Hold meeting to update TRAC, utilizing additional information collected in Level 2, and complete Assessment Summary and Plan of Action.

Implement Plan of Action and monitor

Implement Student Supervision Plan and monitor

File records in admin. folder

- Community Resources
- Mental Health Evaluation/Treatment

Tasks to Complete

- Assemble Level 2 site team and assign responsibilities
- Notify parents of intent to complete further in-depth assessment
  - Use Parent Notification Checklist to document contacts
- Collect in-depth information and data
  - Appropriate teachers complete Teacher Information Form
  - Designated mental health professional completes Student Interview
  - Designated mental health professional completes Parent Interview
- Team updates TRAC in light of new information collected
- Team completes Assessment Summary and Plan of Action
  - Team clearly indicates which aspects of Student Supervision Plan are still in effect as well as new provisions on the Plan of Action
  - Implement Plan of Action and monitor effectiveness
  - After a designated period of time (e.g., 2 weeks) evaluate plan using the Plan of Action Review Form
- Maintain a record of all actions and documents in secure administration file (not in the CUM file)
- Enter a code of 209 on L27 Panel when in-depth assessment is complete
Threat Assessment Procedures
Level 2: In-Depth Assessment

Note: This protocol is only to be used by staff who have completed the required District Threat Assessment trainings.

LEVEL 2: IN-DEPTH ASSESSMENT: In response to a referral by the Level 1 site team, the Level 2 team performs an in-depth assessment of factors that may contribute to the student’s risk for engaging in violent or dangerous behavior (e.g., student personality and school history, family history, peer group influences, etc.).

STEP 1       Assemble Team & Assign Responsibilities

Case manager identifies and notifies all team members and assigns data collection duties. Assessment at this level requires a more “clinical” approach to searching out information about emotional reactions, interactions/relationships over time, and behavioral issues beyond those that may have been apparent at school.

The Level 2 site team is composed of ALL members of the Level 1: Screening team and at least two additional members* drawn from the following:

✓ School Psychologist
✓ School Social Worker
✓ Family Counselor
✓ Law Enforcement representative (SRO) or BSPD Investigator (who is not already part of the Level 1 site team)
✓ District staff member
✓ Community mental health representative (with parent permission)
✓ Zone Behavior Specialist

*It is important to incorporate a “non-school based” perspective in the Level 2 Assessment process

STEP 2       Notify Parent and Collect Data

Notify parent(s) of data to be collected at Level 2 and the impending meeting to develop a Plan of Action to supplement the Student Supervision Plan. Parent notification must be completed except in extraordinary circumstances. Multiple efforts to contact the parents should be documented.

Further data to be collected include:

✓ Level 2 Teacher Information Form (efforts should be made to have form completed by each of the student’s teachers)
✓ Level 2 Student Interview**
✓ Level 2 Parent Interview (when possible)** - can be completed via phone interview, parent conference, or home visit by school social worker
** Interviews must be completed by a school district mental health professional (e.g., school psychologist, social worker, family counselor, or guidance counselor).

STEP 3       Updating of TRAC Protocol and Plan of Action

Hold a meeting to update the TRAC results based on additional information gathered (address questions noted as requiring further information at Level 1 meeting).

The team completes the Level 2 Assessment Summary and Plan of Action. All committee members must be present at the meeting and sign-off on the plan.

After a designated interval of plan implementation, the Plan of Action Review Form is completed.

STEP 4       Maintenance of Records

The screening packet becomes a part of the student’s records. The packet should be securely maintained in an assigned administrator’s office, separate from the student’s cumulative file. A flag, indicating the existence of an administrative file, should be placed in the student’s cumulative file. In accordance with School Board Policy 5100: School Education Records, these records are subject to parent inspection and a request to amend education records.

STEP 5       Electronic Records

For each student who has had a Level 2: In-Depth Assessment, a code of 209 should be entered on the L27 panel.
Level 2 Teacher Information Form

Date: ___________  Student’s Name: ________________________________

Teacher: ___________________________  Subject: ___________________________

Current Course Grade: ___________________________

Some concerns have been raised about this student. To assist us in providing supports for this student, we need information from each of his/her teachers about his/her behavior in a variety of settings. The information you provide will be very helpful in developing a support plan for this student. Please check all boxes that pertain to your direct observations of the student.

1. Has the student made a direct, and/or veiled verbal, and/or nonverbal, and/or written threat in your classroom or to your knowledge?
2. Do you have reason to suspect the student has been involved in drinking alcohol, and/or taking other drugs?
3. Does the student display aggressive, and/or disruptive classroom behavior?
4. Does the student have poor school achievement, and/or poor school attendance, and/or declining school productivity?
5. Does the student have difficulty with social skills and/or poor peer relations?
6. Does the student have difficulty controlling impulses, and/or anger, or other emotions?
7. Has the student displayed a fascination with weaponry, and/or acts of violence?
8. Has the student been found with violent drawings, or writings?
9. Does the student externalize blame? Has the student displayed an inability to accept criticism?
10. Are peers, and/or staff, fearful of the student?
11. Has the student displayed recent drastic changes in behavior?
12. Does the student appear sad, and/or anxious, frequently?
13. Are there indications that the student has engaged in, or been the target of, bullying?
14. Are you aware of any current stressors the student may be experiencing? Yes  No
15. If yes, please describe: ________________________________________________

_____________________________________________________________________

_____________________________________________________________________

16. Please list any other concerns you may have regarding the student: ______________

_____________________________________________________________________

_____________________________________________________________________
Level 2 Threat Assessment
Student Interview

Student: ____________________________ School: ____________________________

Interviewer: _________________________ Date: ______________

**Rapport Building and Interview Introduction**

Seems like you have been having a hard time lately, what’s going on? [To establish rapport and trust and open dialogue in a non-threatening way]

What is your understanding of why you have been asked to meet with me? [To review factual events]

We are concerned about (behavior that has been reported). What’s your side of it? [To give the student opportunity to be heard, and understand the situation better]

What is your understanding of why the adults at school are concerned? [To determine if student is aware of effect his/her behavior has upon others]

In order to help me better understand this situation and be able to help you, I am going to ask you some more questions.

**Social and Peer Factors**

What do you typically do after school? Do you have any hobbies or interests?
Are you involved with any groups or teams outside of school? If not, why?

What are your favorite movies/video games/ TV shows/ music groups/ Internet sites? [Look for themes of violence]

Who are your friends? How long have you been friends with them? Do you have a best friend? How long have you been best friends? Have you had a problem with any of your friends recently?

How would you describe the kids at your school? Are there any groups of kids that you don’t get along with? [To identify potential targets]

How would your classmates describe you? Is that an accurate description? Do you feel they misunderstand you?

Do you get teased or picked on by other children? In school? Outside of school? What do they usually tease you about?

Have you recently broken up with a girlfriend/boyfriend? Have you recently ended a good friendship? If yes to either, what happened?

Have you been pulling away from your friends or do you feel isolated recently?
**Family, School and Environmental Situations**

Are you close to your parents? Do they listen to you?
What do your parents do (occupation)? What are their work hours like? *[These questions will provide information regarding supervision available to child]*

Do you do any family activities together? How often? What do you typically do?

Have you experienced any recent changes in your life? *(Ask about a family move, death of family or friend, parents separating or divorce, etc.)* Potential losses can be described in at least four domains: Family relations, intimate/peer relations, school/occupational, and self-image status

Do you think your parents treat you fairly?

Do your parents ever have to punish you? Usually for what reasons? How do your parents typically punish you (if necessary, provide examples such as time out, grounding, hitting, taking away TV to help elicit response)?

Do your parents supervise what you watch on TV? Your access to the internet?

Does anyone in your family seem very sad or angry?

Have you tried using any drugs or alcohol? *If yes, ask what and how often they are using*
Do you have difficulty in school? [*If yes, query about specific areas of difficulty*]

How important to you is doing well in school?

How do your parents react to your school performance? Do you worry that your parents will punish you for doing poorly in school?

**History of Violent or Aggressive Behavior**

Have you ever hurt a reptile like a frog or lizard while playing around? Have you hurt any other animals on purpose?

Do you ever pick on younger or smaller children?

Have you ever purposely hurt someone in the past? If no, how close have you come to hurting someone in the past?

Have you thought about or wished you could hurt someone else? If yes, how often do you have those thoughts?

Do you get into fights? In school? Outside of school?

Do you feel it is necessary to get back at someone when they hurt you or do something to you?
Did you ever follow or harass someone in the past? [If yes, find out what made them stop]

Have you ever been in trouble with the police? If yes, what happened?

**Depression and Other Emotional Concerns [ask for examples if student gives a positive response]**

Do you ever feel sad, upset or depressed? Do you feel that you’re having these feelings without knowing why?

Do you ever feel that no one cares about you or loves you?

Do you get angry often?

Do you often argue with other people?

Do you have any difficulties with sleeping, eating, or concentrating on your work?

Do you ever feel lonely? Do you prefer to stay by yourself?

Do you blame yourself for things that happen?

How do you handle stress? Anger?
Suicidal Fantasies or Actions

Have you ever thought of hurting yourself?

Have you ever wished or tried to kill yourself?

[If response is positive for either of above questions, then follow up with the following]:

Why did you want to (or try to) kill yourself?

What made you decide not to kill yourself?

Evaluation of Threat-Related Behaviors

Are you angry at anyone now? Have you recently been angry with anyone? Tell me about that.

Are you thinking about hurting anyone?

[If answer to either of these questions is positive, then you also need to ask]:

Who are you angry at, or thinking about hurting?

When do you think you might hurt (the person/group mentioned)? Where will you do this?

How long have you been thinking this way?
Are you able to control these thoughts about hurting (the person/group mentioned)?

Do you think you would be able to stop yourself from hurting (the person/group mentioned) if you wanted to?
How do you think others view you when you make a threat or behave aggressively?

Do you have access to a weapon? [If positive response, find out what type of weapon, from where, and if they have shown it to anyone]

Have you ever brought a weapon to school in the past? Did you show it to anyone or tell anyone you had it on you?

What steps have you taken to carry out your plan? Have you conducted a rehearsal or practice exercise? What exactly did you do to practice? How did that make you feel? [Look to see if student has a viable plan of attack, has attempted to acquire weapons, has determined ways to foil security measures, signs of actual or fantasy rehearsal, etc.]

Why do you think you made the threat (statement or action)? [Seek to find out if student is trying to: obtain help, cause problems for another individual, avenge a perceived wrong, consider suicide, or bring attention to a particular problem]

Have you told anyone else about your desire to harm (the individual or group mentioned) or your plan to do so?

Do you foresee any changes in your life that could make this situation better? Do you foresee any changes that could make things get worse? [These questions are necessary to evaluate factors in the student’s life/environment that could serve to either stabilize or destabilize the student]
Identification of Support Resources and Interview Closure

Who do you have to talk to or assist you with this situation? [Determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family support, religious groups, etc.]

Are there any steps that you think can be taken by the school, your parents, or yourself to make things better for you? [To set an empathic response, let them know their concerns are taken seriously, and help the student come up with strategies to address his/her legitimate concerns]

Given where things stand right now, what are you thinking about or planning to do at this point? [Follow up on appropriate leads]

Close with a statement that describes short-term next steps and concrete examples of available resources. Examples include “I’ll need to contact your parents to talk about…” or “You will be suspended for two days, then we’ll….”
Level 2 Threat Assessment
Parent Interview

Student: ___________________________ School: ___________________________ Date: ______
Parent/Guardian: __________________ Interviewer: __________________

Rapport Building and Interview Introduction

I appreciate your meeting with me for this interview. I am a member of a school-based team that is responsible for evaluating student-made threats. Whenever there is an alleged threat we want to make sure that we are doing everything possible to protect the safety of our students and in this instance your child. I need your help in better understanding (student’s name) so that our team can develop a plan to help him/her with what is happening.

As you know, school administrators are quite concerned about (student’s name) and the current situation. What is your view on what is happening? [To give the parent the opportunity to be heard, and understand the situation better]

In order to assist the school in providing (student’s name) with any needed help, I am going to ask you some additional questions.

Social and School Factors

Does he/she currently participate in any community/extracurricular activities? If no, did he/she used to belong to any groups/teams?

How does he/she appear to get along with his/her peers? Who are his/her close friends? Does he/she seem to have a large or small group of friends? Has his/her social group changed recently? Does he/she maintain long-term friendships or seem to frequently change his/her friends?

Does he/she appear to be isolating himself/herself from others?
Does he/she report that other children pick on or harass him/her?

Are you aware of any recent relationship break (with a girl/boyfriend or best friend) in your child’s life?

Do you know how (student’s name) is doing in school in terms of grades? Behavior?

What are your child’s feelings toward school? Have you noticed any changes in your child’s attitude toward school in the past several months? Does your child appear to be apathetic toward school? Has he/she been having difficulties at school?

Has your child experienced a recent disappointment related to his/her performance in school or a competition?

**Family and Environmental Situations**

How has he/she been getting along with all family members? [ask about parents and siblings]

How is discipline typically handled in your home? Are there differences of opinion?

How much time do you typically spend with your child during the week? What do you typically do together?
Is there adult supervision available after school and on weekends?

What music groups does your child listen to? What are his/her favorite television shows and movies? [Looking for interests of the student, as well as parental awareness level of child’s interests]

Does he/she display a high interest level in violence-filled video games, movies, music, and/or television?

Has your child shown an interest in any reports of targeted violence in the media, extremist groups, or murder?

Do you supervise his/her television and internet use?

Does your family own a weapon? Does the child have access to any weapons in the home? Outside of the family home? Does the child have experience with weapons?

Are there any family stressors going on at this time?

Have there been any recent losses or loss of status in your child’s life? [Looking for information related to possible loss of relative or pet, change of family economic status, etc.]
**History of Violent or Aggressive Behavior**

Has there been physical or verbal aggression displayed by your child with peers or family members?

Does your child tend to do things without considering the consequences of his/her actions first? *To evaluate impulsivity*

How does your child typically express anger? *Give examples such as acting out, passive-aggressive behaviors, and internalizing behaviors*

Has your child engaged in any menacing, harassing, and/or stalking-type behavior?

Has your child displayed destructive behavior towards property at home or in the community?

Has your child intentionally inflicted harm on any animals or younger children?

Do you have any suspicions that your child may be using drugs or alcohol?

Has your child been involved with law enforcement or the courts in the past?
Emotional and Mental Health Functioning

Have you had any major concerns regarding your child recently?

Has your child displayed any self-injurious behaviors or made suicide threats?

Does he/she appear to overreact to criticism and/or authority? Does your child demonstrate severe rage for seemingly minor reasons?

Does your child have a history of mental illness and/or have you observed any behaviors in the past that you thought were very odd or even bizarre? [Looking for specific psychotic symptoms (e.g.- command hallucinations, delusional ideas, feelings of persecution, etc.)]

Has your child recently displayed any other unusual or inappropriate behaviors or ideas?

Is there any history of mental health concerns on either side of the family?

Parent’s Perception of the Threat

Has your child expressed a perception of mistreatment or a longstanding conflict with a peer or teacher?

Has your child told you of plans or a desire to harm or kill others? If yes, has the child presented a specific plan (get details of report)?
What do you think motivated your child to make the reported threat statements, or take the action, that caused him/her to come to attention?

Has your child made any threats to harm others in the past?

Have you seen any drawings or writings (i.e.- violent poems, letters to friends, or letters to the intended victim) by your child that were violent in nature?

Does the reported threat statement or action seem consistent with his/her actions as of late?

How concerned are you that your child might follow through with violent actions? What past behaviors or incidents support your concern?

What factors in your child’s life might increase/decrease the likelihood of him/her attempting to follow through with violent action?

What steps can you take to help decrease the likelihood of your child becoming violent?

**Identification of Support Resources and Interview Closure**

Who does your child have to talk to or assist him/her when having problems? Will these individuals be available to him/her with this current situation? [Determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family support, religious groups, etc.]
Are there any steps that you think can be taken by the school, yourself, or (student’s name) to make things better for him/her? [To set an empathic response, let them know their concerns are taken seriously, and help the parent come up with strategies to address his/her child’s needs]

| Close with a statement that describes short-term next steps and express gratitude to the parents for their support and follow through. Examples include “Here is my contact information if you think of anything else we should discuss”, “You will hear from assistant principal, Mr. J, regarding possible administrative actions…”, “We will be in touch on …”, “The team will be providing you with some names of community resources…”, and “I appreciate your time and willingness to take M for counseling this week”.

You may wish to inform the parent that if an emergency situation comes up at home, they should immediately contact law enforcement and/or Mobile Crisis/Youth Emergency Services at 954-677-3113.
Level 2 Assessment Summary and Plan of Action **

Student’s Name: ___________________________ School: ___________________________

DOB: ___________ Student #: _______ Grade: __________ Age: __________

Date of Incident: _______ Date of Level 2 Meeting: __________________________

☐ The parent/guardian has been notified that this assessment/meeting is being held.
   Person contacted: _______________ By whom: _______________ When: ______
   Parent’s response: _______________________________________________________

☐ Attempt to notify parent/guardian of this Level 2 assessment/meeting was unsuccessful because:
   _______________________________________________________________________

   Date/Time/Contact attempt made by (list each attempt made):
   _______________________________________________________________________

Level 2 Teacher Information Forms have been completed.

Student Interview was completed by ______________________________

Parent Interview was completed by ______________________________

Updating of the TRAC has been completed with new information collected by the Level 2 team.

Committee has reviewed all gathered information, including updated TRAC Protocol, to assist in development of the following Plan of Action.

Plan of Action will include implementation of previously identified interventions in the Level Student Supervision Plan.

Parent agrees to participate in interventions identified in Plan of Action. Yes No

Reason: ___________________________________________________________________

Plan of Action: ____________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

______________

FORM CONTINUES ON NEXT PAGE
Team will convene to review the plan and complete the *Student Supervision Plan Review Form* on the following date: ____________.

**SIGNATURES OF PARTICIPATING TEAM MEMBERS**

<table>
<thead>
<tr>
<th>Role</th>
<th>Date:</th>
<th>Role</th>
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<tbody>
<tr>
<td>Administrator/Case Manager</td>
<td></td>
<td>Mental Health Professional</td>
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<tr>
<td>BSPD/SRO</td>
<td>Date:</td>
<td>Teacher:</td>
<td>Date:</td>
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<tr>
<td>Title:</td>
<td>Date:</td>
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**adapted from Mid-Valley (Oregon) Student Threat Assessment Procedures**

This report is not to be included in the student’s cumulative folder.  
A designated administrator should maintain a separate threat assessment file.
Level 2
Plan of Action Review Form

Student: ______________________________  School: ______________________________

Plan reviewed on: __________________ (date) by ______________________________

[Review team should consist of Level 2 Assessment Team members.]

Recommendation:

☐ Plan will continue as written. Next review date: ______________________________

☐ Plan will continue with the following modifications:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Next review date: ______________________________

☐ Plan will cease at this time.

SIGNATURES OF PARTICIPATING TEAM MEMBERS

<table>
<thead>
<tr>
<th>Administrator/Case Manager</th>
<th>Date</th>
<th>Mental Health Professional</th>
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Appendix

Violence-Free Contract
Resources for School Site Teams
Approved Agencies for School-Based Mental
Health School District Resources
Violence-Free Contract

I, ____________________________, agree to abide by the following rules for school behavior (check all that apply):

☐ I promise not to harm myself or others.
☐ I promise not to bring a weapon on school property.
☐ I promise not to use alcohol or other harmful drugs.
☐ I promise to express my anger in ways that will not be harmful to myself/others.
☐ I promise to seek out the assistance of an adult when a conflict starts with a peer.
☐ I promise that I will actively participate in any counseling activities that are made available to me by the school or my parents.
☐ I promise to attend all scheduled monitoring meetings with ____________
☐ I promise to ____________________________

If I am having thoughts of harming myself or others, I will do the following until I receive help:

✓ At school, I will go to ____________________________and notify them of my feelings.
✓ Get assistance from an adult, such as ____________________________or
   (Names and Phone Numbers)____________________________
✓ Tell my parents/guardian how I am feeling.

If I do not comply with these rules, I understand the following consequences occur:

1. 
2. 
3. 

I understand the contract that I am signing and agree to abide by it.

__________________________
Student Signature

__________________________
Date

__________________________
School Personnel Signature

__________________________
Date
Resources for School Site Teams

Community Resources

- **Youth Emergency Services (YES) Program 954-677-3113**
  Designed to provide immediate emergency therapeutic services to children and their families. A team of master’s level clinicians provides on-site crisis counseling and link families with appropriate community resources for continued care.

- **2-1-1 Broward 2-1-1 or 954-537-0211**
  Designed as a 24 hour, 7 day a week crisis hotline. This resource can be given to parents and/or student-at-risk as a resource for emergency intervention. Mental health specialists are available to help the distressed youngster via the phone or by sending specialists to the home.

For a complete list of approved behavioral health care partners with current contact information go to the SEDNET website at:


Reading Resources

  Specialized Training Services, San Diego, CA.

Website Resources

- **The Melissa Institute**: A nonprofit organization dedicated to the study and prevention of violence through education, community service, research, and consultation. Their mission is to prevent violence and promote safer communities through education and application of research-based knowledge.
  www.Melissainstitute.org

- **UCLA Center for Mental Health in Schools**: A comprehensive site devoted to mental health in the schools, including resources and publications for crisis response, threat assessment, and violence prevention.
  http://smhp.psych.ucla.edu
## School District Resources

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<tr>
<th>Service</th>
<th>Phone Number</th>
<th>Website Link</th>
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