UNION 81 THREAT ASSESSMENT AND RESPONSE PROTOCOL

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Flowchart

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

Not a threat. Might be an expression of anger that merits attention.

No

Yes

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes Case resolved as transient; add services as needed.

No

Step 3. Respond to a substantive threat. Engage threat assessment team (Appendix A).

For all substantive threats:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Very Serious

Serious Case resolved as serious substantive threat; add services as needed.

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

Step 5. Implement and monitor the safety plan.

Document the plan.

Maintain contact with the student.

Monitor whether plan is working and revise as needed.

Priority Levels for Threat Cases

Priority 1 (Extreme Risk)

The person/situation appears to pose a clear and immediate threat of serious violence toward self or others and requires containment. The Team should immediately notify law enforcement to pursue containment options, and /or take actions to protect identified target(s). Once such emergency actions have been taken, the Team shall then develop and implement a management plan in anticipation of the person's release or return to campus.

Priority 2 (High Risk)

The person/situation appears to pose a threat of self-harm or physical violence, usually to an identifiable target, but currently lacks immediacy and/or a specific plan—or a specified plan of violence does exist but currently lacks a specific target. This requires the Team to develop and implement a management plan.

Priority 3 (Moderate Risk)

The person/situation does not appear to pose a threat of violence or self-harm at this time, but does exhibit behaviors/circumstances that are likely to be disruptive to the community. This case warrants some intervention, referral, and monitoring to minimize risk for significant disruption to the community or escalation in threat. The Team should develop a referral and/or active monitoring plan.

Priority 4 (Low Risk)

The person/situation does not appear to pose a threat of violence of self-harm at this time, nor is there evidence of significant disruption to the community. This case may warrant some intervention, referral, and monitoring to minimize risk for escalation in threat. The Team should develop a monitoring plan.

Priority 5 (No Identified Risk)

The person/situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. The Team can close the case without a management or monitoring plan, following appropriate documentation.

THREAT REPORT	
A threat is an expression of intent to harm someone that may be spoken, writte message or email. Threats may be explicit or implied, directed at the intended to threat such as weapon carrying, fighting, or menacing actions should be investig	arget or communicated to a third party. Behavior that suggests a
The process is designed for assessment of threats to harm others and is not inte themselves. Only a small percentage of cases require both threat assessment an supplement this form with their choice of a standard suicide assessment protocol	d suicide assessment, and in those cases, the team should
Name of person reporting threat:	Date/time threat reported:
Affiliation of person reporting threat: → Student → Parent → Staff → Other:	
Name of person receiving the report:	
NCIDENT or BEHAVIOR OF CONCERN	
Name of person making threat:	Date/time threat made:
Affiliation of person making threat: →Student →Parent →Staff →Other	Status: → Current → Former
Identification: → Male → Female Age: Grade, if student: School program: School Program:	n, if student:
Emergency Contact:	Relationship:
Home Address:	Phone:

Location threat occurred: → School Building or Grounds → School Bus/Other Travel → School-Sponsored Activity

Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?

→Digital communication such as text or post →Other_

ASSESSMENT FINDINGS (All sources are not needed in most cases.)				
Sources of Information	Was information reviewed?	Relevant Findings (use additional pages as needed)		
Prior threats	→Reviewed →Not applicable → Not available			
Prior discipline incidents	→ Reviewed → Not applicable → Not available			
Academic records	→ Reviewed → Not applicable → Not available			
Special education records	→ Reviewed → Not applicable → Not available			
Other records	→ Reviewed → Not applicable → Not available			
Records from other schools	→ Reviewed → Not applicable → Not available			
Records from outside agencies (e.g., social services or mental health)	→Reviewed →Not applicable → Not available			

Law enforcement records (criminal history, contacts, firearms purchases, etc.)	→ Reviewed → Not applicable → Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	→Reviewed →Not applicable → Not available	

		RI		

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		Location, Date of Interview
	estions as a guide to interview the person making the threat. Ask other questions as ap djust spacing below as needed.	propriate. Try to use open-ended questions rather than leading
1. Do you k	now why I want to talk to you? What happened today when you were [place of incident nts if possible.)	t]? (Record person's exact words with quotation marks for key
2. What exa	actly did you say? And what exactly did you do?	
3. What did	l you mean when you said or did that?	
4. How do	you think [person who was threatened] feels about what you said or did? (Probe to see	if the subject believes it frightened or intimidated the person.)
5. What wa	s the reason you said or did that? (Probe to find out if there is a prior conflict or history	to this threat.
6. What are	e you going to do now? (Ask questions to determine if the subject intends to carry out the	ne threat.)
7. Do you h	ave access to a firearm or any other potential weapon? Are there guns in your home?	Have you ever used a gun?

Target (person who was target of threat) **Or Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals

r more than on	e, complete additional forms. If a group targeted, describe how subject identified the g	group (e.g., e	everyone on this bus) and list all individuals.		
Target Name		ID#			
Affiliation	→Administrator →Teacher →Staff →Student →Parent/Guardian →Other:	Status	→Current →Former Grade (if student):		
School		Building/ Program			
Emergency Contact		Relation			
Home Address		Phone			
Person(s) Conducting Interview		Location, Date of Interview			
	estions as a guide to interview the person targeted by the threat. Ask other questions a cions. If target is a minor, record parent under emergency contact. Adjust spacing below		e. Try to use open-ended questions rather than		
	now why I want to talk to you? What happened today when you were [place of inciden ts if possible.)	t]? (Record pe	erson's exact words with quotation marks for key		
2. What exa	ctly did (subject) say? And what exactly did (subject) do?				
3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)					
4. How do y	ou feel about what (subject) said or did?				
F. What wa	s the reason (subject) said or did that? (Probe to find out if there is a prior conflict or h	iston, to this t	lbroot)		
5. Wilat wa	s the reason (subject) said of the that: (Frobe to find out if there is a prior conflict of th	istory to this t	ill eat.)		
6. What are	you going to do now? (Ask questions to determine how target plans to respond to the	threat and as	ssist in planning a safe and non-provocative		
	.) What do you think he/she will do now?		•		

KEY OBSERVATIONSThese items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:		
Subjects admits to threat (statement or behavior).	→Yes → Partially →No →Don't know/Not available	
Subject has explanation for threat as benign (such as joke or figure of speech).	→Yes → Partially →No →Don't know/Not available	
Subject admits feeling angry toward target at time of threat.	→Yes → Partially →No →Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	→Yes → Partially →No →Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	→Yes → Partially →No →Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	→Yes → Partially →No →Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	→Yes → Partially →No →Don't know/Not available	
Subject expressed threat on more than one occasion.	→Yes → Partially →No →Don't know/Not available	
Subject has specific plan for carrying out the threat.	→Yes → Partially →No →Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	→Yes → Partially →No →Don't know/Not available	
11. Subject has prior conflict with target or other motive.	→Yes → Partially →No →Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	→Yes → Partially →No →Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	→Yes → Partially →No →Don't know/Not available	
14. Threat involves use of a firearm.	→Yes → Partially →No →Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	→Yes → Partially →No →Don't know/Not available	
Subject has or sought accomplices or audience for carrying out threat.	→Yes → Partially →No →Don't know/Not available	
17. Threat involves gang conflict.	→Yes → Partially →No →Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	→Yes → Partially →No →Don't know/Not available	
Other relevant observations		

THREAT PRIORITY LEVEL CLASSIFICATION	ATION .				
Date of initial classification:	Priority #5	☐ Priority #4	☐ Priority #3	☐ Priority #2	☐ Priority #1
Date of change in classification, if any:	☐ Priority #5	☐ Priority #4	☐ Priority #3	☐ Priority #2	☐ Priority #1
Reason for change:					

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present. →Yes → Partially →No 1. History of physical violence. → Don't know/Not available →Yes → Partially →No 2. History of criminal acts. → Don't know/Not available 3. Preoccupation with violence, violent →Yes → Partially →No individuals, or groups that advocate →Don't know/Not available violence. Preoccupation with mass shootings or →Yes → Partially →No infamous violent incidents. → Don't know/Not available →Yes → Partially →No 5. History of intense anger or resentment. → Don't know/Not available →Yes → Partially →No 6. Has grievance or feels treated unfairly. → Don't know/Not available →Yes → Partially →No 7. Feels abused, harassed, or bullied. → Don't know/Not available

9. Has been seriously depressed.	→Don't know/Not available	
10. Experienced serious stressful events or conditions.	→Yes → Partially →No →Don't know/Not available	
11. Substance abuse history.	→Yes → Partially →No →Don't know/Not available	
History of serious mental illness (symptoms such as delusions or hallucinations).	→Yes → Partially →No →Don't know/Not available	
13. Might or does qualify for special	→Yes → Partially →No	

→Yes → Partially →No

→Don't know/Not available →Yes → Partially →No

→Don't know/Not available

→Yes → Partially →No

14. Prescribed psychotropic medication.	→Don't know/Not available
15. Substantial decline in level of academic or	→Yes → Partially →No
psychosocial adjustment.	→Don't know/Not available
16. Lacks positive relationships with one or	→Yes → Partially →No
more school staff.	→Don't know/Not available

History of self-injury or suicide ideation or

education services due to serious

emotional/behavioral disturbance.

attempts.

17. Lacks supportive family. 18. Lacks positive relationships with peers 19. Lacks positive relationships with peers

10. Lacks positive relationships with peers.	→Don't know/Not available
19. Other factors that suggest need for	→Yes → Partially →No
intervention.	→Don't know/Not available

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

>	Increased contact/monitoring of subject
→	2. Reprimand or warning
→	3. Parent conference
→	4. Student apology
→	5. Contacted target of threat, including parent if target is a minor
+	6. Counseling (note number of meetings)
→	7. Conflict mediation

+	9. Transportation change		
→	10. Mental health assessment		
\	11. Mental health services		
→	in school		
→	12. Mental health services		
7	outside school		
>	13. Assess need for special		
,	education services		
→	14. Review of		
,	Individualized		
	Education Program		
	(IEP) for students		
	already receiving		
\	services 15. 504 plan or		
→	modification of 504		
	plan.		
. \	16. Behavior Support Plan		
+	created or modified		
7	17. In-school time out or		
>	suspension		
7	18. Out-of-school		
7	suspension (number		
	days)		
→	19. Referral for expulsion		
<u>'</u>			
+	20. Other disciplinary action		
>	21. Change in school		
,	placement (e.g.,		
	transfer, homebound		
·	instruction)		
→	22. Services for other persons affected by		
	threat		
	23. Law enforcement		
+	consulted		
7	24. Legal actions (e.g.,		
au	arrest, detentions,		
	charges)		
>	25. Other actions		
	1		
CACEDIAN			
CASE PLAN			
This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.			
Casa Pasalution or Safaty Plan			
Case Resolution or Safety Plan			
		Date	
Describe have a consequent to dead to dead to a consequent from the constant of the consequent of the consequent of the consequent of the consequent of the consequence of the consequen			
Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.			

8. Schedule change

Appendix A

Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

Date

Follow-up or Revision of Plan

Building Administrators
School Social Worker
Teacher
Case Manager (if IEP student)
Guidance Counselors (SOWIC)
Joliet Police Department

<u>District Level Threat Assessment Team</u> SAA