

UNION 81 THREAT ASSESSMENT AND RESPONSE PROTOCOL

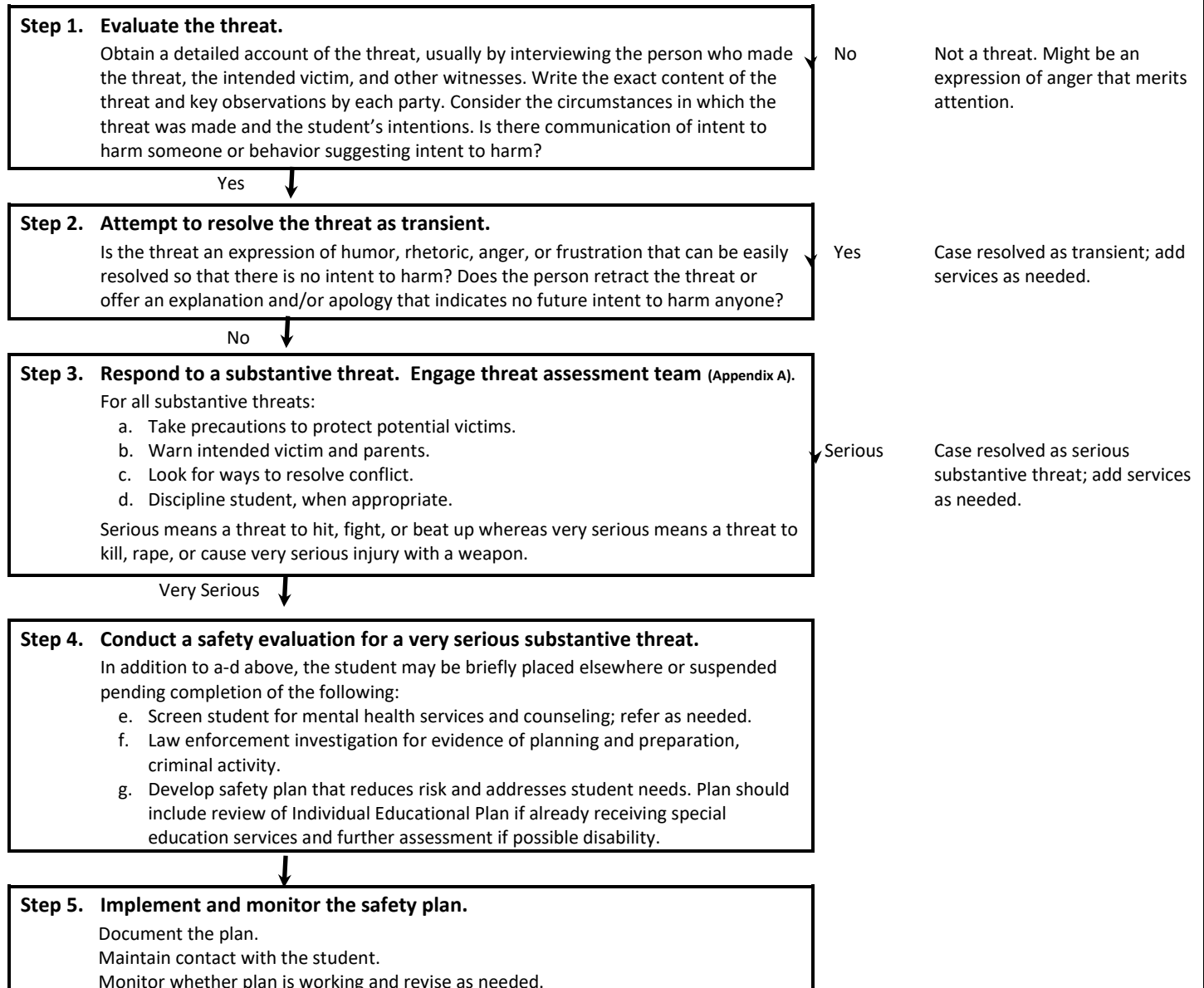
Comprehensive School Threat Assessment Guidelines

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



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 or 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	
<p>A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.</p> <p>The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.</p>	
Name of person reporting threat:	Date/time threat reported:
Affiliation of person reporting threat: → Student → Parent → Staff → Other:	
Name of person receiving the report:	

INCIDENT 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, if student: School Program:	
Emergency Contact:	Relationship:
Home Address:	Phone:
Location threat occurred: → School Building or Grounds → School Bus/Other Travel → School-Sponsored Activity → Digital communication such as text or post → Other _____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

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	

INTERVIEWS

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

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

3. What did 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 was 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 you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

7. Do you have access to a firearm or any other potential weapon? Are there guns in your home? Have you ever used a gun?

KEY OBSERVATIONS

These 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:

1. Subject admits to threat (statement or behavior).	→Yes → Partially →No →Don't know/Not available
2. Subject has explanation for threat as benign (such as joke or figure of speech).	→Yes → Partially →No →Don't know/Not available
3. 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
8. Subject expressed threat on more than one occasion.	→Yes → Partially →No →Don't know/Not available
9. 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
16. 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

Date of initial classification:	<input type="checkbox"/> Priority #5	<input type="checkbox"/> Priority #4	<input type="checkbox"/> Priority #3	<input type="checkbox"/> Priority #2	<input type="checkbox"/> Priority #1
Date of change in classification, if any:	<input type="checkbox"/> Priority #5	<input type="checkbox"/> Priority #4	<input type="checkbox"/> Priority #3	<input type="checkbox"/> Priority #2	<input type="checkbox"/> 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.

1. History of physical violence.	→Yes → Partially →No →Don't know/Not available	
2. History of criminal acts.	→Yes → Partially →No →Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	→Yes → Partially →No →Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	→Yes → Partially →No →Don't know/Not available	
5. History of intense anger or resentment.	→Yes → Partially →No →Don't know/Not available	
6. Has grievance or feels treated unfairly.	→Yes → Partially →No →Don't know/Not available	
7. Feels abused, harassed, or bullied.	→Yes → Partially →No →Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	→Yes → Partially →No →Don't know/Not available	
9. Has been seriously depressed.	→Yes → Partially →No →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	
12. 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 education services due to serious emotional/behavioral disturbance.	→Yes → Partially →No →Don't know/Not available	
14. Prescribed psychotropic medication.	→Yes → Partially →No →Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	→Yes → Partially →No →Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	→Yes → Partially →No →Don't know/Not available	
17. Lacks supportive family.	→Yes → Partially →No →Don't know/Not available	
18. Lacks positive relationships with peers.	→Yes → Partially →No →Don't know/Not available	
19. Other factors that suggest need for intervention.	→Yes → Partially →No →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).

→	1. 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	

→	8. Schedule change	
→	9. Transportation change	
→	10. Mental health assessment	
→	11. Mental health services in school	
→	12. Mental health services 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	
→	17. In-school time out or suspension	
→	18. Out-of-school suspension (number days)	
→	19. Referral for expulsion	
→	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	
→	24. Legal actions (e.g., arrest, detentions, charges)	
→	25. Other actions	

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.	
Case Resolution or Safety Plan	Date
Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.	
Follow-up or Revision of Plan	Date
Describe current status of plan and any revisions. List persons responsible for each component of revised plan.	

Appendix A

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

District Level Threat Assessment Team
SAA