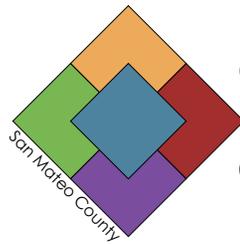




# San Mateo County

## Student Threat Assessment Team

**Level One Protocol  
March 2021**



**Coalition for  
Safe Schools &  
Communities**



**SAN MATEO  
COUNTY  
OFFICE OF  
EDUCATION**

# This protocol is only for use by staff who have been trained on the Level One Threat Assessment Process

*If consultation is needed regarding this process, or if you have yet to be trained in the process, please call Loriann Villanis (650-802-5588) or Molly Henricks (650-802-5434) at the San Mateo County Office of Education, or email Molly Henricks ([mhenricks@smcoe.org](mailto:mhenricks@smcoe.org)) and Jeneé Littrell ([jlittrell@smcoe.org](mailto:jlittrell@smcoe.org)).*

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

Each school site should form a Level One Student Threat Assessment Team, which is a multidisciplinary team consisting of an administrator, a school counselor, and a School Resource Officer. The Level One Team will investigate the incident and fill out the assessment form, as set forth below.

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

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

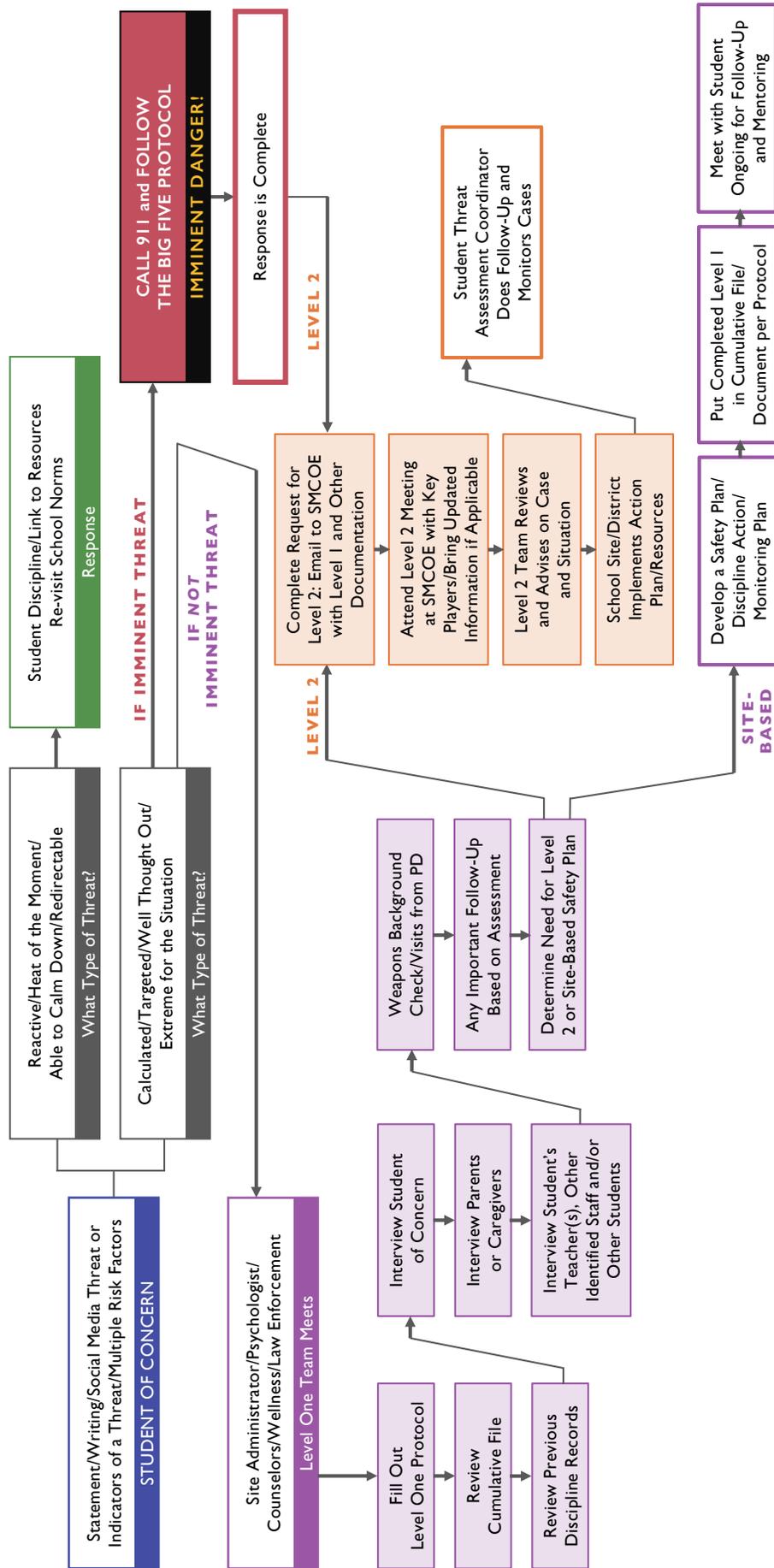
Many cases can be managed through a Level One Assessment with appropriate interventions. The assessment usually takes 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level Two Assessment.

## Ensure Student and Staff Safety

If there is **IMMINENT DANGER** to others, call law enforcement and the district office contact. Follow The Big Five immediate response guidelines as appropriate.

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

# Threat Assessment Protocol



# Level One Student Threat Assessment: Summary Information

Student Name:

Date of Birth:

Age:

Grade:

Gender:

Ethnicity:

Primary language spoken in the home:

District:

School:

Student State ID:

Does student have a:      504 Plan      IEP

If yes, please specify eligibility category:

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

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

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

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

If yes, name of caseworker:      and phone #:

Parent/Guardian(s) Names:

Sibling(s) Name(s):

Sibling(s) School(s):

Primary District Contact Person:

Title:

Phone Number:

Email Address:

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

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

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

- Cumulative file review, including confidential folder and discipline records
- Academic-related communications, such as journaling, artwork, etc.
- Student/family criminal history
- Student of concern interview (Appendix A)
- Student witness interview (Appendix B)
- Parent interview (Appendix C)
- Teacher questionnaire (Appendix D)
- Search of belongings
- Search of social media

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

**MILD AGGRESSION**

**MODERATE AGGRESSION**

**EXTREME AGGRESSION  
(VIOLENCE)**

*Suggested or threatened aggressive behavior:*



Scratch, bite hit

Fight, hit with object, forceful punch

Rape, strangle, stab, shoot, bomb, kill



*Acted-out aggressive behavior:*



Scratch, bite hit

Fight, hit with object, forceful punch

Rape, strangle, stab, shoot, bomb, kill



2. **Have there been communications suggesting a potential attack, threats or acts of aggression?** Threats can be direct, through verbal communication, artwork, email, internet research, social media, written assignments, and other modes of communication. Threats can be indirect or veiled (such as ominous warnings), or even include casual references to possible harmful events or previous violent events (such as school shootings).

No      Yes, describe:

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

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

No      Yes, describe:

4. **Are there indications of suicidal ideation?** Is there a history of suicidal ideas, attempts, gestures, references, and/or intent?

No      Yes, describe:

5. **Are there indications of a specific, ongoing target or a focus of aggressive or violent ideation?** Is there ongoing consideration or focus on a particular person, group, or student body?

No      Yes, describe:

**6. Are there indications of a weapon(s) choice/availability?** If weapons are being considered but not immediately available within the home, are they available through relatives, friends, or other means? Note your level of confidence in the source of your information. *Be sure to ask both student and parent directly about weapons availability and document their responses.*

No      Yes, describe:

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

No      Yes, describe:

**8. Are there indications of a motive, goal or justification for aggressive behavior or a lethal attack?** If the focus is on a specific target(s), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. A few common motives are revenge for lost love or humiliation, the desire to prove bravery after making a threat or taking a dare.

No      Yes, describe:

**9. Are there indications of hopelessness, overwhelming, or desperate situations (real or perceived)?** It is important to note that the point of this question is to examine the perception of the person or party you are concerned with, not necessarily the reality of what is occurring as observed by others (staff, parents, other students, or the community).

No      Yes, describe:

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

No      Yes, describe:

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

No      Yes, describe:

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

No      Yes, describe:

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

No      Yes, describe:

**14. Are there trusting and successful relationships with one or more responsible adults either on campus or within the community?** The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc., the less chance of wanting to disappoint or hurt them and the greater opportunity for fostering positive values, community connections, and prosocial choices. A situation that lacks connection to adults increases risk since there is less to lose by acting out.

No      Yes, describe:

**15. What circumstances, events, or triggers increase or agitate the likelihood of a violent or aggressive attack?** What situations agitate or trigger aggressive thinking, threats, and behavior? Is there an indication that the student(s) of concern is awaiting an event or action before making a final decision regarding violent behavior?

No      Yes, describe:

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

No      Yes, describe:

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

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

**18. Is there a history of behavioral, drug/alcohol, or developmental issues?** Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression?

No      Yes, describe:

**19. Are there issues that indicate a low reserve of coping strategies and lack of emotional resiliency?**

No      Yes, describe:

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

Describe:

**Do the responses indicate that the situation does pose a potential threat?**      No      Yes

If NO, complete a student safety plan (Step 4) and continue to monitor the situation for behavior, ideas, or circumstances that may indicate the presence of risk.

### **Consider Requesting a Level Two Threat Assessment If:**

- You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol
- You have confidently answered the questions on this protocol and have safety concerns regarding impulsive or reactive behavior that will likely result in serious or lethal injury to another
- You have confidently answered the questions on this protocol and have concerns regarding threats of targeted aggression that indicate motive, plan, preparation, scheduling and/or other behavior that suggests the serious consideration of an act of targeted aggression
- You have exhausted school site resources and would like to explore community support to assist with supervision

### **Always Request a Level Two Assessment If:**

- A student(s) of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for firearms-related offenses in the community.
- NOTE: While awaiting the Level Two assessment, use the student supervision plan to manage the situation and document interim steps taken by Site Team.

### **To Request a Level Two Assessment:**

- Send the completed Level 1 form, any appendices, collateral information on the student of concern, and any other documentation to Loriann Villanis, [lvillanis@smcoe.org](mailto:lvillanis@smcoe.org) and Molly Henricks, [mhenricks@smcoe.org](mailto:mhenricks@smcoe.org).

# Supervision Plan to Address Concerns

## Recommended Interventions

(Check corresponding box if implemented, and note who will be responsible for implementing the intervention):

### If target(s) are identified:

Intended victim warned; parent/guardian notified. Requires a phone call notification within 12 hours, followed by a notification letter within 24 hours. Use the Notification Log and Notification Letter to document.

Protective Response initiated by law enforcement and district office.

Design and implement a safety plan using the form Plan to Protect Targeted or Victimized Student for identified target(s). Consider both physical and psychological safety needs of targeted student.

Other:

### Individual and Family options:

Individual Accountability Plan (Check in/Check out)

Suicide Assessment initiated on: \_\_\_\_\_ (Use San Mateo County Schools Suicide Prevention Protocol)

Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack

Consider making the following firearms admonition to guardians: "Firearms are the responsibility of the owner. Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home." Document the date, time, and guardian's response.

Inform the parent/guardian of mandatory reporting laws. Note that the school will contact the parent/guardian when a child is in a dangerous situation or causing considerable disruption to school setting. If the parent/guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform CPS regarding a potential neglectful situation. Document the date, time, and parent/guardian's response.

Strategize safety options/planning

Increase supervision (curfew, monitor communications, monitor in community, supervise transportation, etc.)

Safety-proof home (secure or remove all weapons, potential weapons, add/test smoke detectors, etc.)

Review and pursue crisis and/or mental health services

Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack

Use a Family Social Media Contract or refer to [www.common sense media.org](http://www.common sense media.org) for information on appropriate youth media.

## School options:

(If student is on IEP/504 plan, any change in placement or Special Ed services must be done through Special Education Team process or 504 team process.) Alert staff and teachers on need-to-know basis.

Decrease or eliminate pass time or unsupervised time

Modifications of daily schedule                      Late arrival/early dismissal

Intermittent/random check of backpack, locker, pocket, purse, etc. by:

Administrator                      CDS/Counselor      School Resource Officer                      Office staff

Other:

Assign identified staff to build trusting relationship through check-in or mentorship:

Administrator                      Mentor                      Counselor                      School Resource Officer                      Teacher

Other:

Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention.

Other intervention or supervision strategies that directly address triggers and agitators identified in Step 3:

Identify and further develop activities, relationships, or experiences of value that inhibit possibility of acting out:

School Counselor or Behavior Specialist intervention including:

Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.

Referral to appropriate school team to consider alternative placement

Increased supervision in the following settings:

Referral to appropriate Special Ed Team to consider psychoeducational evaluation/special education assessment or behavior team referral. (NOTE: Must be done through Special Education Team Process.)

## **Community options:**

- Explore mental health evaluation options
- Anger management program/mediation program
- Alcohol/Drug evaluation
- Parenting program
- Mentoring program
- Notify Probation/Parole officer
- Faith community program
- Foster positive community activities/interest

## **Administrator options:**

Assign tasks and completion date expectations.

Routinely check in with teachers, coaches, campus monitors, counselors, and parents for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.

Status checks should be completed as often as necessary until your Level One Team determines the level of risk has diminished.

Document your updates and management steps through the process.

If the student moves to another school or program, immediately notify the receiving school of the Level One/Level Two and management plan.

# Step 5: Sign, Send, File, and Begin Supervision as Planned

1. Sign the Protocol
2. Maintain two copies of the Level One: Store Copy One in a letter-size manila envelope marked “Confidential” and place in the student’s cumulative file. Place second copy in a working file for administrator and counselor.

Note: The Level One system is a school site-managed process. Level One protocols are not reviewed by any Level Two team member unless a review is requested through a phone call or email.

### Team Signatures:

ADMINISTRATOR, PLAN SUPERVISOR	DATE	COUNSELOR	DATE
SCHOOL RESOURCE OFFICER	DATE	OTHER	DATE
OTHER	DATE	OTHER	DATE

Notes:

**The San Mateo County Student Threat Assessment Protocol has been adapted from the following:**

Developed by John Van Dreal at Salem-Keizer Public Schools using the following information: Pynchon and Borum, *Assessing Threats of Targeted Group Violence: Contributions from Social Psychology*; Reddy, Borum, Berlun, Vossekui, Fein, and Modzeleski, *Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches*; O’Toole, *The School Shooter: A Threat Assessment Perspective*; Fein, Vossekui and Holden, *Threat Assessment: An Approach to Prevent Targeted Violence*; Meloy, *Violence Risk and Threat Assessment, Specialized Training Services Publication*; De Becker, *The Gift of Fear*; Johnson, *Assessment of Violent and Potentially Violent Youth In the Schools*; Calhoun, *Hunters and Howlers*; Vossekui, Pollack, Bourne, Modzekska, Reddy, and Fein, *Threat Assessment in Schools, A Guide to Managing Threatening Situations and to Creating Safe School Climates*.

All above reference material can be linked from [studentthreatassessment.org](http://studentthreatassessment.org).

# Student Interview

## Level One Protocol

This interview is only to be conducted by an administrator, SRO, or school counselor as a supplement to the Level One Screening Protocol. Address the following questions through an interview or open-ended inquiry with the student or students of concern (who is/are in a situation that poses a threat).

Do NOT ask the student to read and complete the questions by themselves.

Although the student can provide crucial information regarding a situation, do not delay the Level One Assessment if the student is not available or is unwilling.

Student's Name:

Interviewer's Name:

Address the student and describe the perceived threat, dangerous situation, or violent action that has brought this situation to your attention.

### **Ask the following questions through conversation or direct inquiry:**

1. Do you know why I'm speaking with you? It has been reported that you are or have done \_\_\_\_\_. How do you explain what is being reported by others?
2. Why did you do that?
3. Whom are you upset or angry with?
4. Who else is involved? How are they involved?
5. Why do you think people are concerned?

6. Do you have a plan to hurt anyone, including yourself? Have you practiced or pretended to hurt others or yourself? If so, how?
  
7. Do you have weapons, or are you trying to get weapons (including knives, swords, bats, explosives, etc.)?
  
8. Are there people or things that are stressing you or harming you (bullying, harassment, gang issues, school work, threats to you)?
  
9. Do you use any social media (Facebook, Twitter, Snapchat, Instagram, etc.)? Have you ever posted anything that others would be concerned about? Would you be willing to let me see your account activity?  
*[Remember, school employees can only access student social media if your district has satisfied the requirements of Education Code § 49073.6]*
  
10. How is school? Do you have anyone you trust (education staff, relative, adult within the community), and can you talk with them about this situation?
  
11. What are some good things going on in your life? Are you involved in sports, clubs, recreational activities, art, music, church, scouts, etc.?
  
12. Who are your friends? Are they helpful and positive or are they encouraging you to be aggressive?
  
13. Who has control of this situation?

14. Is there anything else I should know?

15. What can we do to help you?

What is the interviewer's relationship with the student?	Difficult	Neutral	Positive
In your opinion, was the student that appeared open and honest?	guarded or	defensive or	communicative in a manner

# Student-Witness Interview

## Level One Protocol

This interview is only to be conducted by an administrator, SRO, or school counselor as a supplement to the Level One Screening Protocol. Address the following questions through an interview or open-ended inquiry with the student or students of concern (who is/are in a situation that poses a threat).

Do NOT ask the student to read and complete the questions by themselves.

Although the student can provide crucial information regarding a situation, do not delay the Level 1 Assessment if the student is not available or is unwilling.

The following is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the results of this interview while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of violence.

Student's Name:

Date:

Interviewer's Name:

Address the student and describe the perceived threat, dangerous situation, or violent action that has brought this situation to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

### **Ask the following questions through conversation or direct inquiry:**

1. It has been reported that you witnessed a threat. Tell me what happened.
2. When did this happen? Who is/are involved in the threat/situation? How are they involved?
3. What exactly was said (written, posted, drawn, filmed, or otherwise communicated)?
4. Who was threatened? Whom do they want to harm?

5. What reasons, if any, were given for the threatened behavior?
  
6. Is there a plan to hurt anyone?
  
7. Do any of the students who are involved with the threat have weapons or have access to weapons (including knives, swords, bats, explosives, etc.)?
  
8. Have any of the students involved done anything that would make you think they are practicing or preparing to follow through on the threat and harm someone
  
9. Who is in control of the situation? Is there a leader?
  
10. What do you think of this situation?
  
11. Is there anything else we should know about this situation?
  
12. What can we do to help?

What is the interviewer's relationship with the student?      Difficult      Neutral      Positive

In your opinion, was the student      guarded or      defensive or      communicative in a manner  
that appeared open and honest?

# Parent/Guardian Interview

## Level One Protocol

This interview is only to be conducted by a school counselor or administrator as a supplement to the Level One Screening Protocol (by phone or in person) if a parent/guardian does not attend the Level One Screening. Address the following questions through an interview or conversation with open-ended inquiry. Do NOT ask the parent/guardian to read and complete the questions by themselves.

Although a parent/guardian can provide crucial information regarding a situation, do not delay the Level One Screening if the parent is not available, is unwilling, or if the Site Team determines that the parent should not be included at this time.

Student's Name:

Date:

Parent/Guardian's Name:

Interviewer's Name:

Contact parent / guardian and describe threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff..

### **Ask the following questions through conversation or direct inquiry:**

1. Does the parent/guardian (or other family/community member) have concerns about behavior, potential violence, or issues specific to the incident?
2. Has the student communicated any threats, ideas of violence, or wishes/intentions to harm anyone (at school, at home, in the community, or himself/herself)?
3. Are there any fascinations, identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, or internet usage)? Does the student justify the use of violence to solve problems?
4. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend/boyfriend, justice, bullying, revenge, etc.)?

5. Are there certain situations that agitate the student or his/her inclination to violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased stress? Have there been any relationship changes (peers, family) or belief changes?
  
6. What is the student's self-perception? (Leader, follower, victim, outcast, etc.)
  
7. Are there drug/alcohol issues with the student, family, or friends?
  
8. Is the student involved with the Juvenile Probation Department, Police, Children & Family Services (CPS), Mental Health, or other agencies? Who are the contact people with these agencies?
  
9. What are student's positive activities, interests, relationships (scouting, church, sports, clubs, recreation, pets, family, friends, community)?
  
10. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? Has the student attempted or communicated a desire to obtain a firearm or weapon? If needed, is the parent able to search the student's room or possessions?
  
11. Does the student have access to a smartphone (active or inactive)? To your knowledge, does the student use social media (e.g., Facebook, Snapchat, Instagram, Twitter, Kik, etc.)? What method do you use to monitor the student's social media use? Have you ever been concerned by a post, link, or comment?
  
12. Are there any other concerns not addressed by these interview questions?
  
13. What is the interviewer's relationship with the student?      Difficult      Neutral      Positive

# Teacher/Staff Interview

## Level One Protocol

Contact teacher/staff and describe threat, dangerous situation, or aggressive action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess any situation that may be dangerous for the student, other students, and/or staff. Request that teacher/staff complete this questionnaire as thoroughly as possible and maintain confidentiality by not discussing the situation except with school administrators and members of the Level One Team.

This questionnaire is only to be completed as a supplement to the Level One Assessment Protocol if a teacher or staff does not attend the Level One Assessment. The Level One process is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the results of this questionnaire while being mindful of supervision, intervention, and the passage of time. Each question is a prompt for exploration of circumstances that may involve the escalation of aggression.

Student's Name:

Date:

Teacher/Staff Name:

### Directions to Teacher/Staff:

Please address the following questions regarding the student noted above and return to administration:

1. Do you have concerns about disruptive behavior or potential aggression?
2. Has the student communicated any threats, ideas of aggression, or wishes/intentions to harm anyone, animal, or object (at school, at home, in the community, or himself/herself)?
3. Does the student discuss or reference the availability of or the desire to obtain firearms or other weapons?
4. Does the student discuss or reference interests, fascinations, or identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, and internet usage)? Does the student justify the use of aggression to solve problems?

5. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend/boyfriend, justice, bullying, revenge, grades, etc.)?
  
6. Are there certain situations that agitate the student or his/her inclination to aggressive activity, ideas, or communication? Has the student experienced any relationship changes (peers, family) or belief changes?
  
7. What is the student's self-perception? (Leader, follower, victim, outcast, etc.)
  
8. Are there indications of drug/alcohol issues with the student or family?
  
9. What are student's positive activities, interests, and relationships (clubs, church, sports, recreation, hobbies, pets, family, friends, community)?
  
10. Do you have a      Difficult      Neutral      Positive relationship with this student? Is the student approachable and open?
11. Do you have concerns or information not addressed by this assessment?

# Notification Letter

## Level One Protocol

Use this letter as written communication to legal guardians of threatened or victimized students. Sending both via email and regular mail is recommended.

*[Date]*

*[Parent/Guardian Address]*

Dear Parent/Guardian:

This letter is a follow-up to our phone conversation of *[date of phone call]*. To further ensure the safety of all our students, the district provides written notification to the parent of a student who may be at risk for potential harm.

This matter has been referred to the *[police agency]*. The contact officer will be the School Resource Officer *[name of officer]* who may be reached at *[phone number]* for information regarding the law enforcement investigation.

The validity of this threat will be investigated by a multi-disciplinary team, which will include law enforcement, school administration, and a school counselor, as well as other disciplines and community agencies as needed. This team is currently assessing risk and implementing safety measures for your student. If you have any further questions, I am the contact person for this team and you may call me at the above number.

Sincerely,

*[Signature]*

*[Administrator Name]*

# Notification Log

## Level One Protocol

Use this log as documentation for notification to legal guardians of threatened or victimized students.

An interpreter was used for non-English communications

Attached copy of District Incident Report

School:

Student's Name:

Date:

Date/Time of Incident:

Name of Administrator Completing Form:

Parent/Guardian Name:

Home #:

Work #:

Parent/Guardian Name:

Home #:

Work #:

#1 Emergency Name\*:

Home #:

Work #:

#2 Emergency Name\*:

Home #:

Work #:

*\*No information regarding the incident should be given to the emergency contact person—only parent/guardian*

### Document Contacts or Attempts to Contact in Log Below:

Name	Number Used	Attempted Date and Time	Message Left

# Notification Checklist

Identified myself as the contact person regarding the school's investigation of this incident and provided the name of the School Resource Officer for the Law Enforcement portion of the investigation (provided officer's contact information).

Described incident to parent/guardian. Parent/guardian comments below.  
*(Attach additional sheet if necessary.)*

Informed the parent/guardian that San Mateo County Student Threat Assessment Team personnel, law enforcement, and other agencies as necessary are investigating the validity of this threat.

Described to parent/guardian any immediate safety measures that have been taken - parent/guardian's comments (attach additional comment sheet if necessary):

Notified parent/guardian that a follow-up letter to this conversation will be arriving within a couple of days.

Notified parent/guardian of meeting scheduled on \_\_\_\_\_ to develop a Plan to Protect their student from harm.

# Plan to Protect Targeted or Victimized Student

## Level One Protocol

Student's Name:

DOB:

Today's Date:

Student #:

School:

Date of Incident:

### INCIDENT

The following is a plan to protect \_\_\_\_\_ from harm.

*Attach copy to Level 1 and place in student's Confidential Folder.*

### SAFETY CONCERNS

The safety issues of concern are:

### SUPPORT PLAN

After meeting with:	Administration	Counselor	School Resource Officer*
	Parent/Guardian*	Security*	Special Education*
	Student Threat Assessment*	Other:	

the following will be implemented:

Law Enforcement has been notified

The parent/guardian of the above student was notified of this incident on \_\_\_\_\_ and a follow-up letter was sent to parent/guardian on \_\_\_\_\_.

\*Further assessment will be pursued through the Student Threat Assessment Team. The student will aid in his/her own protection by:

The student will receive the following support from the school:

The student will receive the following support from the community:

The student will receive the following support from home:

The student will receive the following support from law enforcement:

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_____ ADMINISTRATOR, PLAN SUPERVISOR	DATE	_____ COUNSELOR	DATE
_____ SCHOOL RESOURCE OFFICER	DATE	_____ PARENT/GUARDIAN	DATE
_____ STUDENT			