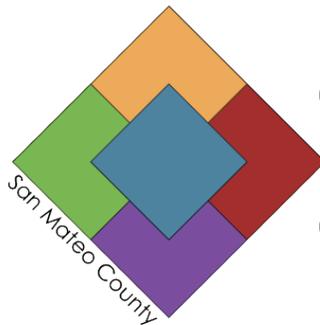


San Mateo County Student Threat Assessment Team

Level One Protocol



**Coalition for
Safe Schools &
Communities**



**SAN MATEO
COUNTY
OFFICE OF
EDUCATION**

July 2017

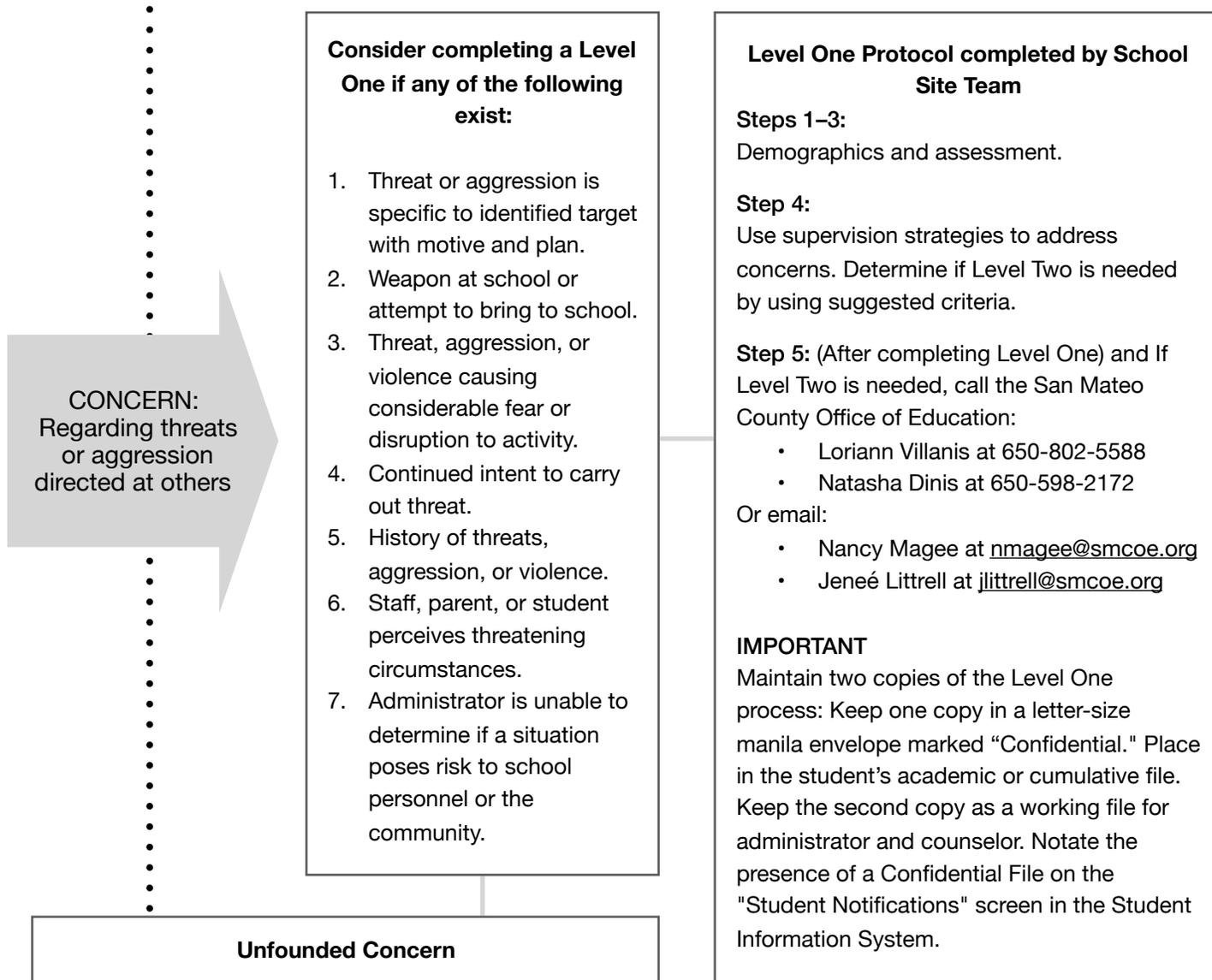
San Mateo County Student Threat Assessment Team

Level One Protocol

This system is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually, or who are setting fires, unless they are doing so as an act of aggression intending severe or lethal injury to others.

Consult the flow chart below in determining the course of investigation. If a Level One Threat Assessment is indicated, proceed with the attached protocol.≠

If conditions pose **IMMINENT DANGER** to others, call law enforcement and the district office. Follow the Big Five immediate response guidelines as appropriate.



**THIS PROTOCOL IS ONLY FOR USE BY STAFF WHO
HAVE BEEN TRAINED ON THE LEVEL ONE ASSESSMENT PROCESS**

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. Furthermore, as circumstances change, so too does risk potential; therefore, if the team reviews this survey at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

Complete the following survey through investigation conducted by the school Level One Site Team This multidisciplinary team consisting of an administrator, a school counselor, and a School Resource Officer. The administrator, as case manager, should lead the discussion using the step-by-step instructions and accompanying questions as a guide. 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.

If consultation is needed regarding this process, please call Loriann Villanis (650-802-5588) or Natasha Dinis (650-598-2172) at the San Mateo County Office of Education, or email Nancy Magee (nmagee@smcoe.org) and Jeneé Littrell (jlittrell@smcoe.org).

STEP 1: 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.)
-

STEP 2: COMPLETE THE FOLLOWING INFORMATION

- The parent/guardian has been notified that assessment is being conducted.
- The parent/guardian **has not** been notified of meeting because _____
- Parent Interview has been completed if parent cannot attend.
- Copy of District Incident Report is attached.

School: _____ School Phone #: _____ Today's Date: _____

Administrator/Case Manager: _____ Date of Incident: _____

Student Name: _____ Student #: _____ DOB: _____ Age: _____ Grade: _____

STEP 3: ASSESSMENT: DISCUSS, INVESTIGATE, AND DOCUMENT

Prior to completing this protocol, consider reviewing the sources of information listed below. Each question in the protocol is a prompt for the investigation of circumstances that may indicate the escalation of aggression by one or more students. The question is noted in bold followed by a short clarifying explanation. Review the questions as a guide to investigate situational factors or concerns that suggest an increase in the risk of acted out aggression.

Information was gathered from the following sources:

- Cumulative file review, including confidential folder
- Review of discipline records
- Academic-related communications, such as journaling, artwork, etc.
- Student/family criminal history
- Student interview
- Student witness interview
- Parent interview (if not in attendance)
- Teacher questionnaire (if not in attendance)
- Search of belongings
- Search of social media activity
- Other: _____

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.)



Describe details of threat or dangerous situation and/or acted-out behavior:

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

No Yes, describe:

3. **Are there indications of a plan, feasible process, or clear intention to harm others?** Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted attack (called "attack-related behavior"). Many threats are not stated directly but are indicated by vague references combined with behavior. Attack-related behavior may be, but is not limited to, the following:

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual or group. A plan has a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon.
- Rehearsal (practice and simulation) of the event or similar event. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. 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. However, participating in these activities does not lead students to act out violently. Their use is only considered attack-related behavior when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence as a solution.

No Yes, describe:

4. **Are there indications of suicidal ideation?** Is there a history of suicidal ideas, attempts, gestures, references, and/or intent? The wish to die, be killed, or commit suicide combined with a threat to harm others increases risk, especially if the self-destructive behavior is the last part of a plan to harm others and carry out revenge or justice.

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? If the situation is absent an ongoing target, it is likely the individual involved feels under immediate threat, is in an escalated emotional state, and uses threats as a means of self-protection or defending interests and wants.

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. How confident are you in your information?:

7. **Are there indications of a focused or 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?** What may be inappropriate to some may still be within the normal range, given the individual's age, developmental level, or cultural background. Is the interest a curiosity or fascination, or does it reflect an admiration for anti-social characters as role-models and examples of how to justify violence as problem solving.

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. If the situation is absent motive, then it may be a situation revolving around reactive aggression. Such triggers are usually not motives, but should be identified. When triggered, reactive aggression may agitate the situation rapidly.

No Yes, describe:

9. **Are there indications of hopelessness, overwhelming, or desperate situations (real or perceived)?** As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage desperate solutions and last-ditch efforts to take control. 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 what has been 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? If someone is making fairly exaggerated or complex threats but is unable to organize and execute them due to supervision, cognitive ability, or overall functioning, then feasibility drops.

No Yes, describe:

11. **Are beliefs or ideas irrational, or a feature of a mental health disorder (paranoid, obsessive, a feature of a disability), or are values, beliefs or ideas socially maladjusted (sees aggression as an acceptable and justifiable method of problem solving)?** Are beliefs or ideas a feature of a mental health disorder? 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. Typically, threats that are made and are features of disabilities are less concerning than those that are made or implied with thoughtful and sober consideration that follows a process of reason and justification. However, if the threat is accompanied by attack-related behavior and targeting, the risk increases just as it would with threats that are not features of mental health issues.

No Yes, describe:

12. **Are actions and behaviors consistent with communications (review questions 1–11)?** 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:

STOP AND REVIEW THE PREVIOUS QUESTIONS AND YOUR RESPONSES

- ◆ Do the responses identify a threat of aggression (actions, circumstances, communication) with a specific motive focused on a specific target (individual or group) with an indication of attack-related behavior? No Yes

If yes, the risk of targeted aggression is indicated. Please proceed with the assessment by moving to item number 13.

- ◆ Do the responses indicate that this is a reactive threat? If so, do the responses identify either of the following:
 - 1) Aggressive talk or behavior that is highly emotional, unplanned, and a reaction to a perceived insult, affront, or threat or a means of defending personal interest or self? No Yes
 - 2) Aggressive behavior and/or aggressive talk that is used to intimidate, bully, manipulate or impress others? No Yes



If yes to either question, the threat is likely a reactive or an affective gesture. If the potential outcome of aggression is severe or lethal injury, proceed with the assessment by moving to item number 13. If the potential outcome of the aggression is mild to moderate injury, you may stop the assessment at this point and move to Step 4, using the answers from questions 1–12 to identify situation(s), setting(s), and trigger(s) that increase the likelihood of the behavior and then develop strategies that will decrease that behavior.

- ◆ Do the responses indicate that the situation does not pose a threat? No Yes

If yes, you may stop the assessment at this point and move to Step 4, noting the absence of the threat under School Options: Other. Then continue to monitor the situation for behavior, ideas, or circumstances that may indicate the presence of risk.

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. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

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. If a student (or group of students) lacks connection to pro-social adults and are also marginalized within the student population, then intervention and connection is strongly indicated!

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. Risk increases if a situation lacks positive social connection, accountability, and inhibitors but is filled with anti-social thinking about entitlement, revenge, and the use of violence as an acceptable means of solving problems.

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? Risk increases considerably when coping strategies are limited.

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:

The Level One protocol is not a quantifiable questionnaire or fixed checklist. It is intended as a set of pertinent questions that encourage discussion and examination of concerns and potential risk. 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:

Consider the following through team discussion:

1. Review all previous questions and highlight/identify responses that indicate concern or risk.
2. Identify your impressions and sense of urgency.
3. Is the potential aggression likely to cause severe or lethal injury?
4. Do the responses identify threats (actions, specific circumstances, and/or communications) that are focused on a specific target (individual or group) for a specific reason or motive and involve planning and preparation with the capacity to carry out the event? If so, the risk of targeted aggression is clearly indicated and must be addressed immediately.
5. Is there indication an attack has been scheduled or an identified date when an attack may happen?

Take immediate precautionary steps to protect potential victims and ensure supervision for the student(s) of concern if:

1. Targeted aggression is indicated.
2. Potential victims are identified.
3. The potential outcome of the aggression may cause severe or lethal injury.

Precautionary steps may include but are not limited to:

1. If risk is imminent or anyone is in immediate danger, call law enforcement (911).
2. Contact district office for consultation and support.
3. Contact SMC STAT (Level Two) for further assessment, consultation, and support.
4. Notify the guardians of the potential target(s) of concerns and the actions being initiated. Document all communication using the Notification Log and Notification Letter. Outline and document a safety plan for the targeted student(s). Use the Plan to Protect Victimized of Targeted Student form.
5. Consider all options available to inhibit or decrease the chances of violence. Proceed to Step 4 for a partial list of options that are available. Options may also include restricting access to target(s) or campus; however, it is important to remember that removing student(s) who pose a threat does not necessarily decrease that threat if they are not supervised when away from campus. Therefore, since the use of suspension or expulsion may actually increase risk, the resulting elevated risk should be factored into the assessment.

STEP 4: DEVELOP A SUPERVISION PLAN TO ADDRESS CONCERNS (including aggravating factors) IDENTIFIED THROUGH STEP 3

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 options:

- Individual Accountability Plan
- Suicide Assessment initiated on _____ (Use San Mateo County Schools Suicide Prevention Protocol) (date)
- Student will self-manage (using personal tracking system, journaling, check and connect with staff, etc.).
- Describe: _____
- Other: _____

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.)

- 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 guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If 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 guardian's response.
- Review educational plan
- Review transportation options
- Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack
- Specialized class
- Travel card and time accountability
- Social skill building programs
- Increase supervision in following settings: _____
- Modifications of daily schedule Late arrival/early dismissal

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
- 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.
- Other: _____
- Referral to appropriate school team to consider alternative placement
- Home supervision pending further assessment
- 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.)**

Family/home options:

- 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.commonssensemedia.org for information on appropriate youth media
- Other: _____

Community options:

- Referral to Youth Services Team
- 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/interests

Other: _____

Other options:

Review:

Administrator will review the status of this plan (recommend weekly or bi-weekly and decrease as supervision/intervention decreases risk) and revise as needed on: _____
[date]

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.

Is the Level One team requesting a Level Two Threat Assessment at this time?

No Yes

If yes, see Step 5 for Level Two Threat Assessment referral process.

- NOTE -

While awaiting the Level Two assessment, use the student supervision plan (Step 4) to manage the situation and document interim steps taken by Site Team.

STEP 5: TO REQUEST A LEVEL TWO ASSESSMENT

To begin process, immediately contact the San Mateo County Office of Education:

- Loriann Villanis at 650-802-5588
- Natasha Dinis at 650-598-2172

Or email Nancy Magee at nmagee@smcoe.org and Jeneé Littrell at jlittrell@smcoe.org

If a Level Two Assessment is not requested, move ahead to Step 6 to complete the protocol.

Information Needed for Dispatching a Level Two

1. Is student adjudicated? Yes No
If yes, name of probation officer: _____ and phone #: _____
2. Is student a ward of the court or under other supervision? Yes No
If yes, name of caseworker: _____ and phone #: _____
3. Are other agencies or individuals involved with the student (therapists, doctors, etc.) that should be included with the parent's permission? Yes No
If yes, is there signed consent for exchange of information? Yes No
If yes, please list agencies and individuals:

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____
4. Is there a special ed or 504 plan, disability codes, and current placement? Yes No
If yes, provide details: _____
5. Is the student in self-contained classroom? Yes No
6. Was guardian present at Level One assessment? Yes No
7. If yes, what is their contact information? Home phone: _____ Cell phone: _____
8. Other information needed for Level Two assessment:

STEP 6: 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, Modzekski, 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 <http://www.studentthreatassessment.org>

Recommendations for Case Managers (Administrators)

- Familiarize yourself with the Level One information gained.
- 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.
- Contact your district threat assessment consultant with any concerns or significant updates.

REVIEW NOTES

Review Date:

Notes:

Student Interview

Level One Protocol

Step 1: Directions for case manager

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.

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.

Administrator/Case Manager'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. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

Step 2: 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 _____? When did you _____?
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?

Step 3:

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?

Student-Witness Interview

Level One Protocol

Step 1: Directions for case manager

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: _____

Administrator/Case Manager'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. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

Step 2: 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?

Step 3:

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

Step 1: Directions for case manager

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.

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: _____

Administrator/Case Manager's Name: _____

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.

Step 2: Ask the following questions through conversation or direct inquiry

The numbers in parentheses at the end of each question refer to the corresponding Level One Protocol questions that are to be addressed in accordance with the information collected in this questionnaire.

1. Does the parent/guardian (or other family/community member) have concerns about behavior, potential violence, or issues specific to the incident? (1, 2, 13, 18, 19)

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)? (2, 3, 4, 5)

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? (7, 8, 11)

4. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend/boyfriend, justice, bullying, revenge, etc.)? (7, 8, 10, 11, 15)

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? (7, 8, 9, 15, 17)

6. What is the student's self-perception? (Leader, follower, victim, outcast, etc.) (9, 11, 17)

7. Are there drug/alcohol issues with the student, family, or friends? (17)

8. Is the student involved with the Juvenile Department, Police, Children & Family Services (CPS), Mental Health, or other agencies? Who are the contact people with these agencies? (20)

9. What are student's positive activities, interests, relationships (scouting, church, sports, clubs, recreation, pets, family, friends, community)? (16)

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? (6)

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? (19, 20)

13. What is the parent's relationship with the student? Difficult Neutral Positive (16)

Teacher/Staff Interview

Level One Protocol

Step 1: Directions for case manager (administrator)

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. **The numbers in parentheses at the end of each question refer to the corresponding Level One Protocol questions that are to be addressed in accordance with the information collected in this questionnaire.**

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: _____

Administrator/Case Manager's Name: _____

Teacher/Staff Name: _____

Step 2: 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? (1, 2, 13, 18, 19)
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)? (2, 3, 4, 5)
3. Does the student discuss or reference the availability of or the desire to obtain firearms or other weapons? (6)

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? (7, 8, 11)
5. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend/boyfriend, justice, bullying, revenge, grades, etc.)? (7, 8, 10, 11, 15)
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? (8, 9, 15)
7. What is the student's self-perception? (Leader, follower, victim, outcast, etc.) (9, 11, 17)
8. Are there indications of drug/alcohol issues with the student or family? (17)
9. What are student's positive activities, interests, and relationships (clubs, church, sports, recreation, hobbies, pets, family, friends, community)? (16)
10. Do you have a difficult, neutral, or positive relationship with this student? Is the student approachable and open? (16)
11. Do you have concerns or information not addressed by this assessment? (16, 20)

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 whom 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.
date

