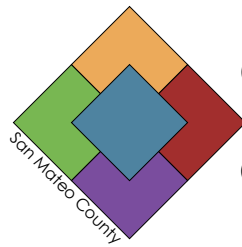




San Mateo County

Student Threat Assessment Team

**Level One Protocol
2022-2023**



**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) and Mary McGrath (mmcgrath@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)

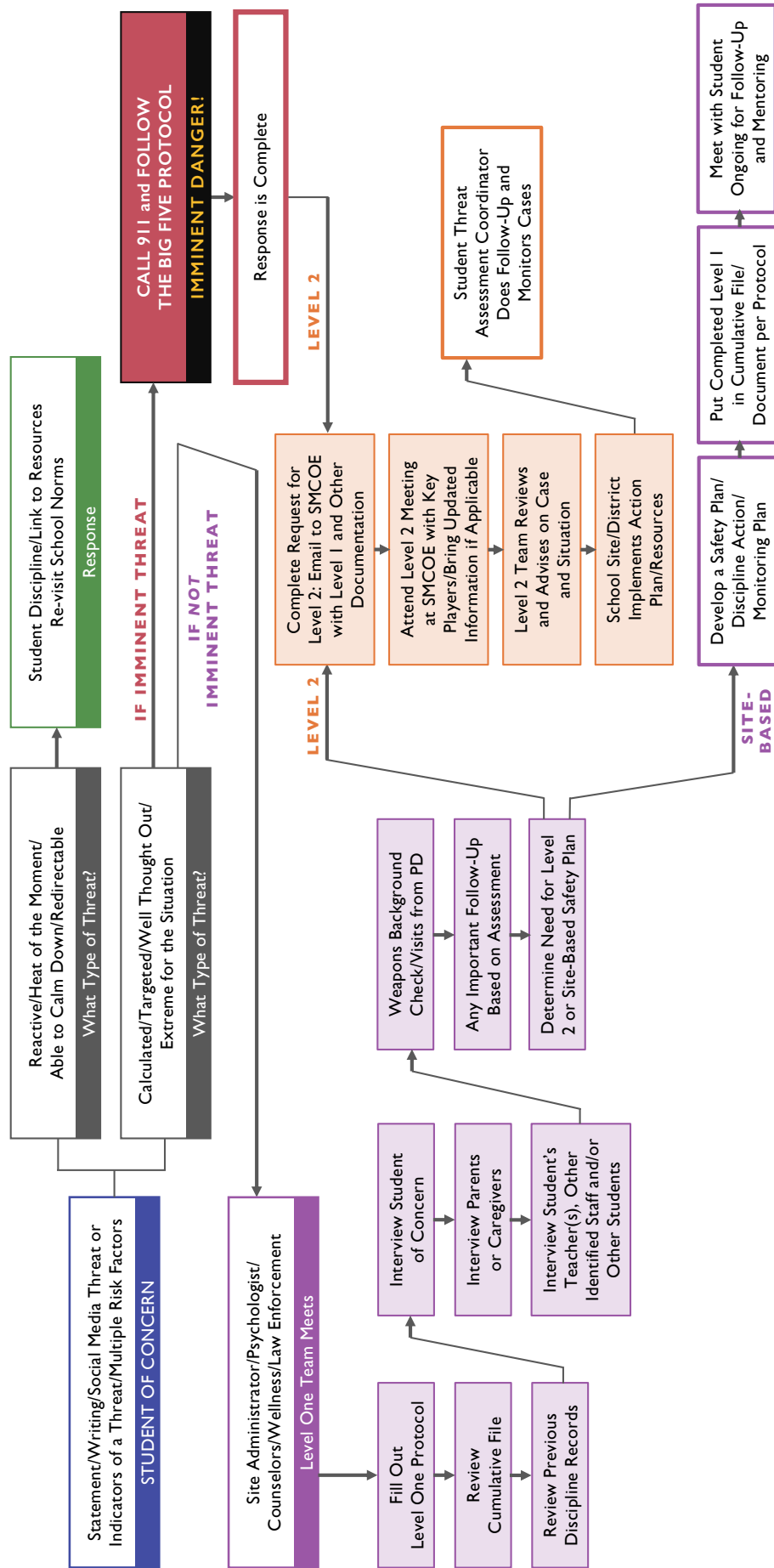
Many cases can be managed through a Level One Assessment with appropriate interventions. The assessment usually takes 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level Two Assessment.

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: English Learner Classification of Student:

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 #:

Is the student experiencing: Foster Care Yes No Homelessness Yes No

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):

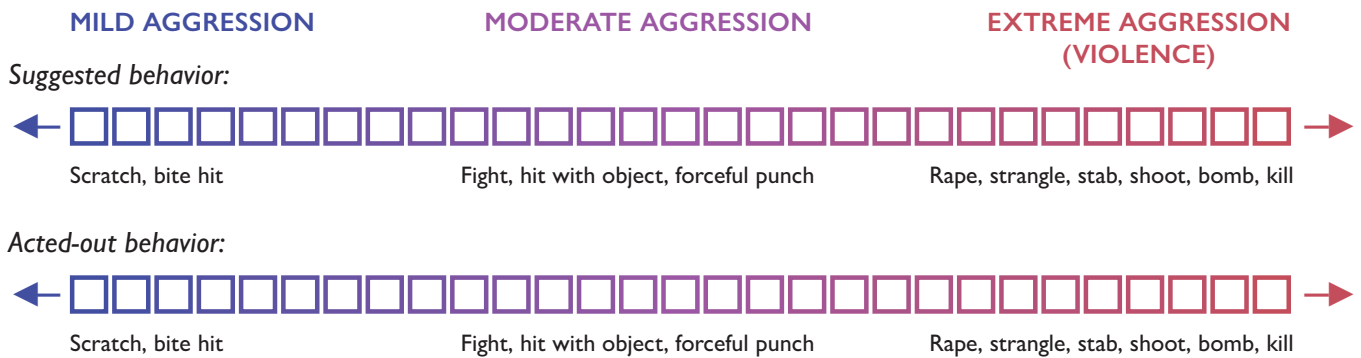
Has this student ever been referred to a Level 2 Threat Assessment, to your knowledge? Yes No

Has the student been referred to: SARB CSEC MDT

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 (law enforcement to run weapons check/calls for services at primary and secondary residencies)
- 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.)



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? Has someone from the school site completed a Suicide Risk Assessment using the Suicide Prevention Protocol for Schools? Describe the outcome and upload the DORA here.

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? Is the student currently in, or have they been in a relationship (romantic, friendship, working, peer group) with the intended target?

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 (law enforcement should run a weapons check at those addresses)? 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 by completing the student and parent/guardian interview form.*

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 attempt to 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. **Is there any indication 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 and include a history of assessment and services:

Equity Pause

At this point in the assessment, consider assessing for the need to evaluate for special education or increased special education services, linking to mental health services or holding a team meeting with current providers. Continue with the assessment, possibly inviting members of the current support team or special education department to provide insight and inclusive and equitable practices when safety planning.

- 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?** Consider interviewing the adult to gain insight about the student. 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. Have members of this group been interviewed based on the situation/incident?

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? Indications that the student might be a victim of trafficking, abuse, or recruitment into domestic violent extremism or gang affiliation?

No Yes, describe:

19. Describe the student's ability to use coping skills, resiliency-based skills:

20. Does the student have language capacity to advocate for their needs, express their thoughts clearly? Developmental ability to comprehend the implications of their behavior?

No Yes, describe:

21. 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.

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.

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 or 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

[CLICK HERE TO COMPLETE THE REQUEST FORM FOR A LEVEL TWO ASSESSMENT WITH THE SAN MATEO COUNTY OFFICE OF EDUCATION](#)

Request for Level Two Student Threat Assessment Meeting San Mateo County Office of Education

Name of person requesting a Level Two:

List of names and emails of school/district/partner agency staff to attend the Level Two meeting:

Is the student of concern currently being detained somewhere? No Yes, Please explain

Juvenile Hall

Inpatient Psychiatric Facility

Otherwise detained, explain:

Currently Suspended: No Yes

Date student is supposed to return to campus:

If student is currently suspended and not detained, is there concern that the student may appear on campus and cause harm prior to their return to campus date?

Other concerns regarding urgency:

San Mateo County Office of Education will reach out to you and the team members listed above with the next available date and time for the Level Two Student Threat Assessment Meeting. If you have questions or concerns please feel to contact Molly Henricks, mhenricks@smcoe.org or Mary McGrath, mmcgrath@smcoe.org

Supervision & Support Plan for Student of Concern

- The Supervision and Support Plan for the Student of Concern is designed to assist a school site in identifying strategies and resources that will support the student in being successful in the educational setting, at home and in the community.
- Discipline consequences should be kept separate from the supervision and support plan.
- This plan should be viewed as a supportive and caring measure and not a punitive one.
- Input from the student of concern and their family will help increase the effectiveness of the strategies identified.
- This plan is a great place to problem solve around the barriers that are preventing student safety, success and school connectedness.

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:

- 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.)
- Suicide Assessment initiated on: (Use San Mateo County Schools Suicide Prevention Protocol)
- Review and pursue crisis and/or mental health services: Care Solace for help linking student and family to services
- Request parent/guardian consent for an authorization form to allow communication between school and medical/mental health provider.
- 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 for information on appropriate youth media.

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 Child Protective Services regarding a potential neglectful situation. Document the date, time, and parent/guardian's response.

Engage student and family in other resources and support when not at school:

- Anger management program/mediation program alcohol/drug
- Evaluation
- Parenting program
- Mentoring program
- Faith community youth program
- Foster positive community activities/interest (sports, tutoring, 4-H club, After School supports, Music, Theatre, Dance Classes)

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 Individual Accountability Plan (Check in/Check out)
- Intermittent/random check of backpack, locker, pocket, purse, etc. by:
 - Administrator CDS/Counselor School Resource Officer Office staff
 - Other:
- Notify Probation/Parole Officer
- 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.
- Referral to appropriate Special Education Team to consider psychoeducational evaluation/special education assessment or behavior team referral. (NOTE: Must be done through Special Education Team Process.)
Referral to appropriate school team to consider alternative placement.
- Increased supervision in the following settings:

Other intervention or supervision strategies that directly address triggers and agitators:

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

School Counselor or Behavior Specialist intervention, including:

Ongoing Administrator tasks:

- 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, include the Level 1 Student Threat Assessment form and collateral information in a sealed envelope that is transferred with the student of concerns' educational record (cumulative folder) to the next school.

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 studentthreatassessment.org.

Team Signatures:

_____	<input type="text"/>	_____	<input type="text"/>
ADMINISTRATOR, PLAN SUPERVISOR	DATE	COUNSELOR	DATE
_____	<input type="text"/>	_____	<input type="text"/>
SCHOOL RESOURCE OFFICER	DATE	OTHER	DATE
_____	<input type="text"/>	_____	<input type="text"/>
OTHER	DATE	OTHER	DATE

Notes:

Student Interview

Level One Protocol

Please complete the student interview and parent/guardian interview, so that you have the student's and Family's perspective on what happened prior to the Level 1 questions. If the student is not available please indicate why:

- Student is incarcerated:
- Student is in a Psychiatric Inpatient Facility:
- Student is otherwise detained:

This interview is only to be conducted by an administrator, SRO, or school counselor/mental health or wellness counselor (if possible, utilize the staff person that is closest to the student to complete the interview to help elicit authentic answers through a more collaborative and less punitive conversation with the student).

It is best to hold the student interview prior to answering the Level One threat assessment questions.

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.

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.

Equity Pause

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

- If you feel you may not have the best rapport with the student, or you find yourself triggered by the actions and behaviors of the student of concern, please consider having someone else perform the interview with the student to make sure that it is conducted in a trauma-informed way.
- If you have the artwork or creative writing that school staff find concerning due to perceived content prior to starting the Student Threat Assessment process, asking the student to tell you about the artwork/writing can help determine if there is even a need for a Threat Assessment. Many students write and draw images that they have seen in popular culture media, which has no indications of causing harm to others. Always ask about the images and writing first, if there are concerns of threats or targeted violence after, consider preceding with the assessment.
- If language capacity is a factor, please make sure you provide the interview in their preferred language.

Ask the following questions through conversation or direct inquiry:

1. Do you know why I'm speaking with you? It has been reported that (let the student know what has been reported). What are your thoughts on what is being reported by others?

2. (If student owns the behavior or threat and states they did engage in it) Do you know why you did that? Can you explain, so I can understand better? (If student states they did not engage in that behavior or threat) Why do you think other people are reporting that you (explain), (if you have social media/written evidence that states a threat) can you tell me what these images/writings mean then?

3. How do you get along with your peers at school, what about the adults on campus? Is there anyone in particular that you are upset or angry with?

4. Do you know if others feel this way? How do you know? Was anyone else involved in the (perceived/ actual) threat or behavior?

5. We are here because people are concerned about what happened. Why do you think they are concerned?

6. Do you have a plan to hurt anyone, including yourself? What does that plan look like? Have you practiced or pretended to hurt others or yourself? If so, how?

7. Are you currently in possession of any weapons? Do you have access to weapons, or are you trying to get access weapons (including knives, swords, bats, explosives, etc.)?

8. Are there certain people or things that cause you stress? How do you deal with them? For instance, being bullied, harassed, school work, threats to you or gang issues? Any other type of stress you are experiencing?

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. What is school like for you? Is there an adult on campus that you trust and feel you can talk to about this situation? What about at home or in the community? (education staff, relative, adult within the community)

11. Do you currently have positive things or good things happening in your life? What are some good things? Are you involved in sports, clubs, recreational activities, art, music, church, scouts, etc.? Do you enjoy those activities? Would you be interested in joining any of those activities?

12. Who are your friends? How do you feel supported by them? What do they do to make you know they care about you?

13. Do you feel like you have the ability to change this current situation? How so?

14. Is there anything else about this situation or about school you want to let me know?

15. What can we at school do to help you? What type of supports would you like?

Student-Witness Interview

Level One Protocol

Please complete the student-witness interview right after the student interview and parent/guardian interview so that you have greater perspective on what happened prior to answering the Level One questions. If a student-witness is not available please indicate why:

- There is no student witness in this case. Student-Witness is currently incarcerated
- The Student – Witness is currently in a Psychiatric Inpatient facility
- Student Witness is otherwise detained
- Student-witness declines to participate

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; 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.

Equity Pause

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

- If you feel you may not have the best rapport with the student, or you find yourself triggered by the actions and behaviors of the student of concern, please consider having someone else perform the interview with the student to make sure that it is conducted in a trauma-informed way.

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. Can you tell me what happened?

2. When did this happen? Who is/are involved in the threat/situation? If yes, do you know how they are involved?

3. What exactly was said (written, posted, drawn, filmed, or otherwise communicated)? Do you have any screen shots of the potential threat that you can share with us?

4. Do you know exactly who was threatened? Do you have an idea as to why they might have been threatened?

5. Do you know if there is a plan to hurt anyone? What is that potential plan?

6. Do you know if any of the students who are involved with the threat have weapons or access to weapons (including knives, swords, bats, explosives, etc.)?

7. 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?

8. Are there multiple people involved in this situation? Do you know if there is a clear leader/main student or adult that seems to be leading the group?

9. What do you think of this situation? Is this something that happens frequently at school? Is the potential threat, behavior, or concern we raised typical for this school site?

10. Is there anything else you think we should know about this situation?

11. What do you think would help this situation or the student(s) of concern?

Parent/Guardian Interview

Level One Protocol

Please complete the student and parent/guardian interview so that you have the student's and family's perspective on what happened prior to the Level One questions. If the student is not available, please indicate why:

- Student is incarcerated
- Student is in a Psychiatric Inpatient Facility
- Student is otherwise detained

Equity Pause

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

- If you feel you may not have the best rapport with the student, or you find yourself triggered by the actions and behaviors of the student of concern, please consider having someone else perform the interview with the student to make sure that it is conducted in a trauma-informed way.
- If language capacity is a factor, please make sure you provide the interview in their preferred language.

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). 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.

Student's Name: Date:

Parent/Guardian's Name:

Interviewer's Name:

Contact parent/guardian and describe the 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. Do you (or other family/community member) have concerns about behaviors, potential violence, or issues specific to the incident?

2. Has your student communicated any threats, ideas of violence, or wishes/intentions to harm anyone or themselves (at school, at home, in the community)?

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 your student become increasingly focused or agitated about a particular issue (such as local/global political problems, justice, social problems, girlfriend/boyfriend, bullying, revenge, etc.)? How has it changed their behaviors? Have there been any relationship changes (peers, family) or belief changes?

5. Are there certain situations that your student faces that seem to increase agitation, aggression, or anger? What are they? Have there been any changes at home that may have increased stress? What concerns do you have, if any, about these changes?

6. How do you think your student perceives themselves? (Leader, follower, victim, outcast, etc.) How do you perceive your student?

7. Are there concerns or previous issues with drug/alcohol issues with the student, family, or friends? Would you like help getting services for these concerns?

8. Is the student involved with the Juvenile Probation Department, Police, Children & Family Services (CPS), Mental Health, or other agencies? Could we obtain a Release of Information for these providers to better coordinate care and services for your student? Would you like assistance in accessing mental health services?

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, are you able to search the student's room or possessions? Would you be willing to safely store the firearms/weapons during this time?

11. 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?

Teacher/Staff Interview

Level One Protocol

- 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.
- Explain our obligation and responsibility to investigate and assess any situation that may be dangerous for the student, other staff, 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.

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/themselves)?

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/their 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 any other concerns not addressed in the above questions?

11. What is your relationship like with the student of concern?

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

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
SCHOOL RESOURCE OFFICER	DATE	PARENT/GUARDIAN	DATE

STUDENT