

FCPS Threat Assessment Documentation

Date:

Instructions: This form should be completed by the school administrator when conducting a threat assessment. This form should be maintained in the cumulative file of the student's scholastic record if the threat is determined to be substantive. If the threat is determined to be transient, the form may be maintained in the student's scholastic record at the discretion of the administrator. Record specific account(s) of the threat made from the student making the threat **and** from the recipient(s) of the threat and witness(s) as applicable.

Administrator completing form:

Position:

School:

Information on student making threat:

Name of student

Date of birth

Grade

Address

Home phone

Emergency contact

Relationship

Is there a history of violent behavior in school?

Yes No Unknown

Is there a history of violent behavior away from school?

Yes No Unknown

Is there a history of discipline referrals? Yes No Unknown

Other information:

Information about the threat:

Date threat occurred: ___/___/___ Date administrator learned of threat: ___/___/___

Where the threat was made:

Who reported the threat:

What was reported (quote as possible; use quotation marks to identify direct quotes)

Information on victim(s) or recipient(s) of threat:

Has the intended target/victim(s) been identified? Yes No

Name(s) & grade of victim(s):

Primary recipient(s) of the threat (check all that apply):

Student Teacher Parent Administrator Other

Number of victim/recipients of threat: one two three four five or more

Adapted from *Guidelines for Responding to Student Threats of Violence* by Dewey Cornell and Peter Sheras, (Sopris West, 2006)
* Prior to releasing these documents to parents/guardians, all identifying information relating to other students shall be redacted

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Date:

Student Name:

Administrator completing interview:

Student Interview Directions: Use these questions as a guide to interview the student making the threat. Other questions should be asked, if appropriate and relevant. This should not be completed by the student. Use quotation marks to indicate student's exact words when applicable.

1. Do you know why I wanted to talk with you? Tell me.

2. What happened today when you were [place of incident]? (record student's exact words as possible)

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

4. What did you mean when you said or did that?

5. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the student believes the person who was threatened was frightened or intimidated.)

6. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

7. What are you going to do now? Do you intend to carry out the threat?

8. Additional witnesses; Other relevant information:

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Date:

Witness Name:

Administrator completing interview:

Witness Interview Directions: Use these questions as a guide for individuals who have direct or indirect knowledge of the threat; complete this form for each individual interviewed. Other questions should be asked, if appropriate and relevant. This should not be completed by the student. Write the student's exact words as possible and use quotation marks to indicate student's exact words.

Is the witness the Recipient (target) of threat or Witness to threat, but not recipient

If the witness is the recipient are they a student or staff member

Has the recipient been threatened before by this individual Yes No

1. What exactly happened today when you were [place of incident]?

2. What exactly did [student who made the threat] say or do? (Write the witness's exact word.)

3. What do you think he or she meant when saying or doing that?

4. How do you feel about what he or she said or did? (Gauge whether the person who observed or received the threat feels frightened or intimidated.) Are you concerned that he or she might actually do it?

5. Why did he or she say or do that? (Find out whether witness knows of any prior conflict or history behind this threat.)

6. Additional witnesses; Other relevant information:

Fairfax County Public Schools Threat Assessment and Response Summary Sheet

This summary sheet is used to determine the level of threat and to guide the response to the threat.

Name of student: _____

Date of threat: _____

Team members: _____

To your knowledge did the student making the threat:

- | | | | |
|--|------------------------------|-----------------------------|----------------------------------|
| Have or seek accomplices: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Report the threat as a specific plan: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Write plan(s) or a list: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Repeat the threat over time: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Mention weapon in the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Use weapon in the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Have prior conflict with recipient: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Previously threaten the recipient: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Experience being bullied by the recipient of the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Follow or approach the recipient of the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Have the ability to develop and carry out the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |

Based on the interviews and the responses above, determine the type of threat (refer to *FCPS Threat Assessment Guidelines* as necessary). Check appropriate box and once identified, follow the prescribed response.

- Transient
 Serious Substantive
 Very serious Substantive

RESPOND TO TRANSIENT THREAT	RESPOND TO SERIOUS THREAT	RESPOND TO VERY SERIOUS THREAT
<ul style="list-style-type: none"> <input type="checkbox"/> Contact student's parents if necessary <input type="checkbox"/> Notify intended victim's parents if necessary <input type="checkbox"/> See that threat is resolved through explanation, apology or making amends <input type="checkbox"/> Consult with safety and security specialist/SRO if necessary <input type="checkbox"/> Refer for conflict mediation or counseling, to resolve problem if appropriate <input type="checkbox"/> Follow discipline procedures as per Regulation 2601 <input type="checkbox"/> Develop Behavior Intervention Plan/contract as appropriate <input type="checkbox"/> Maintain threat assessment documentation in the cumulative file of the student's scholastic record, if completed, as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Mobilize threat assessment team members as needed <input type="checkbox"/> Notify student's parents <input type="checkbox"/> Protect and notify intended victim and parents of victim <input type="checkbox"/> Caution the student about the consequences of carrying out the threat <input type="checkbox"/> Provide direct supervision of student until parents assume control <input type="checkbox"/> Consult with safety and security specialist/SRO <input type="checkbox"/> Refer for conflict resolution or counseling <input type="checkbox"/> Follow discipline procedures as per Regulation 2601 <input type="checkbox"/> Develop Behavior Intervention Plan <input type="checkbox"/> Maintain threat assessment documentation in the cumulative file of the student's scholastic record 	<ul style="list-style-type: none"> <input type="checkbox"/> Mobilize threat assessment team <input type="checkbox"/> Notify student's parents <input type="checkbox"/> Protect and notify intended victim and parents of victim <input type="checkbox"/> Notify cluster assistant superintendent or designee <input type="checkbox"/> Caution the student about the consequences of carrying out the threat <input type="checkbox"/> Provide direct supervision of student until parents assume control <input type="checkbox"/> Consult with safety and security specialist/police <input type="checkbox"/> Follow discipline procedures as per Regulation 2601 <input type="checkbox"/> Conduct mental health assessment <input type="checkbox"/> Develop Behavior Intervention Plan/contract <input type="checkbox"/> Maintain threat assessment documentation in the cumulative file of the student's scholastic record

Print name of administrator: _____ Date: _____

Signature of administrator: _____

(signature indicates agreement with identified level of threat indicated above)

FCPS THREAT ASSESSMENT AND RESPONSE PROTOCOL

Adapted from the *Guidelines for Responding to Student Threats of Violence*, Virginia Youth Violence Project (Cornell & Sheras, 2006)

IDENTIFY AND EVALUATE THREAT

A threat is an expression of intent to harm someone that may be spoken, written, or gestured. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to an actual or prospective victim and regardless of whether the actual or prospective victim is aware thereof, existing in any fashion, whether orally, visually, in writing, or electronically. This protocol does NOT address threats to damage property, threats made by non-students, fights with no threat, or language such as slurs, insults, or verbal abuse that does not constitute a threat. **WHEN IN DOUBT, treat the expression as a threat.** See Regulation 2111 for more specific guidance.

Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include age of the child, and the context of the threat or remark.

The administrator makes a preliminary determination of the seriousness of the threat. If the threat has not been resolved, and the administrator determines it is potentially serious, then the *Threat Assessment Documentation and Threat Assessment and Response Summary Sheet* should be completed.

The student, recipients of threat, and other witnesses shall be interviewed to obtain a specific account of threat in context using the *Threat Assessment Documentation* form.

Student Interview

- Do you know why I wanted to talk with you?
- What happened when you were [place of incident]?
- What exactly did you say? And what exactly did you do?
- What did you mean when you said or did that?
- How do you think he/she feels about what you said or did?
- What was the reason you said or did that?
- What are you going to do now that you have made this threat?

Witness Interview

- What exactly happened when you were [place of incident]?
- What exactly did [student] say or do?
- What do you think he/she meant when saying that?
- How do you feel about what he/she said or did?
- Why did he/she say or do that?

DETERMINE WHETHER THREAT IS CLEARLY TRANSIENT OR SUBSTANTIVE

Transient Threat

A transient threat meets one or more of the following:

- Non-genuine expression
- Non-sustainable intent to harm
- Temporary feelings of anger
- Tactic in argument
- Intended as joke or figure of speech
- Resolved on scene or office (time-limited)
- Conflict is resolved and ends with apology, retraction, or clarification
- **WHEN IN DOUBT, consider threat as substantive and assess further**

Substantive Threat

A substantive threat meets one or more of the following:

- Specific, plausible details such as a specific victim, time, place, and method
- Threat has been repeated over time or related to multiple persons
- Threat is reported as a plan or planning has taken place
- Recruitment of accomplices or invitation for an audience
- Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)

Factors to consider in which substantive threats are more likely:

Age of student Credibility of account Documented history of aggression

DETERMINE IF SUBSTANTIVE THREAT IS SERIOUS OR VERY SERIOUS

Serious

A threat to assault

Very Serious

Threat to kill, rape, or inflict severe injury or involves the use of weapons

RESPOND TO TRANSIENT THREAT

- ❖ Contact student's parents if necessary
- ❖ Notify intended victim's parents if necessary
- ❖ See that threat is resolved through explanation, apology or making amends
- ❖ Consult with safety and security specialist/SRO if necessary
- ❖ Refer for conflict mediation or counseling, to resolve problem if appropriate
- ❖ Follow discipline procedures as per Regulation 2601
- ❖ Develop Behavior Intervention Plan /behavior contract as appropriate
- ❖ Maintain threat assessment documentation in the cumulative file of the student's scholastic record, if completed, as appropriate

RESPOND TO SERIOUS THREAT

- ❖ Mobilize threat assessment team members as needed
- ❖ Notify student's parents
- ❖ Protect and notify intended victim and parents of victim
- ❖ Caution the student about the consequences of carrying out the threat
- ❖ Provide direct supervision of student until parents assume control
- ❖ Consult with safety and security specialist/SRO
- ❖ Refer for conflict resolution or counseling
- ❖ Follow discipline procedures as per Regulation 2601
- ❖ Develop Behavior Intervention Plan/behavior contract
- ❖ Maintain threat assessment documentation in the cumulative file of the student's scholastic record

RESPOND TO VERY SERIOUS THREAT

- ❖ Mobilize threat assessment team
- ❖ Notify student's parents
- ❖ Protect and notify intended victim and parents of victim
- ❖ Notify cluster assistant superintendent or designee
- ❖ Caution the student about the consequences of carrying out the threat
- ❖ Provide direct supervision of student until parents assume control
- ❖ Consult with safety and security specialist/police
- ❖ Follow discipline procedures as per Regulation 2601
- ❖ Conduct mental health assessment
- ❖ Develop Behavior Intervention Plan/behavior contract
- ❖ Maintain threat assessment documentation in the cumulative file of the student's scholastic record