

Garfield Re-2 Safe and Secure Schools Plan-Student Threat Assessment Process

How is a threat identified?

When a student's behaviors and communications deviate from normal behavior and indicate concerns for the student's safety or the safety of others, school officials should initiate a threat assessment. The Building Threat Assessment team will initiate a Threat Assessment when any student makes a threat through gestures, drawings, writing, etc. or if there is concern that a student may be about to act-out violently.

How a threat assessment is initiated:

Step 1: Once a threat is reported: Make sure all students and staff are safe. The student of concern should be immediately and safely contained, based on the severity of the concern.

Step 2: Alert the Building Threat Assessment Team. The threat assessment steps and documentation are essential to the effectiveness of the process, necessary to the development of a Supervision Plan, and for the safety of all staff and students.

The trained Elementary Building Team is directed by the Building Administrator and consists of:

1. **Building Administrator (Principal or Assistant Principal)**
2. **School Psychologist, Social Worker or Counselor (the school mental health provider)**
3. **School Psychologist, Social Worker and/or Counselor**
4. **Including, as appropriate, a teacher or other staff member who knows the student well**

The trained Secondary Building Team is directed by the Building Administrator and consists of:

1. **Building Administrator (Principal, Assistant Principal, Dean)**
2. **School Psychologist, Social Worker and/or Counselor**
3. **School Resource officer if available**
4. **Including, as appropriate, a teacher or other staff member who knows the student well**

The Threat Assessment Check lists and Protocols will guide the Building Threat Assessment Team inquiry, document concerns, and help the team develop a Supervision Plan to maximize student safety.

Members of the team will actively seek information from:

- Current and previous school/discipline records
- Law enforcement, Probation, Diversion, etc.
- Interviews with school staff, students, parents, the target of the threat, the student concern
- Searches of the student(s) lockers, cars, etc. as appropriate
- Other agencies: mental health, human services, etc.
- Activities: internet histories, diaries, notebooks
- Parent interview: offer support, seek their help in understanding, and clarify student's behaviors.

Factors to be Considered

The purpose of this process is to determine whether a student poses a threat to the safety of others or self, to identify circumstances that may increase the risk for potential violence, and to assist school staff in developing a safety and supervision plan. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of movement from thought to violent action? Document all information that is pertinent (warning signs, concerns, witness information, parent input, all checklist, action/supervision plan, etc).

Threat Assessment Process Action Steps
--

A threat is reported:

- 1. Step 1: make Sure All Students Are Safe**
 - Appropriately detain the student(s) of concern
 - Do not allow access to coat, backpack, cell phones, or locker
 - If there is imminent danger, call the Police Department at 911

- 2. Step 2: Alert Building Threat Assessment Team**
 - Report the threat assessment to the Superintendent's office

- 3. Step 3: Conduct the Threat Assessment using the
Garfield Re-2 "Threat Assessment Protocol"**

- 4. Step 4: Review findings with School Building Threat
Assessment Team**

- 5. Step 5: Develop Support Plan with follow-up dates**

Step 3: Threat Assessment Report Checklist

Check all that apply and complete information

Students Involved (who)

- Name of the student concern: _____
- Witness: _____
- Witness: _____
- Witness: _____
- If necessary, add more on back.

Received report from: _____ Date/Time _____

- A student (who): _____
- A staff member (who) _____
- A citizen from outside the school (who) _____
- Who took the report/title: _____

Notified (who):

- Administrator: _____ Time notified: _____
- District/School Security: _____ Time notified: _____
- Mental Health Professional: _____ Time notified: _____
- SRO: _____ Time notified: _____
- Victim: _____ Time notified: _____
- Perpetrator's Parents: _____ Time notified: _____
- Victim's Parents: _____ Time notified: _____
- Victim's Parents: _____ Time notified: _____
- Other staff- on a need to know basis (who): _____
_____ Time notified: _____

SPED/504 Student:

- If Yes (explain): _____
- Staffing Coordinator/504 Coordinator informed _____ Time notified: _____

Early Actions:

Search; List anything found of concern

- Student: _____
- Locker: _____
- Backpack: _____
- Purse: _____
- Car: _____
- Other: _____

Treat Assessment Document

- Copy all documents to Student's Discipline file
- Fax All (Completed) documents to District Superintendent's Office**
- Action Plan in place/timeline for review placed on calendar w/invites to parties involved.
- Discipline:
 - No
 - Yes
 - (Explain): _____
- De-brief with all parties involved _____ Time/Date: _____

Student: _____

Adopted June 27, 2017