FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

Threat Assessment and Management Protocol

A Multi-Agency Safety & Intervention Framework

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I. Introduction

A. Mission

To ensure the safety and well-being of all students and staff through a proactive, multi-agency, and restorative threat assessment and management process. This protocol commits the Fairbanks North Star Borough School District (FNSBSD) and its community partners to a coordinated response to prevent and address potential threats of violence.

B. Core Values

1. Safety**:** Prioritizing the physical, emotional, and psychological safety of all students, staff, and community members.
2. Prevention & Early Intervention**:** Proactively identifying and addressing concerning behaviors to provide support before a situation escalates to violence.
3. Restoration**:** When appropriate, emphasizing restorative practices to address harm, promote healing, and reintegrate students into the school community.
4. Collaboration**:** Partnering with students, families, staff, law enforcement, mental health professionals, and other community organizations in a seamless and communicative team approach.
5. Equity**:** Ensuring fair, impartial, and equitable treatment for all individuals involved in the threat assessment process, free from bias.

C. Legal Framework & Authority

This protocol operates in accordance with the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), relevant state and federal law, and FNSBSD Board Policies. All actions taken under this protocol will comply with mandates regarding school safety, student records, confidentiality, special education, and mandatory reporting.

D. Threats Posed by Adults or Unidentified Parties

This protocol is designed exclusively to assess student-initiated threats and is **not** intended to address threats posed by adults, former students, or unidentified parties. In the event of a threat from a non-student source, the following procedures apply:

1. Imminent Danger**:** In any situation involving immediate threat to life or safety, **call 911.**
2. Non-Imminent Threats**:** For all other threats involving adults (non-staff), former students, or unknown parties, the school administrator shall:
   a. immediately contact law enforcement to report the threat
   b. notify the Assistant Superintendent of the situation
3. Inter-Agency Collaboration**:** The District and school administration will collaborate fully with law enforcement during the investigation and adhere to their directives regarding campus safety and protective measures.

II. Prevention, Mitigation, and Recovery Strategies

A. **Prevention Strategies**

1. Positive School Climate**:** Fostering a safe and inclusive school environment through wellness and prevention, mediation, anti-bullying programs, and strong student-staff relationships.
2. Confidential Reporting**:** Promoting and maintaining a process that allows students, staff, and parents/guardians to report concerns. Building administrators will review methods by which students can make confidential reports to school authorities. However, if legal or court involvement occurs, confidentiality may not be maintained.
3. Education & Training**:** Provide staff, students, and parents/guardians with information on recognizing and reporting warning signs of potential violence or harmful acts by reviewing this protocol.

B**. Mitigation Strategies**

1. Physical Security**:** Regularly reviewing and updating site-based physical security measures in collaboration with law enforcement.
2. Emergency Drills**:** Conducting drills for various scenarios, including lockdown and reunification, with input and observation from law enforcement partners.
3. Acceptable Use Policy**:** Maintaining a clear policy regarding the use of district technology and networks, reserving the right to monitor activity when safety concerns are present.
4. Agency Collaboration: Information sharing with involved agencies (e.g., DJJ, OCS) to exchange relevant case information, ensuring all communications align with school board policy, governing MOUs, and legal confidentiality allowances.

C. Recovery Strategies

1. Reentry & Safety Planning**:** Establishing a restorative framework for students to repair harm and successfully reintegrate into the school community. This process includes defining clear behavioral expectations, identifying necessary support resources, and implementing safety measures to ensure the well-being of the student and the campus.
2. Post-Incident Support**:** Establishing a trained, school-based crisis response team to support student and staff mental and emotional health following a traumatic event.
3. Family Reunification Plan**:** Maintaining and practicing a clear plan for off-site evacuation and reunification.
4. Mass Communication System**:** Utilizing a robust system to communicate with parents and stakeholders during and after a crisis event.

III. The Multidisciplinary Threat Assessment Team (TAT)

A. **Purpose**

The Threat Assessment Team (TAT) is the core of this protocol. Each school shall have a designated site-based TAT responsible for receiving reports, gathering information, assessing risk, and developing and implementing intervention and management plans. A district-level team may also be convened for consultation on complex or high-risk cases.

B. **Core Team Composition**

The composition of the TAT is crucial for a multifaceted assessment. The core team at each school may consist of the following staff and should include at least three people:

- Building Administrator (Team Lead): Principal or Assistant Principal who coordinates the process.
- Wellness and Prevention Support: School Psychologist, School Counselor, School Safety Assistant, Student Behavior Support Technician (SBST), Prevention Intervention Specialist (PIS), and/or school-based social worker.

C. **Ad-Hoc & Consulting Members**

Depending on the specifics of a case, the Team Lead may consult with or include:

- District-level administrators (e.g., Assistant Superintendent, Title IX/EEO Officer, Discipline Specialist)
- Law Enforcement Partner**:** Designated liaison from the Alaska State Troopers (AST) or other local law enforcement agency.
- Special education case manager/teacher
- Community-based mental health providers
- Office of Children's Services (OCS) case workers
- District Attorney's Office representative
- Division of Juvenile Justice (DJJ) / Probation officers
- Parents/Guardians

IV. School Response Protocol: Threat Assessment & Management

This protocol adopts the five-step decision-making process from the *Comprehensive School Threat Assessment Guidelines (CSTAG)* model. The goal is to distinguish between transient threats, which can be resolved quickly, and substantive threats, which require a team approach to safety and response protocols. The FNSBSD defines a Threat in board policy as *verbal, written, or physical threats that create fear of bodily harm. At the most serious end, this definition includes Terroristic Threatening as defined by criminal statute.*

Step 1: Triage and Initial Report

1. Any school employee who becomes aware of a potential threat (verbal, written, electronic, or behavioral) must **immediately report it** to a school administrator.
2. **If imminent danger is present (e.g., a weapon is visible, emergency services are needed), call 911 immediately** before notifying an administrator.
3. The administrator (TAT Lead) will initiate the assessment process by gathering preliminary information from the reporter and any initial witnesses.

Step 2: Evaluate the Threat (Is it Transient or Substantive?)

The TAT Lead, in consultation with at least one other core team member, conducts interviews and gathers facts to complete the *Threat Assessment Screening Tool* and answer a key question: Is this a transient or substantive threat?

- **Transient Threats** of violence are often rhetorical remarks, expressions of momentary anger or frustration, or jokes that are not intended to be taken seriously. The student may quickly retract the statement, and/or the context suggests there is no sustained intent or genuine ability to carry out the threat.
    - Resolution**:** Transient threats can typically be resolved with an explanation, apology, and/or low-level disciplinary action or mediation. The incident **must still be documented** in accordance with district procedures to track for potential patterns.
- **Substantive Threats** are expressions of a continuing or egregious intent/plan to harm someone. The context, the student's behavior, and witness information suggest the threat is serious and actionable.
    - Action**:** If the threat is determined to be substantive, the team proceeds immediately to Step 3 and notifies their Assistant Superintendent.

Step 3: Respond to a Substantive Threat

For all substantive threats, the TAT must take immediate protective action:

1. Protect Potential Victims**:** Take all necessary steps to ensure the safety of any potential targets. This may include supervision, room changes, or other measures.
2. Warn Potential Victims & Parents/Guardians**:** Notify the intended victim(s) and their parents/guardians of the threat in a timely and direct manner.

3. Conduct Student Search (If Warranted)**:** If there is reasonable suspicion that a search of the student's person, belongings (backpack, locker), or district electronic devices will yield evidence of a violation of law or school rules, an administrator may conduct a search in accordance with FNSBSD Board Policy and state law. Personal devices may be confiscated by school administration, at which time they will be secured and handed over to law enforcement for investigation. In alignment with School Board Policy 5138, administration will not search personal devices.

4. **Classify Threat Level (Concerning vs. Serious):**

- Concerning Threat**:** A threat to fight, assault, or physically harm someone. This may also include persistent, repeated, or pervasive transient threats that indicate a broader pattern of concern. These cases require formal intervention, active monitoring, and a targeted safety plan.
- Serious Threat**:** A threat to kill, dating or sexual violence, commit severe injury, or use a weapon. **All serious threats automatically proceed to Step 4.**

Step 4: Conduct a Safety Evaluation (For Serious Threats)

A Serious threat requires a comprehensive safety evaluation.

1. Immediate Law Enforcement Contact**:** The law enforcement partner conducts a formal investigation to look for evidence of planning, preparation, access to weapons, and potential criminal violations. This includes interviewing the student of concern, as well as parents/guardians, peers, and others.
2. Information Gathering**:** The team works to collect a wide range of information to conduct a Safety Evaluation, which may include:
   - discipline and attendance records
   - academic performance and changes
   - parent/guardian interviews regarding home life, stressors, and access to weapons
   - social media activity or other electronic evidence
   - history of trauma, loss, or grievance
   - mental health screening or assessment (to be completed by a school psychologist or school counselor)
3. Information Sharing**:** The FNSBSD shares student record information with law enforcement when reporting an incident or responding to an emergency, in strict compliance with FERPA's Health or Safety Exception (34 CFR § 99.31).

Step 5: Develop, Implement, & Monitor the Response

1. **Determine Disciplinary and Intervention Response**

   At any point during this process, once immediate safety concerns are addressed for any type of threat, building administrators must review the situation to determine whether disciplinary interventions—including temporary suspension pending further investigation—are appropriate.

2. **Student Support and Safety Plan**

   Based on the *Safety Evaluation*, the TAT develops a documented *Student Support and Safety Plan* to mitigate the risk and address the underlying issues. The plan is a living document and is regularly reviewed.

   a. Safety & Supervision Component
      - Specifies supervision requirements at school.
      - Addresses access to weapons. In Alaska, this may involve discussing safe storage with parents or, in extreme cases, law enforcement pursuing a protective order (AS 18.65.850; AS 18.66.100).
      - Outlines communication plan with staff who have a "need to know."
      - May include a "no contact" order with the victim.

   b. Mental Health & Restorative Component
      - Referrals for school-based or community-based counseling/therapy.
      - Academic support or schedule changes.
      - Targeted skill building to address identified needs.
      - When appropriate and safe, may include restorative circles or mediation to repair harm.

3. **Monitoring**

   The TAT Lead is the case manager and convenes the team regularly (e.g., every 2-4 weeks) to review the student's progress and the plan's effectiveness, making adjustments as needed. All reviews are documented.

4. **Communication with Victims and Parents/Guardians**

   The TAT Lead will ensure timely communication with any student or staff member who was targeted. This includes informing them that a safety plan has been put in place and any information that pertains to them directly.

   Parents/guardians of the student of concern should be engaged as partners whenever possible. They are a critical source of information and are essential to the success of any intervention plan.

5. **Public Communication**

   In the event that a threat causes concern among the broader school community, all official communication will be handled by the Superintendent or designee, with support from the school administrator. Families and staff will be notified of concerns through district communication methods depending on severity, via email, text, or phone call. All media requests should be directed to the FNSBSD Communications Department. In unique situations that gain public attention, social media may be utilized.

V. Law Enforcement Involvement: What Staff and Families Should Expect

When the school determines that a threat is serious enough to involve law enforcement, the Alaska State Troopers (AST), Fairbanks Police Department (FPD), North Pole Police Department (NPPD), or another appropriate police agency will assume specific responsibilities. This section explains what their role is, why they do what they do, and what staff and families can expect throughout the process.

Law enforcement's goal is to ensure safety, gather accurate information, and work in partnership with the school, not to discipline students. Their actions follow agency policy and established investigative procedures.

A. The Role of Law Enforcement

1. Safety First**:** Law Enforcement Officers (LEO) ensure that everyone on campus is safe. If the threat suggests immediate danger, they will move quickly to secure the area.
2. Independent Investigation**:** LEO conduct a criminal investigation based on Alaska law. Their work happens in parallel with (but separate from) the school's threat assessment.
3. Partnership With Schools**:** LEO work closely with administrators and the Threat Assessment Team (TAT) to share information allowed by law and help the school build an appropriate safety plan.
4. Support for Students and Families**:** LEO understand the stress these situations create and aim to conduct interviews and interactions in a calm, respectful, and developmentally appropriate manner.

B. What School Staff and Families Can Expect During Law Enforcement Response

1. **Initial Arrival**
   When LEO arrive, they typically:

   - check in with the principal or administrator in charge
   - ask for a summary of what was reported
   - ask staff to identify the student involved, potential victims, and any witnesses
   - determine whether there are any immediate safety concerns (e.g., access to weapons)

   LEO may briefly control movement in an area while they determine whether the threat is active.

2. **Parent/Guardian Notification**
   Parents/guardians will be contacted by the school as soon as reasonably possible, especially if:

   - their child made a serious threat
   - their child was the target of a threat
   - their child is asked to speak with law enforcement

   LEO may also contact parents directly if needed for safety or investigation.

3. **Interviews With Students**
   Families and staff sometimes find this part stressful, so it helps to understand the standard process. LEO will usually speak with the student of concern, speak with any potential victims, speak with key witnesses (students or staff), and request that parents/guardians be notified promptly when their child is interviewed.

   a. <u>What parents should know</u>**:**
      - For most school-based situations, LEO prefer to conduct student interviews with a parent present.
      - If immediate safety information is needed, they may briefly interview a student before a parent arrives, but this is typically limited to identifying imminent danger.
      - LEO do *not* expect school staff to participate in interviews unless staff are direct witnesses.

   b. <u>What staff should know</u>**:**
      - Staff may be asked to escort students to a private room for an interview, but LEO will handle the conversation.
      - Staff should avoid asking investigative questions themselves; that keeps the process clean and protects everyone involved.

4. **Evidence and Belongings**
   LEO may need to collect physical or digital evidence, such as notes, drawings, or written threats, school-owned devices (Chromebooks, iPads, etc.), or visible items in a locker or backpack, if the school has already lawfully searched them under school authority. <u>Important for staff and families</u>**:**

      - Prior to LEO involvement, school administrators, not LEO, conduct school-based searches when reasonable suspicion exists.
      - LEO must follow legal standards for criminal investigations and cannot search a student's phone or other personal device without consent or a warrant.
      - Staff should not search a student's personal device on behalf of law enforcement.
      - This distinction protects student rights and ensures evidence is legally usable.

5. **Communication About Outcomes**
   LEO cannot always share details about an open investigation, but they will:

   - tell families whether there is any continued safety concern
   - tell the school enough information to support the school's threat assessment and safety planning
   - explain next steps if a criminal offense may have occurred

   They may not be able to discuss all evidence, juvenile statements, or investigative findings.

6. **Mental Health Response**

   If LEO believes a student may be in a mental health crisis, they may consider an Emergency Detention for Evaluation (AS 47.30.700).

   This does **not** mean the student is under arrest. It is a safety measure used when a student appears at risk of harming themselves or others.

7. **Follow-Up From Law Enforcement:**

   After the initial response, families and staff can expect ongoing communication with the school, as law allows:

   - awareness of any conditions placed on a student's release (if applicable)
   - updates if LEO identify significant new safety information

   LEO generally provide the school with enough information for safety planning without compromising the investigation.

C**. Summary for Staff and Families: What You Can Expect From LEO**

Here is the process in plain language:

1. LEO respond to ensure safety and consult the principal.
2. They conduct interviews with students and staff, usually after parents are notified.
3. They collect evidence lawfully and separately from the school's own actions.
4. They investigate any potential crimes, independent from school discipline.
5. They coordinate with school leadership so the school can create a safe environment.
6. They communicate respectfully with students, families, and staff throughout the process.

Their focus is safety and minimizing disruption to the school day whenever possible.

VI. Juvenile Probation Response Protocol

The Division of Juvenile Justice (DJJ) is a restorative justice agency that balances accountability, community and victim restoration/protection, and competency development.

A. Response to Law Enforcement

When law enforcement investigates a threat and determines there is probable cause that a crime has occurred, based on the level of offense, they may:

1. Contact DJJ during the investigation to determine if immediate detainment is authorized.
2. Send a referral of the allegation(s) in an investigative report to DJJ to address through an intake investigation.

B. Screening Process

When DJJ is contacted by law enforcement for a detention screening, the on-call juvenile probation officer (JPO) will ask questions about what has occurred and consider several factors to make our decision. These include:

- Legal Factors
- Developmental Factors
- Family/Pro-Social Factors
- Substance Use Factors
- Mental Health Factors
- Prior Misconduct

Before authorizing detention, DJJ will attempt, as required by law, to identify an appropriate less restrictive alternative. If it is determined that the youth is a danger to themselves or others, and/or is an appearance risk, DJJ may authorize detention.

DJJ may contact the District Attorney's Office (DAO) to discuss legal aspects of the case.

C. Authorization of Detention

If detention is authorized:

1. The youth may go to court within 48 hours, but DJJ may work with the family/legal guardian on a detention alternative based on the development of a safety plan and other Division interventions to include release back to the community.
2. The youth's parent/guardian will be notified upon admission to the Fairbanks Youth Facility.
3. DJJ will coordinate with the DAO on legal filings, including a Petition for Adjudication of Delinquency to initiate court proceedings.
4. DJJ will reach out to the parent/guardian to discuss the petition that is before the court and provide a copy of the petition.
5. The youth will be arraigned at their first court hearing within 48 hours. The parent/guardian will

be required to participate in all court proceedings.

6. DJJ will coordinate victim contact and participation in the court proceedings, when applicable.

D. If detention is not authorized and there is probable cause a crime has been committed:

1. DJJ will receive the investigative report from law enforcement and will assign it to a JPO.
2. The JPO will conduct an intake investigation which may include speaking with victim(s) or their representatives, witnesses, and parents.
3. The JPO will determine whether the referral will be processed informally through our discretionary mechanisms, which could include an adjustment agreement, diversion to a restorative justice program, and/or informal probation, or alternatively if a delinquency petition will be filed to begin formal juvenile delinquency court proceedings.

E. Role in Monitoring and Support

1. Collaborative Partner**:** When a student under DJJ supervision is the subject of a threat assessment, their assigned JPO and a Fairbanks District Supervisor shall be included as an ad-hoc member of the TAT.
   - Administrators may identify students under probation supervision in PowerSchool, or by contacting the District's DJJ liaison directly.
2. Information Sharing**:** DJJ will share with the TAT relevant information regarding the student's case plan, risk factors, and probation conditions to ensure alignment with the school's safety plan. The TAT Lead will share the school's safety and intervention plan with the JPO.
3. Accountability & Intervention**:** DJJ will work with the TAT to enforce compliance with court orders and support the student's engagement in school-based interventions. A violation of the school safety plan may constitute a probation violation.

F. Communication

1. Agency Stakeholders: If DJJ declines to pursue a delinquency case, it will state the reason for doing so with the submitting agency and with the FNSBSD if allowed under Statute. If DJJ accepts the delinquency case, DJJ will maintain free-flowing and professional communication-to the extent permitted by statutes-with the submitting agency and with the FNSBSD.
2. Victims: DJJ will abide by all legal obligations owed to victims in the Alaska Constitution and the Alaska Statutes. In juvenile cases, some of those obligations may be carried out by DJJ. This includes – but is not limited to – soliciting input on case outcomes, providing notification of important hearings to give them an opportunity to participate, answering questions about the case, explaining legal principles relating to the prosecution, and treating victims with dignity, respect, and fairness.
3. General Public: DJJ must maintain a balance between providing information to the public and maintaining the integrity of a delinquency case by adhering to the confidentiality and disclosure of public records state statutes. Information about a delinquency case will not generally be disclosed to the public.

VII. District Attorney's Office Response Protocol

As a significant portion of our population regularly attends or works within our schools, the District Attorney's Office (DAO) recognizes that safety within the school environment is a critical component of overall public safety. Because of both the unique setting and particular vulnerability of this portion of our population, the DAO agrees that a collaborative approach between key stakeholders to prevent, mitigate, and respond effectively to threatening or criminal behavior impacting our schools is appropriate. This section explains the DAO's roles and responsibilities.

A. **Guiding Principles & Responsibilities**

1. Role: As a general matter, the mission of the District Attorney's Office is to seek justice, promote public safety and public respect for government through prompt, effective, and compassionate prosecution of cases. The DAO will prosecute cases in a manner that advocates for the interests of the public – especially victims, respects law enforcement agencies, responsibly stewards public resources, and holds offenders accountable while at the same time protecting the constitutional and legal rights of the accused.

   The DAO will serve as a legal consultant to the TAT and as an equal stakeholder, review cases for potential prosecution, and pursue accountability through the justice system when appropriate.

2. Focus**:** In line with DJJ's goals and FNSBSD's values, the DAO should consider diversionary and restorative justice outcomes where appropriate to address harm and reduce recidivism, particularly if proscribed conduct falls or would fall under the juvenile delinquency jurisdiction contemplated by AS 47.12. In those instances, Alaska Statute 47.12.010 will be a guiding principle. If proscribed conduct falls or would fall into adult jurisdiction, the DAO may focus on principles codified at AS 12.55.005.

3. Collaboration**:** The DAO shall designate an Assistant DA to handle school threat cases to ensure consistency and expertise. This designee should be available for consultation and collaboration; participation in joint trainings, meetings, or events with FNSBSD, law enforcement, and other key stakeholders; and provide legal guidance to FNSBSD, law enforcement, and the Division of Juvenile Justice, as it pertains to violations of criminal laws and criminal investigations.

B. **Review and Filing Decisions**

1. Case Submittal: When law enforcement or DJJ have probable cause to believe that criminal conduct has occurred, they may submit through established protocols all relevant reports, witness statements, evidence, and discovery to the DAO for review and consideration of prosecution.
2. Factors for Consideration**:** Violations of criminal law within juvenile jurisdiction pursuant to AS 47.12 may result in the filing of a petition for delinquency. Violations of criminal laws within adult jurisdiction may result in the filing of criminal charges.

When deciding whether to file a petition or a criminal allegation, the DA's office will review the totality of the circumstances, including:

- whether a violation of criminal statutes has taken place
- the available evidence to support a prosecution
- any legal or evidentiary roadblocks to prosecution
- the provability of a violation of criminal statutes
- the severity and specificity of conduct
- the suspect's age, intent, and capacity
- the impact on the victim(s) and school community
- the suspect's history, access to weapons, and mental health status
- the viability of supportive interventions outside the formal court process
- any input from an interested party, including any victim(s)
- the interests of justice
- the enumerated factors in AS 47.12.010 in juvenile cases
- the enumerated factors in AS 12.55.005 in adult cases

C. **Communication**

1. Agency Stakeholders: If the DAO declines to prosecute a matter, it will state the reason for doing so with the submitting agency and with the FNSBSD. If the DAO accepts a matter for prosecution, the DAO will maintain free-flowing and professional communication – to the extent permitted by law – with the submitting agency and the FNSBSD, to include accepting feedback, explaining any part of the litigation, or highlighting significant events or milestones in the prosecution.

2. Victims: The DAO will abide by all legal obligations owed to victims in the Alaska Constitution and the Alaska Statutes. In juvenile cases, some of those obligations may be carried out by DJJ. This includes – *but is not limited to* – soliciting input on case outcomes, providing notification of important hearings to give them an opportunity to participate, answering questions about the case, explaining legal principles relating to the prosecution, and treating victims with dignity, respect, and fairness.

3. General Public: The DAO must maintain a balance between providing information about prosecutions to the public and maintaining the integrity of a prosecution by avoiding impermissible pretrial publicity. Juvenile delinquency cases are confidential in nature, and the DAO will not provide information about them to the general public. As to adult cases, information made available to the public will be in conformity with Alaska Rules of Professional Conduct 3.6 and 3.8.

VIII. Appendices

APPENDIX A: FNSBSD School Board Policies

BOARD POLICY 1410 *Interagency Cooperation for Safety*
BOARD POLICY 5125 *Student Records*
BOARD POLICY 5131 *Student Conduct*
BOARD POLICY 5131.42 *Threats of Violence*
BOARD POLICY 5141.4 *Child Abuse and Neglect*
BOARD POLICY 5144 *Discipline*
BOARD POLICY 5144.1 *Disciplinary Due Process*
BOARD POLICY 5145.12 *Search and Seizure*
BOARD POLICY 6159 *Special Education*
BOARD POLICY 6161.4 *District Internet and Technology*

APPENDIX B: Alaska Statutes

1. Legal Principles

AS 12.55.005 – Declaration of Purpose [of Adult Criminal Sentencing]

The purpose of this chapter is to provide the means for determining the appropriate sentence to be imposed upon conviction of an offense. The legislature finds that the elimination of unjustified disparity in sentences and the attainment of reasonable uniformity in sentences can best be achieved through a sentencing framework fixed by statute as provided in this chapter. In imposing sentence, the court shall consider

(1) the seriousness of the defendant's present offense in relation to other offenses;
(2) the prior criminal history of the defendant and the likelihood of rehabilitation;
(3) the need to confine the defendant to prevent further harm to the public;
(4) the circumstances of the offense and the extent to which the offense harmed the victim or endangered the public safety or order;
(5) the effect of the sentence to be imposed in deterring the defendant or other members of society from future criminal conduct;
(6) the effect of the sentence to be imposed as a community condemnation of criminal act and as a reaffirmation of societal norms; and
(7) the restoration of the victim and the community.

AS 47.12.010 – Goal and Purposes [of Juvenile Delinquency Enforcement]

(a) The goal of this chapter is to promote a balanced juvenile justice system in the state to protect the community, impose accountability for violations of law, and equip juvenile offenders with the skills needed to live responsibly and productively.
(b) The purposes of this chapter are to

(1) respond to a juvenile offender's needs in a manner consistent with
  (A) prevention of repeated criminal behavior;
  (B) restoration of the community and victim;
  (C) protection of the public; and
  (D) development of the juvenile into a productive citizen;
(2) protect citizens from juvenile crime;
(3) hold each juvenile offender directly accountable for the offender's conduct;
(4) provide swift and consistent consequences for crimes committed by juveniles;
(5) make the juvenile justice system more open, accessible, and accountable to the public;
(6) require parental or guardian participation in the juvenile justice process;
(7) create an expectation that parents will be held responsible for the conduct and needs of their children;
(8) ensure that victims, witnesses, parents, foster parents, guardians, juvenile offenders, and all other interested parties are treated with dignity, respect, courtesy, and sensitivity throughout all legal proceedings;
(9) provide due process through which juvenile offenders, victims, parents, and guardians are assured fair legal proceedings during which constitutional and other legal rights are recognized and enforced;
(10) divert juveniles from the former juvenile process through early intervention as warranted when consistent with protection of the public;
(11) provide an early, individualized assessment and action plan for each juvenile offender in order to prevent further criminal behavior through the development of appropriate skills in the juvenile offender so that the juvenile is more capable of living productively and responsibly in the community;
(12) ensure that victims and witnesses of crimes committed by juveniles are afforded the same rights as victims and witnesses of crimes committed by adults;
(13) encourage and provide opportunities for local communities and groups to play an active role in the juvenile justice process in ways that are culturally relevant; and
(14) review and evaluate regularly and independently the effectiveness of programs and services under that chapter.

2. Select Criminal Statutes

AS 11.41.200-230 - Assault in the 1st through 4th Degrees: Contemplates causing various forms of physical injury to another or placing others in fear of imminent physical injury, both with or without weapons or dangerous instruments. Can be felony or misdemeanor conduct.

AS 11.56.810 - Terroristic Threatening in the 2nd Degree: Contemplates – among other things - making a threat that a circumstance dangerous to human life or property exists or is about to exist with reckless disregard that the threat may place a person in reasonable fear of serious physical

injury to any person by means of a dangerous instrument or which may cause an evacuation of or initiation of an emergency protocol for a building, public place or area, business premises, or mode of public transportation. Felony conduct.

AS 11.61.110 - Disorderly Conduct: Contemplates - among other things - challenging others to fight or engaging in fighting other than in self-defense or recklessly creating a hazardous condition for others. Misdemeanor.

AS 11.61.120 - Harassment in the 2nd Degree: With an intent to harass or annoy:

- insults, taunts, or challenges another person in a manner likely to provoke an immediate violent response; or
- makes repeated telephone calls at extremely inconvenient hours;
- makes an anonymous or obscene telephone call, an obscene electronic communication, or a telephone call or electronic communication that threatens physical injury or sexual contact
- subjects another person to offensive physical contact;
- except as provided in AS 11.61.116, publishes or distributes electronic or printed photographs, pictures, or films that show the genitals, anus, or female breast of the other person or show that person engaged in a sexual act;
- repeatedly sends or publishes an electronic communication that insults, taunts, challenges, or intimidates a person under 18 years of age in a manner that places the person in reasonable fear of physical injury; or
- under circumstances not proscribed under AS 11.41.455, AS 11.61.125, or 11.61.128, repeatedly sends to another person, publishes, or distributes electronic or printed photographs, pictures, or films that show the genitals of any person.

AS 11.61.220 - Misconduct Involving Weapons in the 4th Degree: Contemplates - among other things - possessing on school grounds or on a school bus firearms, knives, axes, clubs, metal knuckles, explosives, stun guns, or mace or a similar chemical agent. Misdemeanor.

AS 11.71.010 - 060 - Misconduct Involving a Controlled Substance in the 1st through 6th Degrees: Contemplates possession, manufacturing, or delivering of enumerated controlled substances and possession with intent to manufacture or deliver enumerated controlled substances. Various statutes here contemplate specific conduct, controlled substance type, and amount. Felony or misdemeanor.

3. School Safety Statutes

14.30.045 & 14.33.100 - 14.33.200: Require districts to have a school safety program, crisis response plan, conflict resolution strategies, grounds for suspension or denial of admission to school, and responses to harassment, intimidation and bullying.