



Albuquerque Public Schools Resource Manual

Threat Assessment Plan

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- **To a large degree, many of the forms, processes and terminology contained in this Guide were derived from “School Violence Threat Management” by Kris Mohandie, Ph.D., 2000.**

Albuquerque Public Schools



THREAT ASSESSMENT AT-A-GLANCE

IF THERE IS AN IMMEDIATE THREAT CALL THE APS POLICE AT 243-7712 AND OR CALL 911!!!

1. The Principal or Assistant Principal is apprised of a threat on campus and takes immediate action to ensure site safety when imminent risk is present.
2. The Principal contacts the student's parent/ guardian to discuss the situation.
3. The Principal contacts Larry Fortess, the Albuquerque Public Schools Director of Threat Assessment at 206-6695 and provides him with details of the situation, the Principal's cell phone number or direct office line, the student's name, grade, Special Education eligibility (if any) and age. **The only school Personnel authorized to request a threat assessment is the School's Principal or an assistant principal and/or District level administrator. No other school personnel may make a request!**
4. Together the Principal and the Director of Threat Assessment will discuss the situation and utilizing best practices methods and tools will make the decision as to whether a formal Threat Assessment Plan is needed or if the situation calls for an Informal Review. If a formal threat is indicated and the student is a general education student, South West Family Guidance is contacted to conduct the threat assessment meeting. If a formal threat is indicated and the student is in special education, the School Psychologist is contacted and attends the threat assessment meeting. If an informal review is indicated, it will be conducted by school staff – **(proceed to step # 11)**.
5. The Principal arranges for the appropriate interviews (student, parent, witness, etc.) to be conducted by the appropriate personnel (Administrator, Counselor, Social Worker, School Psychologist, etc.) and gathers any other necessary collateral information. *Note: In most cases, this will NOT be the school psychologist or the clinician from SWFG as

information is vital in determining the need for a formal threat. The interview(s) should be done in a timely manner.

6. (A) For General Education students:

If it is determined that a formal Threat Assessment plan is needed, the Threat Assessment Director will contact South West Family Guidance, a local behavioral health provider that has contracted with APS to conduct threat assessments. South West Family Guidance will generally respond via phone call to a referral within one business day. A clinician from SW Family will contact the principal to schedule the assessment. **It is mandatory that the School Principal and the Assistant Principal participate in the assessment process.**

6. (B) For Special Education students:

If the student is in Special Education, and if it is determined that a formal Threat Assessment plan is needed, the Threat Assessment Director will contact the School Psychologist assigned to that school. If the School Psychologist assigned to that school is not available, then the Director of Threat Assessment will continue to call other School Psychologists on the Team.

The School Psychologist will call the Principal to arrange a time to schedule the Threat Assessment. The School Psychologist will aid the process through facilitation of the Threat Assessment. **School Psychologists will NOT respond to emergency situations.** In the case of emergencies, call 911.

It is mandatory that the School Principal and the Assistant Principal participate in the assessment process.

7. The Principal will assemble the Threat Assessment team that may be comprised of the Principal, Assistant Principal, SW Family Guidance Clinician, or for Special Education Students the School Psychologist, School Counselor, Social worker, School Nurse Teacher and as appropriate District Personnel, APS Police and local law enforcement as needs require. The Principal or his/her designee will be responsible for completing the required paperwork.

8. The Principal and Team will complete the Threat Assessment Plan (pages 1-8, of the Threat Assessment Protocol which is listed under “manuals” on the APS intranet).

9. The Team will complete the Threat Assessment Summary and the Principal will schedule a follow-up meeting with the parent/guardian to review and complete the document. (Pages 9-10).

10. Three Copies of the Threat Assessment will be distributed in the following manner; The original will be placed in a sealed envelope labeled " Information for School Principal" and placed in the student's cumulative folder; a second copy will be placed in the students discipline folder (if applicable) and the third will be sent to the Director of Threat Assessment.

11. Informal Review Instructions.

1). The Principal will convene an abbreviated Team to conduct the informal assessment. Participants are the Principal and any of the following school personnel: Counselor, Sped/504 Rep, nurse, social worker, teacher etc.). 2). the principal or her/his designee will complete the Informal Review form to document the incident, 3). The team will determine if any action is required including interventions needed. And 4). The Principal will file the Informal Review Form in an appropriate location such as the student's disciplinary file.

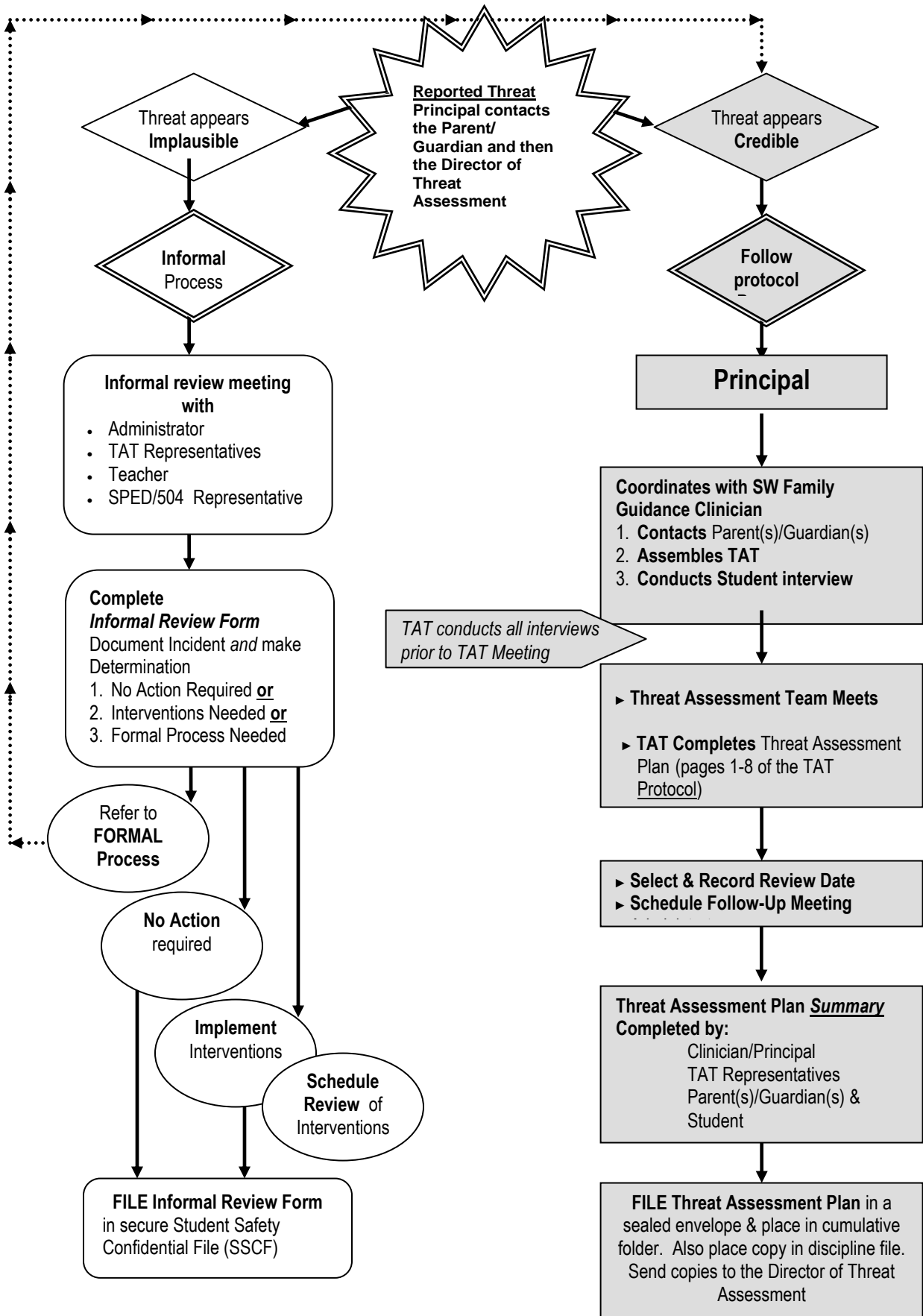
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FLOWCHART for THREAT ASSESSMENT PLAN PROCESS



When a threat is identified, the School Principal should be apprised immediately. If there is an imminent threat S/he will then contact the APS Police Department...If it is determined that there is not an imminent threat the principal should contact Larry Fortess, the Director of Threat Assessment at 206-6695

INTRODUCTION

In 1998, the Safe and Drug-Free School District Advisory Committee met to develop intervention plans for students who may create dangerous situations on campus. Following the school shooting at Columbine High School on April 20, 1999, it became imperative to develop a response to high risk student threats. The Threat Management Protocol and present system of Threat Assessment Plans evolved from this process.

What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic -- for example, motioning with one's hands as though shooting at another person.

There are a number of different types of threats.

- **Direct threats:** These indicate a specific act against a specific target delivered in a straightforward, clear, and explicit manner.
- **Indirect threats:** These tend to be vague, unclear, and ambiguous. Violence is implied, but the threat is phrased tentatively, and suggests that a violent act could occur, not that it will definitely occur.
- **Veiled threats:** These strongly imply but do not explicitly threaten violence.
- **Conditional threats:** These are often seen in extortion cases with a warning that a violent act will happen unless certain demands or terms are met. There are also several different levels of risk.

Assessing Threats

Threat assessment seeks to make an informed judgment on two questions:

1. How credible and serious is the threat itself?
2. To what extent does the person making the threat appear to have the resources, intent and motivation to carry out the threat?

Implausible Versus Plausible Threats

It is always appropriate to consider plausibility of threats in assessing level of threat: for example, a kindergarten student who is threatening to assemble a bomb and bring it to school in their backpack is usually a much less plausible threat than a secondary student who is threatening to bring a gun to school, which is often a very plausible threat.

Implausible Threat

There may be instances where it is questionable if a threatening situation even exists. For example, a first grader who was raised in a difficult family situation habitually yells "I'm going to kill you!" whenever s/he is angry or frustrated. S/he does not have a plan and/or does not appear to have access to any weapons. In addition, s/he may be modeling or imitating what s/he has heard at home.

In circumstances like these, there is an alternative process whereby the principal, after consultation with the APS Director of Threat Assessment, can conduct an informal “review” to document the concern and identify any necessary follow-up that is needed. The next step is to document the concern on the Albuquerque Public Schools Student Safety Informal Review form (Appendix D) and then access and implement school and community resources, if necessary. See Flowchart (page IV) for additional information. Other situations that may not require a formal TAT review include:

- A student has a Behavior Intervention Plan (BIP) that has verbally and physically aggressive behavior, including threatening others, as a target behavior. The appropriate action may be to refer back to the BIP team which can decide if the BIP needs to be modified.
- Similarly, if a student has an IEP which identifies verbal and physical aggression (including threatening others) as a target behavior, it may be appropriate to reconvene the IEP team.

Plausible Threat

In general, secondary students are more capable of serious threat execution. Threats originating from students of any age who are violent, have developed a plan or have access to weapons of any kind should be taken seriously and considered a plausible threat. At this point, the principal should contact the APS Director of threat Assessment to obtain a judgment call as to whether the threat appears imminent or not imminent.

- Imminent threat- there is an assessed risk of imminent danger to self or others which qualifies the individual for involuntary hospitalization or commitment procedures and the person has violated criminal statutes that qualify him/her for arrest (See Guidelines for Serious Imminent Threat, Page 5).
- Non-imminent threat- high risk for violence potential, but the at-risk person does not qualify for arrest, involuntary hospitalization or commitment procedures.

Any occasion regarding a plausible threat should result in convening the TAT as soon as possible after initial safety measures have been put in place.

The Threat Assessment Team (TAT)

An interdisciplinary team approach improves the efficiency and scope of the assessment process, provides diverse professional input, and minimizes the risk of observer bias. The purpose of the TAT is to address concerns regarding a threat, make an informed decision on how to manage the threat, and address the safety of all students and staff.

When to Convene the Team

The Threat Assessment Team is convened after a threat has been identified and the School Principal and Chief of Police have consulted and determined that it's a credible risk and thus warrants a Threat Assessment.

Threat Assessment Team (TAT) Membership

TAT membership includes:

For all students:

- School Principal
- School Psychologist
- School Counselor
- Staff member(s) with knowledge of the student and/or the situation
- School Nurse (if the student has an IHP or other health concerns)
- APS Family Counselor (if the student has been/is a recipient of APS family counseling)
- Section 504/SAT chair if student receives accommodations through a 504 plan

In addition to the staff taking part for all students, the following staff should participate for Special Education students:

- District Special Education Administrator (check with the district administrator your school is assigned to)
- School Social Worker (when the student and/or alleged target student is an active special education student and receives or has previously received social work services)
- Sponsor Teacher

Additional information about each role group, their functions and how they can be a resource can be found on page 26 of this manual

Team should designate a facilitator to:

- Ensure that everyone completes a Threat Assessment Team Confidentiality Agreement (see Appendix D), or that a signed agreement is on file (i.e. Health and Wellness Team members)
- Fill out the Threat Assessment Plan Protocol (one for the entire Team) ,
- Keep track of time
- Ensure that follow-up occurs

NOTE: A few individuals are conspicuously absent from the description of the potential TAT members: parent(s)/guardian(s), other students, the subject of the Threat Assessment Plan, treating mental health professionals from the community, law enforcement officers and any other involved person who is not an employee of APS. However, law enforcement officers who are not APS employees may attend and participate in the TAT process if they have a need to know and/or they are actively engaged in addressing the potential threat. We welcome pertinent information that is gathered in the interview stage from the excluded individuals. Those individuals, however, should not be part of the decision-making process prior to meeting with the parent(s)/guardian(s) to write the Threat Assessment Plan Summary. Teams should also consider excluding any member who might be traumatized by the particular situation, such as a staff member who has been the victim of stalking, assault, has received messages regarding lethal violence, etc.

Parent(s)/guardian(s) typically DO NOT participate in the Threat Assessment Team processes with the exception of

Notification of the incident,

The parent(s)/guardian(s) interview, and

The development of the Threat Assessment Plan Summary

because the presence of family members and their myriad of potential emotions might cloud the necessary objectivity of the process. Additionally, the anonymity of student informants could be compromised and staff may be reluctant to talk candidly about the student, his/her behavior, and his/her family situation.

Parent(s)/Guardian(s) Participation

Parent(s)/guardian(s) are:

- Notified immediately of the incident
- Interviewed by a member of the TAT
- Invited to participate in the development of the Threat Assessment Plan Summary
- Given a copy of the Threat Assessment Plan Summary

Decision-Making

The School Principal is the Team Leader. The decision-making model of the TAT is most typically that of consensus building, with each participant sharing his respective expertise, ideas, questions, concerns and suggestions in an open exchange of information. The Team decisions should be viewed as recommendations to the final decision-maker.

Documentation

Documentation is the proof that issues were considered, safety and privacy were valued, and personnel were being both “reasonable” and “thorough”. All documentation, including interviews, pertinent records/reports, Threat Assessment Plan Protocols and the Threat Assessment Plan Summary, should be maintained in the student’s discipline folder in a secure location. The original Threat Assessment Plan and Summary should be placed in a sealed envelope labeled “Discipline—Information for Site Administrator” and placed in the student’s cumulative file. The final step is to send full copies of the Threat Assessment Plan to: 1) Larry Fortess, Director of Threat Assessment (City Center—480W).

PROCEDURES

When serious imminent threats occur and the administration must take immediate action to ensure the safety of all staff and students (for example, a student may have a firearm in his/her possession), the following guidelines apply:

Guidelines for Serious Imminent Threat

- Administrator or other professional learns that there is a weapon or explosive on campus.
- APS Police Department (Chief Steve Gallegos) or the Albuquerque Police Department is notified and will intervene. The Director of Threat Assessment and Parent(s)/guardian(s) are also notified immediately.
- Even though the TAT cannot be convened prior to involving law enforcement, it is important that the Director of Threat Assessment, and mental health professionals, such as a school psychologist, counselor, or social worker be informed and involved as soon as possible. They can work with the family to help set up an outside evaluation if it is deemed necessary.
- Once the immediate threat has passed, the TAT can be convened in a timely manner to develop a Threat Assessment Plan, document the incident, and ensure that follow-up occurs and safety measures are in place.
- The meeting with the parent(s)/guardian(s) is held *after* the Threat Assessment Plan is developed. See below.

Convene the Threat Assessment Team as Soon as Possible Following a Threat

Outline for handling threats and convening the Threat Assessment Team:

1. A threat occurs.
2. An administrator hears of a threat from school personnel, parent(s)/guardian(s), other student(s), etc. gathers known information and immediately contacts the Director of Threat Assessment at 206-6695.
3. TAT members are contacted to schedule the TAT meeting (*should be held, if possible, within 24 hours*).
4. Parent(s)/guardian(s) are notified of the threat and district policy and procedures are explained. The administrator implements appropriate disciplinary action pending the outcome of the Threat Assessment Plan. (*Disciplinary action may include In School Suspension (ISS) or Out of School Suspension (OSS) or a recommendation for expulsion*).
5. An administrator or designated Team member will interview the informant(s), the potential target(s) and the student of concern prior to the convening of the TAT meeting to ensure that pertinent information can be utilized in the decision-making process.
6. If possible, parent(s)/guardian(s) should also be interviewed prior to convening the TAT meeting (usually by one of the mental health professionals).
7. The TAT meeting is held and the Threat Assessment Plan is developed. Mandatory pages are completed prior to the parent(s)/guardian(s) meeting to develop the Threat Assessment Plan Summary.
8. A meeting is scheduled with parent(s)/guardian(s) to develop and complete the Threat Assessment Plan Summary.
9. An administrator and a designated TAT representative meet with the parent(s)/guardian(s) to develop the Threat Assessment Plan Summary whether or not

the student should be present during this meeting is a judgment call based on factors such as the severity of the threat, the emotional status of the student, etc.

Parent(s)/guardian(s) receive a copy of the Threat Assessment Plan Summary and any associated contracts. The student should receive copies of contracts that they are expected to follow and a brief written plan that they can take with them. Giving the student a copy of the Threat Assessment Plan Summary is also a judgment call.

10. Appropriate staff and teachers are alerted on a ***need to know*** basis, and a copy of the Team Planning Form and the Threat Assessment Plan Summary is provided if appropriate.
11. Principal keeps the Threat Assessment Plan and supporting documentation in the student's discipline folder in a secure location and places the original in a sealed folder labeled "Discipline—Information for Site Principal" in the student's cumulative folder.

ALL COMPLETED FORMS ARE CONFIDENTIAL!

Determining Level of Threat

In order to determine the Level of Threat, it is important to utilize a team approach for a comprehensive look at the situation and factors regarding a student. Once the Team is convened, they will thoroughly review “Warning Signs,” “Risk Factors,” “Precipitating Events,” and “Stabilizing Factors” using a Checklist (from Mohandie, 2000), pages 2 and 3 of the Threat Assessment Plan Protocol. Based on all information obtained, the Team can identify the “Level of Threat” that is most applicable and proceed with developing a comprehensive plan for the safety of the student and others.

Things to consider:

- All Warning Signs and Risk Factors are not equal and therefore, there is no “magic number” in determining the Level of Threat. For example, five Warning Signs and Risk Factors do not automatically equal a Medium Level Threat.
- Professional judgment is needed when determining the Level of Threat and developing an appropriate Threat Assessment Plan. Therefore, it is important to include: 1) individuals who have knowledge of the student and the situation and 2) APS mental health professionals.
- It is always appropriate to consider plausibility of threats in assessing level: for example, a secondary student who is threatening to bring a gun to school is often a very plausible threat, whereas a kindergarten student who is threatening to assemble a bomb and bring it to school in their backpack is usually a much less plausible threat.

DEVELOPING AND COMPLETING THE THREAT ASSESSMENT PLAN (THREAT ASSESSMENT PLAN)

This is a page-by-page guide to developing the Threat Assessment Plan

Page 1: Identifying Information

- Student information is recorded.
- Team determines whether the student of concern receives special education services or accommodations through a Section 504 Plan. If so, a District SPED administrator and Sponsor Teacher who knows the child, or 504 representative MUST be present for the entire THREAT ASSESSMENT PLAN meeting.
- TAT members print and sign their names as a record of attendance.
- Facilitator goes over the TAT Procedures and Rules (See Appendix B) and ensures that all participants have signed a Threat Assessment Team Confidentiality Agreement (not necessary for members of the Health and Wellness Team who have a signed Agreement on file). See Appendix B for blank copies of TAT Confidentiality Agreement.
- The date, approximate time and description of the incident are recorded. Attach a separate sheet if space provided is too limited to record the entire incident and write "See Attached" at the end of the space provided.
- Indicate whether interviews have been completed before Team convenes and, if not, who is to be interviewed and by whom. If critical information has not been obtained prior to convening the meeting or if a key member or informant is not available to attend, Team may wish to stop the meeting and wait to reconvene until these issues are resolved.

Pages 2 and 3: Checklist ▶ Warning Signs

▶ Risk Factors

▶ Precipitating Events

▶ Stabilizing Factors

- Blank copies of the Checklist (pages 2 and 3) are handed out to Team members to look at section by section and comment on any items that apply while the Facilitator records the responses of the Team on a single THREAT ASSESSMENT PLAN Protocol. ***Unless someone is unclear about a particular item and needs clarification or if there is a need for further discussion, this procedure should facilitate more efficient time usage.*** Members are instructed NOT to write on their blank copies.
- **Blank copies are retrieved after pages 2 and 3 are completed.**
- **NOTE: The Team needs to be able to support and defend the facts and opinions that are recorded on the THREAT ASSESSMENT PLAN Protocol.** It may be beneficial to note next to an item whether it is a fact or an opinion.
 - **FACT:** "a truth known by actual experience or observation" (Dictionary.com unabridged, 2007).
 - **OPINION:** "a belief or conclusion held with confidence but not substantiated by positive knowledge or proof" (American Heritage Dictionary, 2007).

The following tables identify each of the checklist categories, WARNING SIGNS, RISK FACTORS, PRECIPITATING FACTORS, AND STABILIZING FACTORS with corresponding information and/or descriptors:

<p>WARNING SIGNS (Warning Signs or clues are used to describe behaviors that may indicate a developing problem)</p>	<p>WARNING SIGNS</p>
<p>Research indicates that potentially violent individuals do not just snap; rather, they exhibit important warning signs prior to acting out. Most attacks are planned in advance. Usually, one or more adults have expressed concerns about the student prior to the attack, and often other students knew about the attack ahead of time.</p> <p>The terms <i>warning signs</i> and <i>clues</i> are used interchangeably to describe four broad categories of behaviors which a teacher, student or other person may notice in an individual, thereby triggering concern that a problem <i>might</i> be developing. The behaviors described in the four categories may indicate violence potential or may simply be evidence of difficult or problematic behavior. The four broad categories of warning signs are <i>verbal clues</i>, <i>bizarre thoughts</i>, <i>behavioral/physical clues</i>, and <i>obsessions</i>. There may be some overlap among the categories, which serve only to facilitate recall, recognition, and reporting.</p>	
<p>Warning Signs – Verbal Clues</p>	<p>Warning Signs – Verbal Clues</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Direct and indirect threats <input type="checkbox"/> Verbalizing a violent plan <input type="checkbox"/> Recurrent suicide threats or statements <input type="checkbox"/> Expresses a wish to kill, to be killed, or to die <input type="checkbox"/> Threatens or brags about bringing a weapon to school <input type="checkbox"/> Threatening/ harassing phone calls/e-mails <input type="checkbox"/> Statement of hopelessness <input type="checkbox"/> Bragging of violent behavior or fantasies <input type="checkbox"/> Excessive profanity (contextually inappropriate) <input type="checkbox"/> Challenging or intimidating statements <input type="checkbox"/> Name-calling or abusive language 	<p>Some threats may be indicators of the tremendous pressure students feel to have somebody take notice and deal with them. The at-risk student may be viewed as a bubbling cauldron of simmering resentment, or a container for some other building emotional pressure (fear, anger, jealousy, injured pride and the like) which has a way of escaping periodically in the form of statements and behaviors. The talk of violence represents the individual's attempts to "get their point across". Therefore, any threats of violence and/or verbalization of a violent plan should be taken seriously and should be reported, evaluated, and addressed.</p> <p>These communications may be made in person, through third parties, by letter, telephone, fax and e-mail. Any verbal warning signs should heighten concern and trigger appropriate notifications.</p> <p>Another verbal warning sign occurs when an individual articulates or boasts about their violent fantasies or plans.</p>
<p>It may not necessarily indicate s/he plans to make good on it rather, this clue suggests that their anger or other issue is more than just a passing thought. They have considered a dangerous approach for handling their problem.</p> <p>Verbal threats may also include suicidal statements: an individual expresses a wish to die, a wish to kill, or a wish to be killed. These are indicators of a highly destructive mindset. Suicidal statements of a more hopeless nature are a strong indicator of emotional pain and not necessarily an indication of violence towards others. However, all require immediate intervention.</p>	

Warning Signs – Bizarre Thoughts	Warning Signs – Bizarre Thoughts
<input type="checkbox"/> Persecutory delusions with self as the victim <input type="checkbox"/> Paranoid <input type="checkbox"/> Delusions in general <input type="checkbox"/> Command hallucinations <input type="checkbox"/> Grandiose delusions that involve power, control, destruction <input type="checkbox"/> Significantly deteriorated thought processes	<p>Bizarre thoughts are an important category of warning signs. Such thoughts, if expressed and somehow observed in written or spoken word, are likely indicative of a serious problem, such as schizophrenia, manic depression, acute drug intoxication, or some other imminent medical problem. These thoughts are usually indicative of a serious mental problem referred to as a “psychotic break”. Serious mental disorders often first manifest themselves in the late adolescent years in a student who previously seemed to have it together.</p>
<p>Bizarre thoughts are delusions, hallucinations, paranoia, other expressed or distorted perceptual experiences, and generally deteriorated mental processes.</p> <p>Paranoia is the general term for believing that other people or entities are conspiring to do you harm. Those who evidence such symptoms may be willing to do violent things in order to protect themselves from such real or imagined persecution.</p> <p>A delusion is a fixed and false belief, which may present itself as bizarre or non-bizarre grandiose, persecutory (victimization-based), somatic (pertaining to the body), erotomanic (love based), or a host of other qualities.</p> <p>A bizarre delusion is a belief in events not typically viewed as possible by most people.</p> <p>A hallucination is a false sensation. The person senses something that is not there. Most frequent are auditory hallucinations. The individual hears voices, sometimes critical and demeaning, or threatening that are perceived by the subject as distinct from his/her own thoughts.</p>	
Warning Signs Behavioral/Physical Clues	Warning Signs – Behavioral/Physical Clues
<input type="checkbox"/> Physical altercation, assault upon another person – frequent fighting <input type="checkbox"/> Inappropriate weapons possession or use <input type="checkbox"/> Drawings and other creative outlets with persistent or intense violent themes <input type="checkbox"/> Violent attire (camouflage fatigues, violent message shirts) <input type="checkbox"/> Physically intimidates peers/young children <input type="checkbox"/> Following/surveilling targeted individuals <input type="checkbox"/> Short-fused, loss of emotional control <input type="checkbox"/> Destruction of property <input type="checkbox"/> Bullying or victim of bullying <input type="checkbox"/> Deteriorating physical appearance/self-care <input type="checkbox"/> Isolating and withdrawn <input type="checkbox"/> Inappropriate displays of emotion, particularly anger, depression or rage	<p>Behavioral/physical clues are those signs we may observe in the at-risk person which are not typically verbal or spoken, but rather demonstrated. If a person is exhibiting violent behavior, we should be highly concerned and immediate intervention should occur. A student who has assaulted others, or is physically intimidating in their non-verbal behavior when interacting with others is giving off a critical warning sign. The best predictor of future violence is past violence.</p> <p>Physical intimidation suggests immediate intervention to re-install safety and control. Additionally, the need for serious evaluation of future risk potential is indicated. Rapid escalation is also indicated for the person who regularly violates the body space of others, is provocative in their interactions with others, and exhibits aggressive body language such as clenched fists, jaw tightening, or glaring (“evil eye”). Students demonstrating these particular warning signs are provoking and inflicting conflict, and will likely end up as a future perpetrator or victim through their actions.</p>

<input type="checkbox"/> Signs of substance use/abuse/dependence <input type="checkbox"/> Signs of depression/severe mood swings <input type="checkbox"/> Rebellion against school authority <input type="checkbox"/> Identifiably violent tattoos <input type="checkbox"/> Inappropriate possession of violent literature and information pertaining to known or suspected hate groups	<p style="text-align: center;">Warning Signs – Behavioral/Physical Clues (cont.)</p> <p>The student who is an observed or known victim of bullying perceives themselves as a victim of other students and can also blame teachers for being participants by commission or omission. This student may feel that “nobody is going to help me, they just stand by, so I have no choice or it will never stop.”</p>
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Creative outlets may also provide us the opportunity to observe critical warning signs of an increasingly violent thought process. Violent drawings and writings may be indicative of creativity or may indicate that there is a very important and potentially dangerous thought process occurring which could lead to violence. Follow-up investigation and inquiries into the meaning of the behavior is warranted.

Emotional distress or difficulties are often reflected in behavior. A student losing control of his/her temper, lashing out in frustration, or withdrawing and isolating from others, is exhibiting noteworthy behavioral clues of a potential problem. It is critical to attend to signs of anger or depression. As signs of deep emotional pain, thoughtful intervention and assistance is needed. Emotional distress or difficulties are often reflected in behavior. A student losing control of his/her temper, lashing out in frustration, or withdrawing and isolating from others, is exhibiting noteworthy behavioral clues of a potential problem. It is critical to attend to signs of anger or depression. As signs of deep emotional pain, thoughtful intervention and assistance is needed. In worst case they may indicate a growing menace requiring additional assessment and intervention.

Warning Signs Obsessions	Warning Signs – Obsessions
<input type="checkbox"/> Self as a victim of a particular individual <input type="checkbox"/> Grudges or deep resentments <input type="checkbox"/> Particular object(s) of desire <input type="checkbox"/> Perceived injustices, humiliation, or disrespect <input type="checkbox"/> Thoughts of death or other incidents of violence <input type="checkbox"/> Narrow-focus, “sees no way out”, or has tunnel vision <input type="checkbox"/> Publicized acts of violence <input type="checkbox"/> Historically violent figures <input type="checkbox"/> Violent music and other media <input type="checkbox"/> Weapons and destruction <input type="checkbox"/> Stalking	<p>An <i>obsession</i> is the repetitive or persistent preoccupation with a particular idea. It becomes an individual's focus, filling their mind so that no other information is effectively processed. As a warning sign, people should be alert to the following kinds of evident obsessions, resentments and grudges against particular individuals; romantic obsessions; themes of violence; and a perception that there are no solutions to life's problems other than violence. Individuals may also become preoccupied with violence</p> <p>Resentments and grudges are nearly always present in extreme school violence incidents and are often present in lesser incidents of violence. It is important to note such unresolved anger, resentments, or grudges bubbling to the surface which are communicated to or observed by others.</p> <p>Romantic obsessions are problematic. A student who can't let go of how some love object abandoned them, who is continually pursuing that person, and generally centers their life on that person, is out of control and an accident waiting to happen.</p>

Threat Assessment: Risk and Stability Factors

Threat assessment in school violence risk situations involves understanding the Warning Signs, Risk Factors, Precipitating Events and Stabilizing Factors that elevate or diminish risk. Predisposing factors unique to school violence risk include the destructive influences of peer relationships, dysfunctional family issues and negative school environments. Psychological factors such as mood disorders, substance abuse, a violent fantasy life and low self esteem may also elevate risk potential.

GENERAL VIOLENCE RISK FACTORS (Bio-psychosocial model of risk factors suggesting increased violence potential)	GENERAL VIOLENCE RISK FACTORS
<p>Individual / Psychological Domain Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Past crime, violence or antisocial attitude <input type="checkbox"/> Age 15 -24 <input type="checkbox"/> Male gender <input type="checkbox"/> Lower intelligence <input type="checkbox"/> Paranoia <input type="checkbox"/> Anger/fear problems <input type="checkbox"/> Psychopathy <input type="checkbox"/> Attachment problems 	<p>The prevalence of violence is more than five times higher among people with a diagnosable mental disorder, twelve times more likely among people diagnosed with alcoholism and sixteen times higher among people diagnosed as abusing drugs.</p> <p>Individual/Psychological domain factors include past crime, age 15-24, male gender, lower intelligence, paranoia, anger/fear problems, psychopathology and attachment issues.</p>
<p>Social / Environmental Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family of origin violence <input type="checkbox"/> Adolescent peer group violence (i.e. gang) <input type="checkbox"/> Economic instability or poverty <input type="checkbox"/> Victim availability <input type="checkbox"/> Weapon availability <input type="checkbox"/> Diagnosis of alcohol use or abuse <input type="checkbox"/> Diagnosis of drug abuse/ psychostimulant use 	<p>Social/Environmental Factors include family of origin violence, adolescent peer group violence, economic instability or poverty, victim availability, weapon availability, and alcohol or psycho-stimulant use.</p>
<p>Biological Domain Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Head injuries or seizure disorder <input type="checkbox"/> Blackouts, recurrent dizziness, or severe headaches (central nervous symptoms) <input type="checkbox"/> Major mental disorders 	<p>Biological Domain Factors include history or evidence of head injuries or seizure disorder, central nervous system symptoms such as blackouts, recurrent dizziness or severe headaches and major mental disorders.</p>
SCHOOL VIOLENCE RISK FACTORS	SCHOOL VIOLENCE RISK FACTORS
<p>Peers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peers challenge and provoke an at-risk individual (<i>victim-precipitated</i> violence) <input type="checkbox"/> Peers encourage or co-conspire to participate in a violent action plan 	<p>Peers: relationships are an important factor that can influence school violence risk in a variety of ways. Peers may challenge and provoke an at-risk individual, leading to a victim precipitated violence event. They may also encourage or conspire to participate in a violent action plan</p>

SCHOOL VIOLENCE RISK FACTORS	SCHOOL VIOLENCE RISK FACTORS (cont.)
<p style="text-align: center;">School</p> <input type="checkbox"/> Inconsistent implementation of policies and/or discipline <input type="checkbox"/> Teachers or staff who engage in demeaning or oppressive treatment of students <input type="checkbox"/> Tolerance or acceptance of bullying as “what kids do” and failure to intervene <input type="checkbox"/> Failure to ensure physical safety and security (Does school have a security plan?) <input type="checkbox"/> Ensure safety in offsite settings such as school bus transportation and school events	<p>School: the school environment itself may serve to elevate violence risk. Some schools may be inconsistent in their implementation of policies and/or discipline, reinforcing the notion that certain groups are favored and can do no wrong, while others are to persecuted or abandoned in their time of need.</p>
<p style="text-align: center;">Family Risk Factors</p> <input type="checkbox"/> Separation, divorce, marital affairs, difficult child custody <input type="checkbox"/> Violence in the home, domestic violence <input type="checkbox"/> Emotional, physical, sexual abuse <input type="checkbox"/> Excessively harsh or severe discipline <input type="checkbox"/> Substance abuse or dependency <input type="checkbox"/> Neglectful or ineffective parenting <input type="checkbox"/> Home characterized by high conflict <input type="checkbox"/> Weak or absent same-sex parent <input type="checkbox"/> Violent, ineffective, anti-social, toxic role models	<p>Family: certain family history and background issues may function as risk factors if they interfere with the development of healthy attachments and self-concept, disrupt social support, impair self control, provide poor modeling for coping strategies, and limit overall resiliency. These factors may also represent changing events as they unfold in the family, at which time they can also serve as precipitating events. Risk is increased if the family has violent, ineffective, antisocial or toxic models.</p>
<p style="text-align: center;">Psychological Issues</p> <input type="checkbox"/> Mental disorder or symptoms of mental disorders <input type="checkbox"/> Mental disorder with alcohol or drug use <input type="checkbox"/> Mental disorder with active symptoms	<p>Psychological Issues: various psychological issues, mental disorders, or symptoms of mental disorders may increase the risk for acting out behaviors and lethal violence. For an already at-risk person, the presence of a diagnosable mental disorder or behaviors may indicate increased risk for violence under the right set of conditions. While the presence of any disorder elevates risk for violence potential, most people with a mental disorder do not become violent.</p>
<p style="text-align: center;">Mood Disorders</p> <input type="checkbox"/> Severe depression <input type="checkbox"/> Bipolar disorder <input type="checkbox"/> Suicidal	<p>Mood Disorders: in particular, depression and bipolar disorder represent one major category of problems, the presence of which may elevate risk.</p>

SCHOOL VIOLENCE RISK FACTORS	SCHOOL VIOLENCE RISK FACTORS (cont.)
<p>Substance Use/Dependence</p> <input type="checkbox"/> Past substance use/dependence <input type="checkbox"/> Current substance use/dependence <input type="checkbox"/> Lack of participation in after-care program	<p>Substance Use/Dependence: has been shown to increase potential significantly in research studies, although it is conspicuously absent in school violence situations, at least during the more predatory assaults because perpetrators do not want to reduce their control during the event.</p>
<p>Personality Disorders/Traits</p> <input type="checkbox"/> Feels morally superior to others <input type="checkbox"/> Feels entitled to special treatment <input type="checkbox"/> Sensitive to criticism <input type="checkbox"/> Prone to rageful resentments & reactions when denied perceived entitlements. <input type="checkbox"/> Little regard for rules or for the truth <input type="checkbox"/> History of law breaking or lying <input type="checkbox"/> Manifests significant egocentricity <input type="checkbox"/> May appear superficially glib & charming <input type="checkbox"/> Extremely manipulative <input type="checkbox"/> Touchy <input type="checkbox"/> Unforgiving <input type="checkbox"/> Suspicious of the motives of others <input type="checkbox"/> Distrustful <input type="checkbox"/> Often hostile and accusatory	<p>Personality Disorders/Traits: are chronic, maladaptive ways of interacting with the world, viewing oneself, and interacting with others and represent a relatively stable personality style. If there is a diagnosed personality disorder, it is recommended that Teams carefully analyze the situation.</p> <p>Personality Disorders/Traits (cont.)</p> <input type="checkbox"/> Odd, eccentric <input type="checkbox"/> Often isolative <input type="checkbox"/> Displays peculiarities of thought and reasoning, readily noticed by others <input type="checkbox"/> Unstable & intense relationships with others <input type="checkbox"/> Chronic feelings of emptiness and boredom <input type="checkbox"/> Mood swings <input type="checkbox"/> Intense fear of abandonment <input type="checkbox"/> Self-mutilative behavior <input type="checkbox"/> Suicidal behavior
<p>Self-Esteem</p> <input type="checkbox"/> Low self-esteem <input type="checkbox"/> Feelings of inadequacy <input type="checkbox"/> Pervasive feelings of not “fitting in” <input type="checkbox"/> Pervasive feelings of not being “good enough” and worthlessness <input type="checkbox"/> Denigrates those with whom the person feels inadequate	<p>Self-Esteem: feelings of inadequacy are common characteristics of at-risk individuals noted in a number of worst case scenarios. The person suffers from pervasive feelings of “not fitting in”, not being “good enough” and worthlessness.</p>
<p>Locus of Responsibility</p> <input type="checkbox"/> Pattern of blaming others and externalizing responsibility	<p>Locus of Responsibility: life outlook can be an important risk factor, particularly a pattern of blaming others and externalizing responsibility. This raises risk because if it is somebody else’s fault, then there is already justification</p> <p>for directing anger, rage, and retaliation outward. It also elevates risk because it prevents the person from making adjustments and changes to their life that will prevent further problems, and leads to the creation of new precipitating events, such as rejection or interpersonal failures. This perceptual process is common in the personality disorders.</p>
<p>Attachment Issues</p> <input type="checkbox"/> General attachment problems and failures in their background <input type="checkbox"/> <u>Intense</u> attachment in relationships and an unwillingness to let go <input type="checkbox"/> <u>Absence</u> of attachment, estrangement from others	<p>Attachment Issues: many of the individuals who have gone on to commit major acts of violence, and even lesser forms of violence such as stalking or assaults, have had attachment problems and failures in their backgrounds. Some attachment issues can be seen in some individuals having difficulty bonding and also difficulty letting go of relationships.</p>

SCHOOL VIOLENCE RISK FACTORS	SCHOOL VIOLENCE RISK FACTORS (cont.)
<p style="text-align: center;">Learning Disabilities</p> <input type="checkbox"/> Interventions to address learning disabilities have not yet been successful <input type="checkbox"/> Feelings of powerlessness, shame, isolation, and inadequacy related to disability and/or educational placement <input type="checkbox"/> ADHD with symptom of impulsivity <input type="checkbox"/> ADHD with history of risk taking behaviors	<p>Learning Disabilities: some perpetrators of extreme school violence have suffered from learning disabilities. Problems arise when the disability creates intense and unbearable feelings of powerlessness, shame, isolation and inadequacy. In conjunction with other life issues, it contributes to a downward spiral and a vicious cycle of anger, rejection, failure, and constriction of pro-social problem solving options. A similar dynamic may evolve from symptoms of Attention Deficit Hyperactivity Disorder (ADHD) and the resulting consequences.</p>
<p style="text-align: center;">Fantasy Life</p> <input type="checkbox"/> Active fantasy life <input type="checkbox"/> Fantasies are usually violent <input type="checkbox"/> Strong themes of power and control as a way of coping <input type="checkbox"/> Alternate identity "as a force to be reckoned with" <input type="checkbox"/> Extensive interest in real or fictionalized violence	<p>Fantasy Life: in higher risk cases, fantasies are usually violent, with strong themes of power and control as a way of coping and compensating for life difficulties. Fantasies may be directly and indirectly measured by remaining alert to verbalizations, activities, and written and creative narratives or stories.</p>
<p style="text-align: center;">Spiritual Issues</p> <input type="checkbox"/> Deviance in spiritual issues such as anti-God or pro-occult belief system <input type="checkbox"/> Anti-religion or violent religious extremism	<p>Spiritual Issues: few people have systematically studied the impact spiritual issues have upon risk, specifically the absence or hostility toward a positive spiritual belief system. Deviance in this arena has been noted in many adolescent mass murder and school violence cases.</p>
<p style="text-align: center;">Birth Order</p> <input type="checkbox"/> Has older more successful siblings <input type="checkbox"/> Rage toward siblings or others perceived similar to successful sibling	<p>Birth Order: is a static risk factor present in some cases of school violence. There are a seemingly higher proportion of perpetrators with older, successful siblings.</p>
<p style="text-align: center;">Background Issues</p> <input type="checkbox"/> Geographic mobility (multiple relocations) <input type="checkbox"/> Early initiation of problem behaviors <input type="checkbox"/> Criminal background <input type="checkbox"/> Criminal background that involves violent crime <input type="checkbox"/> Contact with law enforcement not resulting in arrest but may have resulted in "sub-arrest" documentation <input type="checkbox"/> Poverty	<p style="text-align: center;">Background Issues</p> <p>Geographic Mobility: in some cases of adult and adolescent mass murder, the perpetrator's background was marked by multiple relocations.</p> <p>Early Initiation of Problem Behaviors: behavior problems in K through third grade are an important risk factor for at least two different reasons. At a young age, if the child is failing, struggling academically, or having problems socially, it may be the beginning of an eroding self-concept, creating a need for ways of experiencing mastery and control over the world. It can also represent the early onset of a serious mental disorder. Cruelty to animals co-relates to later violence.</p>
<p>Criminal Background: the best predictor of future violence is past violence, and a criminal history that includes violent crimes indicates that the person has less inhibitions when it comes to acting out. Property crimes, vandalism, and other offenses may suggest a general theme of disregard for the feelings and rights of others.</p> <p>Poverty: research has demonstrated that those with a lower socio-economic background have increase risk for violence.</p>	

<p align="center">PRECIPITATING EVENTS (Triggering events that may be the catalyst for violent acting out, "the final straw")</p>	<p align="center">PRECIPITATING EVENTS</p>
<input type="checkbox"/> Bullying or ridicule by classmate <input type="checkbox"/> Significant personal rejection <input type="checkbox"/> Loss of romantic or other important personal relationship <input type="checkbox"/> Personal failure <input type="checkbox"/> Administrative or disciplinary investigation or discipline <input type="checkbox"/> Anticipated greater punishment or consequences <input type="checkbox"/> Extreme jealousy <input type="checkbox"/> Sudden onset of psychotic or thought-disordered perceptions <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<p>When reviewing an at-risk person for purposes of threat assessment, we should consider whether there are any potential triggering events in the person's life. Triggering events are the catalyst for violent acting out, the final straw, which the person perceives pushed them to do what they did are going to do. Some examples of triggering events include: bullying or ridicule by a classmate, significant personal rejection, loss of a romantic relationship or other important personal relationship, personal failure, administrative or disciplinary investigation or discipline, extreme jealousy, and psychotic or other thought-ordered perceptions. Many of these events have a common underlying theme, a loss of face or humiliation, injured pride, and shame.</p>
<p align="center">STABILIZING FACTORS (Strengths in the at-risk person's background that may contribute to restrain impulses and increase non-violent problem solving options)</p>	<p align="center">STABILIZING FACTORS</p>
<p>Stabilizing Factors help the Team to consider supportive or protective factors that the student may have in his or her life.</p> <p>These Factors may help offset some of the risk factors and/or precipitating events and should be taken into account as the Team determines the Level of Threat.</p> <p>Stabilizing Factors are those strengths in the at-risk person's background that may contribute to restrain impulses and increase non-violent problem-solving options. Many of the identified stabilizers are simply "risk factors in reverse".</p>	
<p align="center">INDIVIDUAL STABILIZERS</p>	<p align="center">INDIVIDUAL STABILIZERS</p>
<p align="center">Coping Skills and Resources</p> <input type="checkbox"/> Good grades <input type="checkbox"/> Part-time job <input type="checkbox"/> Extra curricular activities <input type="checkbox"/> Physical activities	<p>Coping Skills and Resources: those persons who have good coping skills, often exhibited in the past under stressful circumstances, are less likely to perceive that they have run out of options and resort to violence.</p>
<p align="center">Interpersonal Skills</p> <input type="checkbox"/> Makes and keeps friends <input type="checkbox"/> Empathy <input type="checkbox"/> Resilience	<p>Interpersonal Skills: those with the ability to mix with others are likely to attract other people as potential friends and confidantes, and create relationships that buffer against violent acting out.</p>
<p align="center">Mental Health Resources</p> <input type="checkbox"/> Participates in therapeutic relationship <input type="checkbox"/> Takes prescribed medications	<p>Mental Health Resources: people who avail themselves of meaningful and competent social work, counseling and other mental health services may also be less at risk.</p>

<p style="text-align: center;">Adjunct Treatment</p> <input type="checkbox"/> Participates in self-help support group <input type="checkbox"/> Complies with program recommendations	<p>Adjunct Treatment: such as attending 12 Step or other self-help programs may enhance resilience and mitigate risk.</p>
<p style="text-align: center;">Spirituality</p> <input type="checkbox"/> Participates in spiritual support system <input type="checkbox"/> Values non-violent behavior	<p>Spirituality: the foundation of some adjunct approaches is a spiritual belief system that helps to mitigate the control and power issues that often create or exacerbate violent behavior. It also provides a value structure contrary to violence.</p>
<p style="text-align: center;">Peer Support</p> <input type="checkbox"/> Law abiding peers <input type="checkbox"/> Pro-social friendships <input type="checkbox"/> Healthy romantic relationships	<p>Peer Support: the presence of law-abiding peers, pro-social friendships, and healthy romantic relationships may buffer against violence.</p>
<p>ORGANIZATIONAL STABILIZERS</p>	<p>ORGANIZATIONAL STABILIZERS</p>
<p style="text-align: center;">School culture</p> <input type="checkbox"/> Student feels harassment is addressed <input type="checkbox"/> Student feels bullying is addressed <input type="checkbox"/> Student feels connected and/or supported by someone in the school <input type="checkbox"/> Student feels respected <input type="checkbox"/> Student feels safe <input type="checkbox"/> Student perceives that rules and boundaries are clear and equitable.	<p>School Culture: healthy organizations lower risk because there are less potential precipitating events, fewer situations that are allowed to fester unaddressed, and they make less enticing targets. Resources: access to alternative schooling or mental health professionals is a positive. Adequate staffing with reasonable teacher/student ratios ensures attention for those who may need it. Physical Security: control over access to school premises, security or police assigned to campus, or any other strategies to increase physical safety decrease the attractiveness of the school for a violent act. Security seen as intrusive could be seen as a disruptive influence. Rules and Boundaries: clear rules, boundaries and expectations are stabilizing for students and staff alike.</p>
<p>FAMILY STABILIZERS</p>	<p>FAMILY STABILIZERS</p>
<input type="checkbox"/> Involved caregivers <input type="checkbox"/> Academic performance is encouraged <input type="checkbox"/> Appropriate rules and boundaries <input type="checkbox"/> Family seeks help when needed <input type="checkbox"/> Family respects authority <input type="checkbox"/> Family monitors media <input type="checkbox"/> Family monitors weapons in the home.	<p>Family Stabilizers: healthy families notice problems, model effective coping strategies and have corrective mechanisms for aberrant behavior, even if that means reaching outside of the family unit for assistance. They set and support limits and are open-minded to new approaches for managing their children. Healthy families respect authority, care about their children's performance and limit exposure to drugs, violence and negative influences and media.</p>

Page 4: Level of Threat

- **The Level of Threat Checklist** is used by the Team to identify the Level of Threat (High, Medium, or Low). There is not a specific formula in determining the Level of Threat; instead, through clinical judgment and taking into account Warning Signs, Risk Factors, Precipitating Events and Stabilizing Factors, the Team will determine the most accurate Level of Threat.
- Note: if the Team determines that the threat may span two levels, check the higher (of the two) threat level box; then record that the threat spans two threat levels (name both threat levels in the line provided under Additional Information at the bottom of the page). Complete only the checklist for the higher (of the two) threat levels. Under these circumstances, it is recommended that the Team increase rather than decrease the Level of Threat in order to ensure safety for others and provide the maximum amount of interventions for the student of concern.

Page 5, 6, & 7: LEVEL OF THREAT CHECKLIST

► HIGH

► MEDIUM

► LOW

Based on the Level of Threat determined (page 4), complete the Checklist associated with that Level of Threat.

Page 5: High Level Threat Checklist

High risk cases are likely to have high violence potential. There is an assessed risk of danger to self or others, which may qualify the individual for involuntary hospitalization or commitment procedures, and/or arrest, depending on whether the Team determines it is a Category 1: Imminent Risk or a Category 2: Not Imminent.

- The Team determines whether the Risk is Imminent or Not Imminent, takes necessary actions and the “High Level Threat” Checklist is completed.
- Some items in the Checklist may be used in constructing the Threat Assessment Plan
- **NOTE: High level threat cases not involving suicide risk are not automatically referred to Southwest Family Guidance Center (which has a contract with APS to assess suicide risk). They do not conduct Violence Potential Assessments although they may be asked to provide an assessment to identify areas of concern and suggested support.**

High Level Threat Intervention Considerations

Security Response

Arrests are often required for a High Level Threat. Isolation and containment should be to an area that is out of sight of any audience.

Involuntary Hospitalization

If the Team deems this necessary, consider requesting that school police transport the individual to the nearest hospital for evaluation or contact mental health personnel to come to the school to perform emergency psychological evaluations and initiate commitment procedures. The Team should consider securing an Authorization for Release and Exchange of Information (See Appendix D) so that the District can share necessary facts with the evaluator and obtain pertinent information regarding safety of victim(s) and the possible release date and/or return of the individual to the school environment.

Access Restriction

Personnel (such as security and receptionists) should be told on a “need to know” basis that a particular individual is not cleared to be back on campus and if seen, certain procedures should be initiated. Consider using restraining and administrative “stay away” orders to set boundaries.

Weapons Issues

Weapons possession (in most states) is illegal if one has been involuntarily hospitalized or subject to certain types of arrest. The Team should ascertain whether all weapons have been retrieved and access to weapons (in a broader sense than just the subject’s home) is denied.

Post Arrest/Release and Monitoring

The timing and outcome of certain court proceedings should be monitored and release dates recorded. Close contact with probation and parole officers is recommended. If the student returns to school, monitoring for additional warning signs is appropriate, though the level of surveillance may gradually subside if the student consistently complies with the Threat Assessment Plan expectations.

School Status Issues

The Team should arrange whatever documents are necessary to notify the individual or their family about their leave status and whatever procedures are involved to facilitate a return to school.

Notifications

Parent(s)/guardian(s) should be notified using an understanding approach that attempts to involve them in a collaborative way towards stabilizing the situation. The Team member who engages with the parents should be interpersonally adept. This may be the School Psychologist due to her/his clinical skills, the School Resource Officer because of their legal authority or a Team member who has dealt successfully with the family on previous occasions.

NOTE: Immediate notification of all potential victims is imperative.

Community Relations

Community Relations is called if an APS representative is needed to talk to the media or an outside agency. It is recommended that the school administrator makes this call and requests that a representative be present, if at all possible, in these circumstances.

Risk Management

Risk Management manages District’s liability and property insurance policies, occupational health clinic, worker’s compensation and the District’s loss control and safety. Risk Management is usually notified by the School Resource Officers or School Police when there is a High Level Threat possibly resulting in liability and safety issues. It is recommended that an administrator call School Police to make sure that Risk Management has been notified.

Employee Assistance Services

Employee Assistance is often contacted when a staff member has been traumatized by being the focus of a threat or threatening behavior or if they have experienced something

similar in their past and are in need of counseling. An administrator or mental health professional can assist the staff member by encouraging them to schedule an appointment.

Page 6: Medium Level Threat Checklist

The Medium Level Threat occurs when there is insufficient evidence for violence potential, but sufficient evidence for the repetitive and/or intentional infliction of emotional distress upon others. There is no evidence to support that the person intends violence. The individual repetitively engages in behaviors, however that would cause reasonable people emotional distress in others.

- The “Medium Level Threat” Checklist is completed and the Team determines that the student poses a Medium Level Threat.
- Some items in the Checklist may be transferred to the Team Planning Form (Page 8) to assist in completing the entire Threat Assessment Plan.

Page 7: Low Level Threat Checklist

Typically, there is unintentional infliction of distress on others, such as making insensitive remarks, teasing, putting their “foot” in their mouth, etc. When the person is confronted with the inappropriateness of the behavior, s/he recognizes the impact, takes full responsibility for their actions, accepts the consequences and is willing to participate in a plan to put people at ease again.

- The “Low Level Threat” Checklist is to be used when the Team determines that the student poses a Low Level Threat.
- The Team considers discipline options; develops an in-school Threat Assessment Plan for students; and schedules a time to reconsider and monitor compliance with Plan:

Medium and Low Level Threat Intervention Considerations

Security Response

There may be a need for some degree of security response for a Medium Level Threat, typically none for a Low Level Threat. Such a response is not likely to be dramatic, but might simply entail having procedures in place should the person choose to escalate. If a security response is required, then the School Security Team, APD School Resource Officer (SRO), and/or APS Police may be involved. Many of the APD SRO's are Crisis Intervention Team certified which means that they have specialized training in de-escalating mentally ill children, youth and parents. They may wish to generate a planned and scripted approach to take control if the individual engages in any intimidating behaviors during the intervention.

Removal vs. Limits

The basis to remove a student from campus is usually a serious violation of disciplinary rules which is an ongoing pattern after earlier warnings have been given. The removal must follow district guidelines for suspension. If the student is allowed to remain or granted permission to return, a return-to-school agreement should be initiated, such as a behavioral contract with specified consequences. This agreement is formulated during a meeting between the principal or assistant principal and the student and his/her parent(s)/guardian(s).

Notifications

Parent(s)/guardian(s) notifications should be made in most cases. The Team needs to think about who will make the notification motivating the parent(s)/guardian(s) to

participate actively and supportively in any interventions. Notifications inform but they also serve to set a collaborative, problem-solving tone with the family.

Information Gathering

The TAT should obtain firsthand verification of the reported misbehaviors, talk to any potential witnesses, and review all known collateral information. In addition, a review of the student's records will help to determine if the behavior is acutely aberrant or part of a chronic pattern, and what interventions have been attempted. If applicable, it is useful to assess weapons possession or access as well as any history of impulse problems.

Monitoring

A Team member should be designated to track the student's participation and compliance with any agreed-upon contracts or Plans, including counseling and restraint in engaging in any more counterproductive behaviors.

Page 8: Team Planning Form

- The Team Planning Form is used by the Team to develop a cohesive Threat Assessment Plan **prior** to the parent(s)/guardian(s) meeting.
- If the student has been suspended, the Team considers what has to be done prior to the student returning to an APS school, other items the school should consider and a summary of the Plan.
- This Form is recommended for use with all Threat Levels (High, Medium and Low) to ensure consistent documentation purposes.

Threat Assessment Plan Summary

- This page is to be used with all Threat Assessment Plan Protocols.
- The Threat Assessment Plan Summary is to be filled out during the parent(s)/guardian(s) meeting.
- This page summarizes the presenting problem, the recommended actions, considerations for the school and parent(s)/guardian(s), and a Home Safety Plan if applicable.
- When applicable, a service provider is identified. This Plan provides a succinct documentation of the presenting problem and the school's recommended actions to the identified provider.
- The Plan identifies the safety measures and interventions the school will implement, as well as documenting parental/guardian responsibilities.
- This page is intentionally unnumbered because it is the only page the parent(s)/guardian(s) typically receive a copy of.
- The purpose is for the parent(s)/guardian(s) to have a succinct page to take with them to an outside provider documenting the presenting problem and the school's recommended actions.

APS Student Safety Follow-Up/Addendum Form

The Albuquerque Public Schools Student Safety Follow-Up/Addendum Form is a one page addition to the THREAT ASSESSMENT PLAN Protocol and is to be used when a school TAT needs to follow-up on the progress of a student regarding interventions or when a school TAT acquires additional information and needs to make some changes or additions to an existing THREAT

ASSESSMENT PLAN Protocol. This form is to be used for either circumstance. The procedures are as follows:

- The TAT convenes and designates a Facilitator, who then fills out the identifying information and records the date(s) of the THREAT ASSESSMENT PLAN Protocols at the top.
- The Facilitator checks either Follow-Up Review or Addendum. Team members in attendance print and sign their names.
- The TAT discusses and the Facilitator completes the applicable sections and attaches additional documentation or forms if needed.
- The Follow-Up Review date is recorded (if needed).
- The Albuquerque Public Schools Student Safety Follow-Up/Addendum Form is stapled to all previous completed THREAT ASSESSMENT PLAN Protocols and maintained in the student's discipline file. The original THREAT ASSESSMENT PLAN, summary, and Follow-Up/Addendum forms are placed in a sealed discipline envelope in the student's cumulative file and labeled "Discipline—For School Principal".
- The TAT may choose to communicate the new information or recommendations to the parent(s)/guardian(s) by setting a meeting time and completing the unnumbered Albuquerque Public Schools Threat Assessment Plan Summary (last page of the THREAT ASSESSMENT PLAN Protocol) and giving the parent(s)/guardian(s) a copy, then stapling and filing the original with the previously completed THREAT ASSESSMENT PLAN Protocols.

HOUSEKEEPING

Forms

Where to keep and acquire blank forms

- Access the APS Intranet Manuals, Handbooks, and Catalogs website (<http://intranet.aps.edu/manuals.htm>) and click on the link for the THREAT ASSESSMENT PLAN Users Guide
- Store onsite in the Health and Wellness Team manual
- Store onsite in a file located with the administrator(s) in charge of discipline or security
- Store onsite with individual members of the Health and Wellness Team

Where to Keep Completed Forms

- Documentation should be treated as a confidential file and secured like other student records consistent with laws and rules in the District.
- An administrator should be designated to keep the completed THREAT ASSESSMENT PLAN and supporting materials in the student's discipline file in a secure location. The original THREAT ASSESSMENT PLAN, summary, and follow-up/addendum forms should be placed in a sealed folder labeled "Discipline—Information for Site Administrator" in the student's cumulative folder. A copy should be sent via interoffice mail to Larry Fortress, the director of threat assessment...city center, suite 480w

Copies, Who Gets What?

- A copy of the Team Planning Form (p. 8 of the THREAT ASSESSMENT PLAN) and the signed Summary form will be given to each person named as a responsible person to carry out a required action and to staff with a need to know.
- The parent(s)/guardian(s) will receive a copy of the THREAT ASSESSMENT PLAN Summary.
- Parents typically DO NOT receive a copy of pages 1-8 of the THREAT ASSESSMENT PLAN UNLESS they specifically request it in writing and/or their child is going to a disciplinary hearing. In the instance where they request a copy in writing, they have a right to review the THREAT ASSESSMENT PLAN Protocol AND receive copies to take with them, though the District may ask the parent(s)/guardian(s) to pay a standard copying fee
- Documentation of THREAT ASSESSMENT PLAN Summary and other pertinent information may be shared with community evaluators and/or providers with the appropriate signed Authorization for Release and Exchange of Information (See Appendix D)
- Information from the THREAT ASSESSMENT PLAN can be presented by an administrator at a hearing for confirmation of the need to secure safety for individuals at a school campus. However, it should be noted that parent(s)/guardian(s) have the right to inspect and review beforehand all information being presented at a hearing and they may also request copies of this information. Therefore, **the Team needs to be able to support and defend the facts and opinions that are recorded on the THREAT ASSESSMENT PLAN Forms** (See User's Guide: Completing Checklist for Warnings Signs, Risk Factors, Precipitating Events and Stabilizing Factors for definitions of facts versus opinions).

Transfer of Information

Information should be transferred with the student (per the cumulative folder) should the student move to another school in or out of the state of New Mexico.

- As soon as the student's transfer is made known, it is recommended that the administrator at the original school reconvene the TAT to review the student's response to the Plan in order to identify what information should be shared. At a minimum, the Threat Assessment Plan Summary and any relevant follow-up information should be provided over the phone to the receiving school. Relevant follow-up information may include but is not limited to information about the student's and the parent(s)/guardian(s)'s compliance with the Threat Assessment Plan and the progress of the student and the family in accessing and gaining benefit from outside resources such as family and individual therapy.
- The administrator at the original school should orally communicate pertinent information about the Threat Assessment Plan to the administrator at the receiving school and direct him/her to the discipline envelope in the student's cumulative folder (which may or may not yet have arrived at the new school), especially if the student appears to continue to pose a threat. Threat Assessment Plan information falls under FERPA and is considered an educational record.

Community Relations

Who are they and when do we contact them?

Community Relations is called if an APS Representative is needed to talk to the media or an outside agency. It is recommended that the school administrator make this call and request that a representative from APS Community Relations be present if at all possible in these circumstances.

Risk Management

Who is Risk Management?

Risk Management manages District's liability and property insurance policies, occupational health clinic, worker's compensation and the District's loss control and safety.

When are they called?

Risk Management is usually notified by the School Resource Officers or School Police when there is a High Level Threat possibly resulting in liability and safety issues. It is recommended that an administrator call School Police to make sure that Risk Management has been notified.

Employee Assistance Program Services

Description and Contact Information

Employee Assistance is often contacted when a staff member has been traumatized by being the focus of a threat or threatening behavior or if they have experienced something similar in their past and are in need of counseling. An administrator or mental health professional can assist the staff member by encouraging them to call and schedule an appointment. The EAP office number is 884-9738

RESOURCES

School

Counselor can address academic, personal/social and career needs of students through individual and group counseling, educational and career planning, referral to community agencies (particularly for suicide assessments), staff consultations, crisis intervention, and professional development services.

Social Worker can be a link between home, school and community. Social workers mainly provide services for special education students, though some clusters have “braided” social work services, where the social workers can also provide services for some general education students. Typical services include assessment of needs, individual and group therapy, crisis prevention and intervention, parent education, and referrals and consultation with community agencies.

School Nurse is a health consultant that helps to interpret medical information and incorporate medical, social, emotional and community aspects of every student. The school nurse can be a valuable asset in the expeditious exchange of information between the school and outside providers/evaluators.

School Psychologist is a consultant to Health and Wellness Teams, school staff and parents, carries out special education evaluations including the student’s eligibility for the Emotional Disturbance exceptionality, and supports crisis intervention, and staff training. For additional information contact the district-level supervisor of the school psychologists.

Family Counselor receives referrals through the Health and Wellness Teams (Health/Mental Health Teams), and conducts up to six free family sessions with a focus on assisting the family and student in reducing the student’s barriers to learning.

Behavior Consultation Team operates as a branch of the Special Education Department. Services are available to general and special education classrooms. Behavior Consultants are master teachers specializing in behavior management. Behavior Management Specialists work in concert with Behavior Consultants to develop and implement behavior intervention plans in the classroom.

The Autism Resource Team has a variety of resources to share, expertise in areas related to quality programming and a readiness to help school teams meet the challenges of working effectively with students with autism. In addition to consultation, the Autism Resource Team provides a variety of training opportunities throughout the school year. Schools can also request autism-related staff development.

Prevention Unit operates as a branch of the APS Health and Wellness Department’s Counseling Unit. The unit’s staff can assist schools in prevention efforts including highly effective programs designed to prevent bullying and violence in the schools. Funding may be available to help schools implement the prevention programs. Contact the Counseling Manager.

Community Mental Health Providers in Schools Program involves site-based placement services which are delivered by Independent or Agency Mental Health Providers which are contracted by the Health and Mental Health Department, Comprehensive Services, and assigned to a school site to function as part of the school’s site-based mental health resources. Contact the Comprehensive Services Manager.

Community

- Southwest Family Guidance Center is contracted with APS to provide professional suicide assessment for students, particularly in situations where the family does not have insurance or cannot access an immediate consultation. School counselor, school social worker, school psychologist or school nurse can assist in obtaining services.
- See Appendix A for a more extensive list of community resources.

GENERAL INTERVENTION CONSIDERATIONS

Intervention with students provides an opportunity to make a difference. In contrast to adults who may be entrenched in dysfunctional patterns, youth tend to be much more malleable and responsive to assistance when early warning signs are identified. Therefore, interventions may be viewed as an assessment opportunity.

Legal Issues

Threat Assessment Teams must consider legal issues including the following:

- **Federal Gun Free Schools Act (GFSA) of 1994** requires that every state receiving funds must have a law that mandates a minimum one year expulsion for any student caught carrying a firearm to school.
- **Fourth Amendment** of the US Constitution safeguards citizens against unlawful search and seizure. Law enforcement must have “**probable cause**” and obtain a search warrant except in “**emergency**” situations.
- **Fifth Amendment** protects a person from self-incrimination and a juvenile has the right to request that a parent or guardian be present during questioning. If violation of the law is probable, District staff should not talk with the student until police officers arrive. This does not apply to violation of District/School rules which are not violations of the law; however, it is advisable to involve the student’s parent(s)/guardian(s) following District guidelines.
- **Family Educational Rights and Privacy Act (FERPA)** is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Obtain legal advice when in doubt.
- **Federal Occupational Health and Safety Laws (Fed OSHA)** mandates that organizations must “provide a safe work environment”. This entity may investigate and impose fines and sanctions in the case of lethal violence.
- **State child abuse reporting laws** mandate reporting incidents of suspected child abuse, including physical and emotional abuse, sexual abuse and child neglect. Reports should be made to Children, Youth and Families Division: (505) 841-6100.
- School boards establish District rules such as the disciplinary procedures which are found in the **APS Student Behavior Handbook**.

Civil Liability Exposure

One reason Threat Assessment Teams must take the legal issues into account is that failure to do so may make the school as well as individual staff members vulnerable to civil liability suits. Examples include:

- Violation of search and seizure laws.
- The more serious basis for civil liability is incurred when students and/or employees have been harmed during an episode of violence on District property. Consequently, there is a push for professionals to intervene.
- Wrongful accusations and discharges, such as suspension or expulsion of students.
- Student right violations such as dress codes that fail to accommodate a student’s religious beliefs.
- Violation of privacy in record-keeping and release of confidential information.
- Parent(s)/guardian(s) can be held liable for acts of violence committed by their child. Examples include negligent storage of a firearm, inadequate supervision and failure to take corrective action with problematic behavior.

- Individuals reporting threats have been sued for damages by families of the person identified as having made the threat. The thorough and accurate investigation of the threat(s) by the TAT is crucial to protection of student or staff reporting threats.

Criminal Justice System Issues

Law Enforcement Liaison

An ongoing relationship with local law enforcement is an asset in managing school violence risk. Threat Assessment Teams should consider the following recommendations:

- In planning for a High Risk Threat incidence, the school may wish to work closely in advance of a crisis situation to prepare the law enforcement authorities so they can respond promptly with minimal delay and briefing. Contact the Chief of APS Police, the School Resource Officer's (SRO) units at Albuquerque Police Department, and Bernalillo County Sheriff's Office for additional information.
- Utilize school-based police and provide frequent training and reviews. As an example, funding was made available by the APS Health and Wellness Department (Lynn Pedraza, Director) in the summer of 2004 and again in the summer of 2008, which provided Crisis Intervention Team training to certify School Resource Officers (SRO) and APS Police Officers and Aides to deescalate students who may be mentally ill by minimizing the use of force.
- Utilize District and City attorneys who are knowledgeable and interested in threats, stalking and domestic violence cases when investigating a high risk individual. The site administrator would make the request for legal services through their chain of command.

Restraining Orders

Consider advising the victim(s) or potential victim(s) of the possibilities of getting a restraining order (RO) in High Risk Threat incidence cases. These require legal filing, serving and implementing order, and court proceedings. Administration may be consulted regarding obtaining information about how a staff member or student would pay for the RO.

Physical Security

Minimal, moderate or stringent intervention and protection techniques can make the potential target less enticing to would-be perpetrators. Implementing physical security measures can reduce the likelihood of violence but each school has to weigh their value against the intrusiveness of the measures. Each school is required to have a School Safety Plan in place which addresses physical security. The following measures can be considered:

- **Access Restriction** - perimeter fencing, locks on classrooms and offices, visitor sign-in
- **Campus Police/Security** - extra eyes and ears to identify those who don't belong on campus
- **Identification** - ID badges are to be displayed and uniforms worn and surrendered when job is terminated.
- **Electronic Security Devices** - metal detectors, surveillance cameras, hand-held wands, telephones in the classrooms, alarm and intercom systems.
- **Signals and Drills** - intruder drills and "all-clear" signals.
- **Coat Checks** - checking coats in a central location serves as a subtle deterrent to weapon possession and concealment.
- **Blueprints** - school's blueprints should be updated and provided to law enforcement.

Administrative Protocol

Threat Assessment Teams need to be familiar with the following protocols as they devise and implement interventions:

- **General** - district rules, disciplinary procedures, student and employee status changes, special classes and administrative directives
- **Removal Protocols** - suspension, expulsion, school transfers
- **Notifications** - parents, guardians, emergency contacts and potential victims need to be notified but consider violation of privacy rights and defamation of character issues
- **Boundary Setting** - clarified verbally and in writing to parents, students and employees, which can include return-to-school agreement and behavioral contract

Information Gathering

It is essential to assess the behaviors and issues related to an individual's school violence risk. Gathering first-hand information and reviewing other relevant information is recommended.

- **Witnesses/Reporting Parties** - be aware that information can get distorted during the communication process, so standard interview procedures are recommended.
- **Background Review** - access information regarding the individual's past history of problems in school files and criminal justice records to the extent that it is legal to do so.
- **Subject Interview Guidelines** (See Appendix C for sample interview formats)
 - Addressing an individual's concerns can help stabilize the situation.
 - Identify the process and content of the interview and establish goals and objectives.
 - Ensure safety and security; determine location and timing of the interview, including termination (when to call for help if individual becomes irate).
 - Involve representatives (parent(s)/guardian(s), law enforcement) when necessary and appropriate.
 - Interview Process:
 - Administrator or security sets the climate of the interview with statement about District's commitment to safety.
 - Inquire about the individual's understanding of the purpose of the meeting.
 - Ask what s/he thinks is the District's options for handling the situation.
 - Use "what ifs" to determine their perceptions of how they will respond to a range of District options.
 - Note discrepancies between verbal statements and non-verbal behavior or valid information from collateral sources and reconcile these discrepancies through follow-up interviews.
 - If it is appropriate in the process to do so, the interviewer may set any boundaries such as discipline and restraining orders prior to ending the interview.
 - Debrief staff and law enforcement on a **need-to-know** basis.

Dealing with Difficult Parents

Involve appropriate child protective services if abuse or neglect is suspected and consider utilizing a Team member or staff (not directly involved in reporting) to work with parents (such as counselor, social worker, etc).

Other At-Risk Individuals (Chronic complainers & eccentric neighbors)

Consider monitoring them by having a designated staff member who is familiar with threat assessment issues read and review correspondence and then file, document and record communications. This person would work closely with law enforcement and convene a threat assessment if warranted. Consider an empathetic response where the person's concerns are taken seriously and addressed whenever possible.

Interfacing With Mental Health Professionals

Information from professionals involved in the treatment and evaluation of at risk individuals is critical for making decisions. Obtain appropriate releases (see Appendix D) and utilize a list of questions (See Appendix D) for more information.

Clinical Issues

Seek collateral information from reliable sources. Common issues include personality disorders, intense anger, obsessions, limited coping skills, power and control issues, violent fantasizing and dysfunctional family issues. Take into account client and therapist *transference* and *counter transference* reactions.

Treatment versus Evaluation

Evaluators offer an impartial view and Threat Assessment Teams may wish to encourage independent evaluations to avoid therapy enmeshment.

Mental Health and the Duty to Warn

A breach of confidentiality is necessary to protect the safety of other students or staff when a threat or intent to harm has been made or an individual is being harmed. The gravity of the obligations and responsibilities that may ensue is enormous. The school has a "special legal relationship" to the parents and students. *In loco parentis* (Latin for "in place of parent") can hold us legally responsible if negligence is proved.

Situations involving threats between students are commonplace, and it is always best to err on the side of caution. APS police must be informed so that they can fully investigate, to the best of their ability, all potential incidents brought to their attention. The Threat Assessment Plan must be used with the student(s) who made the threat.

Fitness to Return to School Evaluations

When there is a question about the student's mental or psychological condition that could adversely affect their performance or threaten the well-being of others in the school, the Team should consider an evaluation to determine fitness to return to school. The team has the option to request an evaluation with Southwest Family Guidance Center (paid for by APS). If the family prefers, they can request an outside evaluation from another agency or provider at their own expense. If an evaluation is conducted, best practice indicates that the evaluator should be a licensed mental health provider, conversant with the laws governing these assessments, the legal limits of feedback and should have procedures in place to safely evaluate high-risk individuals. The **evaluator should be provided all collateral information** pertaining to the individual being evaluated prior to evaluation. IMPORTANT NOTE: A signed Authorization for Release and Exchange of Information (Appendix D) from the parent(s)/guardian(s) is required

Victim Management

Relocation

Consider utilizing alternative school sites for an at-risk individual and/or for the targeted victim(s).

Personal Security Enhancement

Potential victims should be aware of their established routines and the extent to which they may be learned or known by the subject. Seek counsel from security personnel and consider issuing a cell phone or panic button for an on-campus alarm. Other recommended strategies that the victim can pursue include unlisted phone numbers, changing email addresses and/or filters and post office boxes.

Managing Telephonic Harassment

Consider advising the victim to use a phone trap (police and Telephone Company arrange this), caller ID, call blocking and/or answering machine and manually log calls by date and time.

Campus Stabilization

Parents, media and school community will often be aware if an at-risk individual has been disruptive; therefore, administration should determine what can be told to alleviate any fears and dispel rumors. All staff should be given the same message to share with parties.

Example: "Today there was an incident that involved a question of safety that came to the school's attention, and a prompt response resulted in _____. The individual was removed from campus without further incident. We are confident that the school is safe. Unfortunately, we cannot release any other information due to privacy issues".

Consideration should also be given to crisis intervention for students and staff. Contact the Counseling Manager for further information.

Monitoring

Monitoring is the process of determining whether the person is escalating or de-escalating in response to interventions. Consider distributing their photo on a "need-to-know" basis to security if the individual has been banned from entering campus. If individual has been hospitalized or arrested, Threat Assessment Teams need to anticipate release dates and have plans in place whether or not the individual returns to school.

Readjustment

Teams need to monitor and possibly re-assess individuals to ensure that the Threat Assessment Plan is being followed and is effective in resolving the threatening situation. Revision of Plan may be needed.

Re-Entry

When it is time for the student to re-enter the campus environment, Threat Assessment Teams need to reconvene and develop a Plan, preferably utilizing outside supports such as law enforcement and legal counsel.

APPENDICES

Appendix A ----- **AGENCY/PROVIDER LIST**

Appendix B ----- **APS Threat Assessment Team
Meeting Procedures and Rules**

Appendix C ----- **INTERVIEWS – General Information**

Appendix D ----- **FORMS**

Sample Staff Handout For School Violence Early Warning Recognition
Threat Assessment Team Confidentiality Agreement
Authorization For Release & Exchange Of Information
Provider Reply
APS Threat Assessment Plan Student Interview Protocol
Informal Review APS Student Safety
APS Threat Assessment Plan Protocols (Pages 1-9)
APS Threat Assessment Plan Follow-Up/Addendum Form

APS Resources

Department	Contact Information
Community Relations—Monica Armenta	880-3734
Counseling –Vickie Price	855-9828
Employee Assistance Program Judy Venczel	884-9738
Nursing –Laura Case	855-9834
Psychology/Diagnostic Services Lead—Bernadette Lucero-Turner	855-9903
Risk Management—Mike Wilson	880-8249
School Police—Chief Steve Gallegos (back-up is Carla Gandara)	239-6892 (or 220-8929 for Deputy Gandara)
<u>Director Of Threat Assessment- Larry Fortress</u>	<u>206-6695</u>
Special Education—Cindy Soo Hoo, Director	855-9907

APPENDIX A
AGENCY/PROVIDER LIST

*This is a suggested community resource list and is not all-inclusive and is current as of **3/22/17**. Call 311 for current numbers if the listed number is incorrect.*

AGENCY/RESOURCE	PHONE #	SERVICES PROVIDED
A New Day	938-1060	Run-away shelter, outpatient therapy, in-home family therapy
Albuquerque Rape Crisis Center	266-7711	Support for victims of sexual assault
All Faiths Family Services	271-0329	Sexual abuse survivors support, treatment for perpetrators, individual and family services
CFAR	842-8932	Services for drug and alcohol abuse
Children's Treatment Center	296-3695	Residential and day treatment program for children ages 3 -12.
Programs for Children and Adolescents (UNM)	272-2190	Outpatient therapy for children and families
La Familia	766-9361	Outpatient therapy (play therapy, family therapy)
The Community Lighthouse	273-6300	Family therapy, therapy for developmentally delayed children
Youth Development Incorporated (YDI)	831-6038	Gang intervention, GED, mentoring, case management, Head Start
Parents for Behaviorally Different Children	265-0430	Advocacy, support, resources and information
CNM	224-3000	GED
Home Education Livelihood Project	265-3717	In-home services, family preservation, therapy
Agora Crisis Center (UNM campus)	277-3013	24-hour-a-day crisis intervention
Women's Community Association	247-4219 1-800-773-3645 (hotline)	Shelter for women and children, domestic violence groups
The Storehouse	842-6491	Food box, clothes
The Salvation Army	761-9818	Food box, clothes, rent and utilities assistance
Medicaid in the schools	342-7412	Free health insurance for children
Shelter for Domestic Violence	247-4219	Safety and support for victims of domestic violence
S.O.S. (Survivors of Suicide)	271-4512 or 6817227	Support for survivors of suicide
NM Crisis Line	1-855-662-7474	Twenty four hour crisis line
Psych Emergency Services	272-2920	24-hour Psychiatric emergency services
First Nations Community HealthSource	262-2481	Community based health/behavioral programs for American Indian/Alaska Native and other underserved populations
Public Health Office	332-4850	Immunizations/child checkups for individuals with Medicaid, or no insurance
Open Skies	345-8471	Therapeutic programs for children, youth, and their families. Outpatient and live-in setting treatment.
Desert Hills	715-6808	BMS, intensive outpatient therapy day treatment, residential treatment
New Mexico Solutions	268-0701	A Behavioral Health Services provider; core service – Treatment Foster Care

**Albuquerque Public Schools Threat Assessment Team
Meeting Procedures and Rules**

1. Cell phones and pagers should be turned off.
2. Limit side discussions and interruptions.
3. Each Team member prints and signs name on THREAT ASSESSMENT PLAN Protocol (page 1).
4. Sign Threat Assessment Team Confidentiality Agreement (not applicable to Health and Wellness Team members who have a signed form on file).
5. Describe and record incident on THREAT ASSESSMENT PLAN Protocol (page 1). Team needs to be careful about noting other student's names on the form (anonymity may be desired by a student giving information about the incident).
6. Facilitator hands out BLANK copies of THREAT ASSESSMENT PLAN Protocol (pages 2 & 3) to all Team members to READ (*do not mark on*) section by section (i.e. Warning Signs- Verbal Clues... Warning Signs, Bizarre Thoughts) and make comments to the Facilitator who will record responses on a SINGLE form that will become the permanent record.
7. **NOTE: The Team needs to be able to support and defend the facts and opinions that are recorded on the THREAT ASSESSMENT PLAN Protocol.** It may be beneficial to note next to an item whether it is a fact versus an opinion.
8. **Fact:** "a truth known by actual experience or observation"
9. **Opinion:** "a belief or conclusion held with confidence but not substantiated by positive knowledge or proof"
10. Using information from Pages 2 & 3, determine Level of Threat (page 4).
11. Complete the High, Medium or Low Level Threat Checklist (pages 5, 6, or 7).
12. Complete Team Planning Form (page 8); identify name of responsible person(s) and make copies so they know what they need to do
13. Designate a TAT representative who will meet with the parent(s)/guardian(s) along with an administrator to complete the THREAT ASSESSMENT PLAN SUMMARY. Ideally, the representative should be a neutral person with whom the parent(s)/guardian(s) have a good working relationship
14. Submit a completed copy of the Albuquerque Public Schools Threat Assessment Plan Data Collection Form to Lead Psychologist Joab Gouveia (City Center--Special Education) and copies of the completed plan to Joab Gouveia and Chief of APS Police, Steve Tellez (City Center—APS Police).

All completed forms are CONFIDENTIAL and should be maintained in the student's discipline folder in a secure location and should also be included in a sealed envelope labeled "Discipline—Information for Site Administrator" and placed in the student's cumulative folder.

Interviews– GENERAL INFORMATION

Collateral School Interviews

The administrator is expected to do the initial information gathering by means of interviews to determine what happened and who was involved. Once the administrator, in conjunction with the APS Chief of Police, has determined that a THREAT ASSESSMENT PLAN should be developed, additional interviews should be conducted to assess warning signs, risk factors, precipitating events and stabilizing factors. Because of their training and experience in recognizing and intervening with children who have mental health issues, those interviews are the responsibility of the school psychologist, school social worker and school counselor who are expected to collaborate to complete them. Students and adults who know the subject of the threat assessment inquiry should be asked about communications or other behaviors that may indicate the student of concern's ideas or intent. The focus of these interviews should be factual:

- What was said? To whom?
- What was written? To whom?
- What was done?
- When and where did this occur?
- Who else observed this behavior?
- Did the student say why he or she acted as they did?

Bystanders, observers, and other people who were there when the student engaged in threatening behaviors or made threatening statements should be queried about:

- whether these behaviors or statements concerned or worried them;
- about changes in the student's attitudes and behaviors;
- increasing concerns about the student's behavior or state of mind.

However, individuals interviewed generally should not be asked to characterize the student or interpret meanings of communications that the student may have made. Statements such as "I think he's really dangerous" or "he said it with a smile, so I knew that he must be joking" may not be accurate characterizations of the student's intent, and therefore are unlikely to be useful to the Threat Assessment Team in carrying out a threat assessment inquiry.

Parent(s)/Guardian(s) Interview

The parent(s)/guardian(s) of the student of concern should usually be interviewed. Parent(s)/guardian(s) may be protective of their children. They may be frightened and/or embarrassed about the inquiry and the possibility that their child may be contemplating a violent act. The Threat Assessment Team should therefore make it clear to the student's parent(s)/guardian(s) that the objective of the threat assessment inquiry is not only to help prevent targeted school violence and diminish the chance that the student and possibly others would be harmed but also to help their child.

The Threat Assessment Team should seek the help of the student's parent(s)/guardian(s) in understanding the student's actions and interests, recognizing that parent(s)/guardian(s) may or may not know much about their child's thinking and behavior. Questions should include:

- Focus on the student's behaviors and communications, especially those that might be attack-related.
- Inquiry about the student's interest in weapons, as well as his or her access to weapons at home, at a relative's house and at friend's houses.

It may be useful for a member of the Threat Assessment Team to visit and observe the student of concern's home. The Team should have policies and procedures in place regarding home visits.

Potential Target Interview

Individuals who have been identified as potential targets of the student of concern should also be interviewed. The interviewing Team member should inform the subject of the interview that the primary purpose of that interview is to gather information about a possible situation of concern.

A potential target should be asked about their relationship to the student of concern and queried about recent interactions with that student. The interviewer should gather information about grievances and grudges that the student of concern may hold against a target or against others. Interviews with potential targets should be conducted with special sensitivity. Care must be taken to gather information without unduly alarming a potential target. If the Threat Assessment Team believes that there may be a risk of violence to an identified target, that target should be offered assistance and support.

Interview with the Student of Concern

Interviews with a student of concern oftentimes are critical in a threat assessment inquiry.

The primary purpose of a student interview is to learn about the student's **thinking, motives, and behavior**. The tone of the interview should be professional, neutral, and non-confrontational, rather than accusatory or judgmental.

Before conducting an interview with a student of concern, the Team member should be well acquainted with the facts that brought the student to the attention of school administrators and others. In addition, prior to conducting the student interview, the Team member should have reviewed available information concerning the student's background, interests, and behaviors. Background information can inform the interviewer's approach to and questioning of the student. This information may help the Threat Assessment Team determine whether the student poses a threat to particular targets. In addition, knowledge of background information concerning the student prior to the interview may help the interviewer judge whether the student is forthcoming and straightforward. Generally, a student should be asked directly about his or her intentions because adolescents will usually respond forthrightly to a direct question.

A student interview conducted during a threat assessment inquiry can elicit important information that permits the Threat Assessment Team to better understand the situation of the student and possible targets. This understanding, in turn, will help the Threat Assessment Team to assess the risk of violence that the student may pose in a given situation. Interviews with a student of concern can also generate leads for further inquiry.

An interview can also send the message to the student that his or her behavior has been noticed and has caused concern. Interviews give students of concern the opportunity to tell their personal stories, to be heard, and to reassess and redirect their behavior away from activities that are of concern. The interview may suggest to a student who has mixed feelings about attacking that there are people who are interested in his or her welfare, and that there are better, more effective ways to deal with problems or with specific people.

Although an interview with a student of concern can provide valuable information, relying too heavily on that interview as a basis for making judgments about whether that student poses a threat may present problems. The information offered by the student may be incomplete, misleading, or inaccurate. It is therefore important to collect information to corroborate and verify information learned from the student interview.

Sample Subject Interview Protocol (Adapted from Fayette County Public Schools)

When interviewing an individual about safety concerns, one approach is to ask questions which move from general introduction ...

- to fact finding,
- to recognition of concerns,
- to assessing support networks,

- To developing an outline of next steps.

The following questions are intended to provide a sample structure for the kinds of questions that may need to be asked. Individuals using this outline are encouraged to use their professional judgment and experience, and consult with legal counsel when tailoring questions to each unique circumstance. "Seems like you've been having a hard time lately, what's going on?" (To establish rapport and trust and open dialogue in a non-threatening way)

"What is your understanding of why you have been asked to come to the office?" (To review factual events)

1. "We are concerned about (behavior of concern). What's your side of it?" (to give the person opportunity to be heard and to understand the situation better)
2. "What is your understanding of why school staff is concerned?" (to determine if student is aware of effect behavior has upon others)
3. "What has been going on recently with you at school?" (To look into possible precipitating events such as peer conflict, student/teacher interactions, failing grades, etc.; follow appropriate leads).
4. "How are things going with your family?" (to look into events , such as conflict, divorce, deaths and losses) 1. "What else is going on with you?" (to look into events outside of school such as police involvement, medical issues, threats)
5. "Who do you have to talk to or assist you with this situation?" (To determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family support, church groups, etc.)
6. "Given (whatever is going on), what are you planning to do" or, "What are you thinking about doing?" (Follow-up on appropriate leads, including level of detail to stated plans, ability to carry out plans, violence intent, weapons access, etc. NOTE: if there is imminent risk, take immediate action to maintain safety by contacting law enforcement)
7. Close with a statement that describes short term next steps (i.e., "I'll need to contact your parents to talk about... "or, "You will be suspended for two days, then we'll...")

See Appendix D for a sample interview form titled Albuquerque Public Schools Threat Assessment Plan Student Interview Protocol.

Interfacing with Mental Health Professionals

TAT members will likely have to interface with mental health professionals involved in the treatment and evaluation of at-risk students. With appropriate releases, information from these sources is critical to evaluations of risk and decisions about returning the student or employee to the school environment. The following, non-exhaustive list of questions/issues may be used by the treating or independent evaluating professional to guide their assessment and feedback to the TAT decision-making process: What exactly happened (from subject and collateral source points of view)?

1. How are discrepancies between the subject and other's perceptions of the events in question resolved?
2. What are the essential aspects of the student's relationship with the school? What does it take for the student to safely function in the school setting?
3. Are there any circumstances that warrant a "duty to warn" intended victims and the police?
4. Does the student accept responsibility for the circumstances that led to the concerns of others and for addressing these concerns?

5. Have you assessed whether there is a developing violent action plan, violence intent, planning, and preparations including efforts by the individual to acquire, prepare, or use a weapon?
6. Have the issues that precipitated the student's deterioration and potential lethality been resolved, and how?
7. What is the student's game plan for preventing a repeat of their potential lethality or other problematic behavior and is s/he participating in this game plan?
8. What degree of confidence do you have that there will not be a repeat of potential lethality or other problematic behavior?
9. Are you aware of any circumstances or situations that might precipitate a repeat of potential lethality? What behaviors might be indicators of a repeat of potential lethality and suggest the need for evaluation and/or intervention?
10. What information have you used to base your opinion?
11. Is there any information that you believe to be helpful that you have not been able to acquire, and if so, why not?
12. Have you considered a course of family therapy by another therapist as an adjunct to individual treatment?

TAT members can reduce the uncertainty that often accompanies mental health system involvement by addressing some or most of these questions/issues with the treating or evaluating mental health professional. It also takes the Team beyond "Johnny is okay to go back to school or work" letters.

Clinical Issues and the At-Risk Individual

Clinicians who treat high-risk individuals need to operate at the highest level of ethical and professional practice. It is essential to seek collateral information from reliable sources, such as the school and parents. Appropriate releases should be secured and informed consent procedures should be followed to support collateral data collection.

Common issues which might become the focus of treatment include: personality disorders or abnormal traits; intense anger; obsessions and ruminative thought processes; the tendency to externalize blame; limited coping skills; dysfunctional patterns of relating to others; control and power issues; violent fantasy coping mechanisms; abandonment issues; and dysfunctional family issues. The use of adjuncts to the treatment, such as referral to a psychiatrist for medication to treat depression or symptoms of thought disorder, or referral for substance abuse treatment, may be indicated. Family therapy may also be appropriate.

Special attention must be paid in these cases to client *transference* and the therapist's own *counter transference* reactions. It is not uncommon for an at-risk individual's dysfunctional expectations to get projected onto the therapist (transference). If identified and addressed therapeutically, this offers a great opportunity to make some inroads into the problem. On the other hand, missed opportunities or counter therapeutic maneuvers (counter transference) may compromise the relationship, removing an important stability.

FORMS

Sample Staff Handout for School Violence Early Warning Recognition

THREAT ASSESSMENT TEAM CONFIDENTIALITY AGREEMENT

AUTHORIZATION FOR RELEASE & EXCHANGE OF INFORMATION

PROVIDER REPLY

Albuquerque Public Schools Threat Assessment Plan Student Interview Protocol

INFORMAL REVIEW Albuquerque Public Schools Student Safety

Albuquerque Public Schools Threat Assessment Plan Protocols (Pages 1-9)

APS Threat Assessment Plan Follow-Up/Addendum Form

Sample Staff Handout for School Violence Early Warning Recognition

Introduction

We at the District would like your help in keeping our schools safe for everybody, and would like to share some safety information with members of our staff. We ask your help to identify any situations where a student, staff member, or any other person might present a threat to school safety.

School Safety Zero Tolerance Defined

Just as our airports have zero tolerance for certain statements at the security checkpoint, our District has zero tolerance for any statements or behaviors of a threatening nature, any behaviors by individuals that might pose a threat to the well-being of students, staff, and others, and weapon possession. We have an obligation to keep our schools safe and take any of the above seriously. This is not an area for practical jokes or offhanded comments, as recent events demonstrate the importance of investigating thoroughly all potential concerns.

Early Warning Signs

- **Verbal clues** such as direct or indirect threats, assignments or writings with violent themes or fantasies expressed (including suicidal themes), statements indicating hopelessness or desperation
- **Bizarre thoughts** such as hallucinations, delusions, or paranoia
- **Behavioral clues** such as assaulting or, intimidating behavior, weapon possession, angry and emotional outbursts, signs of depression
- **Obsessions** with weapons, violence, violent media and music, thoughts of death, grudges and resentments against particular individuals
- **Any other warning sign** that causes you concerns about safety within our District

Reporting Procedures

Report concerns (and ask questions if you are not sure about something) to:

- School Principal

Crisis Procedures

- Get to safety, and if you are able, help children to escape as per our procedures
- Call 911
- Stay calm
- Avoid confronting any assailant—don't be a hero

List District-specific procedures:

**ALBUQUERQUE PUBLIC SCHOOLS
HEALTH and WELLNESS DEPARTMENT**

6400 Uptown Blvd. NE, Albuquerque, New Mexico 87110 Phone (505) 855-9800; Fax (505) 830-1771

**THREAT ASSESSMENT TEAM
CONFIDENTIALITY AGREEMENT**

I _____ understand that in the course of my activity as a member of the Albuquerque Public Schools (APS) Threat Assessment Team, I may have access to information which is confidential and may not be disclosed except as permitted or required by law and in accord with the Family Education Rights and Privacy Act, HIPPA, the New Mexico Children's Code (Chapter 32A NMSA 1978), and APS policies and procedures. In order for the APS Threat Assessment Team to care for students properly, certain information must remain confidential and the roles pertaining to the confidentiality of information may apply to all information covered by the above listed statutes and provisions. Confidential information includes, but is not limited to:

1. Records, files, documents, and other materials that include information directly related to a student and maintained by education agencies or institutions, such as health facilities, or by individuals acting on behalf of the agencies.
2. Information directly related to a student, specifically any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.
3. All other education records and verbal discussion of such records at Threat Assessment Team meetings.

By signing this Confidentiality Agreement, I acknowledge and agree that:

1. I will only access student records for which I have a legitimate education or health care related purpose.
2. I will not release confidential records from any other agency with which I may be associated.
3. I am obligated to hold confidential information in the strictest confidence and not to disclose the information to any person or in any manner outside of the APS Threat Assessment Team meeting, except when disclosure is part of the decision making process for placement and/or implementation of services or if a Authorization for Release of and Exchange of Confidential Information is signed.
4. I will print information only when necessary for a legitimate purpose and I am accountable for this information until it is destroyed.
5. My access and use of student records is subject to routine random, and undisclosed surveillance and review by APS.
6. Failure to comply with my confidentiality obligation may result in disciplinary action or termination of my employment/educational affiliation by APS.
7. Impermissible disclosure of confidential information about a person may result in legal action being taken against me by or on behalf of that person.
8. My confidentiality obligation shall continue indefinitely, including at all times after my association with the APS Threat Assessment Team.

I have read and understand this Confidentiality Agreement, have had my questions fully addressed, and have made a copy for my permanent personal records.

Print Name

Date

Signature

Title

**ALBUQUERQUE PUBLIC SCHOOLS
HEALTH and WELLNESS DEPARTMENT**
6400 Uptown Blvd. NE
Albuquerque, New Mexico 87110

AUTHORIZATION FOR RELEASE & EXCHANGE OF INFORMATION

I _____ give permission for the staff of the Health and Wellness
Parent/Guardian

Department working with my child at _____ school to release and/or
Share information concerning the diagnosis, treatment, and progress of above named child with the
community provider listed below. This information will be used in coordinating medical and/ or mental
health treatment, educational programs and related school programs for this child. I understand that
this information may be subject to re-disclosure by the recipient and may no longer be protected by
federal or state law. I further understand that I may revoke this authorization at any time by sending
written notice to either the school staff or community provider listed below. I understand that a
revocation will not apply to information that has already been disclosed by this authorization. This
authorization is effective immediately and shall be valid for one year from the date signed.

Signature: Parent(s)/Guardian(s)	Date	Relationship to Student
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Student's Name	Date of Birth	Medicaid of Medical Record #
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Name and address of school staff

Name and address of community provider

Name

Name

Title

Title

Mailing Address

Mailing Address

City State Zip Code

City State Zip Code

Phone Number Ext. Fax Number

Phone Number Ext. Fax Number

Physical Address

Physical Address

City State

City State

Character Counts

Trustworthiness**Respect for Others**Responsibility**Fairness**Caring**Citizenship
Equal Opportunity Employer

PROVIDER REPLY

Name of Student: _____ Date of Birth: _____

Date of Assessment: _____

DIAGNOSIS:

TREATMENT:

RECOMMENDATIONS FOR RETURN TO SCHOOL:

PROVIDER NAME: _____

Print Name

Title

Signature

Date

Telephone

Ext.

Fax

Email

PARENT(S)/GUARDIAN(S) PERMISSION TO RELEASE AND/OR EXCHANGE INFORMATION AND REPLY TO BE COMPLETED AND FAXED TO THE SENDING SCHOOL



**Albuquerque Public Schools Threat Assessment Plan
Student Interview Protocol (3 Pages)**

Student: _____ Date: _____

Interviewer: _____

1. "Seems like you've been having a hard time lately, what's going on?" (to establish rapport and trust and open dialogue in a non-threatening way)

2. "What is your understanding of why you have been asked to come to the office?" (to review factual events)

3. "We are concerned about (behavior of concern _____). What's your side of it?"
(to give the person opportunity to be heard and to understand the situation better)

4. "What is your understanding of why school staff is concerned?" (to determine if student is aware of effect behavior has upon others)

5. "What has been going on recently with you at school?" (To look into possible precipitating events such as peer conflict, student/teacher interactions, failing grades, etc.; follow appropriate leads).

6. "How are things going with your family?" (To look into events, such as conflict, divorce, deaths and losses). "What else is going on with you?" (to look into events outside of school such as police involvement, medical issues, threats)

7. "Who do you have to talk to or assist you with this situation?" (To determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family support, church groups, etc.)

8. "Given (whatever is going on), what are you planning to do" or, "What are you thinking about doing?" (Follow-up on appropriate leads, including level of detail to stated plans, ability to carry out plans, violence intent, weapons access, etc. NOTE: if there is imminent risk, take immediate action to maintain safety by contacting law enforcement)

9. Ask the student "is there something you need or something that the school can help do for you". (This establishes what the student perceives as a need and what other possible services or interventions are required in order for him/her to be successful.

10. Close with a statement that describes short term next steps (i.e., "I'll need to contact your parents to talk about... "or, "You will be suspended for two days, then we'll...")



Albuquerque Public Schools INFORMAL Threat Assessment Review

School: _____ Date of Review: _____

Student: _____ DOB: _____ Age: _____ Grade: _____

Student #: _____ Parent(s)/Guardian(s): _____

Does the student receive special education services or have accommodations through a Section 504 Plan? Yes No. If Yes, a SPED or 504 representative must be present for this Review.

Attendees:	Print Name	Sign Name
Administrator:	_____	_____
TAT Rep.:	_____	_____
Staff Member:	_____	_____
Other:	_____	_____
Other:	_____	_____
SPED/504:	_____	_____

Date and Time of the Concern or Incident: _____

Description of the Concern or Incident: _____

Based on this Informal Review, the Team recommends the following (check one):

No further action required (explain, unless done so above):

REASON: _____

Contact the Director of Threat Assessment to coordinate the formal Threat Assessment Plan:

REASON: _____

Refer student to school or community based resources, such as Health and Wellness Team, School Counselor, School Social Worker (depending on availability of services), Behavior Plan, outside therapist, etc.

REASON: _____

If the Team determines that a formal THREAT ASSESSMENT PLAN is not warranted, document a review date for follow-up of informal recommendations:

This form is to be maintained in the Student Discipline File



Albuquerque Public Schools - Threat Assessment Plan

Note: The Threat Assessment Team (TAT) should consider the following factors and their impact on the student's behavior: economic status, race, ethnicity, culture, religion, disability, sexual orientation, age, linguistic ability, and/or gender/gender identity.

IDENTIFYING INFORMATION

School: _____ Date of Meeting: _____
Student Name: _____ DOB: _____
Student #: _____ Age: _____ Grade: _____
Address: _____ Phone: _____
Name of Parent(s)/Guardian(s): _____ Name _____ Address if different _____ Phone _____

Does the student receive special education services or have accommodations through Section 504 plan? [] Yes [] No
(If Yes, SPED Head Teacher or other SPED representative or 504 plan representative must be a member of the Threat Assessment Team.)

Threat Assessment Team (TAT): Include members of the Health and Wellness Team as well as staff who have direct knowledge of the student and/or situation ALL TAT MEMBERS MUST SIGN A CONFIDENTIALITY AGREEMENT IF ONE IS NOT ON FILE

PRINT NAME ↓ SIGNATURE ↓
[] Administrator (Team Lead) _____
[] School Psychologist _____
[] School Counselor _____
[] Teacher who knows student _____
[] School Social Worker* _____
[] School Nurse* _____
[] Law Enforcement _____
[] Sped./504 Representative* _____
[] Other _____
[] Other _____
*if appropriate _____

Date of Incident: _____ Approximate Time of Day of Incident: _____
Description of Incident following interview(s) of key informants (e.g., student(s), staff, parents, police, etc.). The interviews are a VERY IMPORTANT element of the assessment process (see Appendix C for interview suggestions for different individuals.). Attach a separate sheet if space below is too limited to document the incident and then write "See Attached".

Have necessary interviews been completed before Team convenes? If not, who is to be interviewed and by whom:
By: _____ By: _____

This protocol (Pages 1-9 and all attachments) is maintained in the Student Discipline File and in a sealed envelope titled "For School Principal" in the student's cumulative file. Parent(s)/guardian(s) receive ONLY a copy of the Threat Assessment Plan Summary (Page 9) and pertinent student behavior contracts and/or Behavior Intervention Plan (BIP). Staff members (on a need to know basis) receive Page 8.

Albuquerque Public Schools - Threat Assessment Plan

CHECKLIST

WARNING SIGNS / RISK FACTORS / PRECIPITATING EVENTS / STABILIZING FACTORS

The following signs and factors are derived from Mohandie, School Violence Threat Management, 2002. There may be some overlap among the categories, which serves to facilitate recall, recognition, and reporting. Check all that may apply.

<p>WARNING SIGNS (Warning Signs or clues are used to describe behaviors that may indicate a developing problem)</p> <p>Warning Signs – Verbal Clues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct and Indirect threats <input type="checkbox"/> Verbalizing a violent plan <input type="checkbox"/> Recurrent suicide threats or statements <input type="checkbox"/> Expresses a wish to kill, to be killed, or to die <input type="checkbox"/> Threatens or brags about bringing a weapon to school <input type="checkbox"/> Threatening/ harassing phone calls/e-mails <input type="checkbox"/> Statement of hopelessness <input type="checkbox"/> Bragging of violent behavior or fantasies <input type="checkbox"/> Excessive profanity (contextually inappropriate) <input type="checkbox"/> Challenging or intimidating statements <input type="checkbox"/> Name-calling or abusive language <p>Warning Signs – Bizarre Thoughts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Persecutory delusions with self as the victim <input type="checkbox"/> Paranoid <input type="checkbox"/> Delusions in general <input type="checkbox"/> Command hallucinations <input type="checkbox"/> Grandiose delusions that involve power, control, destruction <input type="checkbox"/> Significantly deteriorated thought processes <p>Warning Signs – Behavioral/Physical Clues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical altercation, assault upon another person – frequent fighting <input type="checkbox"/> Inappropriate weapons possession or use <input type="checkbox"/> Drawings and other creative outlets with persistent or intense violent themes <input type="checkbox"/> Violent attire (camouflage fatigues, violent message shirts) <input type="checkbox"/> Physically intimidates peers/young children <input type="checkbox"/> Following/surveilling targeted individuals <input type="checkbox"/> Short-fused, loss of emotional control <input type="checkbox"/> Destruction of property <input type="checkbox"/> Bullying or victim of bullying <input type="checkbox"/> Deteriorating physical appearance/self-care <input type="checkbox"/> Isolating and withdrawn <input type="checkbox"/> Inappropriate displays of emotion, particularly anger, depression or rage <input type="checkbox"/> Signs of substance use/abuse/dependence <input type="checkbox"/> Signs of depression/severe mood swings <input type="checkbox"/> Rebellion against school authority 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifiably violent tattoos <input type="checkbox"/> Inappropriate possession of violent literature and information pertaining to known or suspected hate groups <p align="center">Warning Signs - Obsessions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self as a victim of a particular individual <input type="checkbox"/> Grudges or deep resentments <input type="checkbox"/> Particular object(s) of desire <input type="checkbox"/> Perceived injustices, humiliation, or disrespect <input type="checkbox"/> Thoughts of death or other incidents of violence <input type="checkbox"/> Narrow-focus, “sees no way out”, or has tunnel vision <input type="checkbox"/> Publicized acts of violence <input type="checkbox"/> Historically violent figures <input type="checkbox"/> Violent music and other media <input type="checkbox"/> Weapons and destruction <input type="checkbox"/> Stalking <p align="center">GENERAL VIOLENCE RISK FACTORS (Biopsychosocial Model of Risk Factors suggesting increased violence potential)</p> <p>Individual / Psychological Domain Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Past crime, violence or antisocial attitude <input type="checkbox"/> Age 15 -24 <input type="checkbox"/> Male gender <input type="checkbox"/> Lower intelligence <input type="checkbox"/> Paranoia <input type="checkbox"/> Anger/fear problems <input type="checkbox"/> Psychopathy <input type="checkbox"/> Attachment problems <p align="center">Social / Environmental Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family of origin violence <input type="checkbox"/> Adolescent peer group violence (i.e. gang) <input type="checkbox"/> Economic instability or poverty <input type="checkbox"/> Victim availability <input type="checkbox"/> Weapon availability <input type="checkbox"/> Diagnosis of alcohol use or abuse <input type="checkbox"/> Diagnosis of drug abuse/ psychostimulant use <p align="center">Biological Domain Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Head injuries or seizure disorder <input type="checkbox"/> Blackouts, recurrent dizziness, or severe headaches (central nervous symptoms) <input type="checkbox"/> Major mental disorders 	<p align="center">SCHOOL VIOLENCE RISK FACTORS</p> <p align="center">Peers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peers challenge and provoke an at-risk individual (<i>victim precipitated violence</i>) <input type="checkbox"/> Peers encourage or co-conspire to participate in a violent action plan <p align="center">School</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inconsistent implementation of policies and/or discipline <input type="checkbox"/> Teachers or staff who engage in demeaning or oppressive treatment of students <input type="checkbox"/> Tolerance or acceptance of bullying as “what kids do” and failure to intervene <input type="checkbox"/> Failure to ensure physical safety and security (Does school have a security plan?) <input type="checkbox"/> Failure to ensure safety in offsite settings such as school bus transportation and school events <p align="center">Family Risk Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Separation, divorce, marital affairs, difficult child custody <input type="checkbox"/> Violence in the home, domestic violence <input type="checkbox"/> Emotional, physical, sexual abuse <input type="checkbox"/> Excessively harsh or severe discipline <input type="checkbox"/> Substance abuse or dependency <input type="checkbox"/> Neglectful or ineffective parenting <input type="checkbox"/> Home characterized by high conflict <input type="checkbox"/> Weak or absent same-sex parent <input type="checkbox"/> Violent, ineffective, anti-social, toxic role models <p align="center">Psychological Issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mental disorder or symptoms of mental disorders <input type="checkbox"/> Mental disorder with alcohol or drug use <input type="checkbox"/> Mental disorder with active symptoms <p align="center">Mood Disorders</p> <ul style="list-style-type: none"> <input type="checkbox"/> Severe depression <input type="checkbox"/> Bipolar disorder <input type="checkbox"/> Suicidal <p align="center">Substance Use/Dependence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Past substance use/dependence <input type="checkbox"/> Current substance use/dependence <input type="checkbox"/> Lack of participation in after-care program <hr/> <p>Student's Name _____</p>
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Albuquerque Public Schools - Threat Assessment Plan

CHECKLIST (Continued) WARNING SIGNS/RISK FACTORS/PRECIPITATING EVENTS/STABILIZING FACTORS

<p>(SCHOOL VIOLENCE RISK FACTORS Cont.)</p> <p>Personality Disorders/Traits</p> <p><input type="checkbox"/> Feels morally superior to others</p> <p><input type="checkbox"/> Feels entitled to special treatment</p> <p><input type="checkbox"/> Sensitive to criticism</p> <p><input type="checkbox"/> Prone to rageful resentments & reactions when denied perceived entitlements.</p> <p><input type="checkbox"/> Little regard for rules or for the truth</p> <p><input type="checkbox"/> History of law breaking or lying</p> <p><input type="checkbox"/> Manifest significant egocentricity</p> <p><input type="checkbox"/> May appear superficially glib & charming</p> <p><input type="checkbox"/> Extremely manipulative</p> <p><input type="checkbox"/> Overly sensitive</p> <p><input type="checkbox"/> Unforgiving</p> <p><input type="checkbox"/> Suspicious of the motives of others</p> <p><input type="checkbox"/> Distrustful</p> <p><input type="checkbox"/> Often hostile and accusatory</p> <p><input type="checkbox"/> Odd, eccentric</p> <p><input type="checkbox"/> Often isolative</p> <p><input type="checkbox"/> Displays peculiarities of thought and reasoning, readily noticed by others</p> <p><input type="checkbox"/> Unstable & intense relationships with others</p> <p><input type="checkbox"/> Chronic feelings of emptiness and boredom</p> <p><input type="checkbox"/> Mood swings</p> <p><input type="checkbox"/> Intense fear of abandonment</p> <p><input type="checkbox"/> Self-mutilative behavior</p> <p><input type="checkbox"/> Suicidal behavior</p> <p>Self-Esteem</p> <p><input type="checkbox"/> Low self-esteem</p> <p><input type="checkbox"/> Feelings of inadequacy</p> <p><input type="checkbox"/> Pervasive feelings of not "fitting in"</p> <p><input type="checkbox"/> Pervasive feelings of not being "good enough" and worthlessness</p> <p><input type="checkbox"/> Denigrates those with whom the person feels inadequate</p> <p>Locus of Responsibility</p> <p><input type="checkbox"/> Pattern of blaming others and externalizing responsibility</p> <p>Attachment Issues</p> <p><input type="checkbox"/> General attachment problems and failures in their background</p> <p><input type="checkbox"/> <u>Intense</u> attachment in relationships and an unwillingness to let go</p> <p><input type="checkbox"/> <u>Absence</u> of attachment, estrangement from others</p> <p>Learning Disabilities</p> <p><input type="checkbox"/> Interventions to address learning disabilities have not yet been successful</p>	<p><input type="checkbox"/> Feelings of powerlessness, shame, isolation, and inadequacy related to disability and/or educational placement</p> <p><input type="checkbox"/> ADHD with symptom of impulsivity</p> <p><input type="checkbox"/> ADHD with history of risk taking behaviors</p> <p>Fantasy Life</p> <p><input type="checkbox"/> Active fantasy life</p> <p><input type="checkbox"/> Fantasies are usually violent</p> <p><input type="checkbox"/> Strong themes of power and control as a way of coping</p> <p><input type="checkbox"/> Alternate identity "as a force to be reckoned with"</p> <p><input type="checkbox"/> Extensive interest in real or fictionalized violence</p> <p>Spiritual Issues</p> <p><input type="checkbox"/> Deviance in spiritual issues such as anti-God or pro-occult belief system</p> <p><input type="checkbox"/> Anti-religion or violent religious extremism</p> <p>Birth Order</p> <p><input type="checkbox"/> Has older more successful siblings</p> <p><input type="checkbox"/> Rage toward siblings or others perceived similar to successful sibling</p> <p>Background Issues</p> <p><input type="checkbox"/> Geographic mobility (multiple relocations)</p> <p><input type="checkbox"/> Early initiation of problem behaviors</p> <p><input type="checkbox"/> Criminal background</p> <p><input type="checkbox"/> Criminal background that involves violent crime</p> <p><input type="checkbox"/> Contact with law enforcement not resulting in arrest but may have resulted in "sub-arrest" documentation</p> <p><input type="checkbox"/> Poverty</p> <p style="background-color: #e0e0e0;">PRECIPITATING EVENTS (Triggering events that may be the catalyst for violent acting out, "the final straw")</p> <p><input type="checkbox"/> Bullying or ridicule by classmate</p> <p><input type="checkbox"/> Significant personal rejection</p> <p><input type="checkbox"/> Loss of romantic or other important personal relationship</p> <p><input type="checkbox"/> Personal failure</p> <p><input type="checkbox"/> Administrative or disciplinary investigation or discipline</p> <p><input type="checkbox"/> Anticipated greater punishment or consequences</p> <p><input type="checkbox"/> Extreme jealousy</p> <p><input type="checkbox"/> Sudden onset of psychotic or thought disordered perceptions</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p>	<p style="background-color: #e0e0e0;">STABILIZING FACTORS (Strengths in the at-risk persons background that may contribute to restrain impulses and increase non-violent problem solving options)</p> <p>INDIVIDUAL STABILIZERS</p> <p>Coping Skills and Resources</p> <p><input type="checkbox"/> Good grades</p> <p><input type="checkbox"/> Part-time job</p> <p><input type="checkbox"/> Extra curricular activities</p> <p><input type="checkbox"/> Physical activities</p> <p>Interpersonal Skills</p> <p><input type="checkbox"/> Makes and keeps friends</p> <p><input type="checkbox"/> Empathy</p> <p><input type="checkbox"/> Resilience</p> <p>Mental Health Resources</p> <p><input type="checkbox"/> Participates in therapeutic relationship</p> <p><input type="checkbox"/> Takes prescribed medications</p> <p>Adjunct Treatment</p> <p><input type="checkbox"/> Participates in self-help support group</p> <p><input type="checkbox"/> Complies with program recommendations</p> <p>Spirituality</p> <p><input type="checkbox"/> Participates in spiritual support system</p> <p><input type="checkbox"/> Values non-violent behavior</p> <p>Peer Support</p> <p><input type="checkbox"/> Law abiding peers</p> <p><input type="checkbox"/> Pro-social friendships</p> <p><input type="checkbox"/> Healthy romantic relationships</p> <p style="background-color: #e0e0e0;">ORGANIZATIONAL STABILIZERS</p> <p>School culture</p> <p><input type="checkbox"/> Student feels harassment is addressed</p> <p><input type="checkbox"/> Student feels bullying is addressed</p> <p><input type="checkbox"/> Student feels connected and/or supported by someone in the school</p> <p><input type="checkbox"/> Student feels respected</p> <p><input type="checkbox"/> Student feels safe</p> <p><input type="checkbox"/> Student perceives that rules and boundaries are clear and equitable.</p> <p>FAMILY STABILIZERS</p> <p><input type="checkbox"/> Involved caregivers</p> <p><input type="checkbox"/> Academic performance is encouraged</p> <p><input type="checkbox"/> Appropriate rules and boundaries</p> <p><input type="checkbox"/> Family seeks help when needed</p> <p><input type="checkbox"/> Family respects authority</p> <p><input type="checkbox"/> Family monitors media</p> <p><input type="checkbox"/> Family monitors weapons in the home.</p> <p>_____</p> <p>Student's Name</p>
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Albuquerque Public Schools - Threat Assessment Plan

LEVEL OF THREAT

INSTRUCTIONS: Check the box of the most applicable LEVEL OF THREAT.

(Note: if the Team determines that the threat may span two levels, check the higher (of the two) threat level box, then record that the threat spans two threat levels (name both threat levels in the line provided under Additional Information below). Complete only the checklist for the higher (of the two) threat levels.

HIGH LEVEL THREAT

CATEGORY 1: High Violence Potential, Imminent Risk (Category 1 level of risk refers to those cases which have high violence potential and the at-risk individual should be arrested or hospitalized. There is an assessed risk of imminent danger to self or others which qualifies the individual for involuntary hospitalization or commitment procedures, and/or the person has violated criminal statutes which qualify him/her for arrest.)

CATEGORY 2: High Violence Potential, Not Imminent (Category 2 are high-risk for violence potential, but the at-risk person does not qualify for arrest or involuntary hospitalization or commitment procedures. There is substantial risk, but no evidence to support that the threat is imminent.)

Immediate intervention is needed which may include hospitalization (voluntary or involuntary), police involvement, active case management, and/or referrals to other needed services.

(Complete HIGH LEVEL THREAT CHECKLIST)

An individual ...

- is behaving in a way that is potentially dangerous to self or others (*Examples include detailed threats of lethal violence, possession/use of firearms or other weapons, etc.*) or;
- is very close to behaving in a way that is potentially dangerous to self or others;
- has significant existing Warning Signs and/or Risk Factors;
- has Precipitating Event(s) and;
- Has few Stabilizing Factors.

MEDIUM LEVEL THREAT

There may be evidence of internal emotional distress and/or **intentional** infliction of distress on others. A typical pattern includes veiled threats and intimidating statements, expressing attention-seeking anger, getting in people's faces, and has people "walking on eggshells." This person tends to self-justify and blame others for their behaviors.

(Complete MEDIUM LEVEL THREAT CHECKLIST)

An individual has ...

- some existing Warning Signs/Risk Factors;
- recent Precipitating Events and;
- Some Stabilizing Factors.

LOW LEVEL THREAT

There may be evidence of the **unintentional** infliction of distress on others (*e.g. insensitive remarks, "teasing", etc.*). Persons engaging in this behavior most often suffer from lapses of judgment.

(Complete LOW LEVEL THREAT CHECKLIST)

An individual ...

- has few Warning Signs and minor Risk Factors;
- has minimal Precipitating Events and;
- Stabilizing Factors appear to be reasonably well established.

Additional Information: _____

Student's Name

Albuquerque Public Schools - Threat Assessment Plan

HIGH LEVEL THREAT CHECKLIST

Check the box(s) of the applicable actions that have been or will be taken:

◆ NOTIFICATION OF APPROPRIATE INDIVIDUALS AND AGENCIES			
<input type="checkbox"/> Dial 911 or	_____		_____
<input type="checkbox"/> APD Crisis Intervention Team @ 761-8800	Name of person with whom you spoke	Person making contact	
	_____	_____	
	Time and Date		
<input type="checkbox"/> Alert APS School Police of situation @ 243-7712 – Dispatcher (ext. 115, 117, 119)	_____		
<input type="checkbox"/> Alert APD or Sheriff's Office	<input type="checkbox"/> APD non-emergency: 242-2677	<input type="checkbox"/> Sheriff non-emergency: 798-7000	
<input type="checkbox"/> Alert APS Administrator(s)	Name of person(s) contacted	Time and Date	Person making contact
<input type="checkbox"/> Contact CYFD, @ 841-6100	Name of person(s) contacted	Time and Date	Person making contact
<input type="checkbox"/> Warn intended victim(s)	Name of person(s) contacted	Time and Date	Person making contact
<input type="checkbox"/> Other:	_____		
◆ REMOVAL FROM SCHOOL COMMUNITY (Should be short term, less than 10 days, until long term plan is in place.)			
<input type="checkbox"/> Notify parent(s)/ guardian(s)	Name of parent(s)/guardian(s)	Time and Date	Person making contact
For student receiving special education/Section 504 services, consider:			
<input type="checkbox"/> IEP/504 plan	Date: _____	<input type="checkbox"/> Manifestation Determination	Date: _____
<input type="checkbox"/> Suspension (dates):	Prior suspension (dates): _____		
<input type="checkbox"/> Total days of suspension in current school year of	200___/200___		
<input type="checkbox"/> Functional Behavioral Assessment	<input type="checkbox"/> Behavior Intervention Plan (BIP) (Review & modify as needed.)		
<input type="checkbox"/> Other considerations:	_____		
◆ LINK FAMILY WITH MENTAL HEALTH PROVIDERS			
<input type="checkbox"/> Assist family with contacting appropriate agency for external assessment for danger to self and/or others.	_____		
<input type="checkbox"/> Children's Psychiatric Hospital @ 272-2890	<input type="checkbox"/> Desert Hills @715 6808		
<input type="checkbox"/> Kaseman Behavioral Medicine @ 291-5300			
<input type="checkbox"/> Other Community Therapist/Agency	_____		
<input type="checkbox"/> Obtain appropriate signed release(s) of information.	_____		
◆ SCHOOL/COMMUNITY FOLLOW-UP			
<input type="checkbox"/> Contact Community Relations.	@ 881-8421		
<input type="checkbox"/> Contact Risk Management.	@ 880-8249, ext. 314		
<input type="checkbox"/> Contact Employee Assistance Services.	@ 884-9738		
<input type="checkbox"/> Debrief school community (attempt to dispel rumors in the school; letter to community/staff).	_____		
<input type="checkbox"/> If student receives special education services, inform SPED coordinator.	_____		
<input type="checkbox"/> Other:	_____		
◆ MONITOR THE SITUATION	Date and time of review: _____		
Additional Comments: _____			

Student's Name

Albuquerque Public Schools - Threat Assessment Plan

MEDIUM LEVEL THREAT CHECKLIST

Check the box of the applicable actions that will be or have been taken:

◆ NOTIFICATION OF APPROPRIATE INDIVIDUALS AND AGENCIES			
<input type="checkbox"/>	Contact parent(s)/guardian(s)	Name of parent(s)/guardian(s) _____	Date _____ Person making contact _____
<input type="checkbox"/>	Alert appropriate APS administration	Name of person(s) contacted _____	Date _____ Person making contact _____
<input type="checkbox"/>	Warn intended victim(s)	Name of person(s) contacted _____	Date _____ Person making contact _____
◆ CONSIDER PLACEMENT/DISCIPLINE OPTIONS (Administrative input needed)			
Consider suspension process/expulsion from school if appropriate or alternative discipline.			
<input type="checkbox"/>	In School	<input type="checkbox"/>	Short Term
<input type="checkbox"/>		<input type="checkbox"/>	Long Term
<input type="checkbox"/>		<input type="checkbox"/>	Expulsion
<input type="checkbox"/>		<input type="checkbox"/>	Other _____
Describe plan: _____			
<i>For student receiving special education/Section 504 services, consider:</i>			
<input type="checkbox"/>	Conducting an IEP/Section 504 plan/Manifestation Determination.		
<input type="checkbox"/>	Date(s) of suspension: _____ Date(s) prior suspensions: _____		
<input type="checkbox"/>	Total days of suspension to date: _____		
<input type="checkbox"/>	Functional Behavioral Assessment <input type="checkbox"/> Behavior Intervention Plan (BIP) (Review & modify as needed.)		
<input type="checkbox"/>	Other considerations: _____		
◆ DEVELOP AN IN-SCHOOL SAFETY PLAN FOR STUDENT			
<input type="checkbox"/>	Identify Precipitating Factors and try to use strategies to alleviate.		
	Precipitating Factors: _____		

	Strategies identified: _____		

<input type="checkbox"/>	Require <input type="checkbox"/> daily/ <input type="checkbox"/> weekly check in with <input type="checkbox"/> Administrator, <input type="checkbox"/> Counselor and/or <input type="checkbox"/> Resource Officer.		
	Plan: _____		

<input type="checkbox"/>	Require random searches. (specify) _____		
<input type="checkbox"/>	Provide increase in adult supervision at school.		
	Plan: _____		

<input type="checkbox"/>	Request that parent(s)/guardian(s) provide adequate supervision outside of school.		
	Plan: _____		

<input type="checkbox"/>	Other: _____		

◆ MONITOR COMPLIANCE WITH PLAN	Date of Review: _____		

Student's Name

Albuquerque Public Schools - Threat Assessment Plan

LOW LEVEL THREAT CHECKLIST

Check the box of the applicable actions that will be or have been taken::

◆ NOTIFICATION OF APPROPRIATE INDIVIDUALS AND AGENCIES			
<input type="checkbox"/>	Notify parent(s)/ guardian(s) of incident.	Name of parent(s)/guardian(s) contacted _____	Date _____ Person making contact: _____
<input type="checkbox"/>	Alert appropriate APS administration.	Name of person(s) contacted _____	Date _____ Person making contact _____
<input type="checkbox"/>	Warn intended victim(s).	Name of person(s) contacted _____	Date _____ Person making contact _____
<input type="checkbox"/>	Other :	_____ Name of person(s)/agencies contacted _____	Date _____ Person making contact: _____
◆ CONSIDER DISCIPLINE OPTIONS			
<input type="checkbox"/>	Follow Student Behavior Handbook (administrative input needed). Plan: _____		
<input type="checkbox"/>	Other: _____		
<i>For student receiving special education/Section 504 services, <u>consider:</u></i>			
<input type="checkbox"/>	Conducting an IEP/Section 504 services Manifestation Determination. _____		
<input type="checkbox"/>	Date(s) of suspension: _____	Date(s) prior suspensions _____	
<input type="checkbox"/>	Total days of suspension to date: _____		
<input type="checkbox"/>	Functional Behavioral Assessment <input type="checkbox"/> Behavior Intervention Plan (BIP) (Review & modify as needed.)		
<input type="checkbox"/>	Other considerations: _____		
◆ DEVELOP AN IN-SCHOOL SAFETY PLAN FOR STUDENT			
<input type="checkbox"/>	School Counselor and/or School Social Worker intervention(s) for student. Plan: _____		
<input type="checkbox"/>	Require late arrival/early dismissal or modify schedule (Administrative or IEP decision). Plan: _____		
<input type="checkbox"/>	Request student to self-manage & report any difficulty to staff. Reports to: _____		
<input type="checkbox"/>	Provide/increase adult supervision at school. Plan: _____		
<input type="checkbox"/>	Request that student be escorted to class by: (Name) _____		
<input type="checkbox"/>	Request daily check-in with <input type="checkbox"/> Administrator, <input type="checkbox"/> Counselor, <input type="checkbox"/> Resource Officer or <input type="checkbox"/> Other		
<input type="checkbox"/>	Require random check-in and search. _____		
<input type="checkbox"/>	Schedule communication with parent(s)/guardian(s). Plan: _____		
<input type="checkbox"/>	Other: _____		
◆ MONITOR COMPLIANCE WITH PLAN Date of Review: _____			

Student's Name

Albuquerque Public Schools - Threat Assessment Plan

TEAM PLANNING FORM

**PRIOR TO THE STUDENT CONTINUING OR RETURNING TO AN APS SCHOOL,
the following applicable actions should be considered and decisions made regarding
implementation:** *(indicate name of person(s) responsible for implementation/follow-up)*

	Name of responsible person(s)
<p>◆ CONSIDERATIONS (attach all copies of contracts)</p>	
<input type="checkbox"/> Request a due process student hearing.	_____
<input type="checkbox"/> Refer to APS Hearing Officer for long term suspension of general education student.	_____
<input type="checkbox"/> Conduct Manifestation Determination Hearing for student receiving special education services. <input type="checkbox"/> Conduct a meeting with parent(s)/guardian(s) and student and review plan for re-entry to school	_____
<input type="checkbox"/> Review recommendations and assess compliance with recommendations.	_____
<input type="checkbox"/> Develop or review Functional Behavior Assessment and Behavior Intervention Plan.	_____
<input type="checkbox"/> Other: _____	_____
<input type="checkbox"/> Contract with student to follow APS behavior handbook.	_____
<input type="checkbox"/> Place student on behavior contract (to address other specific behavior).	_____
<input type="checkbox"/> Contract with student to make no further threats.	_____
<input type="checkbox"/> Coordinate community resources for student (community therapist to provide assistance). <input type="checkbox"/> Obtain releases of information from parent(s)/guardian(s) to: community agencies, therapist, etc.	_____
<input type="checkbox"/> Initiate a referral to Student Assistance Team and/or Health and Wellness Team	_____
<input type="checkbox"/> Recommend substance use/abuse counseling.	_____
<input type="checkbox"/> Provide adult supervision: <input type="checkbox"/> from bus to class/class to bus <input type="checkbox"/> passing period <input type="checkbox"/> lunch <input type="checkbox"/> recess <input type="checkbox"/> after school program. <input type="checkbox"/> other _____	_____
<input type="checkbox"/> Encourage communication between home and school.	_____
<input type="checkbox"/> Allow student check in time with Health and Wellness Team member, teacher or administration.	_____
<input type="checkbox"/> Alert appropriate staff and teachers on a <i>need to know</i> basis. <input type="checkbox"/> Review prior recommendations and check to see if parent(s)/guardian(s) have followed through.	_____
<input type="checkbox"/> Complete <i>Threat Assessment Plan Summary</i> and give copy to parent(s)/guardian(s).	_____
<input type="checkbox"/> Other: _____	_____
<input type="checkbox"/> Develop plan for the safety/well-being of other student(s) and/or staff who were the threatened.	_____
<p>Summary of plan for safety/well-being of others: _____</p> <p>_____</p> <p>_____</p>	
<p>Notes/Additional Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Student's Name

Albuquerque Public Schools - Threat Assessment Plan Summary

For :	Student's Name _____	Student ID # _____	School _____	Today's Date _____
◆ Presenting Problem:	_____			
◆ Recommended Action:	_____			
Identify any outside service provider (by referral/selection of family): _____				
Address: _____ Phone: _____				
◆ SCHOOL SHOULD CONSIDER:	(attach all copies of contracts as needed)			
<input type="checkbox"/>	Contract with student to follow <i>APS Student Behavior Handbook</i> .	<input type="checkbox"/>	Place student on behavior specific contract.	
<input type="checkbox"/>	Provide adult supervision: <input type="checkbox"/> from bus to class/class to bus <input type="checkbox"/> passing period <input type="checkbox"/> lunch <input type="checkbox"/> recess <input type="checkbox"/> after school			
<input type="checkbox"/>	Daily check in and/or <input type="checkbox"/> random searches.			
<input type="checkbox"/>	Other: _____			
SUMMARY OF SCHOOL SAFETY PLAN:	_____			
◆ PARENT(S)/GUARDIAN(S) SHOULD CONSIDER				
<input type="checkbox"/>	Search student's room at home for weapons.	<input type="checkbox"/>	Agree to student being searched prior to entering school.	
<input type="checkbox"/>	Agree to remove weapons from home (<i>turn over to police or give to a friend for safe keeping</i>).			
<input type="checkbox"/>	Restrict internet use as appropriate.	<input type="checkbox"/>	Restrict use of violent media/video games	
<input type="checkbox"/>	Restrict contact with victim(s).	<input type="checkbox"/>	Institute a behavior plan at home.	
<input type="checkbox"/>	Arrange for outside treatment and/or therapy.	<input type="checkbox"/>	Enhance stabilizing factors (i.e. coping, interpersonal skills, limit	
SUMMARY OF HOME SAFETY PLAN:	<i>Parent(s/guardian(s) will implement the following home safety plan):</i> _____			
◆ MONITOR AND REVIEW	Date to Review: _____			
SIGNATURES				
Administrator:	_____	_____	_____	_____
	Print Name	Signature	Date	
TAT Team Representative:	_____	_____	_____	_____
	Print Name	Signature	Date	
Parent/Guardian:	_____	_____	_____	_____
	Print Name	Signature	Date	
Parent/Guardian:	_____	_____	_____	_____
	Print Name	Signature	Date	
Student:	_____	_____	_____	_____
	Print Name	Signature	Date	

In the event the parent either did not attend and/or refused to sign this Summary form, check the following: Did not attend meeting Attended meeting Refused to sign Summary form.
 If the parent did not attend, a copy of this Summary form was mailed to the parent Certified Mail with Return Receipt Requested. Date mailed: _____. (File the Certified Mail form with the THREAT ASSESSMENT PLAN.)

APS Threat Assessment Follow-Up/Addendum Form

(To be used for Follow-Up Reviews or when new information needs to be added or changes need to be made to a THREAT ASSESSMENT PLAN)

Today's Date: _____ School: _____ Student: _____
DOB: _____ Grade: _____ Date of original THREAT ASSESSMENT PLAN: _____

CHECK ONE:

_____ Follow-Up Review
_____ Addendum

Does the student receive special education services or have accommodations through a Section 504 Plan (check one) _____ Yes _____ No. If yes, a SPED or 504 representative must be present for this Follow-Up/Addendum meeting.

<u>Attendees:</u>	<u>Print Name</u>	<u>Sign Name</u>
Administrator:	_____	_____
TAT Representative:	_____	_____
Staff Member:	_____	_____
SPED/504:	_____	_____
Other:	_____	_____

Description of the purpose for the meeting: _____

List additional Warning Signs/Risk Factors/Precipitating Events and/or Stabilizing Factors: _____

Document additional information- i.e. from parent(s)/guardian(s), school staff, therapist, hospital, alternative placement, etc. _____

Document changes or additions to the Level of Threat or Team Planning Form: _____

Based on this Follow-Up/Addendum, the Threat Assessment Team recommends the following: _____

_____ See Attached Forms (check if applicable)

Date of next Follow-Up Review (if needed): _____

This form is to be maintained in the student's discipline file and in a sealed envelope labeled "Information for School Principal" and placed in the student's cumulative folder.