

# Violence Prevention Threat Assessment Protocol

Governing Board Presentation  
October 23, 2018

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# What it is?

- A protocol to bring a standardized approach to assessment of threats made against other persons at our schools.
- It allows for the creation of a multidisciplinary group to assess the threat.

# Why do we need it?

- We had 37 threats to harm multiple persons at a campus in the second semester of SY 17/18.
- So far for SY 18/19 we have had 8 incidents. (4 high school, 3 middle school, 1 K-8)
- Missed signals in Parkland Florida incident reinforced the need.
- Intended for threats to harm multiple persons, it may be used for one on one threats.

# New Threat Assessment Protocol

- The Threat Assessment Protocol involves evaluation and classification of these types of threats:
  - Unknown perpetrator
  - Transient
  - Substantive
- Appropriate response & intervention

# Unknown Perpetrator - Page 1-3

- May include threats written on school property (a favorite is in the bathroom)
- Phone calls
- Printed
- Electronic

# Response Procedures - Page 2-3

- An investigation is conducted.
- Depending on the severity level of a threat, schools will increase security and implement crisis communications and social media plans to communicate effectively with students, staff, parents and the community.

# Transient and Substantive Threat Protocols – Page 3

- When an individual becomes the focus of a threat assessment investigation, appropriate authorities gather information, evaluate facts, and make a determination as to whether that person poses a threat of violence.
- If an inquiry indicates that there is a risk of violence in a specific situation, authorities conducting the threat assessment collaborate with others to develop and implement a plan to manage the incident.

# Transient and Substantive Threat Protocols

- Transient threats (expression of anger or frustration, often intended as a joke).
- Substantive threats (serious threat to harm others that involves a detailed plan and means).



# Transient Threat Protocol

- **Transient threats can be resolved and documented with the concurrence of a site administrator and their supervisor.**
- **School consequences will often apply.**
- **Staff to call School Safety and fill out Attachment A, Transient Threat Disposition Form located on page 16.**

# Substantive Threats – Pages 4-15

- Specific and plausible, details such as a specific victim, time, place, and method.
- Repeated over time or conveyed to differing individuals.
- Involves planning, substantial thought, or preparatory steps.
- Recruitment or involvement of accomplices.
- Invitation for an audience to observe threat being carried out.
- Physical evidence of intent to carry out threat.(e.g., lists, drawings, written plan)

# Step 1: Threat Team Members – Minimum of 3 persons

- Principal/Assistant Principal
- Counselor
- School Psychologist
- Social Worker
- School Resource Officer
- Teacher(s)
- School Safety Personnel
- Parent
- MTSS Facilitator

## Step 2: Inquiry Format Page 5-7

- Specific information will be gathered on the incident. (page 6)
- Information gathering on Personality traits, family, school, and social dynamics. (definitions page 5, data page 7)

## Step 3: Assessing Information

- Complete the 9 questions based on all known information.
- Scores are assigned to each question.

# Step 4: Determine the threat level – Pages 7-10.

- The scale is meant to measure the severity and frequency of an alleged threat.
- If questions are non-applicable award zero points.
- The below example is on page 7.

(EXAMPLE) Has the student engaged in attack-related behaviors? These behaviors might include.

1) Developing an attack idea or plan; NO

1) Making efforts to acquire or practice with weapons; YES, One Point

1) Casing or checking out possible sites and areas for attack; YES One Point

1) Rehearsing attacks or ambushes. NO

Circle rating level; 1 2 3 4 Total:2 Circle rating should be 2

# Determine the threat level – 9 questions – Pages 8-10

- Motives and goals
- Communication of thoughts
- Interest in attacks
- Capacity to carry it out, including access to weapons
- Stressful events in their life
- Concern by others about potential for violence

# Step 4: Determine the threat level scoring – Page 10

- Low – 0-14
- Medium -15-23
- High – 24 or higher



# Step 5: Intervention and Management - Overall – Page 11

## Threat Management:

- Immediate protective actions.
- Notify the intended victim and the victim's parent.
- Determine the most appropriate placement which may include suspension from school pending a comprehensive safety evaluation.
- This evaluation may include a psychological assessment.
- May also require law enforcement involvement.

# Step 5: Intervention and Management Continued

- Create a written safety plan to protect the potential victim and to address the student's educational needs.
- A determination will be made to return the student to school or placement in an alternative setting.
- Include the conditions that must be met and the procedures in place to monitor the student when he or she returns to the school setting.

- These are suggested responses for consideration when dealing with a low, middle, or high risk threat.
- Not all of them will apply to every situation.

# Interventions for Safety – Pages 14-15

- This is where we record what we are going to do, by checking all steps that apply.
- Follow up (review of status date) is indicated on page 14.
- Other considerations (page 15) include:
  - Adjudication status
  - Court or foster placement
  - Other agencies that may provide assistance

# Implementation and Evaluation

- Kick off October 1, 2018
- Use will be reviewed in January 2019 and again in June 2019

# Staff Training Status

- All School Safety – 4 sessions in May-June 18
- Psychologists and Social Workers – 9-5-18
- High School Counselors – 9-18-18
- Middle School Counselors – 9-20-18
- Health Services – 10-5-18
- Elementary Counselors – 11-30-18

# Questions?

- School Safety Dispatch Office  
at 584-7676 (24/7)
- Jeff Coleman – Director  
at 225-4924

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