

OGS Threat Assessment and Response Protocol

Revised: August 3rd, 2023

Team members

Administrators: Ryan Murray (Principal) and Joseph O'Malley (Assistant Principal)

School psychologist: Lindsay Krieschen

School social worker: Kimberly Wesley/Allie Wilgus/Gayle Timlin

School Counselor: Ole Stevens (LHS)

Teacher(s): John Mehnert and Dave Jones

Nurse: Callie Johnson

Law enforcement: Sara Balmes

Overview: A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification. *(The framework for this threat assessment originated from [The Virginia Model for Student Threat Assessment](#).)*

Step 1

Evaluate the threat

- Obtain a detailed account of the threat
 - Interview multiple people (person making the threat, witnesses)
 - Identify key observations from each conversation
 - Obtain evidence
 - Verbal, written, digital media
 - Consider the circumstances in which the threat was made
 - Is there a communication of intent?
 - Does the threat specify that the individual is going to harm themselves, someone else, or a violent act has taken place?

Yes, there is a threat. Move to step two.

No, there is not a threat. This might be an expression of anger, a mean moment, and the students' needs might merit attention and support.

Document Evidence:

Step 2

In what type of manner was the threat expressed?

- Humor
- Rhetoric
- Emotionally driven

Does the individual retract the threat, offer an explanation, or provide an apology with no further intent to harm?

Yes, the threat is resolved and add services as needed.

Document Evidence:

No, continue to step three.

Self-Harm? Potential harm to others?

Step 3

Respond to the threat

Who responds from the team and what is the threat?

- Intruder
- Self-harm/suicide

A school social worker or school psychologist will conduct a "Suicide Risk Monitoring Tool - Middle/High School Version" from the Elyssa's Mission program to assess the level of risk

- Bullying/harassment/violence

Very serious, continue to step four.

Serious, the case is resolved as a serious substantial threat and add services as needed

Document Evidence:

Step 4

Conduct a safety evaluation of the threat

- Contact law enforcement, if needed
- Take precaution to protect potential victims
- Warn intended victim and parents
- Look for ways to solve the conflict
- Utilize restorative practices or remove the student (safety)

Step 5

Implement the safety plan: [Student Safety Plan](#)

- Document the plan
- Maintain contact(s) with the student
- Monitor the plan and adjust when appropriate

Need a section here for documenting the follow up?

Document Evidence:

Initial Threat Report

Name of person(s) reporting the threat:		Date and time of the report:	
Affiliation of the person making the report (highlight): <ul style="list-style-type: none">• Student• Parent• Staff member• Community member• Other			
Who did you initially report this threat to?		When did you become aware of this threat?	
Situation or behavior of concern:			
Name of the person making the threat:		Date and time:	
Affiliation of the person making the threat (highlight): <ul style="list-style-type: none">• Student• Parent• Staff member• Community member• Other		Identification: <ul style="list-style-type: none">• Male/female• Grade• Home address• Phone	

Interview: Person Making the Threat

(Utilize quotes for exact words/statements during the interview)

Name:	Date/Time:
Name of person conducting the interview:	
Do you know why I want to talk to you? <input type="checkbox"/> Refusal to comply	
What happened today when you were (the place of the incident)? <input type="checkbox"/> Refusal to comply	
What exactly did you say and what exactly did you do? <input type="checkbox"/> Refusal to comply	
What did you mean when you said or did that? <input type="checkbox"/> Refusal to comply	
How do you think the (person who was threatened) feels about what you said or did? <input type="checkbox"/> Refusal to comply	
What was the reason you said or did that? <input type="checkbox"/> Refusal to comply	
What are you going to do now? <input type="checkbox"/> Refusal to comply	

Interview: Target or Witness of the Threat

(Utilize quotes for exact words/statements during the interview)

Name:	Date/time:
Name of person conducting the interview:	
Do you know why I want to talk to you?	
What happened when you were (place of the incident)?	
What exactly did (person making the threat) say and what did they do?	
What did you think he or she meant when he or she said that?	
How did you feel about what (person making the threat) said or did?	
What was the reason (the person making the threat) said or did that?	
What are you going to do now?	
What do you think the person making the threat is going to do now?	

Interview: Parent or Guardian

(Utilize quotes for exact words/statements during the interview)

Name:	Date/time:
Name of person conducting the interview:	

What do you know about the threat?

☐ Refusal to comply

Have you heard (student name) talk about things like this before?

☐ Refusal to comply

Are you familiar with (intended victim(s)?

☐ Refusal to comply

Does (student name) have the means to carry out the threat? For example, access to firearms, explosives, etc.

☐ Refusal to comply

What are you planning to do about the threat?

☐ Refusal to comply

Questions to Identify Stressors (optional)

Does your student like school?

☐ Refusal to comply

Are there any important events that have affected your family or child such as move, divorce, separation, loss, etc.?

☐ Refusal to comply

Has your child reported being bullied, intimidated, or rejected in any way?

☐ Refusal to comply

Who are your child's friends?

☐ Refusal to comply

Has your child been exposed to violence such as abuse, physical aggression, entertainment, etc...?

☐ Refusal to comply

Interview: Teacher/Staff

(Utilize quotes for exact words/statements during the interview)

Name:	Date/time:
Name of person conducting the interview:	
How is the student doing academically? Has there been any change in recent weeks?	
Has the student been considered for special education or placed in special education?	
What kinds of difficulties does the student have?	
What do you know about the threat?	
Have you heard the student talk about things like this before?	
What have other students told you about the incident?	
Is there another teacher or staff member who might know something about this?	

How well does the student get along with others and who are the students' friends?
Have there been any conflicts or difficulties with peers?
Has the student complained about being bullied, teased, or unfairly treated by others?
Have there been any apparent changes in the student's mood, demeanor, or activity level?
How does the student respond to discipline?

Key observations after interviews

The threat is likely to be less serious:

1. Subject admits to threat (statement or behavior).
 - Yes
 - Partially
 - No
 - Don't know/Not available
2. The subject has an explanation for the threat as benign (such as a joke or figure of speech).
 - Yes
 - Partially
 - No
 - Don't know/Not available
3. The subject admits feeling angry toward the target at the time of threat.
 - Yes
 - Partially
 - No
 - Don't know/Not available
4. Subject retracts threat or denies intent to harm.
 - Yes
 - Partially
 - No
 - Don't know/Not available
5. Subject is apologetic or willing to make amends for the threat.
 - Yes
 - Partially
 - No
 - Don't know/Not available

6. The subject is willing to resolve the threat through conflict resolution or some other means.

- Yes
- Partially
- No
- Don't know/Not available

Threat is likely to be more serious:

7. The subject continues to feel angry toward the target.

- Yes
- Partially
- No
- Don't know/Not available

8. The subject expressed a threat on more than one occasion.

- Yes
- Partially
- No
- Don't know/Not available

9. The subject has a specific plan for carrying out the threat.

- Yes
- Partially
- No
- Don't know/Not available

10. Subject engaged in preparation for carrying out the threat.

- Yes
- Partially
- No
- Don't know/Not available

11. The subject has a prior conflict with the target or other motives.

- Yes
- Partially
- No
- Don't know/Not available

12. The subject is suicidal. (Supplement with suicide assessment.)

- Yes
- Partially
- No
- Don't know/Not available

13. The threat involved the use of a weapon other than a firearm, such as a knife or a club.

- Yes
- Partially
- No
- Don't know/Not available

14. The threat involves the use of a firearm.

- Yes
- Partially
- No
- Don't know/Not available

15. The subject has possession of, or ready access to, a firearm.

- Yes
- Partially
- No
- Don't know/Not available

16. The subject has or sought accomplices or audience for carrying out a threat.

- Yes
- Partially
- No
- Don't know/Not available

18. The threat involves peers or others who have encouraged the subject in making a threat.

- Yes
- Partially
- No
- Don't know/Not available

Response to the threat

Highlight the Response(s) Selected

- Increased contact/monitoring of the subject
- Reprimand or warning
- Parent conference
- Student apology
- Contacted target of the threat, including parent if the target is a minor
- Counseling (note number of meetings)
- Conflict mediation
- Schedule change
- Transportation change
- Mental health assessment
- Mental health services in school
- Mental health services outside the school
- Assess the need for special education services
- Review of Individualized Education Program (IEP) for students already receiving services
- 504 plan or modification of the 504 plan.
- Behavior Support Plan created or modified
- In-school time out or suspension
- Out-of-school suspension (number days)
- Referral for expulsion
- Other disciplinary action
- Change in school placement (e.g., transfer, homebound instruction)
- Services for other persons affected by threat
- Law enforcement consulted
- Legal actions (e.g., arrest, detentions, charges)

- Other actions

Provide Comments to Support Selection: