

Operational Services

Administrative Procedure - Targeted School Violence Prevention Program

Threat assessment procedures work best when incorporated into an overall Targeted School Violence Prevention Program strategically developed and collectively implemented by local school officials, District staff, student body members, and the community. This administrative procedure contains four sections as follows:

1. Glossary of Terms
2. Targeted School Violence Plan
3. Preparedness for a Targeted School Violence Crisis, Response, and Recovery
4. Threat Assessment (Three Phases)
 - Phase One: Identification
 - Phase Two: Inquiry
 - Phase Three: Investigation

Glossary of Terms

Threat - An expression of intent to harm someone that may be spoken, written, or expressed in some other way, such as through gestures.

Targeted School Violence - Includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity.

Targeted School Violence Prevention Program - The overall process used to create a District and school environment that is conducive to learning by identifying, managing, and preventing threats and acts of Targeted School Violence.

Targeted School Violence Prevention Plan (TSVP Plan) - The strategic procedures used to integrate a Targeted School Violence Prevention Program into a District's existing policies and procedures.

Targeted School Violence Prevention Team (TSVP Team) - A District level team that the Superintendent creates to develop a Targeted School Violence Prevention Plan and oversee the District's Targeted School Violence Prevention Program.

Threat Assessment - A rational approach to prevent school violence through evaluating students that demonstrate potentially dangerous behavior. Developed by the U.S. Secret Service and adapted for use in school settings, it aims to first assess the seriousness of the threat and then the appropriate response to resolve it and ultimately prevent an act of Targeted School Violence.

Threat Assessment Team - A building-level team that performs a threat assessment when activated by the Building Principal.

It may include the Building Principal, Assistant Building Principal, School Resource Officer, School Psychologist, and School Counselor or Social Worker.

Targeted School Violence Prevention Plan

Following are the strategic procedures to integrate a Targeted School Violence Prevention Program into the District's existing policies and procedures.

Actor	Action
Superintendent	<p>Select a Targeted School Violence Prevention Team (TSVP Team) from throughout the community to include:</p> <ul style="list-style-type: none"> Building Principals (Building Principals are mandatory for successful implementation of a TSVP Plan). District Safety Team Program Coordinator (see 4:170-API, <i>Comprehensive Safety and Crisis Program, Part A, Safety Team</i>) Law enforcement representatives Board attorney District psychologist(s) Mental health workers and/or social service agencies Faith leaders Community members Students <p>Chair and convene TSVP Team meetings for purpose of completing District-level TSVP Plan.</p> <p>Inform School Board of the TSVP Team’s progress and needs by adding information item to Board’s agendas as needed.</p>
Targeted School Violence Prevention Team	<p>Develop processes to identify, assess, and manage threatening communications and situations.</p> <p>Identify policies and procedures which possibly affect a TSVP Plan, including but not limited to:</p> <ul style="list-style-type: none"> 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:150, <i>Committees</i> 2:240, <i>Board Policy Development</i> 3:40, <i>Superintendent</i> 3:60, <i>Administrative Responsibility of the Building Principal</i> 4:170, <i>Safety</i> 5:230, <i>Maintaining Student Discipline</i> 6:65, <i>Student Social and Emotional Development</i> 6:120, <i>Education of Children with Disabilities</i> 6:235, <i>Access to Electronic Networks</i> 7:20, <i>Harassment of Students Prohibited</i> 7:130, <i>Student Rights and Responsibilities</i> 7:140, <i>Search and Seizure</i> 7:150, <i>Agency and Police Interviews</i> 7:170, <i>Vandalism</i> 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i> 7:190, <i>Student Discipline</i> 7:200, <i>Suspension Procedures</i> 7:210, <i>Expulsion Procedures</i> 7:230, <i>Misconduct by Students with Disabilities</i> 7:250, <i>Student Support Services</i> 7:340, <i>Student Records</i> 8:10, <i>Connection with the Community</i>

Actor	Action
	<p>8:95, <i>Parental Involvement</i></p> <p>Recommend, through the Superintendent, all policy changes to the School Board for consideration. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Appoint Building Principals as a “point of contact” to accept reports of threats.</p>
Building Principal	<p>Establishes and leads building level Threat Assessment Teams consisting of available personnel such as the Assistant Principal, School Counselor/School Psychologist, and School Law Enforcement/Resource Officer. (The building level team composition can be adapted to meet the staffing patterns for different schools and may include other disciplines.)</p> <p>Ensures 4:170 AP-1, <i>Administrative Procedure - Comprehensive Safety and Crisis Program, Part C, Site Based Safety Plan</i>, is available throughout schools (do not limit to office); distributes to and discusses with local law enforcement; regularly reviews plan with the building staff.</p> <p>Publicizes and educates staff, parents/guardians, students, and community members: (1) to report students and situations of concern to any school administrators or other authorities (i.e., local law enforcement), and (2) how school officials will address these concerns. This can be accomplished by distributing 4:170-E3, <i>Targeted School Violence Prevention and Threat Assessment Education</i>, and discussing what Threat Assessment Teams are and what they do when they learn of a threat.</p> <p>Assess the feasibility of forming an anonymous tip line and organizing its management.</p> <p>When a tip or concern is raised, proceed with <u>Threat Assessment</u> section, Phase One: Identification of Threat procedures.</p> <p>Provide follow-up acknowledgements to those who provide information, e.g., “we appreciate your bringing this situation to our attention” or “we have carefully considered the information you shared with us.”</p>
School Board	<p>Monitor 4:170, <i>Safety</i>, and make changes recommended by the TSVP Team. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Provide both the TSVP and Threat Assessment Teams with appropriate resources.</p>
Superintendent/Building Principal	<p>Ensures the student disciplinary policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See 7:180, <i>Preventing Bullying, Intimidation, and Harassment</i> and 7:190, <i>Student Discipline</i>.</p>

Preparedness for a Targeted School Violence Crisis, Response, and Recovery

This portion follows 4:170-AP1, *Comprehensive Safety and Crisis Program* and suggests additional steps specific to managing a Targeted School Violence crisis that school officials may want to incorporate in the District’s existing Safety and Crisis Program.

Actor	Action
Superintendent, Building Principal, and Targeted School Violence Prevention Team	Examines 4:170-AP1, <i>Comprehensive Safety and Crisis Program</i> procedures and recommend any changes to existing procedures to Superintendent or Safety Team Program Coordinator.
Safety Team Program Coordinator	<p>Meet with TSVP Team to foster an understanding of what additional items the District’s Safety Team might add to its procedures to accomplish a response and recovery.</p> <p>Add an agenda item to the 4:170-AP1, <i>Comprehensive Safety and Crisis Program, Part A. Safety Team</i> meetings specific to Targeted School Violence; consider inviting the Board attorney and local law enforcement and emergency responders to this meeting.</p> <p>During a crisis, legal counsel should be a crucial element to crisis response and management because school officials must make split second decisions, often with legal consequences to the District; local law enforcement’s familiarity with who the District’s legal counsel is <i>before</i> a crisis occurs will assist with a faster connection between legal counsel and the school officials involved in the early stages of a Targeted School Violence Crisis the immediate response to it.</p>
Superintendent and Building Principal(s)	<p>For Crisis Preparedness and Response, ensure:</p> <p>4:170-AP1, <i>Comprehensive Safety and Crisis Program, Part I</i> Site Based Safety Plan, reflects each individual building’s needs.</p> <p>4:170-AP1, <i>Comprehensive Safety and Crisis Program, Part D</i> School Safety Drill Program, supports a TSVP Plan, specifically consider whether to add a law enforcement drill if the school does not already participate.</p> <p>4:170-AP1, <i>Comprehensive Safety and Crisis Program, Part H</i> reflects the District’s and each building’s needs, especially the section on “Weapons and Explosives on Campus” and also ensures that multiple copies of these plans exist and appropriate persons have access to them (one copy in Building Principal’s office is insufficient).</p> <p>For crisis recovery, ensures:</p> <p>4:170-AP1, <i>Comprehensive Safety and Crisis Program, Parts J and K</i>, reflects District needs and that the Board attorney is aware of the plans.</p> <p>Recommend to the Safety Team Program Coordinator any other additional crisis recovery items that the safety team deems necessary.</p>

Threat Assessment

The procedures of this section rely heavily upon Building Principals to lead Threat Assessment Teams through the use of 4:170-AP7, E1, E2, and E3 to identify, assess, and manage threatening behavior.

Phase One: Identification of Threat

Actor	Action
Anyone	Identifies student or situation to applicable Building Principal.
Building Principal (alone or with Threat Assessment Team)	<p>Assesses the question: “How much time do we have?” If time is critical, refer matter to local law enforcement immediately.</p> <p>Notifies the Superintendent.</p> <p>If not immediately referred to local law enforcement, uses 4:170-E1, <i>Threat Assessment Decision Tree</i>, and follows steps to evaluate the threat (generally, a Building Principal can quickly resolve the first three steps without engaging the full Threat Assessment Team in a comprehensive threat assessment).</p> <p>Step 1: Evaluate threat.</p> <p>Using 4:170-E2, <i>Threat Assessment Documentation</i>, thoroughly and promptly collects information and evaluates threat by:</p> <ol style="list-style-type: none"> 1. Interviewing student with a standard set of questions and documenting the facts; 2. Notifying the student’s parent(s)/guardian(s) (use 7:190-E, <i>Aggressive Behavior Reporting Letter and Form</i>, when appropriate); 3. Notifying the parent(s)/guardian(s) of the recipient(s)/victim(s); and 4. Assessing the need for confidentiality of the information gathered from students and other witnesses during the threat assessment inquiry or investigation phases. <p>Step 2: Decide whether threat is clearly transient or substantive.</p> <p>Considers the context of how the threat was made and categorize the level of risk as transient or substantive. The most important distinction between transient and substantive threats is that substantive threats require protective action to prevent the threat from being carried out. Serious discipline violations do not always constitute substantive threats.</p> <p style="padding-left: 40px;">Transient threats proceed to Step 3: Respond to transient threat.</p> <p style="padding-left: 40px;">Substantive threats skip Step 3 and proceeding directly to Step 4: Assess whether the substantive threat is serious or very serious, below in <u>Phase Two: Threat Assessment Inquiry - Building Level</u>.</p> <p>Step 3: Respond to transient threat.</p> <p>When the threat is transient, the full threat assessment team does not need to perform a comprehensive threat assessment, determines</p>

Actor	Action
	<p>appropriate management and discipline considerations and responds accordingly. When a transient threat is sparked by an argument or conflict, may involve other Threat Assessment Team members to determine the appropriate management and discipline considerations to resolve the problem.</p> <p>See policies 7:190, <i>Student Discipline</i> and 6:120, <i>Education of Children with Disabilities</i>.</p>

Phase Two: Inquiry

Actor	Action
<p>Building Principal and Threat Assessment Team</p>	<p>Step 4: Assess substantive threat as serious or very serious.</p> <p>Keep Superintendent informed.</p> <p>Assess whether the threat is <i>serious</i> or <i>very serious</i> by examining the intended severity of the threatened injury/action. Consult with notes on E2, <i>Threat Assessment Documentation</i>.</p> <p><i>Serious threats</i> (generally threats to assault and batter) proceed to Step 5.</p> <p><i>Very serious threats</i> (generally threats involving the use of a weapon, murder, sexually assault, or severely injure others) skip Step 5, proceeding directly to Step 6 below in <u>Phase Three: Threat Assessment Investigation - Local Law Enforcement</u>.</p> <p>Manage the student of concern; consider contacting Board attorney; and ensure discreteness of situation. See, 7:130, <i>Student Rights and Responsibilities</i>, 7:140, <i>Student Search and Seizure</i>, 7:180, <i>Preventing Bullying Intimidation and Harassment</i>, 7:250 <i>Student Support Services</i> and 7:250-AP2, <i>Protocol for Responding to Students with Social Emotional, or Mental Health Problems</i>.</p> <p>Step 5: Respond to serious substantive threat.</p> <p>Notify and protect all potential recipients/victims and notify their parents/guardians. Use 4:170-E2, <i>Threat Assessment Documentation</i>, to ensure that protective action reflects the circumstances of the threat.</p> <p>Caution the student about the consequences of carrying out the threat and keep student's parent(s)/guardian(s) informed.</p> <p>Determine the appropriate management and discipline considerations to resolve the problem. See 7:190, <i>Student Discipline</i> and policy 6:120, <i>Education of Children with Disabilities</i>, 7:200, <i>Suspension Procedures</i> and 7:210, <i>Expulsion Procedures</i>.</p>

Phase Three: Investigation - School Resource Officer and/or Local law enforcement

Actor	Action
<p>Building Principal and Threat Assessment Team in</p>	<p>Step 6: Respond to Very Serious Threat</p>

Actor	Action
conjunction with Local Law Enforcement Investigators	<p>Conduct safety evaluation, psychological assessment, or law enforcement investigation.</p> <p>Consider suspension to ensure immediate protection of all potential recipients/victims and notify their parents/guardians. Use 4:170-E2, <i>Threat Assessment Documentation</i>, to ensure that protective action reflects the circumstances of the threat.</p> <p>Refer student for mental health evaluation; manage the student of concern; contact Board attorney; and ensure discreteness of situation. See, 7:200, <i>Suspension Procedures</i>, 7:250, <i>Student Support Services</i> and 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Problems</i>.</p> <p>Refer matter to the School Resource Officer and/or local law enforcement to investigate and engage other resources within the community.</p>
School Resource Officer and/or Local Law Enforcement	<p>Issue findings and recommendations of investigation to Threat Assessment Team.</p>
Building Threat Assessment Team	<p>Determines appropriate management and discipline; recommend suspension or expulsion based upon the findings and recommendations of local law enforcement. See, 7:200, <i>Suspension Procedures</i>, 7:210, <i>Expulsion Procedures</i>, 7:250, <i>Student Support Services</i> and 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Problems</i>.</p> <p>Step 7: Implement a written safety plan.</p> <p>If student returns to school, integrate findings and recommendations of investigation to create a written safety plan that manages protection of potential recipients/victims while addressing student(s)' educational needs. The plan should, among other things:</p> <ul style="list-style-type: none"> • Describe conditions the student must meet to return and stay in school; • Implement procedures to monitor the student if he or she returns to the school; • Include feedback from the student(s)' parent(s)/guardian(s) (when appropriate); and • Include other items as deemed appropriate by the Threat Assessment Team. <p>See 6:120, <i>Education of Children with Disabilities</i>, 7:250, <i>Student Support Services</i> and 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional or Mental Health Problems</i>.</p>